



# You, Me, PSHE

A scheme of work for the  
primary school

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**Years 1-6**

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Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- Fun times
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- Me and others
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- My money

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### ◆ Year 2 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- What keeps me healthy?
- Friendship
- Boys and girls, families
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- Medicines and me

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### ◆ Year 3 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- Tobacco is a drug
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### ◆ Year 4 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- Democracy
- Making choices
- What is important to me?
- Playing safe
- Growing up and changing

## Year 5 .....

### ◆ Year 5 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- In the media
- Stereotypes, discrimination and prejudice (including tackling homophobia)
- When things go wrong
- Dealing with feelings
- Different influences
- Borrowing and earning money

## Year 6 .....

### ◆ Year 6 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- Healthy relationships / How a baby is made
- Weighing up risk
- Human rights
- Healthy minds
- Keeping safe - out and about / FGM

## Resources list .....

## Acknowledgements .....

## PSHE

PSHE is an important subject to teach, it is vital if pupils are to learn how to keep safe and healthy in an ever-changing world.

PSHE is a key way that schools can ensure that pupils are receiving a wide and varied curriculum that is relevant to the lives they live today and prepares them for the future.

The DfE requires all schools to publish their PSHE curriculum on their school website.

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

The Government's statutory safeguarding guidance for schools: **Keeping children safe in education; statutory guidance for schools and colleges** (May 2016) states that:

*'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), through sex and relationship education (SRE).'*

 **N.B.** The red flag symbol, on the whole school curriculum overview and year group curriculum overviews (written version), demarcates PSHE topics and lessons that directly relate to safeguarding pupils.

The National Curriculum (September, 2014) states that all schools:

- must provide a curriculum that is broadly based and balanced and which meets the needs of all pupils
- promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- should make provision for personal, social, health and economic education (PSHE) drawing on good practice.

### Policies

The PSHE curriculum should be referred to in the school policies for teaching and learning, safeguarding and child protection, behaviour and anti-bullying, online safety, drugs, sex and relationship education, whole school food and physical activity.

## A scheme of work for the primary school

### About the scheme of work

You, Me, PSHE provides primary schools with a clear and progressive PSHE curriculum which can be used as given. The PSHE subject leader can also adapt it to fit alongside individual school curriculum maps.

We have divided PSHE into 7 different strands:

Sex and relationship education (SRE)

Drug, alcohol and tobacco education (DATE)

Keeping safe and managing risk

Mental health and emotional wellbeing

Physical health and wellbeing

Careers, financial capability & economic wellbeing

Identity, society and equality

- Within each strand, we have designed age-appropriate topics for the different year groups.
- One topic per half term is taught to each year group (SRE is taught over a whole term in Y2, 4 and 6).
- Each topic consists of three lessons per half term and teachers are expected to teach a minimum of three lessons in each half term. Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).

### Assessment

Assessment has been included as an integral part of each topic. At the beginning of the topic pupils complete a pre-topic assessment activity, which is then repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made. Pupils also complete a self-reflection sheet at the end of each topic; to encourage self-evaluation and reflection on learning within the topic as a whole unit of work.

A simple and clear way of assessing pupil progress is to give each pupil a PSHE reflections book (this could be an exercise book or folder). Each assessment sheet the pupils complete can be kept in their own book. This book can travel with pupils as they move up to the next year group and acts a record of their learning in PSHE.

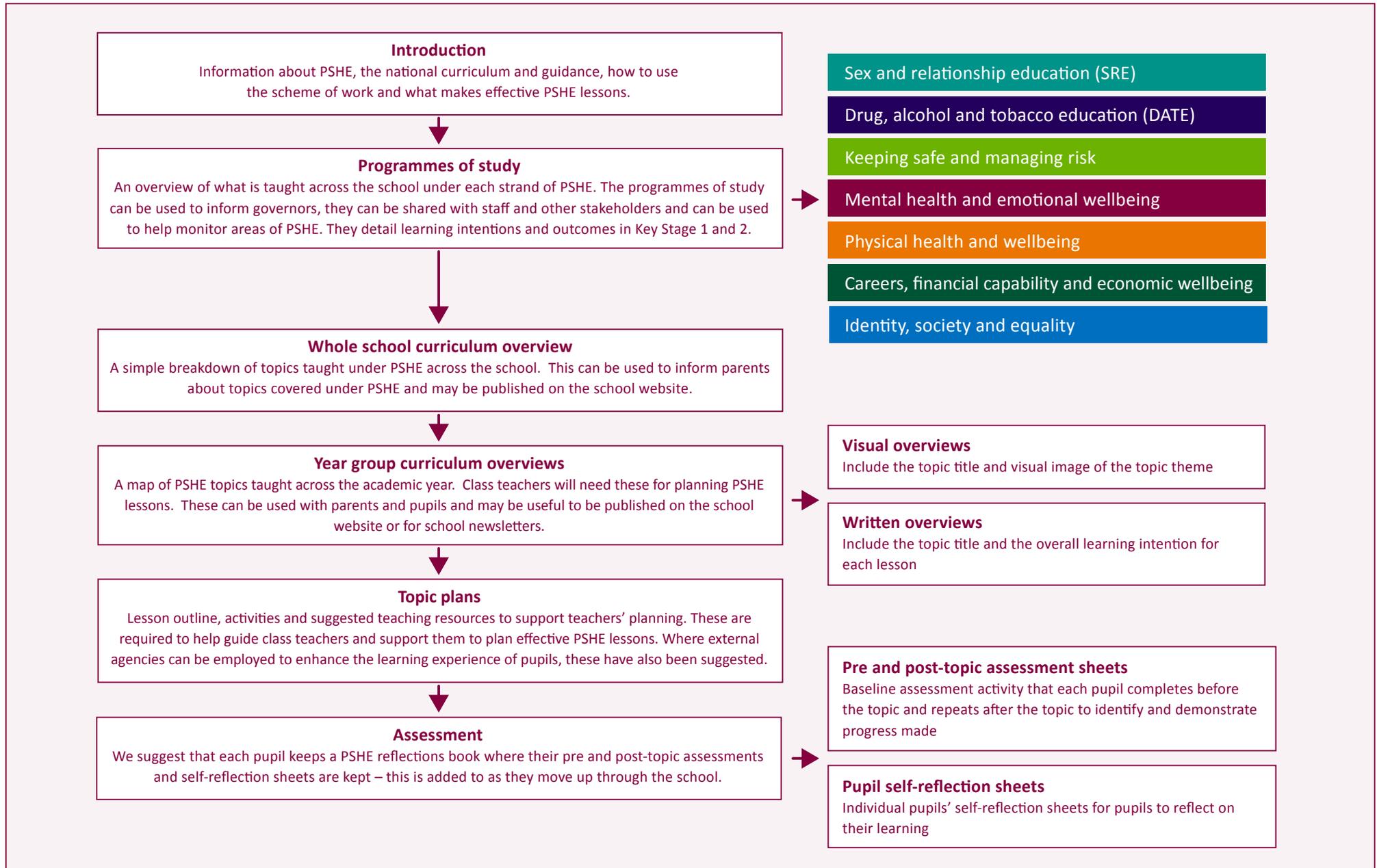
Teachers will find these useful for report writing, parent meetings and to discuss learning with individual pupils.

### Monitoring and evaluation

To monitor learning in PSHE, a sample of pupils' PSHE reflections books from each class can be collected and progress checked. PSHE subject leaders might want to concentrate on a particular strand of the scheme of work, such as drug, alcohol and tobacco education, as a monitoring focus for the year.

Another way might be to take a theme such as spiritual, moral, social and cultural development (SMSC), safeguarding or British Values to demonstrate evidence of pupils' learning in PSHE within a particular area of school life. Other ways of monitoring will include lesson observations and learning walks.

# A scheme of work for the primary school



## What makes a good PSHE lesson

### Establishing a safe and supportive environment

- Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lesson
- Distancing techniques are clearly used
- Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils
- The teacher is aware of vulnerable pupils and enables them to safely participate

### PSHE is taught like other curriculum subjects

- The lesson is planned in line with the whole school programme for PSHE and is in-line with school policies
- Planned and well-structured lesson with clear beginning, middle and end
- Effective learning strategies are used to engage pupils and challenge their thinking
- Pupils are involved in active and participatory activities through which they develop skills and attitudes, as well as knowledge and understanding
- The teacher feels confident to teach the lesson, pupils enjoy their learning and make progress

### Assessment of learning

- Teaching starts from where the pupils are (drawing on the baseline assessment)
- Pupils and teachers are able to see the progress pupils have made
- Pupils have opportunities to reflect on their learning, including how they feel about their learning

### Classroom environment enhances learning in PSHE

- Book corner and role play areas reflect learning in the PSHE topic
- Displays of pupil work/learning walls reflect learning in the PSHE topic
- Information directing pupils how to access further advice, care or support is available (for example, posters)

## The importance of ground rules for PSHE lessons

Before teaching personal, social, health and economic (PSHE) education, clear ground rules should be established. These may also be known as a class contract or class agreement and are one of the main ways of ensuring there is a safe teaching and learning environment. The ground rules should be kept to consistently and revisited throughout the lesson, and should be clearly displayed in the classroom. Teachers should model good use of the ground rules and reinforce or renegotiate them as required.

### Example ground rules – List 1 (shared agreement)

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary when possible; if we are unsure, we ask the teacher
- We do not name names
- We know we can ask for further help or advice if we want to

### Example ground rules – List 2 (rights and responsibilities)

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- We have the responsibility to ensure people do not feel judged or 'put down'
- We have a responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

### In order for ground rules to be effective, they should be developed and agreed with the pupils themselves, rather than given or imposed by the teacher.

Teachers will want to explain that PSHE lessons cover a wide range of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

### Some ways of developing ground rules with pupils

- Use a character or persona doll and think about how they can be helped to feel comfortable in the lessons
- Give each individual pupil or pair of pupils a sheet of paper divided into sections and ask them to write one important rule in each section. Compare each other's responses to develop one class set to be agreed
- Ask one half of the class to write down or draw important things for the teacher to do in PSHE lessons and the other half to think about important things for the pupils to do

### • Carousel activity:

- Write a prompt word or statement on a piece of flipchart paper (for example: listening, sharing/asking questions, not judging others, using appropriate language, confidentiality, help)
- Organise pupils into six groups and give each group a piece of flipchart paper and a marker pen
- Ask pupils to jot down ideas under each heading to explain the type of behaviour people would show and what they would do/say or not do/not say to create a safe and comfortable learning environment
- After a short time, pass the pieces of flipchart paper around the room clockwise to the next group
- Ask this group of pupils to jot down why these types of behaviour are important in a PSHE lesson
- After a couple of minutes, pass the pieces of flipchart paper around the room clockwise and to the next group
- Ask this group of pupils to come up with a class rule for the key word/statement
- Display the flipchart paper around the classroom and ensure everyone agrees the rules

## The importance of ground rules for PSHE lessons (continued)

**These are some examples and things to consider with the class when developing a set of ground rules:**

### 1. Listening to others

Consider with the class:

- what good or 'active' listening consists of
- how best to agree with or challenge someone's else viewpoint (listening in full before making assumptions or formulating a response, not interrupting)

#### Examples

- ◆ We make sure that everybody feels listened to
- ◆ Everybody has the right to feel listened to

### 2. Sharing opinions, the right to 'pass' and asking questions

Consider with the class:

- that topics should be able to be explored openly and honestly
- the importance of everyone being entitled to express an opinion
- that questions should be welcomed but:
  - no one should ask a question that deliberately tries to embarrass or upset someone or encourages pupils to laugh at anyone
  - teachers and pupils may choose to not answer a question if it is personal

- whether questions can be asked throughout the lesson or whether there may be a set time in the lesson when questions can be asked. For example:
  - ◆ At the beginning of the lesson, questions are invited and written on the flipchart to help direct the lesson based on the current needs and understanding of the class
  - ◆ By using an anonymous questions box, questions can be asked and followed up a later time (this is particularly useful if pupils want to ask questions that they may feel uncomfortable about raising in the lesson)
- that pupils should join in and actively participate in the lesson, but if someone feels uncomfortable with a topic or activity they should talk to the teacher individually (the teacher might prepare the class in advance by letting them know what topics are coming up). Pupils can let the teacher know anonymously or directly if they have any concerns about themselves or a friend

#### Examples

- ◆ We join in and ask questions if we want to
- ◆ Everybody has the right to join in and speak if they want to

### 3. No assumptions, non-judgemental

Consider with the class:

- that a range of different attitudes and beliefs may be explored in the lesson
- that there may not necessarily be a 'right' answer
- that everyone should be entitled to express an opinion or ask a question without feeling ridiculed – the importance of not putting down or making fun of other pupils
- where pupils disagree with another point of view, they should challenge the belief and not the person
- being careful not to make assumptions about the attitudes, values and life experiences of others

#### Examples

- ◆ We make sure everybody feels ok – we don't put people down
- ◆ We have the responsibility to ensure people do not feel judged or 'put down'

## The importance of ground rules for PSHE lessons (continued)

### 4. Use of language

Consider with the class:

- the importance of using vocabulary everybody understands – in most cases the correct words should be used
- that inaccurate or offensive vocabulary should not be used (unless there is specific task that demands this)
- the way in which words are used; such as using correct vocabulary but in an inappropriate way, for example, to hurt someone or cause offence

#### Examples

- ◆ We use the correct vocabulary when possible; if we are unsure we ask the teacher
- ◆ We have responsibility to use the correct vocabulary so as not to cause offence

### 5. Confidentiality

Consider with the class:

- that lesson time is not the appropriate setting to discuss their own personal experience or the personal experiences and private lives of people they know. General situations might be used as examples, but names and identifying descriptions should be left out. Pupils can share stories or experiences without naming others, by saying: 'Someone I know...' or 'A situation I heard about...'
- the importance of not naming names or repeating other people's views if discussing the lesson content outside of the classroom. You might also discuss why it is not appropriate to share the lesson content with younger pupils (depending on the nature of the lessons). Emphasise that you cannot completely guarantee confidentiality
- that if you become concerned that a child is at risk (being hurt or harmed), you will need to follow the school's safeguarding policy (tell someone else in school)

#### Examples

- ◆ We do not name names
- ◆ Everybody has a responsibility to keep confidentiality

### 6. Seeking help and advice

Teachers should direct pupils to:

- a person or people in school
- appropriate websites, helplines or text services where pupils might go to for further help or advice – these should be displayed in the classroom, especially whilst the topic is being taught

#### Examples

- ◆ We know we can ask for further help or advice if we want to
- ◆ Everybody has the right to seek help or advice if they want to

## Teaching strategies for PSHE lessons

### Teaching strategies



## Teaching strategies for PSHE lessons

**Artefacts and objects** Collecting relevant artefacts and objects that are related to a PSHE topic means they can be used as a stimulus for discussion, for categorising activities or as part of a classroom display or role play area. Many of these will be everyday objects easily found in the home or school. Islington schools can borrow artefact boxes from the [Islington Education Library Service www.iels.org](http://www.iels.org)

**Brainstorm** The teacher, pupil or pupils jot down all the words or ideas for a discussion or about a particular issue or topic. No suggestion is changed, discussed or challenged until the end. When everything has been written down, ideas can be discussed further or categorised. Brainstorms can be done individually, in pairs, small groups or with the whole class.

**Carousel** Pupils work in groups. Each group is given a different heading relating to the same theme on a piece of flipchart paper. Pupils brainstorm ideas under the heading. After a few minutes the flipchart paper is passed on to the next group who add more ideas. This continues every few minutes until each group has contributed to each brainstorm. When groups receive their original brainstorm they read it and see how it has changed.

**Case study** Case studies give a description of a character, usually experiencing a dilemma or problem. They can be presented to the pupils as letters to a problem page, e-mails to a helpline/website or as part of a story. They give details about a character's feelings and motivations. Pupils can respond to the character, giving advice and support or make suggestions of what they could do next.

**Categorising** Pupils are given statements, vocabulary or artefacts, pupils match these to headings. Pupils can use Venn diagrams or graphs such as scatter graphs for categorising. Once complete the teacher can extend pupils thinking about why they have placed the statements, vocabulary or artefact where they have and compare and contrast different pupils' views.

**Conscience corridor** Pupils line up on two sides of the room in a row. One pupil is chosen to act as the character and walks slowly between the middle of the two lines. Pupils on either side call out one by one - words, thoughts, names, views or other vocabulary, depending on the activity. The pupil who walks down the middle discusses how it felt.

**Concept cartoon** Pupils are given a pre-prepared visual representation of an everyday situation with two or more characters and thought and speech bubbles. Some dialogue is given. Pupils add their own thoughts, ideas and views to the cartoon. Concept cartoons are useful for exploring different viewpoints and promoting discussion and are useful for whole class or group activities.

**Corners** Large labels are placed in different corners of the classroom. The teacher reads aloud statements and invites pupils to stand near the card that best represents their viewpoint or what they think is the correct answer. For example, pupils might decide whether males, females or both have particular body parts. These can also be used as traffic lights (red, orange and green) for pupils to self-assess their understanding of different parts of a topic.

**Draw and write** The class teacher reads pupils the outline of a story or description of a person or event. The teacher pauses at particular sections to enable the pupils to draw or write about what they think is happening, what the characters are thinking, or to provide detail about some aspect of the story or description. Each pupil works individually to produce their own responses. The teacher may collect and collate these afterwards to gain a view of where the class are in terms of levels of understanding and attitudes.

## Teaching strategies for PSHE lessons

**Diamond 4/diamond 9** Pupils generate or are given four or nine cards with words or statements each relating to a key theme. Pupils rank the cards into a diamond shape, in order of importance, prioritising some points and highlighting where some have equal status. Usually completed in small groups, the aim is for the pupils within the groups to come to a consensus or agreement.

The teacher can compare one group's responses with another to open up or lead into a wider class discussion.

**Freeze frames** Pupils represent an event, situation or relationship between people, showing a moment in time (as a photograph does). Pupils carefully design the freeze frame to show characters' feelings and emotions. They may add one movement and/or a sound to bring the freeze frame to life. Freeze frames are useful to explore how body language can show innermost feelings. They can be done individually, in pairs or groups.

**Graffiti wall** Pupils are given a large sheet of paper and work in groups, pairs or individually to decorate the wall with words and statements related to a key theme or topic.

**Group discussion** Pupils can work in buzz groups where they are asked to discuss something for a short time and then report back to the whole class to share ideas. Many of the other strategies mentioned can also be used to help structure and organise small group discussion.

**Hot-seating** Pupils act as a given character, from a story, case study or scenario whilst pupils from the class or group ask them questions. The actor responds in role as the character would. This can be extended to other pupils being invited to act in role, or to speak on behalf of the character. Visitors can also be hot-seated to give information about themselves to pupils or the teacher may choose to act in role.

**Line of continuum** Pupils are given a strip of paper, labelled with viewpoints such as:

- strongly agree, agree, neither agree nor disagree, disagree, strongly disagree
- agree, unsure, disagree
- OK, not OK
- best, better, alright, worse, worst

Pupils are read or given statements or objects to organise on the line of continuum. The line of continuum can also be set up across the length of the classroom with enlarged labels and pupils move to stand nearest the label that best represents their viewpoint. The teacher can ask individual pupils to further explain or justify their viewpoint.

**Matching cards** Pupils match similar statements or vocabulary together. This might include pairing words with definitions or matching similar words together. It could be played as a game, whereby all the words or statements are covered and pupils take turns to uncover two cards to find a matching pair.

**Mind-map/spidergram** An extension of an initial brainstorm, these help pupils to organise their ideas and thinking. Key headings branch off from a central heading and further information is added. They can be used to collect and collate information or to guide a discussion or presentation or for planning.

**Research and present** Pupils are given a topic, person or event to research. Pupils may be given factsheets to support them. They may make a mind-map/spidergram or brainstorm to collate all the information. Pupils then present the information to the rest of the class. This could also form a practical challenge for pupils to carry out and then demonstrate the results to the rest of the class. Pupils can act as 'peer educators' by learning about a topic and educating others on it.

## Teaching strategies for PSHE lessons

**Round** Pupils usually sit in a circle. Each person in the circle has an opportunity to make a statement about the theme or group discussion. Very often, this might be in response to a sentence starter. No-one may comment on what another has said, including the teacher. Pupils may opt to 'pass' when it is their turn, but should be offered an opportunity to share before the close of the round.

**Role play** Pupils act out a scenario they might find themselves in to 'try out' different ways of managing the imaginary situation. Pupils can practise different ways of responding in a variety of situations. Pupils might be given scenarios to explore or may be challenged to make one up. Pupils can feedback which responses they thought worked the best.

It is not always necessary to perform to the whole class, especially if some pupils are reluctant to do so. Role play can also be carried out with small world play figures – groups of pupils can make up stories or situations and use the figures to act them out.

**Paired discussion** Pairs are given a short time to discuss a topic or question. They can then 'pair-share' with another pair of pupils to compare and extend ideas.

**Persona dolls/puppets** Persona dolls and puppets engage younger pupils especially, but can also be used further up the school. They can help to encourage the development of empathy. Stories and case studies can be brought to life by telling them through the experiences of the puppet or persona doll.

For information about training using persona dolls see [www.persona-doll-training.org](http://www.persona-doll-training.org)

**Picture stimulus** A picture or photograph can be used to stimulate discussion or pupils can ask questions about it. Pupils can collect pictures from magazines or other media to make a collage on a set PSHE theme. Pictures can also be used in activities such as categorising, scenarios and ranking activities.

**Scenarios** Pupils are given a short description of a situation, usually involving a dilemma. Scenarios can be used alongside many of the other activities, including categorising, role play, ranking, freeze frames or hot seating.

**Sentence starters** Pupils are given the beginning of a sentence and must complete it. This might be a written or spoken activity and can be done individually, in pairs or groups.

**Silent conversation** Pupils are given a heading or question and work together in pairs or groups. One pupil begins by writing a response to the heading or question on a piece of paper. The other pupil or pupils take it in turns to add to this, writing their response to the first pupil, and so it continues. At the end of a set time pupils will have created a written dialogue.

**Storyboards** Pupils can make up their own storyboards or can be asked to complete a storyboard that is part started. They can consider the outcomes or consequences of a situation and give the story either a good ending or not-so-good ending.

**Story/poem stimulus** Children's literature relating to different themes in PSHE can be used within a lesson or following a topic by way of reflection or to further extend pupils' experiences and thinking. Pupils can develop empathy and understanding of different characters, and similar to the use of persona dolls and puppets, can explore situations they find themselves in to their own lives using this distancing technique. Islington schools can contact the Islington Education Library Service [www.iels.org](http://www.iels.org) to borrow or find out more about suggested books.

## Teaching strategies for PSHE lessons

**Video clips** Stories and scenarios presented through video clips bring a visual aspect to lessons and can be used as an introduction to a topic. A useful technique following the video is to ask pupils to write an anonymous question about the clip they have watched. Lessons that use videos must always include other teaching strategies and activities to ensure they are interactive. Video clips used in lessons should last no longer than about ten minutes.

**Visitors/external agencies** Appropriate visitors can be invited to supplement parts of the lesson or topic taught by the class teacher. The visitor might have expertise, experience or skills that will enhance the pupils' learning experience. The class teacher should be present in the room at all times so they can follow up any issues, concerns or learning points in the subsequent lesson. It is very important to plan any visit carefully beforehand, including discussing:

- why they have been invited (the context of the learning)
- what is expected of them during the visit
- practical arrangements, including timing.

**Quiz** There are many different ways of organising a quiz:

- Pupils are given statements and must choose whether it is true / false/ depends
- Pupils are given a question or statement with three possible responses and must choose the correct one
- Pupils are asked to give a correct response for each question asked

**Washing line** The washing line is a sequencing activity. Pupils can stand in line and hold enlarged pictures or statements, as a whole class, or this can be done at pupils' desks, as a paired or group activity. Pupils put the statements or pictures in order. This can be done with a story or timeline.

**Zone of relevance** This is a type of ranking and categorising activity that encourages pupils to find the most relevant statements or vocabulary. Pupils are given a diagram of two or more circles drawn inside each other. The inner circle represents the most relevant and the outer circles, the less relevant; non-relevant statements can be placed outside of the circles. Pupils choose where to place the statements or vocabulary.

This activity can then be used to open up further discussion.



# Programmes of study by strand

# Programmes of study

Primary PSHE curriculum strands of learning

Sex and relationship education

Drug, alcohol and tobacco education

Keeping safe and managing risk

Mental health and emotional wellbeing

Physical health and wellbeing

Careers, financial capability and economic wellbeing

Identity, society and equality

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

Sex and relationship education (SRE)					
Y1 <i>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</i>	Y2 <b>Boys and girls, families</b>	Y3 <i>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</i>	Y4 <b>Growing up and changing</b>	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.</i>	Y6 <b>Healthy relationships How a baby is made</b>
	<p><b>3. Pupils learn the biological differences between male and female children</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• identify and name biological terms for male and female sex parts</li> <li>• can label the male and female sex parts with confidence</li> <li>• understand that the male and female sex parts are related to reproduction</li> </ul>		<p><b>3. Pupils learn about menstruation and wet dreams</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can describe menstruation and wet dreams</li> <li>• can explain effective methods for managing menstruation and wet dreams</li> <li>• understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> </ul>		<p><b>3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify positive qualities and expectations from a variety of relationships</li> <li>• can explain the similarities and differences between friendships and intimate relationships</li> <li>• can describe that there are different types of intimate relationships, including marriage</li> <li>• understand that sex or making love may be one part of an intimate relationship between adults</li> </ul>
	<p><b>4. Pupils learn about growing from young to old and that they are growing and changing</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify key stages in the human life cycle</li> <li>• understand some ways they have changed since they were babies</li> <li>• understand that all living things including humans start life as babies</li> </ul>		<p><b>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain how changes at puberty affect body hygiene</li> <li>• can describe how to care for their bodies during puberty</li> <li>• can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul>		<p><b>4. Pupils learn about human reproduction in the context of the human lifecycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>• know that sexual intercourse may be one part of a sexual relationship</li> <li>• can describe how babies are made and explain how sexual intercourse is related to conception</li> <li>• can name the male and female sex cells and reproductive organs</li> </ul>

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

Sex and relationship education (SRE)					
Y1 <i>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</i>	Y2 <b>Boys and girls, families</b>	Y3 <i>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</i>	Y4 <b>Growing up and changing</b>	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.</i>	Y6 <b>Healthy relationships How a baby is made</b>
					<b>Additional lessons:</b> schools will want to consider including these lessons, as part of SRE policy development
					<b>8. Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>• know that HIV can affect anyone, not a specific group or type of person</li> <li>• can identify how HIV can and cannot be passed on</li> </ul>
					<b>9. Pupils learn about how the risk of HIV can be reduced</b> <b>Pupils:</b> <ul style="list-style-type: none"> <li>• know that the risk of HIV being passed on can be reduced if a condom is used</li> <li>• can describe how a condom protects against HIV and other sexually transmitted infections</li> </ul>
					<b>10. Pupils learn that contraception can be used to stop a baby from being conceived</b> <b>Pupils:</b> <ul style="list-style-type: none"> <li>• know that a condom stops sperm from meeting an egg and therefore stops fertilisation</li> <li>• know that women can take a pill to stop an egg being released, preventing conception</li> <li>• understand contraception is both partners' responsibility</li> </ul>

National Curriculum link:		Science - animals, including humans (statutory requirements)
Pupils:	Pupils should be taught to:	
Year 1	4.1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	
Year 2	4.2 notice that animals, including humans, have offspring which grow into adults	
Year 5	4.3 describe the changes as humans develop to old age	

This scheme of work suggests that sex and relationship education is taught in Years 2, 4 and 6.

Some schools will prefer to teach sex and relationship education in each year group or may want to teach a particular topic across consecutive year groups as identified on the grid above.

PSHE subject leaders can adapt this PSHE curriculum area of learning to best suit the school's individual approach.

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

Drug, alcohol and tobacco education (DATE)					
Y1 What do we put into and on to bodies?	Y2 Medicines and me	Y3 Tobacco is a drug	Y4 Making choices	Y5 Different influences	Y6 Weighing up risk
	<p><b>Asthma lesson for either Year 2, 3 or 4</b></p> <p><b>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know what asthma is and how it can affect people</li> <li>• can recognise the symptoms of an asthma attack</li> <li>• understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack</li> </ul>				

Keeping safe and managing risk					
Y1 Feeling safe	Y2 Indoors and outdoors	Y3 Bullying – see it, say it, stop it	Y4 Playing safe	Y5 When things go wrong	Y6 Keeping safe – out and about
<p><b>1. Pupils learn about safety in familiar situations</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise the difference between ‘real’ and ‘imaginary’ dangers</li> <li>understand that there are situations when secrets should not be kept</li> <li>know to tell a trusted adult if they feel unsafe</li> </ul>	<p><b>1. Pupils learn about keeping safe in the home, including fire safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some simple rules for keeping safe indoors, including online</li> <li>can describe what to do if there is an emergency</li> <li>understand that they can take some responsibility for their own safety</li> </ul>	<p><b>1. Pupils learn to recognise bullying and how it can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define what is meant by ‘bullying’</li> <li>can identify the difference between falling out with someone and bullying</li> <li>understand how bullying can make people feel and why this is unacceptable</li> </ul>	<p><b>1. Pupils learn how to be safe in their computer gaming habits</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about the age classification system and understand why some games are not appropriate for children to play</li> <li>can evaluate whether a computer game is suitable for them to play and explain why</li> <li>are able to share opinions about computer games</li> </ul>	<p><b>1. Pupils learn about keeping safe online</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that people can be influenced by things online</li> <li>can explain why what they see online might not be trustworthy</li> <li>know when and how to report something that makes them feel unsafe or uncomfortable</li> </ul>	<p><b>1. Pupils learn about feelings of being out and about in the local area with increasing independence</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are aware of potential risks when out and about in the local area</li> <li>describe a range of feelings associated with being out and about</li> <li>understand that people can make assumptions about others that might not reflect reality</li> </ul>
<p><b>2. Pupils learn about personal safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise the difference between good and bad touches</li> <li>understand there are parts of the body which are private</li> <li>know who they can go to, what to say or do if they feel unsafe or worried</li> </ul>	<p><b>2. Pupils learn about keeping safe outside</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some rules for keeping safe outside</li> <li>can assess whether a situation is safe or unsafe</li> <li>understand the importance of always telling someone where they are going or playing</li> </ul>	<p><b>2. Pupils learn about different types of bullying and how to respond to bullying incidents</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can name different types of bullying (including racism)</li> <li>can identify the different ways bullying can happen (including online)</li> <li>can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> </ul>	<p><b>2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify and assess the level of risk of different activities in the local environment</li> <li>recognise that in some situations there may be pressure to behave in a way that doesn’t feel safe</li> <li>can identify some ways to respond to unhelpful pressure</li> </ul>	<p><b>2. Pupils learn that violence within relationships is not acceptable</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know what is meant by domestic violence and abuse</li> <li>understand that nobody should experience violence within a relationship</li> <li>know what to do if they experience violence/ where to go for help, advice and support</li> </ul>	<p><b>2. Pupils learn about recognising and responding to peer pressure</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify risky behaviour in peer groups</li> <li>recognise and respond to peer pressure and who they can ask for help</li> <li>understand how people feel if they are asked to do something they are unsure about</li> </ul>
<p><b>3. Pupils learn about people who help keep them safe outside the home</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify situations where they might need help</li> <li>can identify people in the community who can help to keep them safe</li> <li>know how to ask for help if they need it</li> </ul>	<p><b>3. Pupils learn about road safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify hazards in relation to road safety</li> <li>are able to explain how to cross the road safely</li> <li>recognise that there are rules in relation to road safety for all road users</li> </ul>	<p><b>3. Pupils learn about what to do if they witness bullying</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain how to react if they witness bullying</li> <li>understand the role of bystanders and the important part they play in reducing bullying</li> <li>know how and to whom to report incidents of bullying, where to get help and support</li> </ul>	<p><b>3. Pupils learn about what to do in an emergency and basic emergency first aid procedures</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to assess what to do in an emergency</li> <li>can carry out some simple first aid procedures for different needs</li> <li>can demonstrate how to ask for help from a range of emergency services</li> </ul>	<p><b>3. Pupils learn about problems that can occur when someone goes missing from home</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand some of the reasons that might cause a young person to run away or be absent from home</li> <li>can identify the potential risks and dangers of running away or going missing</li> <li>know who to talk to if they feel like running away</li> </ul>	<p><b>3. Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some of the consequences of anti-social behaviour, including the law</li> <li>describe ways to resist peer pressure</li> <li>recognise they have responsibility for their behaviour and actions</li> </ul>
					<p><b>Additional lesson:</b> schools should consider including this lesson, as part of safeguarding and SRE policy development. Pupils should be taught the Year 5/6 SRE lessons before this lesson.</p>

Keeping safe and managing risk					
Y1 Feeling safe	Y2 Indoors and outdoors	Y3 Bullying – see it, say it, stop it	Y4 Playing safe	Y5 When things go wrong	Y6 Keeping safe – out and about
					<p><b>4. Pupils learn about the importance for girls to be protected against FGM</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know that FGM is a form of abuse</li> <li>• understand everyone has a right to be protected against harm to their bodies</li> <li>• know where and how someone can get help and support</li> </ul>

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

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

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

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

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



# Curriculum overviews



# Whole school curriculum overview

## Whole school curriculum overview

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



# Year group curriculum overviews

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

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

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

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

Year 5 - PSHE		
Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: In the media</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that messages given on food adverts can be misleading</li> <li>• about role models</li> <li>• about how the media can manipulate images and that these images may not reflect reality</li> </ul>	<p><b>Keeping safe and managing risk: When things go wrong</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe online</li> <li>• that violence within relationships is not acceptable</li> <li>• about problems that can occur when someone goes missing from home</li> </ul> 	<p><b>Drug, alcohol and tobacco education: Different influences</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>• about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>• strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> </ul> 
Autumn 2	Spring 2	Summer 2
<p><b>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about stereotyping, including gender stereotyping</li> <li>• workshop from Diversity Role Models or Equaliteach</li> <li>• about prejudice and discrimination and how this can make people feel</li> </ul>	<p><b>Mental health and emotional wellbeing: Dealing with feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about a wide range of emotions and feelings and how these are experienced in the body</li> <li>• about times of change and how this can make people feel</li> <li>• about the feelings associated with loss, grief and bereavement</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that money can be borrowed but there are risks associated with this</li> <li>• about enterprise</li> <li>• what influences people's decisions about careers</li> </ul>

Year 6 - PSHE		
Autumn 1 and 2	Spring 1	Summer 1
<p><b>Sex and relationship education: Healthy relationships / How a baby is made</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the changes that occur during puberty</li> <li>• to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>• what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>• about human reproduction in the context of the human lifecycle</li> <li>• how a baby is made and grows (conception and pregnancy)</li> <li>• about roles and responsibilities of carers and parents</li> <li>• to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> </ul> <p><b>Additional lessons:</b> (schools will want to consider including these lessons, as part of SRE policy development)</p> <ul style="list-style-type: none"> <li>• some myths and misconceptions about HIV, who it affects and how it is transmitted</li> <li>• about how the risk of HIV can be reduced</li> <li>• that contraception can be used to stop a baby from being conceived</li> </ul> 	<p><b>Drug, alcohol and tobacco education: Weighing up risk</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>• about assessing the level of risk in different situations involving drug use</li> <li>• about ways to manage risk in situations involving drug use</li> </ul> 	<p><b>Mental health and emotional wellbeing: Healthy minds</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• what mental health is</li> <li>• about what can affect mental health and some ways of dealing with this</li> <li>• about some everyday ways to look after mental health</li> <li>• about the stigma and discrimination that can surround mental health</li> </ul> 
		Spring 2
	<p><b>Identity, society and equality: Human rights</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about people who have moved to Islington from other places, (including the experience of refugees)</li> <li>• about human rights and the UN Convention on the Rights of the Child</li> <li>• about homelessness</li> </ul>	<p><b>Keeping safe and managing risk:</b></p> <p><b>Keeping safe - out and about</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence</li> <li>• about recognising and responding to peer pressure</li> <li>• about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul> <p><b>FGM</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance for girls to be protected against FGM</li> </ul> 



# Year group curriculum overviews (visual)

Year 1 - PSHE

Autumn 1	Spring 1	Summer 1
<p data-bbox="264 316 582 338"><b>Physical health and wellbeing</b></p> <p data-bbox="367 354 479 376">Fun times</p> 	<p data-bbox="922 316 1232 338"><b>Identity, society and equality</b></p> <p data-bbox="999 354 1155 376">Me and others</p> 	<p data-bbox="1523 316 1939 338"><b>Mental health and emotional wellbeing</b></p> <p data-bbox="1680 354 1783 376">Feelings</p> 
Autumn 2	Spring 2	Summer 2
<p data-bbox="250 882 595 904"><b>Keeping safe and managing risk</b></p> <p data-bbox="353 920 492 943">Feeling safe</p> 	<p data-bbox="878 882 1276 904"><b>Drug, alcohol and tobacco education</b></p> <p data-bbox="869 920 1285 943">What do we put into and on to bodies?</p> 	<p data-bbox="1447 882 2011 904"><b>Careers, financial capability and economic wellbeing</b></p> <p data-bbox="1671 920 1787 943">My money</p> 

Year 2 - PSHE

Autumn 1

Physical health and wellbeing

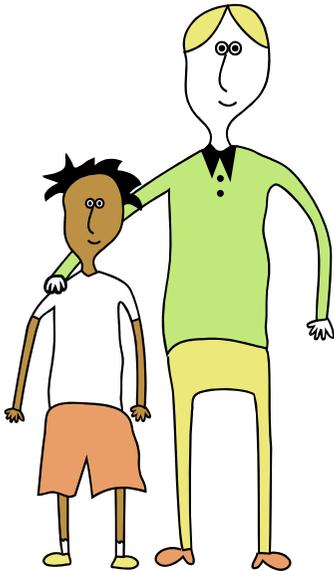
What keeps me healthy?



Spring

Sex and relationship education

Boys and girls, families



Summer 1

Keeping safe and managing risk

Indoors and outdoors



Autumn 2

Mental health and emotional wellbeing

Friendship



Summer 2

Drug, alcohol and tobacco education

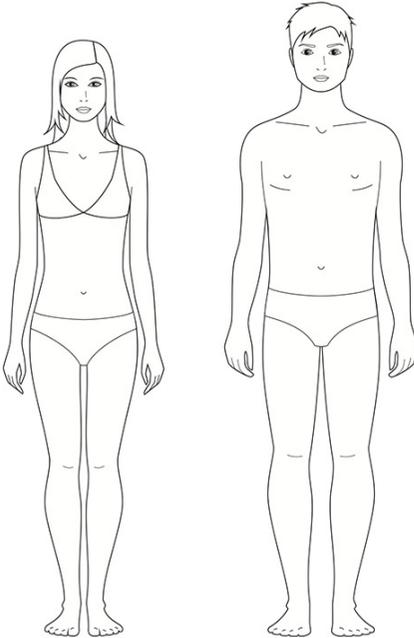
Medicines and me



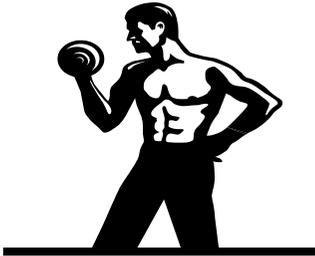
Year 3 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Drug, alcohol and tobacco education</b> Tobacco is a drug</p> 	<p><b>Mental health and emotional wellbeing</b> Strengths and challenges</p> 	<p><b>Careers, financial capability and economic wellbeing</b> Saving, spending and budgeting</p> 
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk</b> Bullying – see it, say it, stop it</p> 	<p><b>Identity, society and equality</b> Celebrating difference</p> 	<p><b>Physical health and wellbeing</b> What helps me choose?</p> 

Year 4 - PSHE

Autumn 1	Spring 1	Summer
<p data-bbox="264 336 577 400"><b>Identity, society and equality</b> <b>Democracy</b></p> 	<p data-bbox="913 336 1238 400"><b>Physical health and wellbeing</b> <b>What is important to me?</b></p> 	<p data-bbox="1563 336 1899 400"><b>Sex and relationship education</b> <b>Growing up and changing</b></p> 
Autumn 2	Spring 2	
<p data-bbox="226 794 622 858"><b>Drug, alcohol and tobacco education</b> <b>Making choices</b></p> 	<p data-bbox="902 794 1256 858"><b>Keeping safe and managing risk</b> <b>Playing safe</b></p> 	

Year 5 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing</b> In the media</p> 	<p><b>Keeping safe and managing risk</b> When things go wrong</p> 	<p><b>Drug, alcohol and tobacco education</b> Different influences</p> 
Autumn 2	Spring 2	Summer 2
<p><b>Identity, society and equality</b> Stereotypes, discrimination and prejudice (including tackling homophobia)</p> 	<p><b>Mental health and emotional wellbeing</b> Dealing with feelings</p> 	<p><b>Careers, financial capability and economic wellbeing</b> Borrowing and earning money</p> 

Year 6 - PSHE

Autumn	Spring 1	Summer 1
<p data-bbox="190 339 654 400"><b>Sex and relationships education</b> Healthy relationships / How a baby is made</p> 	<p data-bbox="880 339 1274 400"><b>Drug, alcohol and tobacco education</b> Weighing up risk</p> 	<p data-bbox="1525 339 1939 400"><b>Mental health and emotional wellbeing</b> Healthy minds</p> 
	Spring 2	Summer 2
	<p data-bbox="922 916 1229 976"><b>Identity, society and equality</b> Human rights</p> 	<p data-bbox="1559 916 1906 976"><b>Keeping safe and managing risk</b> Keeping safe - out and about</p> 



# Curriculum overviews (editable Word versions)

# Curriculum overviews (editable Word versions)

Click on any of the document icons below to open an editable Word version of the curriculum overviews in a new window



Whole school curriculum overview



Year group curriculum overviews



Year group curriculum overviews (visual)





# Year 1



# Year 1 Curriculum overview

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

Year 1 - PSHE

Autumn 1	Spring 1	Summer 1
<p data-bbox="264 316 582 338"><b>Physical health and wellbeing</b></p> <p data-bbox="367 354 479 376">Fun times</p> 	<p data-bbox="922 316 1232 338"><b>Identity, society and equality</b></p> <p data-bbox="999 354 1155 376">Me and others</p> 	<p data-bbox="1523 316 1939 338"><b>Mental health and emotional wellbeing</b></p> <p data-bbox="1680 354 1783 376">Feelings</p> 
Autumn 2	Spring 2	Summer 2
<p data-bbox="250 884 595 906"><b>Keeping safe and managing risk</b></p> <p data-bbox="353 922 492 944">Feeling safe</p> 	<p data-bbox="878 884 1272 906"><b>Drug, alcohol and tobacco education</b></p> <p data-bbox="869 922 1281 944">What do we put into and on to bodies?</p> 	<p data-bbox="1447 884 2011 906"><b>Careers, financial capability and economic wellbeing</b></p> <p data-bbox="1671 922 1787 944">My money</p> 



Fun times

## Year 1 – Physical health and wellbeing

## Fun times

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about food that is associated with special times, in different cultures</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know about some of the food and drinks associated with different celebrations and customs</li> <li>• can identify what makes their home lives similar or different to others, including the food they eat</li> <li>• understand why food eaten on special days may be different from everyday foods</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>◦ Pupils jot down responses to the question: How do you feel when you play outside?</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils listen to story or watch a film extract about a special day. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils discuss how people celebrate on special days (for example, singing, coming together, eating special food). Pupils are given cards, one set with pictures or symbols of a special day and one set with the special foods often enjoyed on the day. Pupils match the cards. <i>groups</i></li> <li>• <b>Main activity:</b> Pupils talk, draw and write about a special day they have experienced – <i>Where? Who? What? Food/drink?</i> Pupils compare their responses with a partner. <i>individual - pairs</i></li> <li>• <b>Closing activity:</b> Look at pictures of different types of foods – categorise into treats/everyday foods and discuss why? <i>This might be to do with the amount of sugar or fat in the food or drink, the cost of the food or drink or that it takes a long time to make or prepare. whole class</i></li> <li>• <b>In addition:</b> Invite a parent/carer or school visitor to talk about their special day celebration and the food they eat. Hold a class celebration for a particular festival and joining in with the preparations for the festival.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fun, Food and Fitness, Islington Health and Wellbeing Team</b> Year 1, Special day foods</li> <li>• A child's eye view of festivals DVDs <a href="http://www.childseyemedia.com">www.childseyemedia.com</a></li> <li>• Espresso faiths – video clips about people, different religions, cultures and festivals <a href="http://www.lqfl.org.uk">www.lqfl.org.uk</a></li> </ul>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about active playground games from around the world</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can describe how to play different active playground games</li> <li>• can recognise how active playground games make them feel</li> <li>• can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</li> </ul>	<p><i>Before this lesson, ensure the pupils have had an opportunity to play a range of different active playground games.</i></p> <ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils name some active games they play. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils discuss the types of feelings they get when playing these games. This might include emotions or 'good' feelings, as well as physical feelings, such as 'hot and sweaty'. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils explain how to play a game and then try to play the game. <i>pairs - groups</i></li> <li>• <b>Closing activity:</b> Pupils explain which game they like the most and explain why. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fun, Food and Fitness, Islington Health and Wellbeing Team</b> Year 1, Active playground games</li> </ul>

## Year 1 – Physical health and wellbeing

## Fun times

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about sun-safety</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know about some of the effects of too much sun on the body</li> <li>can describe what people can do to protect their bodies from being damaged by the sun</li> <li>know what they will need and who to ask for help if they going out in strong sun</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils are introduced to a feely bag of artefacts related to sun safety (sunglasses, t-shirt, hat, sun lotion, water, shade) pupils guess the item in the bag and then suggest what the lesson might be about. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils talk about some of the effects of too much sun on the body. <i>pairs</i></li> <li><b>Main activity:</b> Pupils are given simple scenarios. Pupils write a simple sentence to the character in the scenario. <i>What do the people in the scenarios need to do to protect themselves from the sun?</i> <i>individual</i></li> <li><b>Closing activity:</b> Pupils list who they can ask for help at home and school, at a friend's house, day trip or holidays, regarding sun safety. <i>whole class</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their original ideas to the question – How do you feel when you play outside? or complete a new version</li> <li>Pupils complete the self-reflection sheet – Fun times</li> </ul> </li> </ul>	
Children's literature to support the topic	Help, advice and support	
<ul style="list-style-type: none"> <li>The Mousehole Cat – DVD</li> <li>Festival time: series, Jonny Zucker</li> <li>I like to play, Marla Stewart Konrad</li> <li>Acker Backer Boo! Games to play from around the word, Opal Dunn</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them healthy, such as their parent, teacher or other adult they trust</li> <li>FOOD a Fact of Life: <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> (3-5 years)</li> </ul>	

How do you feel when you play outside?





What types of food do you eat on special days in your family?

How can people help to keep their bodies safe in the sun?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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Feeling  
safe

Year 1 – Keeping safe and managing risk

Feeling safe

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about safety in familiar situations</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>recognise the difference between ‘real’ and ‘imaginary’ dangers</li> <li>understand that there are situations when secrets should not be kept</li> <li>know to tell a trusted adult if they feel unsafe</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils complete a helping hand – Who would they ask for help if they did not feel safe?</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Groups of pupils are given word and picture cards showing real and imaginary dangers (including characters from films and books) and two different coloured hoops. Pupils categorise dangers into real and imaginary. Pupils can add more ideas using blank cards. <i>groups</i></li> <li><b>Introductory activity:</b> Pupils talk about how the dangers or possible dangers feel in the body (real or imaginary). <i>What signs/feelings does our body give us that something might be unsafe? Toes... tummies... heads... eyes... Pupils can show on their bodies what it looks like. (Talk about big reactions like screams, shakes but also more subtle feelings like an uneasy feeling or butterflies in the tummy or ‘uh oh feelings’).</i> <i>pairs</i></li> <li><b>Main activity:</b> Explain that secrets can be nice surprises (safe secrets) but some are not-so-nice and may even be unsafe. Pin up labels across the classroom ‘not-so-good secret’ (picture of thumb down) / ‘not sure’ (picture of thumb horizontal) / ‘good secrets’ (picture of thumb up). Read aloud different examples of secrets. Pupils move to the label they think the secret matches to. Ask individual pupils to explain their thinking. <i>Pupils might say: It is a not-so-good secret because it is not kind / because someone is getting hurt / because it does not feel safe. It is a good secret because it is fun for the person / kind for the person / a nice surprise.</i> With the pupils discuss which of the secrets are ok to keep and which should not be kept (you should tell an adult). <i>whole class</i></li> <li><b>Closing activity:</b> Discuss the importance of telling a trusted adult if they have unsafe feelings (including with secrets), what makes someone a trusted adult and who this might be. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>Expect Respect Toolkit Year 1, Lesson 1, Friends, secrets and people who can help us <a href="https://www.womensaid.org.uk/what-we-do/safer-futures/">https://www.womensaid.org.uk/what-we-do/safer-futures/</a></li> <li>Who’s afraid? KS2 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> </ul>

Year 1 – Keeping safe and managing risk

Feeling safe

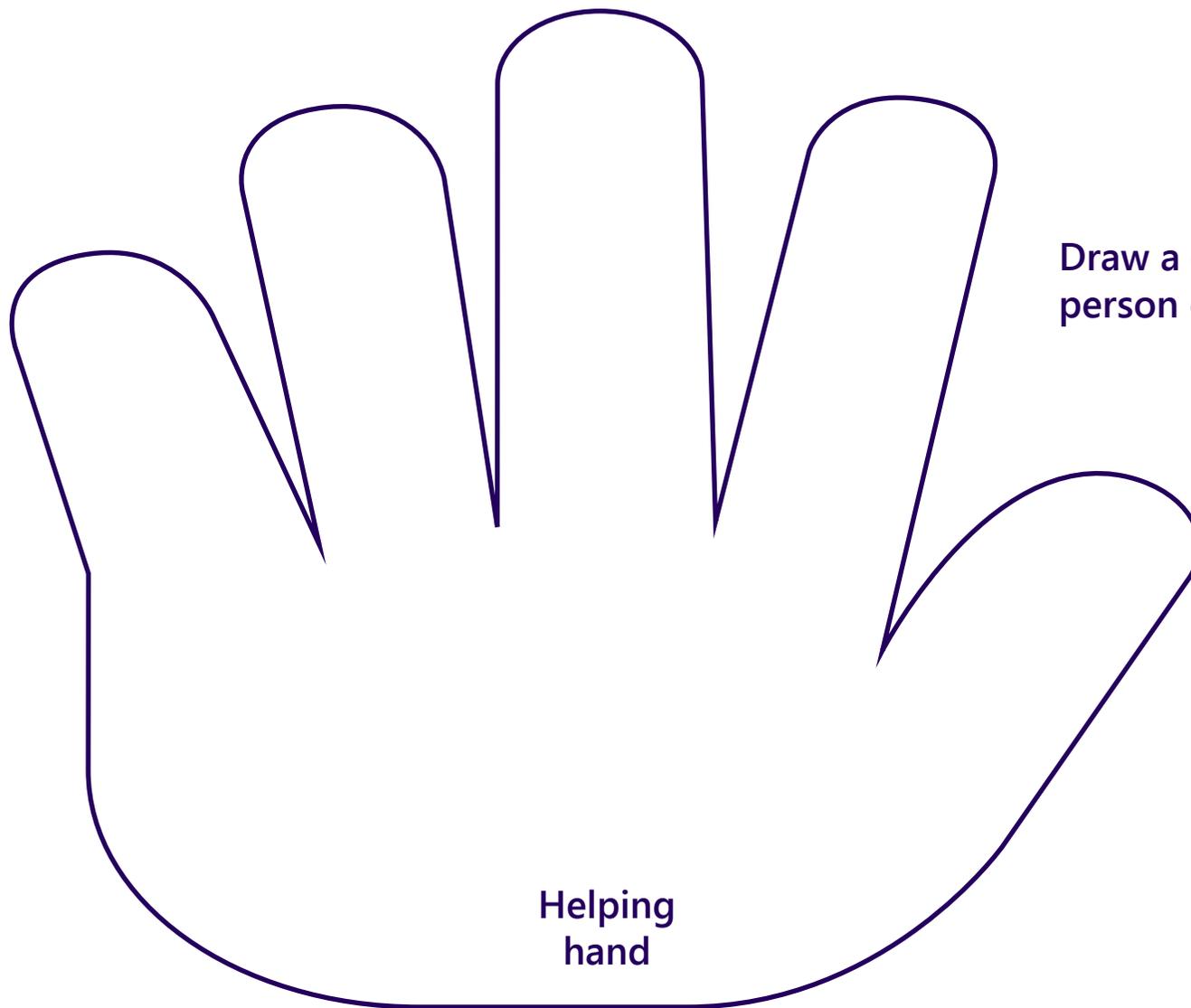
Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about personal safety</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• recognise the difference between good and bad touches</li> <li>• understand there are parts of the body which are private</li> <li>• know who they can go to, what to say or do if they feel unsafe or worried</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Introduce a teddy to the class who does not like his ears being touched, but does like his feet being tickled. Encourage the pupils to suggest who might tickle Teddy’s feet. With the pupils, think of different types of touches there are (for example: cuddles, kisses, pokes, pushes, punches, tickles, slaps, plaiting hair/combing hair, massage, strokes, holding hands) - make a list on the board. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Give out a drawn outline of teddy on a worksheet to each pair of pupils. Ask the pupils to label which touches teddy might like and which teddy might not like. Some pupils might also talk about, draw or write about who is touching him. For example, Teddy likes being cuddled by his mum but does not like Aunt Flo giving him a kiss hello. <i>pairs</i></li> <li>• <b>Main activity:</b> Bring the class back together and explain there are some parts of the body that are private and should not be touched by another person (where bodies are covered by underwear) – see NSPCC PANTS campaign. With the pupils label an enlarged outline of the teddy or the actual teddy with ➡ and x (including the ears and feet). <i>whole class</i></li> <li>• <b>Closing activity:</b> Explain what teddy could do if he felt unsafe or worried or if someone touched and he did not want them to. <i>Who could teddy tell?</i> Pupils draw / write one person on each of his paws on the worksheet. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>• NSPCC PANTS campaign materials and lesson plan <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></li> <li>• Kiko and the hand - animation, <i>Council of Europe</i> <a href="https://www.youtube.com/watch?v=YCilxL6upWY">https://www.youtube.com/watch?v=YCilxL6upWY</a></li> <li>• Big Talk Education cards <a href="http://www.bigtalkeducation.co.uk/resources-for-primaries.html">http://www.bigtalkeducation.co.uk/resources-for-primaries.html</a></li> </ul>

Year 1 – Keeping safe and managing risk

Feeling safe

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about people who help keep them safe outside the home</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify situations where they might need help</li> <li>• can identify people in the community who can help to keep them safe</li> <li>• know how to ask for help if they need it</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Use props or pictures to support pupils to think of people who help them. <i>Can they think of 5, 10, 15 different people? whole class</i></li> <li>• <b>Introductory activity:</b> Organise class or pair role plays, imagining one of the situations. For example a child has got lost. <i>What would they do? Who would they ask for help? What would they say? What information would they give or not give? pairs or groups</i></li> <li>• <b>Main activity:</b> Give each group a picture of a different place (car, playground, park, road, at home, swimming pool, shops, play centre, seaside, school, tube / train station). Ask the pupils to talk about why might they need help there? <i>Who would help them? What would they say or do? pairs</i></li> <li>• <b>Closing activity:</b> Pupils write a sentence: If you need help in the _____ ask _____. <i>Individual</i></li> <li>• <b>In addition:</b> Invite community visitor to talk the class about their role. <i>Islington schools, contact your Safer Schools Officer about the primary school engagement programme workshop: The Police – People who help us!</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>o Pupils add to/amend their original ideas to complete their helping hand - Who would they ask for help if they did not feel safe?</li> <li>o Pupils complete the self-reflection sheet – Feeling safe</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A child’s eye view of keeping healthy, stayig safe (DVD) <a href="http://www.childseyemedia.com">www.childseyemedia.com</a></li> <li>• <i>Islington schools, contact your Safer Schools Officer about the primary school engagement programme workshop: The Police – People who help us!</i></li> </ul>
<p><b>Children’s literature to support the topic</b></p>	<p><b>Help, advice and support</b></p>	
<ul style="list-style-type: none"> <li>• Flash, bang, wheee! Karen Clarke</li> <li>• We’re going on a bear hunt, Michael Rosen and Helen Oxenbury</li> <li>• Can’t you sleep little bear? Martin Waddell</li> <li>• A child’s eye view of keeping myself safe (DVD) <a href="http://www.childseyemedia.com">www.childseyemedia.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> <li>• Childline: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>• In an emergency: 999</li> </ul>	

Who would you ask for help?



Draw a different person on each finger

Helping hand





When might you need help to keep safe?

What do you do to keep safe?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

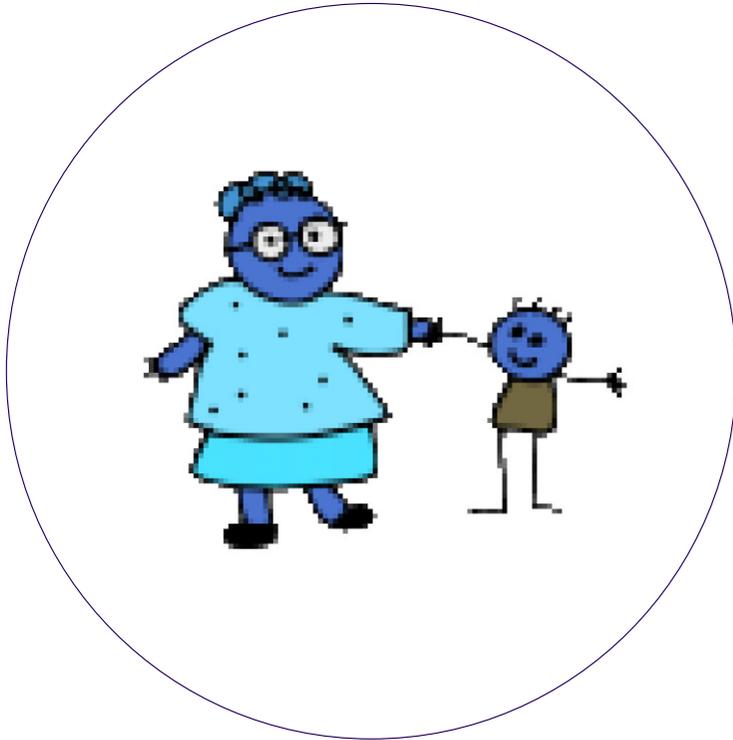
Anything else you would like to say?



Teacher comments

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# Me and others

Year 1 – Identity, society and democracy

Me and others

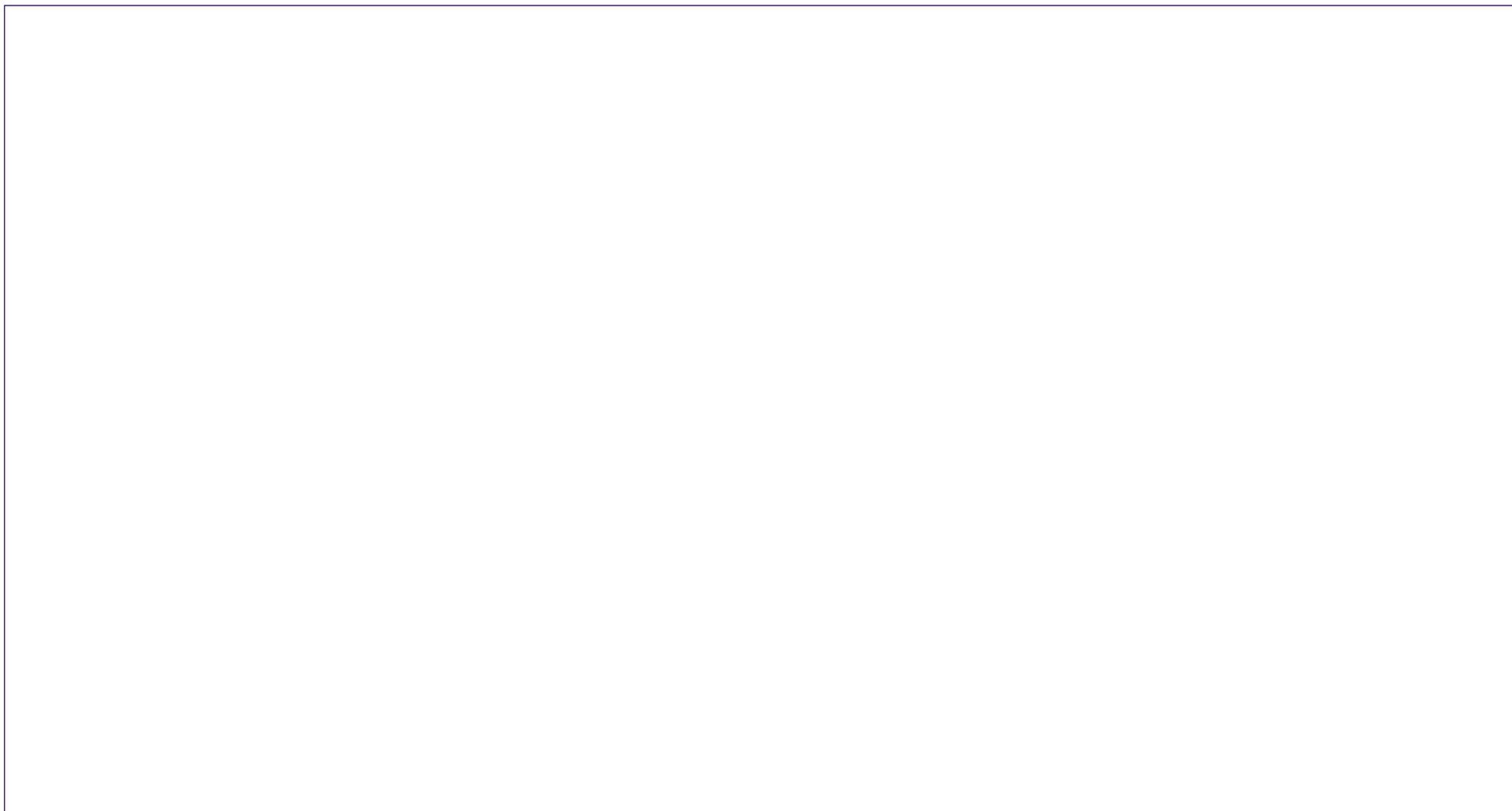
Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about what makes themselves and others special</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can recognise some of the things that make them special</li> <li>• can describe ways they are similar and different to others</li> <li>• understand that everyone has something about them that makes them special</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>◦ Pupils draw a picture of them being responsible</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils pair with another and notice what is the same/different about each other. For example: looks, likes / dislikes, something else. <i>pairs</i></li> <li>• <b>Introductory activity:</b> Discuss that there are things that are the same or different that are immediately obvious (physical features), as well as things they cannot see or that are not immediately obvious, such as things they like doing. Pupils think of examples of each. <i>whole class</i></li> <li>• <b>Main activity:</b> With the pupils discuss that there are lots of things the same about them all but everyone is different too – nobody is exactly the same, everyone is unique. No-one is good at everything but everyone is good at something. Pupils draw portraits of their friend, ensuring they draw something that shows a special feature, something that makes them special or unique. This could be a physical attribute or something they do. <i>individual</i></li> <li>• <b>Closing activity:</b> Pupils take part in a round, completing the sentence: Something special about me is _____. <i>whole class</i></li> </ul>	
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about roles and responsibilities at home and school</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify the different roles of people at home and school</li> <li>• can solve simple dilemmas about taking responsibility</li> <li>• can explain why it is important to take responsibility at school and at home (including looking after the local environment)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> With the pupils make a list of different responsibilities at home or school or give the pupils a ready-made list. Pupils use a tick chart to show whose responsibility it is, for example: mum/dad/parent, sibling, themselves, teacher, cleaner or someone else. <i>pairs</i></li> <li>• <b>Introductory activity:</b> Pupils talk about which responsibilities they have themselves – which they enjoy most / least, which they find more easy or difficult, which they do well or not so well, willingly or less willingly. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils have scenarios with different dilemmas related to taking responsibility for things in everyday life. Pupils talk about what they think / feel in the situation and what they would do. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils make a simple action plan – One way I can take responsibility is _____. <i>individual</i></li> <li>• <b>In addition:</b> The Dogs Trust run workshops for pupils about responsible dog ownership <a href="http://www.learnwithdogs.org.uk">www.learnwithdogs.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>• KS1 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about rights and responsibilities and the environment <a href="http://www.bbc.co.uk/education/subjects/zmpfb9g">www.bbc.co.uk/education/subjects/zmpfb9g</a></li> <li>• Litter: the picnic, KS1 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> <li>• Everybody, somebody, anybody, nobody, KS1 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> <li>• The selfish little red hen, KS1 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> </ul>

## Year 1 – Identity, society and democracy

### Me and others

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about being co-operative with others</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom</li> <li>• can challenge unhelpful behaviour in a positive way</li> <li>• understand how their behaviour can affect others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils are given simple scenarios of a playground or classroom situation that is unfair, unkind or unhelpful – these may be written, read aloud or visual. Pupils discuss what is wrong with the behaviour in the scenarios. <i>pairs</i></li> <li>• <b>Introductory activity:</b> Pupils categorise the scenarios into whether they are accidents / deliberate behaviour / can't tell. Discuss how accidents might occur, how it is sometimes difficult to tell, how problems can be resolved when to use the word sorry and how people should respond to this. <i>groups - whole class</i></li> <li>• <b>Main activity:</b> Pupils are given one of the scenarios to think about what would help resolve the problem in a positive way. Pupils write a sentence to explain what each character could do to resolve the situation in a positive way. <i>individual</i></li> <li>• <b>Closing activity:</b> With the class make a list of helpful behaviour in the classroom and playground. <i>whole class</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>○ Pupils add to/amend their picture of them being responsible or complete a new version</li> <li>○ Pupils complete the self-reflection sheet – Me and others</li> </ul> </li> </ul>	
Children's literature to support the topic		Help, advice and support
<ul style="list-style-type: none"> <li>• Elmer, David McKee</li> <li>• It's a George thing, David Bedford</li> <li>• It's okay to be different, Todd Parr</li> <li>• No matter what, Debi Gliora</li> <li>• The rainbow fish, Marcus Pfister</li> <li>• But Martin, June Counsel</li> <li>• This is our house, Michael Rosen</li> </ul>	<ul style="list-style-type: none"> <li>• What would we do without Mrs Mac? Gus Clarke</li> <li>• Look after your planet (a Charlie and Lola story), Lauren Child</li> <li>• Alfie gives a hand, Shirley Hughes</li> <li>• That's not funny, Adrian Johnson</li> <li>• The frog Olympics, Brian Moses</li> <li>• KS1 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about rights and responsibilities and the environment <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> </ul>

Draw a picture of you being responsible





What makes you special?

What do you do to help at home or school?

How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





What do we  
put into  
and on to  
bodies?

## Year 1 – Drug, alcohol and tobacco education

## What do we put into and on to bodies?

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about what can go into bodies and how it can make people feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able recognise that different things that go into bodies can make people feel good or not so good</li> <li>can identify whether a substance might be harmful to take in</li> <li>know how to ask for help if they are unsure whether something should go into the body</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils complete the storyboard - Georgie in the Garden</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils name things that go into the body and show where they go into the body on a body outline. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils identify which substances feel good or not so good in the body. <i>whole class</i></li> <li><b>Main activity:</b> Pupils look at pictures of different substances found around home and school and identify whether they are good or not so good (harmful) to bodies. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils role-play a scenario where a child comes across a substance and is not sure whether to put it in their body and how to ask for help. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b> Year 1, Lesson 1, What do we put into our bodies?</li> </ul>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about what can go on to bodies and how it can make people feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that substances can be absorbed through the skin</li> <li>are able to recognise that different things that people put on to bodies can make them feel good or not so good</li> <li>can state some basic safety rules for things that go on to the body</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils name things that go on to the body. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils identify things from the list that feel nice on the body or not nice on the body. <i>whole class</i></li> <li><b>Main activity:</b> Pupils write/draw about a time when they put cream or lotion on their body – what it was, why they used it, who put it there and how it felt. <i>individual</i></li> <li><b>Closing activity:</b> Pupils are read scenarios about being safe around things that go on the body, and are given three possible responses. Pupils choose the most sensible option. <i>whole class</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to / amend their original copy or complete a new version of the storyboard - Georgie in the garden</li> <li>Pupils complete the self-reflection sheet - What do we put into and on to bodies?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b> Year 1, Lesson 2, What do we put on to our bodies?</li> </ul>

Children's literature to support the topic	Help, advice and support
<ul style="list-style-type: none"> <li>Nice or nasty? Claire Llewellyn</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust</li> <li>In an emergency: 999</li> <li>ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> </ul>

Can you finish the story?

### Georgie in the garden

Georgie is playing outside when she sees some red berries. She wonders if they might be nice to eat.

If Georgie eats the berries, how might she feel?

What should Georgie do?



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



Which things are good or not so good for my body?

What could you do if you were not sure?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Feelings

## Year 1 – Mental health and wellbeing

## Feelings

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about different types of feelings</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can name different feelings (including good and not-so-good feelings)</li> <li>• recognise that people may feel differently about the same situation</li> <li>• can identify how different emotions look and feel in the body</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>◦ Pupils think of things a person can do if they are feeling angry</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> With the pupils brainstorm different feelings words. <i>groups or whole class</i></li> <li>• <b>Introductory activity:</b> Pupils use mirrors to explore how the face can show different feelings (individual, but could also be done with partners mirroring each other). Extend this to showing feelings in the body. These could be photographed for class display. An additional or alternative activity is to enable pupils listen to short pieces of different pieces of music and act out how it makes them feel in their bodies - deciding which words would best represent the feeling shown. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils say how different situations (such as rollercoasters, slides, scary film, birthday party, dance competition, spiders, an argument) make them feel. Using the pupils' vocabulary, label different corners of the room with different feelings. Pupils are given different situations one by one. Pupils choose how they feel in that situation by standing next to the label that best describes their feeling. Individual pupils describe where in their body they have the feeling or why they feel that way. <i>whole class</i></li> <li>• <b>Closing activity:</b> Pupils are given cards showing different feelings (pictures and/or words). Pupils categorise the different feelings into good and not-so-good feelings in two different coloured hoops. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teaching about mental health and wellbeing, <i>The PSHE Association</i></li> <li>• KS1 PSHE and citizenship class clips, BBC Bitesize, video clips about different feelings <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a></li> </ul>

## Year 1 – Mental health and wellbeing

## Feelings

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about managing different feelings</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>recognise that some feelings can be stronger than others</li> <li>can describe some ways of managing different feelings</li> <li>know when to ask for help</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils are shown a range of different feelings words. Pupils match similar feelings words together. Pupils rank which is the 'big' feeling (for example, terrified) and which is the 'little' feeling (for example, scared). Some pupils could also have a 'in-between' feeling. Discuss the difference between the different types of feelings. <i>whole class or groups</i></li> <li><b>Introductory activity:</b> Pupils give an example of when they have felt 'big' feelings using sentence starters: A time I felt _____ was _____. For example: big feelings might include, overjoyed, infuriated, terrified, disgusted, miserable. <i>pairs</i></li> <li><b>Main activity:</b> Discuss what happens in the body when we experience a big feeling and how it makes people behave, or want to behave. With the pupils, list some ways that people deal with big feelings. Pupils help choose which deal with the feelings positively or helpfully and which are not-so-good or helpful and explain why they think that. <i>whole class or groups</i></li> <li><b>Closing activity:</b> Pupils make a storyboard about a character experiencing a strong (big) feeling, with two endings – a good/helpful way for the character to deal with their big feelings and less helpful way. <i>individual</i></li> </ul>	<ul style="list-style-type: none"> <li>Teaching about mental health and wellbeing, <i>The PSHE Association</i></li> <li>KS1 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about feeling anger <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a></li> <li>Ways to tame a tempersaurus display cards <a href="http://www.smlworld.co.uk">www.smlworld.co.uk</a></li> <li>Mitali loses his cool, KS1 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> </ul>

## Year 1 – Mental health and wellbeing

## Feelings

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about change or loss and how this can feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)</li> <li>• can describe how people might feel when there is a change or loss</li> <li>• recognise what they can do to help themselves or someone else who may be feeling unhappy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Read a poem or story about loss or change to the class. <i>whole class</i></li> <li>• <b>Introductory activity:</b> With the pupils, make a feelings circle based on the poem or story and about sad or mixed-up feelings. Draw three circles on the board, each one within the other. <ul style="list-style-type: none"> <li>○ In the centre circle, record the different feelings the character/s felt and discuss how they changed throughout the story. Reflect on how long the feelings lasted.</li> <li>○ In the middle circle record examples of other similar times when people can feel sad or all mixed up in their feelings, like the character/s in the book (for example: a pet dying, losing a special toy, a best friend moving away, moving house or school)</li> <li>○ In the outer circle, record the different things the character/s in the story did to help themselves and others feel better, along with any other ideas the pupils have. Discuss how these things didn't necessarily make the feelings go away but helped the characters to feel better. <i>pairs then whole class</i></li> </ul> </li> <li>• <b>Main activity:</b> Different activities are set up around the classroom. Pupils act in role as one of the characters from the story and try out one of the ideas. For example: making a memory box/memory wall. Discuss afterwards how doing the activity made them feel. Alternatively, or in addition, pupils write (or draw) about a time they felt sad (or mixed up feelings), and what helped them feel better. Pupils share some of the ideas that can help a person to feel better and which were their favourites. <i>individual, pairs or groups</i></li> <li>• <b>Closing activity:</b> Display a written scenario or picture of a person feeling sad or with mixed-up feelings. This could be an adult or a child, or both. Discuss with the pupils what the character in the picture or written scenario can do when a friend or family member feels sad or mixed up feelings and who to ask for help if they are worried. <i>whole class</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>○ Pupils add to / amend their ideas of things a person can do if they are feeling angry or complete a new version</li> <li>○ Pupils complete the self-reflection sheet - Feelings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Small Creature and friends, <i>British Heart Foundation</i></li> <li>• Life Changes - loss, change and bereavement for children aged 3-11 years old, <i>Tacade</i> <a href="http://www.lionslifefskills.co.uk">www.lionslifefskills.co.uk</a></li> <li>• Good Grief - exploring feelings loss and death with under elevens, <i>Barbara Ward and Associates</i></li> </ul>

Children's literature to support the topic		Help, advice and support
<ul style="list-style-type: none"> <li>• Nothing, Mick Inkpen</li> <li>• Angry Arthur, Haiwyn Oram</li> <li>• The Very Lonely Firefly, Eric Carle</li> <li>• Not Now Bernard, David McKee</li> <li>• Are you sad little bear? Rachel Rivett</li> <li>• Lost and found, Oliver Jeffers</li> </ul>	<ul style="list-style-type: none"> <li>• The Tear Thief, Carol Ann Duffy</li> <li>• Knuffle Bunny, Mo Williams</li> <li>• Badger's Parting Gifts, Susan Varley</li> <li>• Always and Forever, Alan Durant</li> <li>• Grandpa, John Birmingham</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust</li> <li>• ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> </ul>

What can someone do if they are angry?

Empty rectangular box for writing an answer.

Empty rectangular box for writing an answer.



Empty rectangular box for writing an answer.

Empty rectangular box for writing an answer.





Can you name some different feelings?

What could you do to help someone who might be feeling unhappy?

How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





# My money

## Year 1 – Careers, financial capability and economic wellbeing

### My money

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about where money comes from and making choices when spending money</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)</li> <li>recognise that people make choices about what to buy</li> <li>understand that they may not always be able to have all the things they want</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils answer the question: What jobs do people do?</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils brainstorm: Where do adults get money from? Where do children get money from? Make a list on the board. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils think about what they would do with £5? <i>They might say spend it, save it, buy a gift for someone, give it away, lend it to someone?</i> Ask the pupils would they do the same if they: Found it? Earned it? Were given it as a gift? Had more money or less money? <i>whole class</i></li> <li><b>Main activity:</b> Give out a worksheet with pictures of different items the pupils might want - <i>What would they want to choose to buy? Would they all choose the same or different? Why is this?</i> Pupils are then given the same worksheet but this time also showing the costs of the items. <i>Would they still choose the same things? Why or why not?</i> Each pupil is given a token for a set amount (for example, £5 or £10). <i>What could they buy with this? Could they have what they originally chose? Could they have one thing or more than one thing? What would they choose now? Is there something they really wanted but could not afford?</i> <i>individual or pairs</i></li> <li><b>Closing activity:</b> Discuss with the pupils: Why can people not always have what they want? <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>Lessons about keeping our money safe 5-11, <i>Stop Loan Sharks</i>, Activity 1 <a href="http://www.birmingham.gov.uk/stoploansharks">www.birmingham.gov.uk/stoploansharks</a></li> <li>A variety of resources are available from <a href="http://www.pfeg.org">www.pfeg.org</a></li> </ul>

## Year 1 – Careers, financial capability and economic wellbeing

## My money

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about saving money and how to keep it safe</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand why people might want to save their money</li> <li>can say how it feels to save for something you really want</li> <li>recognise where money is stored to keep it safe and some places are safer than others</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Remind the pupils of the previous lesson and making choices about spending money. With the pupils, reflect on how it felt to really want something and not have enough money? <i>How does it feel to not be able to have everything you want? whole class</i></li> <li><b>Introductory activity:</b> Read a story about saving money, such as <i>Kitty's bicycle</i> by Andrew Lunness, or use a persona doll to tell a story about them saving for something special. Discuss: Why the character really wants the item? How they get the money. How they save the money. That saving money in a bank may give them interest. How it feels to save and the get thing you really want. What sorts of things are realistic to save for? <i>whole class</i></li> <li><b>Main activity:</b> Pupils can make up a similar story using a simple storyboard, imagining there is something they would like to purchase and save for, how would they do it and how they would feel <i>individual</i></li> <li><b>Closing activity:</b> Pupils look at pictures of where money can be kept safe (purse/wallet, drawer, tin, bank, bookshelf, safe, pocket, money box) and organise these into groups (safe place, not very safe, unsafe). This can be extended by pupils using a line of continuum to show where money is most safe (least to most). Discuss whether this depends on how much money it is. <i>groups</i></li> </ul>	<ul style="list-style-type: none"> <li>Lessons about keeping our money safe 5-11, Stop Loan Sharks, Activity 2 <a href="http://www.birmingham.gov.uk/stoploansharks">www.birmingham.gov.uk/stoploansharks</a></li> <li>A variety of resources are available from <a href="http://www.pfeg.org">www.pfeg.org</a></li> </ul>

## Year 1 – Careers, financial capability and economic wellbeing

## My money

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about the different jobs people do</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that there are a range of jobs that people can do</li> <li>recognise that both men and women are able to do a range of jobs</li> <li>understand that having a job means people can earn money</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Give each pupil a card with a person (male or female) doing a job shown on it, such as dancer, builder, designer, bank clerk, plumber, cleaner, surgeon, dress maker, chef, driver, supermarket checkout worker, farmer, soldier, news reporter, TV presenter. Ensure the examples show both men and women doing the same job. Pupils talk about whether they would like to do that job – <i>Why or why not? pairs</i></li> <li><b>Introductory activity:</b> Pupils discuss why people have jobs? <i>How do people choose what job to do? Ensure that earning money is mentioned, and this might be one reason, but talk about other reasons too. whole class</i></li> <li><b>Main activity:</b> Pupils meet with a partner who has a picture of a person with same job but a different gender. Pupils discuss whether both men and women can do that job? Ask some pupils to explain their choice. <i>pairs</i></li> <li><b>Closing activity:</b> Make a class list of all the different jobs pupils can think of, discussing whether men and women can do all the jobs <i>whole class</i></li> <li><b>In addition:</b> Invite a visitor or visitors to talk to the pupils about their job (aim to make this a job the pupils may not have heard of before or a job / person who challenges gender stereotypes)</li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their responses to the question: What jobs do people do?</li> <li>Pupils complete the self-reflection sheet – My money</li> </ul> </li> </ul>	
Children's literature to support the topic		Help, advice and support
<ul style="list-style-type: none"> <li>Kitty's bicycle, Andrew Lunness</li> <li>Daisy and the trouble with piggy banks, Kes Gray</li> <li>Charlotte's Piggy bank, by David McGee</li> <li>Little Croc's purse by Lizzie Finlay</li> </ul>	<ul style="list-style-type: none"> <li>Lily learns about wants and needs, Lisa Bullard</li> <li>My rows and piles of coins, Tolowa M Mollet</li> <li>Charlie and Lola: Please may I have some more of yours?</li> <li>Your money: series, Claire Llewellyn</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> </ul>

Add to the brainstorm

What jobs do people do?





Why might people want to save their money?

How can people keep their money safe?

How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





# Year 2



# Year 2 Curriculum overview

Year 2 - PSHE

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

Year 2 - PSHE

Autumn 1

Physical health and wellbeing

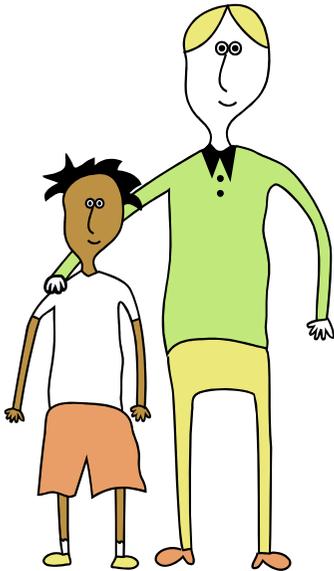
What keeps me healthy?



Spring

Sex and relationship education

Boys and girls, families



Summer 1

Keeping safe and managing risk

Indoors and outdoors



Autumn 2

Mental health and emotional wellbeing

Friendship



Summer 2

Drug, alcohol and tobacco education

Medicines and me





What  
keeps me  
healthy?

## Year 2 – Physical health and wellbeing

## What keeps me healthy?

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about eating well</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know what a healthy diet looks like</li> <li>• can identify who helps them make choices about the food they eat</li> <li>• know the benefits of a healthy diet (including oral health)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>◦ Pupils make a spidergram showing what keeps them healthy</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Display a body outline. Pupils list what they need to eat/drink to stay healthy. Pupils identify how different foods and drinking water help the body. Pupils think about which types of food you need more or less of to stay healthy – refer to the Eatwell guide. <i>groups</i></li> <li>• <b>Introductory activity:</b> Read a story, such as, <i>I will not ever never eat a tomato by Lauren Child</i>. Discuss how Charlie tries to persuade Lola to eat lots of fruit and vegetables. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils make a pictorial report of meal / snack times throughout the day – <i>What they are eating and who helped them choose it? This can be for fictional character, such as Lola, if preferred</i>. Pupils look at the Eatwell guide and identify which food groups they have eaten foods from and whether they have eaten at least 5 portions of fruit and vegetables that day. Have they had more than one type of food than another? Is this in line with the proportions on the Eatwell plate guidance? <i>individual</i></li> <li>• <b>Closing activity:</b> Pupils discuss times or situations when it might be easier or more difficult to make a healthy choice – <i>What makes it so? whole class</i></li> <li>• <b>In addition:</b> Pupils make a 5-a-day rainbow. See Fun, food and fitness: Can you eat a rainbow?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fun, food and fitness, Islington Health and Wellbeing Team</b> Year 2, Can you eat a rainbow?</li> <li>• I will not ever never eat a tomato, Lauren Child</li> <li>• FOOD a fact of life, 5-8 years, healthy eating <a href="http://www.foodafactoflife.org.uk/">www.foodafactoflife.org.uk/</a></li> <li>• KS1 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about healthy eating <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a></li> </ul>

## Year 2 – Physical health and wellbeing

## What keeps me healthy?

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about the importance of physical activity, sleep and rest</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can describe some ways of being physically active throughout the day</li> <li>explain why it is important to rest and get enough sleep, as well as be active</li> <li>understand that an hour a day of physical activity is important for good health</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils close their eyes and think of all the things they have done since waking up and arriving in the classroom. Make a list on the board and ask pupils to help you circle all that activities that are physically active. <i>whole class</i></li> <li><b>Introductory activity:</b> Look back at the body outline from the previous lesson. Discuss why the body needs activity and rest, and how much sleep they should have. Discuss what happens to bodies if they do not get enough rest or physical activity. <i>whole class</i></li> <li><b>Main activity:</b> Ask the pupils to choose physical activities from (a selection of pictures of) things they could do to keep active at different times during the day (waking up, before school, playtime, lunchtime, after school, before bedtime) – <i>What could they do to add to up to at least 60 minutes a day?</i> <i>individual or pairs</i></li> <li><b>Closing activity:</b> Pupils complete the following sentences (orally or written): Keeping active is important for bodies to _____. Sleep is important for bodies to _____. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Fun, food and fitness, <i>Islington Health and Wellbeing Team</i></b> Year 2, 60 active minutes</li> </ul>

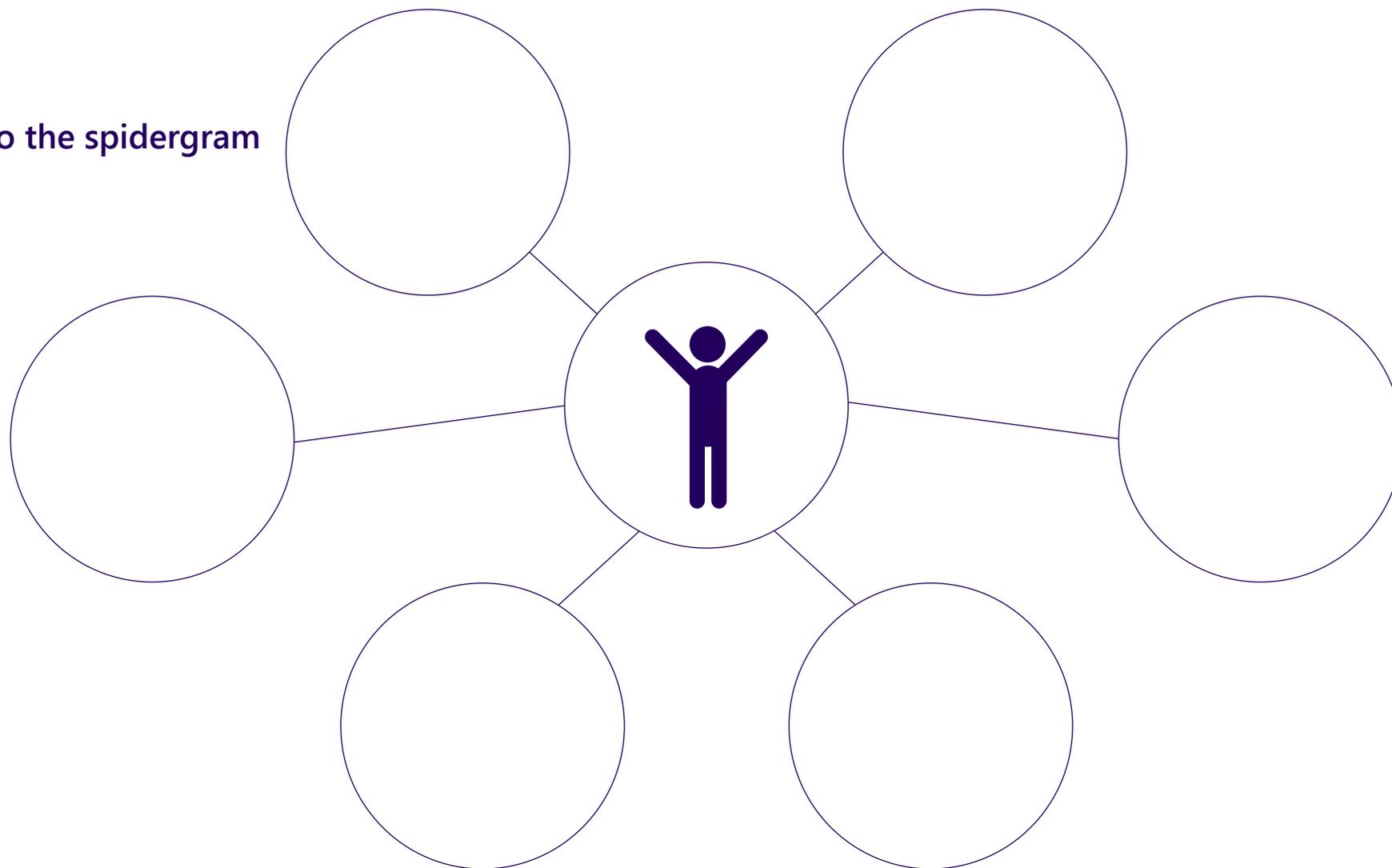
## Year 2 – Physical health and wellbeing

## What keeps me healthy?

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about people who help us to stay healthy and well and about basic hygiene routines</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know about the roles of people who help them to stay healthy (including giving vaccinations)</li> <li>can describe everyday routines to help take care of their bodies, including oral health</li> <li>understand how basic hygiene routines can stop the spread of disease</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils are thrown or passed the cuddly germs (<a href="http://www.giantmicrobes.com">www.giantmicrobes.com</a>) or pictures of germs. Pupils are asked what they think they have caught. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils explain what a germ is. <i>Where are they? What do they do?</i> <i>whole class</i></li> <li><b>Main activity:</b> Pupils discuss how the spread of germs can be prevented. Pupils explore a variety of routines to help prevent the spread of germs, which could include putting glitter on their hands (to be like germs) and then notice how it comes off on things they touch, then learn a hand washing routine to rinse off the glitter. Pupils learn about routines for teeth brushing and list other forms of keeping clean and preventing the spread of germs. <i>groups</i></li> <li><b>Closing activity:</b> Pupils match up from a list, the people that help them to stay healthy, what they do and where they might see them. <i>pairs</i></li> <li><b>In addition:</b> Invite a health worker to talk about their role and give information about how the spread of germs and diseases can be prevented.</li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to / amend their spidergram about what keeps them healthy</li> <li>Pupils complete the self-reflection sheet – What keeps me healthy?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A child's eye view of keeping healthy, staying safe DVD <a href="http://www.childseyemedia.com">www.childseyemedia.com</a></li> <li>A child's eye view of people who help us DVD <a href="http://www.childseyemedia.com">www.childseyemedia.com</a></li> <li>Cuddly versions of germs <a href="http://www.giantmicrobes.com">www.giantmicrobes.com</a></li> <li>Lesson activities for learning about the spread of germs and how to prevent them <a href="http://www.e-bug.eu">www.e-bug.eu</a></li> </ul>
<b>Children's literature to support the topic</b>	<b>Help, advice and support</b>	
<ul style="list-style-type: none"> <li>Oh the things you can do that are good for you, Tish Rabe</li> <li>Nora, the girl who ate and ate, Andrew Weale</li> <li>Flabby cat and slobby dog, Jeanne Willis</li> <li>Six dinner Sid Inga Moore</li> <li>Burger boy, Alan Durant</li> <li>Germs are not for sharing, Elizabeth Verdick</li> <li>I will not ever never eat a tomato, Lauren Childs</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them healthy, such as their parent, teacher or other adult they trust</li> <li>FOOD a Fact of Life: <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> (5-8 years)</li> <li>Change4Life: <a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a></li> </ul>	

### What keeps you healthy?

Add to the spidergram



# Year 2 – What keeps me healthy?



What is a healthy diet?

What things do you do to keep active throughout the day?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

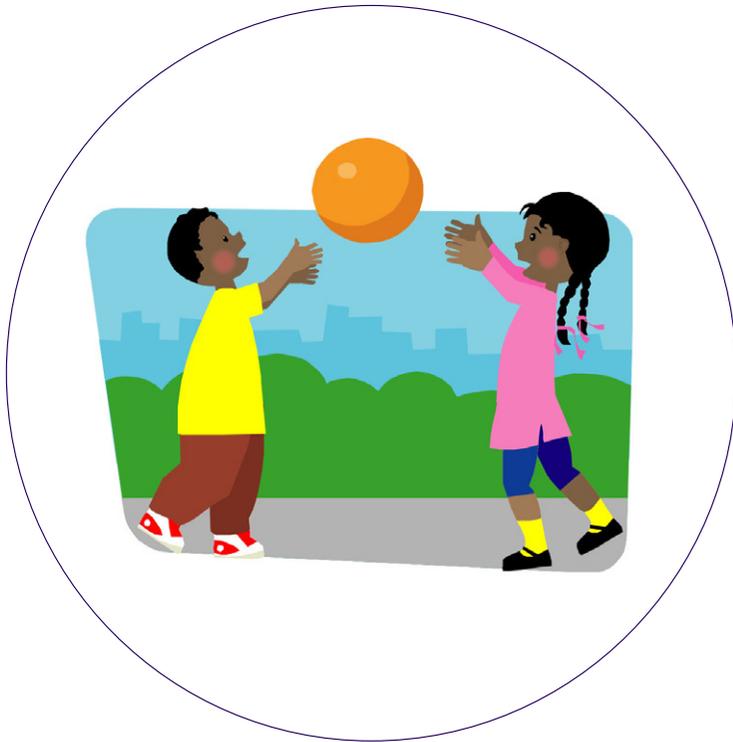
Anything else you would like to say?



Teacher comments

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# Friendship

Year 2 – Mental health and wellbeing

Friendship

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about the importance of special people in their lives</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify people who are special to them and explain why</li> <li>• understand what makes a good friend</li> <li>• can demonstrate how they show someone they care</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>◦ Pupils suggest how to approach a difficult friendship situation</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils draw a gallery or frieze of their special people. Alternatively or in addition: Pupils close their eyes and think of one special person (someone they see every day or someone they see less often) and think about what makes them special. <i>individual</i></li> <li>• <b>Introductory activity:</b> Pupils make a grid with a list of their special people on one side and what they do that makes them special on the other <i>individual</i></li> <li>• <b>Main activity:</b> Pupils complete the sentence starter: Friends _____ or A good friend is _____. Pupils rank the statements in order of what is most important in a friendship. Discuss whether it is possible for one friend to have all of these qualities all of the time. If not, does this mean they are not a good friend? <i>groups, then whole class</i></li> <li>• <b>Closing activity:</b> Pupils list the different things people do to show their special people they care. In addition, pupils could make a friendship/special person badge to give to someone, saying why they are special. <i>individual</i></li> </ul>	
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about making friends and who can help with friendships</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• understand how people might feel if they are left out or excluded from friendships</li> <li>• recognise when someone needs a friend and know some ways to approach making friends</li> <li>• know who they can talk to if they are worried about friendships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Read a story, such as <i>Hello by Jack Foreman</i> or use a picture stimulus about a child being excluded from a friendship group. <i>whole class</i></li> <li>• <b>Introductory activity:</b> With the pupils discuss why is it sometimes hard to make friends? How does the person left out feel? <i>whole class</i></li> <li>• <b>Main activity:</b> Give out two sets of cards to groups of pupils - things that help you make friends and things that don't. Pupils categorise them and then choose the most useful ways. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils make up some simple statements / questions that children can use to help people make friends - 'magic words for making friends'. Display these in the classroom or make a class book: How to make a friend'. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look, Think, Do - pictorial resources <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a></li> <li>• Hello, Jack Foreman</li> </ul>

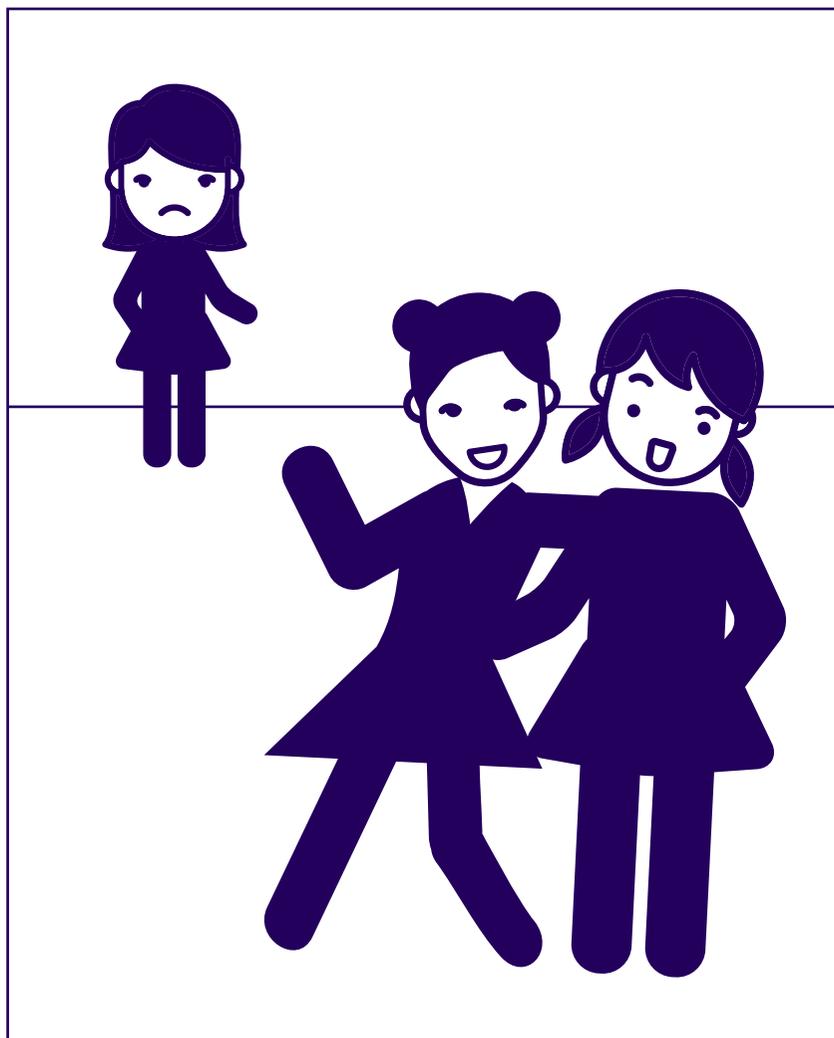
## Year 2 – Mental health and wellbeing

## Friendship

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about solving problems that might arise with friendships</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify some ways that friendships can go wrong</li> <li>• can describe some ways to sort out friendship problems</li> <li>• recognise that difficulties within friendships can usually be resolved</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Show the pupils a friendship chain / bracelet and talk about what it symbolises. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Tell the class a story about two or three friends and a friendship chain. Use some of the pupils in the class to act as the characters in the story and a ball of string as the friendship chain. The pupils can help make up the story. <i>whole class</i> <ul style="list-style-type: none"> <li>○ <i>Imagine two or three friends - best friends. Why did they become best friends? Share the string between the friends.</i></li> <li>○ <i>The friends realised they also both/all really liked _____. This made the friendship even better. Pass the ball of string between the friends again.</i></li> <li>○ <i>But one day, there was an argument between the friends – what was the argument about? Tangle up the string.</i></li> <li>○ <i>The argument got worse – what made it worse? They all fell out. Cut the string between the friends.</i></li> <li>○ <i>One friend decided to try and make the friendship again. What did they do? What did the other friend do? (Ensure that the friendship problem gets resolved). Tie a knot in the string.</i></li> </ul> </li> <li>• <b>Main activity:</b> Pupils discuss the sorts of things that can cause friendships to break. What can help make friendships stronger? Collect the pupils' ideas together. <i>groups and whole class</i></li> <li>• <b>Closing activity:</b> Pupils rank the things that can make friendships stronger, which things help the most at the top and least at the bottom. <i>groups</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>○ Pupils add to / amend their ideas of how to approach a difficult friendship situation</li> <li>○ Pupils complete the self-reflection sheet - Friendship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• KS1 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about friendship and resolving friendship problems <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a></li> </ul>

Children's literature to support the topic	Help, advice and support
<ul style="list-style-type: none"> <li>• Friends, Kathryn Cave and Nick Mayland</li> <li>• Rosie and the yellow ribbon, Paula DePaolo</li> <li>• Two friends, Clara Vullamy</li> <li>• I'm not invited, Diana Cain Bluthenthal</li> </ul>	<ul style="list-style-type: none"> <li>• Hello – Jack Foreman</li> <li>• Friends, Kim Lewis</li> <li>• Halibut Jackson, David Lucas</li> </ul> <ul style="list-style-type: none"> <li>• Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust</li> <li>• Call ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> </ul>

What would help this situation?





Why are your friends special to you?

What can you do when there are difficulties in a friendship?

How I feel about my learning (please circle)



I feel confident



I feel OK



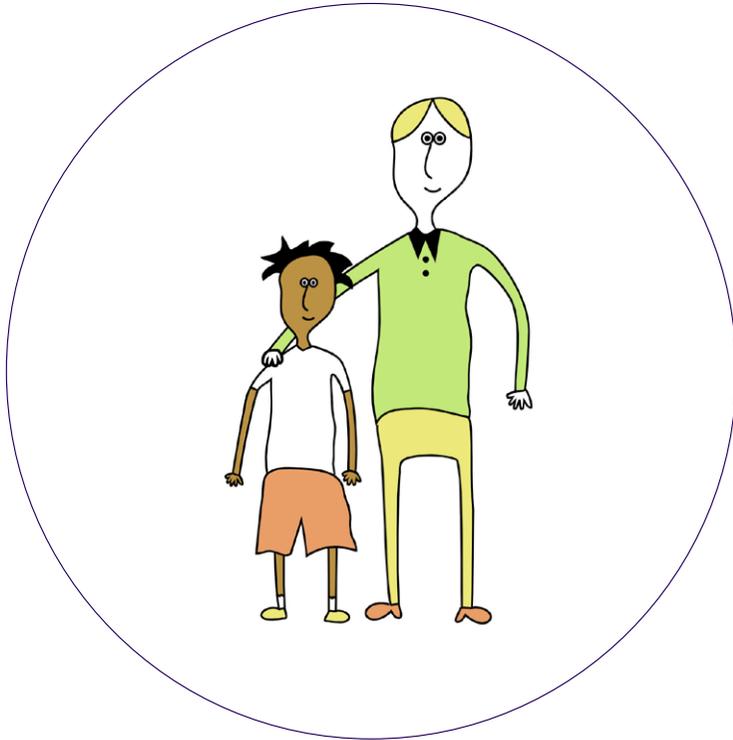
I'm not sure / I need help

Anything else you would like to say?



Teacher comments





# Boys and girls, families

## Year 2 – Sex and relationship education

### Boys and girls, families

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn to understand and respect the differences and similarities between people</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to define difference and similarity</li> <li>understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils add ideas to a brainstorm – What ways do people care for each other?</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils sit in pairs (1 boy and 1 girl). Pupils talk to each other in their pairs and find one thing they have in common. Pupils repeat this to think of one thing that is different. <i>pairs</i></li> <li><b>Introductory activity:</b> Pupils are introduced to a glove puppet who is trying to find out about the differences and similarities between boys and girls. Pupils discuss how you know if someone is a boy or a girl. Pupils complete the sentence: One difference between boys and girls is _____. Use the puppet to draw out the differences between fact and opinion. <i>whole class/pairs</i></li> <li><b>Main activity:</b> Pupils have strips of paper with different statements on about boys and girls. Pupils tick the statement if they think it is true or put a cross if it is false or not always true. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils complete a worksheet about what people about boys and girls, completing the sentences: Some people say that boys _____ but I am boy and I _____. <i>individual</i></li> </ul>	<ul style="list-style-type: none"> <li><b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b> Year 2, Lesson 1, Girls and boys can...</li> </ul>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about the biological differences between male and female animals and their role in the life cycle</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that female mammals give birth and nurse their young</li> <li>can describe the biological differences between male and female</li> <li>understand that the creation of life requires a male and female</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Review the previous lesson about the similarities and difference between boys and girls. Explain that one difference is that boys are males and girls are females. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils watch a section of the Channel 4, Living and Growing DVD (Differences, Unit 1, Programme 1 to “You said he’s a great cat. You mean she’s a great cat.”) <i>whole class</i></li> <li><b>Main activity:</b> Pupils discuss the film about Jahmal and Vicky looking for Mogsy. Pupils answer the following questions: is Mogsy male or female? Is it the male or female that gives birth to the babies? How do animals and humans feed their babies? What special part of the body does Mogsy use to feed her kittens? Pupils might also want to talk about their own pets. <i>whole class</i></li> <li><b>Closing activity:</b> Pupils look at the farmyard animals and identify whether they are male or female and how they know this. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li><b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b> Year 2, Lesson 2, What is male and female?</li> <li>Channel 4, Living and Growing DVD</li> <li>Anatomically correct farmyard animals toys/models, <a href="http://www.schleich.org.uk">www.schleich.org.uk</a></li> </ul>

## Year 2 – Sex and relationship education

### Boys and girls, families

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn the biological differences between male and female children</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• identify and name biological terms for male and female sex parts</li> <li>• can label the male and female sex parts with confidence</li> <li>• understand that the male and female sex parts are related to reproduction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils play 'Simon says' about males and females. For example, all the males put your hands on your head, all the females point to the ceiling. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils discuss what they learnt last lesson about males and females. Pupils watch a section of the Channel 4, Living and Growing DVD (Differences, Unit 1, Programme 1, starting from the end of the Mogsy story "You said he's a great cat. You mean she's a great cat." to the end of the ice-skating segment, "That's me!" Pupils discuss what the video was about and review the names of the sex parts (privates, vagina, penis, clitoris) and why males and females are different (so they can have babies when they are adults). <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils place cards with names or names and pictures of different body parts onto a Venn diagram labelled male, female, both. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils tell each other something new they have learned over the last few lessons. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b> Year 2, Lesson 3, Labelling male and female bodies</li> <li>• Channel 4, Living and Growing DVD</li> </ul>
<p><b>LESSON FOUR</b></p> <p><b>Pupils learn about growing from young to old and that they are growing and changing</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify key stages in the human life cycle</li> <li>• understand some ways they have changed since they were babies</li> <li>• understand that all living things including humans start life as babies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils are given pictures of people at different stages of the human life cycle. Pupils put these in order. <i>groups or whole class</i></li> <li>• <b>Introductory activity:</b> Pupils are read a story about growing up from a baby to an adult such as <i>Once there were giants, by Martin Waddel</i>. Pupils discuss each stage as the story is shared, thinking about what it is like and what the main character could do at that stage. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils produce their own timelines with 3 or 4 stages in it (baby, now, teenager, adult) and draw or write what they could or will be able to do at each stage. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils think about some good things about growing and changing by completing the sentence starter: Growing and changing is good because _____. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b> Year 2, Lesson 4, Human life cycle</li> <li>• Once there were giants, Martin Waddel</li> </ul>

## Year 2 – Sex and relationship education

## Boys and girls, families

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON FIVE</b></p> <p><b>Pupils learn that everybody needs to be cared for and ways in which they care for others</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that we all have different needs and require different types of care</li> <li>identify ways we show care towards each other</li> <li>understand the links between needs, caring and changes throughout the life cycle</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Explain that everyone needs to be cared of at stage of the human life cycle. Pupils look at the pictures of the human life cycle and think about the type of care someone might need at each stage and who might care for them. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils are given a range of objects about caring for someone else. Pupils discuss who might use the object, why they need it and how it is used. <i>groups</i></li> <li><b>Main activity:</b> Pupils draw an object and write a few sentences or a short story about the person who uses it. <i>individual</i></li> <li><b>Closing activity:</b> Pupils think about all the things they do to care for another person. <i>pairs</i></li> <li><b>In addition:</b> Pupils are read the story, <i>The world is full of babies</i> by Mick Manning and Brita Granstrom</li> </ul>	<ul style="list-style-type: none"> <li><b>A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team</b> Year 2, Lesson 5, Everybody needs caring for</li> <li>The world is full of babies, Mick Manning and Brita Granstrom</li> </ul>
<p><b>LESSON SIX</b></p> <p><b>Pupils learn about different types of family and how their home-life is special</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can describe different types of family</li> <li>identify what is special and different about their home life</li> <li>understand families care for each other in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Help the pupils to brainstorm words that relate to families by drawing a person on the board and writing all the vocabulary around them. For example, grandparent, mum dad, cousins, foster-parent, close friend. <i>whole class</i></li> <li><b>Introductory activity:</b> Discuss how families are different. Read a story about families, such as <i>Tell me again about the day I was born</i> by Jamie Lee Curtis. <i>whole class</i></li> <li><b>Main activity:</b> Pupils discuss what was special about the little girl's family in the story? Who was in her family? How did her family care for each other? How do we care for our families? How do our families care for us? <i>whole class</i></li> <li><b>Closing activity:</b> Pupils create an image about someone who is special in their family that illustrates why they are special. <i>individual</i></li> <li><b>In addition:</b> Pupils are given magazines and cut out pictures to make a family</li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to / amend their original ideas to the brainstorm or complete a new version – What ways do people care for each other?</li> <li>Pupils complete the self-reflection sheet – Boys and girls, families</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team</b> Year 2, Lesson 6, Special and different – Families</li> <li>Tell me again about the day I was born, Jamie Lee Curtis.</li> </ul>

Children's literature to support the topic	Help, advice and support
<ul style="list-style-type: none"><li>• There's going to be a baby, John Birmingham and Helen Oxenbury</li><li>• The great big book of families, Mary Hoffman</li><li>• Your mummy ate my football, Birmingham Health Education Unit</li><li>• Boys and girls, Birmingham Health Education Unit</li><li>• The world is full of babies, Nick Branning and Brita Granstrom</li><li>• Once there were giants, Martin Waddell</li><li>• Tell me again about the day I was born, Jamie Lee Curtis.</li></ul>	<ul style="list-style-type: none"><li>• Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust</li><li>• ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li></ul>

Add to the brainstorm

What ways do people care for each other?





What is the difference between a boy and girl?

How do you show you care for someone in your family?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Indoors and outdoors

## Year 2 – Keeping safe and managing risk

### Indoors and outdoors

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about keeping safe in the home, including fire safety</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know some simple rules for keeping safe indoors, including online</li> <li>can describe what to do if there is an emergency</li> <li>understand that they can take some responsibility for their own safety</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils make a list of rules for keeping safe indoors and rules for keeping safe outdoors</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils draw themselves keeping safe at home. Pupils label their drawings to show what they are keeping safe from. <i>individual</i></li> <li><b>Introductory activity:</b> Pupils are given cards showing different activities they might do in the home, including online, that include an element of risk. Pupils place the activities on a 'risk ladder' (higher risk – lower risk), giving a reason for their thinking. <i>groups</i></li> <li><b>Main activity:</b> Pupils work in pairs to look at different pictures of rooms in the home and label potential hazards. Pupils swap the pictures with another pair. Pupils label the picture with a safety rule to say how it could be made safer. <i>pairs</i></li> <li><b>Closing activity:</b> Write the word 'emergency' on the whiteboard or flipchart. Pupils think of scenarios that are emergencies. Discuss what to do in an emergency (tell an adult immediately) and what to do if the adult needs help or is not available (dial 999). <i>whole class</i></li> <li><b>In addition:</b> The London Fire Brigade offer in class presentations <a href="http://www.london-fire.gov.uk/education">www.london-fire.gov.uk/education</a></li> </ul>	<ul style="list-style-type: none"> <li>Life. Live it. <i>The Red Cross</i> Lesson plans and activity sheets for pupils about first aid. (Spot the danger) <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children">www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children</a></li> <li>Worksheets and interactive games about keeping safe, <i>Nationwide Education</i> <a href="http://www.nationwideeducation.co.uk/search?themes16=home-safety-skills&amp;page=1">www.nationwideeducation.co.uk/search?themes16=home-safety-skills&amp;page=1</a></li> <li>KS1 PSHE and citizenship class clips, BBC <i>Bitesize</i>, video clips about safety in the home <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a></li> <li>Smartie the Penguin - online safety story, resources and lesson plan, <i>Childnet</i> <a href="http://www.childnet.com/resources/smartie-the-penguin">www.childnet.com/resources/smartie-the-penguin</a></li> <li><a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> (5-7)</li> </ul>

## Year 2 – Keeping safe and managing risk

### Indoors and outdoors

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about keeping safe outside</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know some rules for keeping safe outside</li> <li>can assess whether a situation is safe or unsafe</li> <li>understand the importance of always telling someone where they are going or playing</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils are given some different scenarios for familiar places outside (car, playground, park, at home, swimming pool, shops, play centre, seaside, tube/train, funfair). Pupils decide if the scenario is safe / unsafe / safe if care is taken / not sure. <i>groups</i></li> <li><b>Introductory activity:</b> Display the following story starter on the board as part of a storyboard: Martyna is playing with her friends in the garden, one of them says, “let’s go to the park and play!” They go but Martyna does not tell her mum. Pupils discuss some of the possible consequences of this. <i>whole class</i></li> <li><b>Main activity:</b> Go back to the places discussed in the hook activity. With the pupils sitting in groups, assign each group a different place labelled in the centre of a piece of flipchart paper. Each pair of pupils within the group write and illustrate a different safety rule for each place, around the flipchart paper. <i>groups</i></li> <li><b>Closing activity:</b> Pupils decide on three key safety rules for playing outside. <i>whole class</i></li> <li><b>In addition:</b> <ul style="list-style-type: none"> <li>The Dogs Trust run in-school workshops about responsible dog ownership and being safe around dogs <a href="http://www.learnwithdogs.co.uk">www.learnwithdogs.co.uk</a></li> <li><i>Islington schools: Contact your Safer Schools Officer about the primary school engagement programme workshop: Personal safety – knowing who to ask for help!</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Shorething, Staying safe at the beach – advice and pupil activities, <i>The Royal National Lifeboat Institution</i> (RNLI) <a href="http://www.rnli.org/shorething">www.rnli.org/shorething</a></li> <li>Worksheets and interactive games about keeping safe, <i>Nationwide Education</i> <a href="http://www.nationwideeducation.co.uk/search?themes16=home-safety-skills&amp;page=1">www.nationwideeducation.co.uk/search?themes16=home-safety-skills&amp;page=1</a></li> <li><i>Islington schools: Contact your Safer Schools Officer about the primary school engagement programme workshop: Personal safety – knowing who to ask for help!</i></li> </ul>

**Year 2 – Keeping safe and managing risk**  
**Indoors and outdoors**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about road safety</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify hazards in relation to road safety</li> <li>• are able to explain how to cross the road safely</li> <li>• recognise that there are rules in relation to road safety for all road users</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Read a case study about a family or are travelling to school / work / shopping, each person is travelling safely. As you read it, ask the pupils to point out what each of them are doing to keep safe. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils are given a list of road safety rules and guidelines, such as, wear a helmet. Pupils match the road safety rule / guideline to the group of people who need to follow it (pedestrians, cycling, scooting, in the car, public transport (bus or train)). <i>groups</i></li> <li>• <b>Main activity:</b> Pupils look at pictures of places to cross the road or use small world play to demonstrate and locate the safest places to cross the road in a range of situations. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils practise the green cross code for crossing the road. <i>whole class</i></li> <li>• <b>In addition:</b> <i>Islington schools:</i> <ul style="list-style-type: none"> <li>o Contact your safer Schools Officer about the primary school engagement programme workshop: Road safety!</li> <li>o The Islington traffic and safety team provide road safety workshops and the Bikeability scheme</li> </ul> </li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>o Pupils add to/amend their list of rules for keeping safe indoors and rules for keeping safe outdoors or complete a new version</li> <li>o Pupils complete the self-reflection sheet – Indoors and outdoors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Think! Education, road safety resources for pupils <a href="http://think.direct.gov.uk/education/early-years-and-primary/">http://think.direct.gov.uk/education/early-years-and-primary/</a></li> <li>• KS1 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about road safety <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a></li> <li>• <i>Islington schools:</i> <ul style="list-style-type: none"> <li>o Contact your Safer Schools Officer about the primary school engagement programme workshop: Road safety!</li> <li>o The Islington traffic and safety team provide road safety workshops and the Bikeability scheme</li> </ul> </li> </ul>
<b>Children’s literature to support the topic</b>	<b>Help, advice and support</b>	
<ul style="list-style-type: none"> <li>• Dinosaurs beware – a safety guide, Marc Brown</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> <li>• ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>• In an emergency: 999</li> <li>• Think! road safety <a href="http://www.think.direct.gov.uk/education/early-years-and-primary/">www.think.direct.gov.uk/education/early-years-and-primary/</a></li> <li>• Safety online: CEOP <a href="http://www.ceop.police.uk/safety-centre">www.ceop.police.uk/safety-centre</a> (5-7)</li> </ul>	

Add to the list of rules

Some rules for keeping safe indoors

Some rules for keeping safe outdoors



# Year 2 – Indoors and outdoors



What are some safety hazards at home?  
(indoors or outdoors)

How can you keep safe around roads?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Medicines and me

**Year 2 – Drug, alcohol and tobacco education**  
**Medicines and me**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn why medicines are taken</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill</li> <li>know that medicines come in different forms</li> <li>recognise each medicine has a specific use</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils jot down what they know about medicines using the medicine bottle outline</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils match pictures of medicines to the different types of medicine (sprays; lotions, gels or creams; drops; lozenges; tablets or caplets; liquid medicine; injections; inhalers or inhalators). <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils discuss how the medicine is used, where on the body, why it might be used and what it will do. <i>whole class</i></li> <li><b>Main activity:</b> Pupils use a writing frame to describe a time when they needed to take some medicine (or alternative treatment). <i>individual</i></li> <li><b>Closing activity:</b> Pupils tell a partner about a time when medicine helped them, the partner repeats this back to the class or group. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b></li> <li>Year 2, Lesson 1, When I needed some medicine</li> </ul>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn where medicines come from</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that medicines can be prescribed by a doctor or bought from a shop or pharmacy</li> <li>know when medicines might be used and who decides which medicine is used</li> <li>understand that there are alternatives to taking medicines, and when these might be helpful</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils make a list of places where people get medicines from. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils sequence a story about a child feeling ill, being treated by their parent or carer and then going to the doctors for medicine. <i>groups</i></li> <li><b>Main activity:</b> Pupils match different symptoms (for example: runny nose) to treatments (for example: medicine prescribed by the doctor or nurse, medicine given by mum or dad, something else – medicine is not needed yet). <i>pairs</i></li> <li><b>Closing activity:</b> Pupils discuss the kinds of things that can make someone feel better if they are not very poorly but a bit tired or upset, not so ill they need medicine. For example: hug or cuddle, sitting quietly. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b></li> <li>Year 2, Lesson 2, Where do medicines come from?</li> </ul>

## Year 2 – Drug, alcohol and tobacco education

## Medicines and me

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about keeping themselves safe around medicines</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that medicines comes with instructions to ensure they are used safely</li> <li>know some safety rules for using and storing medicines</li> <li>recognise that medicines can be harmful if not taken correctly</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils look at medicine packaging and the information given – what symptoms the medicine treats, who the medicine is suitable for, dosage, safety instructions. <i>pairs</i></li> <li><b>Introductory activity:</b> Pupils discuss why medicines come with instructions and make a list of general safety rules. <i>whole class</i></li> <li><b>Main activity:</b> Pupils give each pair a scenario where a medicine safety rule has been broken, what might happen and what the person can do. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils draw a picture and write a sentence to describe one medicine safety rule. <i>individual</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to / amend their original copy of the medicine bottle outline or complete a new version</li> <li>Pupils complete the self-reflection sheet – Medicines and me</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b></li> <li>Year 2, Lesson 3, Staying safe around medicines</li> </ul>
<p><b>ASTHMA LESSON FOR YEAR 2, 3 OR 4</b></p> <p><b>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know what asthma is and how it can affect people</li> <li>can recognise the symptoms of an asthma attack</li> <li>understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils create a word-storm or graffiti board, jotting down any words they know that relate to asthma. <i>groups</i></li> <li><b>Introductory activity:</b> Pupils are given a presentation about asthma – see Drug Wise asthma presentation or contact your school nurse. <i>Islington schools contact <a href="mailto:healthandwellbeing@islington.gov.uk">healthandwellbeing@islington.gov.uk</a> for Speak Up for Asthma's contact details.</i> <i>whole class</i></li> <li><b>Main activity:</b> Pupils complete a quiz or make a leaflet about asthma for other pupils. <i>individual</i></li> <li><b>Closing activity:</b> Pupils discuss the question: Poppy has been diagnosed with asthma. What will she need to remember? <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b></li> <li>Year 2, 3 or 4, Asthma lesson, About asthma</li> <li><i>Islington schools contact <a href="mailto:healthandwellbeing@islington.gov.uk">healthandwellbeing@islington.gov.uk</a> for Speak Up for Asthma's contact details.</i></li> </ul>

Children's literature to support the topic	Help, advice and support
	<ul style="list-style-type: none"><li>• Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust</li><li>• ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li><li>• In an emergency: 999</li></ul>

What do you know about medicines?





Why do people use medicines?

How can you stay safe around medicines?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Year 3



# Year 3 Curriculum overview

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

Year 3 - PSHE

Autumn 1	Spring 1	Summer 1
<p data-bbox="226 339 618 403"><b>Drug, alcohol and tobacco education</b> Tobacco is a drug</p> 	<p data-bbox="871 339 1285 403"><b>Mental health and emotional wellbeing</b> Strengths and challenges</p> 	<p data-bbox="1449 339 2018 403"><b>Careers, financial capability and economic wellbeing</b> Saving, spending and budgeting</p> 
Autumn 2	Spring 2	Summer 2
<p data-bbox="248 946 595 994"><b>Keeping safe and managing risk</b> Bullying – see it, say it, stop it</p> 	<p data-bbox="922 946 1234 1010"><b>Identity, society and equality</b> Celebrating difference</p> 	<p data-bbox="1570 946 1890 1010"><b>Physical health and wellbeing</b> What helps me choose?</p> 



Tobacco  
is a drug

## Year 3 – Drug, alcohol and tobacco education

## Tobacco is a drug

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• are able to define what is meant by the word 'drug'</li> <li>• can identify when a drug might be harmful</li> <li>• recognise that tobacco is a drug</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>◦ Pupils brainstorm or mind map words and phrases around the word the word 'drug'</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Write the question, 'What is a drug?' on the board. Pupils discuss responses in pairs and then in groups of four. <i>pairs and groups</i></li> <li>• <b>Introductory activity:</b> Pupils name different drugs they have heard of and discuss how they might change the way the mind or body works. (whole class) Pupils draw and label a body outline. <i>pairs</i></li> <li>• <b>Main activity:</b> Pupils use a Venn diagram labelled helpful and harmful to categorise different drugs. <i>Whether a drug is helpful or harmful will depend on how it is used. Explain that even helpful drugs can be harmful to people's bodies and that no drugs are without risk. Some drugs (such as cigarettes) are always harmful to bodies.</i> <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils complete a sentence starter: Some people say that _____ is helpful because _____ but _____. For example: Some people say that smoking is helpful because it destresses them, but smoking can damage your lungs. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug Wise, Islington Health and Wellbeing Team</b></li> </ul> <p>Year 3, Lesson 1, Helpful or harmful</p>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about the effect and risks of smoking tobacco and secondhand smoke</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know the effects and risks of smoking and of secondhand smoke on the body</li> <li>• can express what they think are the most important benefits of remaining smoke free</li> <li>• recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils look at the effects from a smoking machine (Smokey Sue) or a picture of a person smoking as a stimulus to discuss some of the effects of smoking. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils draw on a body outline where smoke enters the body and affects the outside of the body and label some of the effects smoking has on the body. <i>groups</i></li> <li>• <b>Main activity:</b> Pupils complete a quiz about the effects of smoking and secondhand smoke. <i>pairs</i></li> <li>• <b>Closing activity:</b> Pupils rank different reasons to remain smokefree using a diamond 9. <i>groups</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug Wise, Islington Health and Wellbeing Team</b></li> </ul> <p>Year 3, Lesson 2, Smoking and tobacco</p>

## Year 3 – Drug, alcohol and tobacco education

## Tobacco is a drug

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about the help available for people to remain smoke free or stop smoking</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know about some of the support and medicines that people might use to help them stop smoking</li> <li>can explain what they might say or do to help someone who wants to stop smoking</li> <li>understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils brainstorm reasons why someone might still choose to smoke despite knowing the risks. <i>groups</i></li> <li><b>Introductory activity:</b> Invite a stop-smoking adviser to talk with the class about their role or explain what the role of a stop smoking adviser is. Pupils look at examples of stop smoking tool kits and consider – What is it? How does it help? What do you think about it? Why might people choose one form of support over another? <i>whole class</i></li> <li><b>Main activity:</b> Pupils read a case study about a person who wants to stop smoking. Pupils respond to questions about why the character wants to stop smoking, how difficult they might be finding it, what they have tried to help, and how their family or friends feel about them smoking / stopping smoking. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils match the benefits of stopping smoking to a timeline of how the body recovers when an individual does stop. <i>groups</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their original copy of the 'drug' brainstorm or complete a new version</li> <li>Pupils complete the self-reflection sheet – Tobacco is a drug</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b> Year 3, Lesson 3, Stopping smoking</li> </ul>
<p><b>ASTHMA LESSON FOR YEAR 2, 3 OR 4</b></p> <p><b>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know what asthma is and how it can affect people</li> <li>can recognise the symptoms of an asthma attack</li> <li>understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils create a word-storm or graffiti board, jotting down any words they know that relate to asthma. <i>groups</i></li> <li><b>Introductory activity:</b> Pupils are given a presentation about asthma – see Drug Wise asthma presentation or contact your school nurse. <i>Islington schools contact <a href="mailto:healthandwellbeing@islington.gov.uk">healthandwellbeing@islington.gov.uk</a> for Speak Up for Asthma's contact details.</i> <i>whole class</i></li> <li><b>Main activity:</b> Pupils complete a quiz or make a leaflet about asthma for other pupils. <i>individual</i></li> <li><b>Closing activity:</b> Pupils discuss the question: Poppy has been diagnosed with asthma. What will she need to remember? <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b> Year 2, 3 or 4, Asthma lesson, About asthma</li> <li><i>Islington schools contact <a href="mailto:healthandwellbeing@islington.gov.uk">healthandwellbeing@islington.gov.uk</a> for Speak Up for Asthma's contact details.</i></li> </ul>

Children's literature to support the topic	Help, advice and support
	<ul style="list-style-type: none"><li>• Pupils should be encouraged to talk to someone who keeps them safe and healthy, such as their parent, teacher or other adult they trust</li><li>• ChildLine: 0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li><li>• SmokeFree Islington: <a href="http://www.smokefreeislington.nhs.uk">www.smokefreeislington.nhs.uk</a></li></ul>

Can you add to the brainstorm?





How can smoking affect people's bodies?

What might help someone who wants to stop smoking?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





Bullying-  
see it,  
say it,  
stop it

Year 3 – Keeping safe, managing behaviour and risk

Bullying – see it, say it, stop it

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn to recognise bullying and how it can make people feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to define what is meant by ‘bullying’</li> <li>can identify the difference between falling out with someone and bullying</li> <li>understand how bullying can make people feel and why this is unacceptable</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils complete the sentence starter: Bullying is _____.</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> On the board display the statements: He’s been bullying me... She’s been bullying me... They’ve been bullying me... Pupils suggest what has been happening? <i>whole class</i></li> <li><b>Introductory activity:</b> With the pupils discuss what bullying is and agree a definition of bullying. You could use the school anti-bullying policy to help guide this discussion. <i>whole class</i></li> <li><b>Main activity:</b> Use the examples from the hook activity or give out a list of friendship (falling out with a friend) and bullying scenarios. Pupils decide whether or not is bullying by ticking <i>yes / no / maybe</i> on a worksheet. Pupils discuss what is wrong with this type of behaviour and how might it make someone feel. Pupils record this on the worksheet. Draw out that even though it might not be defined as bullying, falling out with a friend can also make people feel sad, hurt or upset. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils complete the sentence starter: Bullying is unacceptable because _____. <i>groups</i></li> </ul>	<ul style="list-style-type: none"> <li>KS2 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about friendship and bullying <a href="http://www.bbc.co.uk/education/subjects/zqtn">www.bbc.co.uk/education/subjects/zqtn</a> <a href="#">vcw</a></li> </ul>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about different types of bullying and how to respond to incidents of bullying</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can name different types of bullying (including racism)</li> <li>can identify the different ways bullying can happen (including online)</li> <li>can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Display the following words: racism, sexism, ageism, disablism along with the matching definitions. Pupils match the word to the definition. <i>pairs</i></li> <li><b>Introductory activity:</b> Pupils discuss the different ways that someone might be bullied. For example: left out of games, pushed or hit, gossip and including online bullying. <i>groups</i></li> <li><b>Main activity:</b> Pupils go back to the bullying scenarios from the previous lesson (or are given different examples). Pupils choose at least two scenarios (an incident of bullying and falling out with a friend) and explain how they would approach dealing with each of them. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils make a list: Top tips for dealing with bullying! <i>groups</i></li> </ul>	<ul style="list-style-type: none"> <li>KS2 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about friendship and bullying <a href="http://www.bbc.co.uk/education/subjects/zqtn">www.bbc.co.uk/education/subjects/zqtn</a> <a href="#">vcw</a></li> </ul>

**LESSON THREE**

**Pupils learn about what to do if they witness bullying**

Pupils

- can explain how to react if they witness bullying
- understand the role of bystanders and the important part they play in reducing bullying
- know how and to whom to report incidents of bullying, where to get help and support

- **Hook activity:** Display a drawing or stimulus that shows a bullying situation and bystander or bystanders. Pupils imagine they are there - *What are they looking at, listening to, thinking?* *individual*
- **Introductory activity:** Discuss what is meant by the word 'bystander'? For example, people watching what is going on but not taking part, like watching a carnival. *pairs, then whole class*
- **Main activity:** One half of the class imagine they are in the bystanders' shoes – *What options do they have?* Pupils can record ideas and discuss - *Which is easiest thing to do? Which is the hardest? What could be done immediately in the situation? What could they do later?* The other half of the class imagine they are in the victim's shoes – *What would they want the bystanders to do, immediately in the situation and later?* Compare the responses from the groups of pupils and whether they are similar or different. *groups*
- **Closing activity:** Discuss who it is important for the bystander to tell and why this is important? What will happen if they don't? *whole class*
- **Post-topic assessment activities:**
  - Pupils add to / amend their sentence starter: Bullying is \_\_\_\_\_. or complete a new version
  - Pupils complete the self-reflection sheet – Bullying: see it, say it, stop it

- Anti-bullying lessons, KS2, *Go Givers* [www.gogivers.org](http://www.gogivers.org)

**Children's literature to support the topic**

- Bully, Davis Hughes
- Leave me alone, Kes Gray
- The eighteenth emergency, Betsy Byars
- I'm number one, Michael Rosen
- KS2 PSHE and citizenship class clips, BBC Bitesize, video clips about friendship and bullying [www.bbc.co.uk/education/subjects/zqtnvcw](http://www.bbc.co.uk/education/subjects/zqtnvcw)

- The angel of Nitshill Road, Anne Fine
- Bad girls, Jacqueline Wilson
- Desmond and the very mean word, Archbishop Desmond Tutu

**Help, advice and support for pupils**

- Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust
- ChildLine: 0800 11 11 [www.childline.org.uk](http://www.childline.org.uk)
- CEOP [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/) (8-10)
- Young Minds [www.youngminds.org.uk](http://www.youngminds.org.uk)

Complete the sentence

Bullying is...

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What different types of bullying are there?

What would you do if you knew bullying was happening?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Strengths and challenges

## Year 3 – Mental health and wellbeing

### Strengths and challenges

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about celebrating achievements and setting personal goals</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>explain how it feels to be challenged, try something new or difficult</li> <li>can plan the steps required to help achieve a goal or challenge</li> <li>are able to celebrate their own and others' skills, strengths and attributes</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils complete a storyboard about achieving a goal</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils draw a simple timeline and illustrate it with things they consider to be important that they have achieved in their life so far. For example: learning to read, riding a bike, winning an award or certificate, swimming a length, being picked for a team. <i>individual</i></li> <li><b>Introductory activity:</b> Pupils choose one thing on their timeline and talk about how they achieved it – how they felt beforehand, what helped them to achieve it and how they felt and celebrated afterwards. <i>pairs</i></li> <li><b>Main activity:</b> Pupils are given a practical challenge. Before they start it pupils think about what feelings they have about the challenge, such as excitement, worry, fear, happiness. Pupils try the challenge. After a short while, stop the class and ask the pupils to think about the steps they have taken to approach the challenge. For example, got an idea / picture for the finished product, talked about it, tried it, tried again, asked for help, tried again). Optional: After a short while, stop the class and ask the pupils to reflect on the role they have chosen in the group (leader, follower, observer, motivator, rather do it alone, thinker). At the end of the task ask the pupils to reflect on how they feel now. <i>What does this tell them about how they approach challenges or their learning style? groups</i></li> <li><b>Closing activity:</b> Pupils complete a simple record / planning sheet about the task they carried out, or a goal they would like to achieve or fear they would like to overcome. Pupils draw and write about: what the challenge is, how they feel about it, what steps to take to achieve it (including what will help them, who will help them, what they know about themselves that will help them) and how they will feel at the end and how they will celebrate their achievement. <i>individual</i></li> </ul>	<ul style="list-style-type: none"> <li>Bouncing back, KS1 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> </ul>

## Year 3 – Mental health and wellbeing

### Strengths and challenges

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about dealing with put-downs</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>explain what is meant by a put-up or put-down and how this can affect people</li> <li>can demonstrate a range of strategies for dealing with put-downs</li> <li>recognise what is special about themselves</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Introduce a concept cartoon that features two people with one of them saying a put-down to the other. Discuss what is meant by a put-down, (<i>a put-down can be described as an unfair criticism or negative remark about a person, sometimes said as joke</i>), why people might give put-downs (including that sometimes people give themselves put-downs). Use the concept cartoon to explore how this can make people feel and the effect put-downs can have (especially if they don't counteract these with a positive response) by adding speech and think bubbles. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils suggest ways the character in the concept cartoon could deal with the put-down. For example: ignore it, change the subject, use humour, defend yourself, give yourself a put-up, express your feelings, agree, agree and ask for help, label it a put-down, disagree, compliment the other person. Pupils role-play the different ways and discuss which ones were most effective. Discuss which ones might be easier or more difficult in different situations. <i>groups</i></li> <li><b>Main activity:</b> Explain that one way of dealing put-downs (from yourself or others) is to give yourself a put-up or a boost. (Discuss the difference between this and boasting or showing off). Pupils give examples of put-downs and then swap with another pair who change them to put-ups <i>pairs</i></li> <li><b>Closing activity:</b> Pupils make a list of special things about themselves: <i>'Things for me to remember when I am given a put-down.'</i> <i>individual</i></li> </ul>	<ul style="list-style-type: none"> <li>Look, Think, Do - pictorial resources <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a></li> </ul>

## Year 3 – Mental health and wellbeing

### Strengths and challenges

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about positive ways to deal with set-backs</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can describe how it feels when there are set-backs</li> <li>• know some positive ways to manage set-backs and how to ask for help or support</li> <li>• recognise that everyone has set-backs at times, and that these cannot always be controlled</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Display an outline of a balance scale (one side labelled + and the other -). Choose one pupil to collect six cards labelled with different things that might happen throughout the day (from a set of 12) and place them on either side of the scales depending on whether they give a positive feeling or a more negative feeling. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Explain that ups and downs are a normal part of life, that everybody has set-backs sometimes and that there are some things we have control over that can be changed and some things we cannot change. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils are given case studies, using some examples from the balance scales, where a character is dealing with a set-back. Pupils consider what the person can do to help themselves feel better, turn things around or make things better and what they could do that might make it worse. <i>pairs</i></li> </ul> <p><b>Closing activity:</b> Pupils brainstorm positive ways to deal with set-backs. <i>Helpful thinking might include: talking to someone, taking a reality checks, concentrating on the good or funny bits of a situation, accepting there are some things you cannot change and identifying the things you can, knowing you can learn from mistakes, asking for help. Unhelpful thinking might include: catastrophizing worries, deciding to just 'give up'. groups</i></p> <ul style="list-style-type: none"> <li>• <b>In addition:</b> Pupils look back at their goal setting activity from lesson one and identify a possible set back, decide how might they deal with it and add this to the timeline. <i>individual</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>○ Pupils add to/amend their original storyboard about how to achieve a goal or complete a new version</li> <li>○ Pupils complete the self-reflection sheet – Strengths and challenges</li> </ul> </li> </ul>	

Children's literature to support the topic	Help, advice and support
<ul style="list-style-type: none"><li>• How to catch a star, Oliver Jeffers</li><li>• Dr Seuss – Oh the places you'll go</li><li>• Wonder goal, Michael Foreman</li><li>• Poem – The wrong start by Marchette Chute</li><li>• Lizzy's ups and downs: NOT an ordinary school day, Jessica Harper</li><li>• Alexander and the terrible, horrible, no good, very bad day, Judith Viorst</li></ul>	<ul style="list-style-type: none"><li>• Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, carer or teacher</li><li>• Call ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li></ul>

Can you finish the storyboard?



Tomek is riding his bike with no stabilisers. He is finding it very difficult.

What does Tomek do?



# Year 3 – Strengths and challenges



What is something you have achieved recently?

How can you approach solving a problem?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Celebrating difference

## Year 3 – Identity, society and democracy

## Celebrating difference

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about valuing the similarities and differences between themselves and others</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</li> <li>recognise they have shared interests and experiences with others in their class as well as with people in the wider world</li> <li>understand that peers might be similar or different to each other but can play or work together</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils make two lists – What is good and what is bad about being part of a group?</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Human bingo: Pupils have a grid containing a number of headings (see below). Pupils record their personal response on the grid. Pupils then find another pupil in the class who has something in common with them and records their name on the sheet. Headings might include: birthday month, favourite food, favourite colour, favourite TV programme, religion, hobby, favourite sport hair colour, home (flat / house). At the end of the activity ask the pupils whether they found out something about one of their classmates that they didn't know before. <i>pairs</i></li> <li><b>Introductory activity:</b> Introduce a persona doll or photograph of a child different to themselves or from a different place. For example: a child with a particular disability, from another country or with an alternative culture – such as a traveller. Give the pupils a little information about them. <i>whole class</i> Pupils record what else they think about the character and their life, jotting their ideas about them on flipchart paper. <i>groups</i></li> <li><b>Main activity:</b> Give the pupils more information about the character and their life. Pupils use a writing frame to help them structure information about how they are similar or different to the character. Ways I am different to _____. Ways I am similar to _____. Something that surprised me about our similarities was that _____. <i>individual</i></li> <li><b>Closing activity:</b> Pupils discuss whether they have more things in common with the character than they first thought and what they have learned in this lesson. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>Celebrating Us – About us, profiles <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a></li> <li>Growing up around the world KS2 – meet the children / differences, similarities and challenges - <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a></li> <li>Video clip and lesson plans – This is Danni / This is Jake, <i>Stonewall</i> <a href="http://www.stonewallprimary.org.uk">www.stonewallprimary.org.uk</a></li> <li>The Roma, KS2 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> <li>KS2 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about respecting differences <a href="http://www.bbc.co.uk/education/subjects/zqtnvcw">www.bbc.co.uk/education/subjects/zqtnvcw</a></li> </ul>

## Year 3 – Identity, society and democracy

### Celebrating difference

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about what is meant by community</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can explain what being part of a community means</li> <li>• can recognise some of the different groups or communities they belong to and their role within them</li> <li>• value and appreciate the diverse communities that exist and how they connect</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Write the word community on the board, discuss the word community, what it makes the pupils think of and what it means, words it is similar to (such as communicate), where they have heard the word. <i>Community – communicate – how we do this – people with shared connections, where people spend time together, where people care about each other and help each other, a place where people do the same things, people make a community, communities or people may not live near one another but come together for a common purpose. Pupils are likely to discuss online communities. whole class</i></li> <li>• <b>Introductory activity:</b> Pupils think about different groups of people who come together for a common purpose. This might include faith groups, families, classes, sports teams or clubs. Pupils list different communities. Pupils draw a map or network showing the different groups or communities to which they belong. Pupils can draw links to show which groups might link to others. <i>groups</i></li> <li>• <b>Main activity:</b> Pupils look at each of the communities and write about the benefits they have in being a part of the community and what they contribute to that community. <i>individual</i></li> <li>• <b>Closing activity:</b> Pupils share ideas for the benefits of being part of a community and find common benefits / common class list of benefits. <i>pairs</i></li> <li>• <b>In addition:</b> Invite a visitor from a community group to talk with the class about the community they belong to, what their role is within it, what is special or common to the community they belong to and why they enjoy being part of the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Our community, KS2 lessons, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> </ul>

## Year 3 – Identity, society and democracy

### Celebrating difference

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about belonging to groups</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify positive and negative aspects of being a member of a group</li> <li>can acknowledge that there may be times when they don't agree with others in the group</li> <li>can stand up for their own point of view against opposition</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Read a story to the class about belonging to groups: <i>The Hueys in the new jumper by Oliver Jeffers. whole class</i></li> <li><b>Introductory activity:</b> Pupils list what is good for Rupert about being part of the Hueys, what is less good? <i>pairs</i></li> <li><b>Main activity:</b> Discuss what happens when a member of a group does something different or does not agree with the others. Pupils consider: how does it feel for the person and how does it feel for the group? This can be explored through making a conscience corridor: One of the pupils acts as Rupert when he knits the jumper, the rest of the class are split into two groups: Rupert's thoughts and the other Hueys'. Pupils line up on either side whilst the child in role, walks slowly in-between the middle of the two lines. Pupils from either side call out their views one by one. <i>whole class</i></li> <li><b>Closing activity:</b> Pupils think of their own examples for when a similar situation might happen. <i>What would they say or do if they were in a similar situation to Rupert? Pupils could consider that they still want to be a part of the group but want to make a different decision to the rest of the group. groups</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their lists or complete a new version – What is good and what is bad about being part of a group?</li> <li>Pupils complete the self-reflection sheet – Similarities and differences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Hueys in the new jumper, <i>Oliver Jeffers</i></li> </ul>

Children's literature to support the topic		Help, advice and support
<ul style="list-style-type: none"> <li>Looking after Louis, Lesley Ely</li> <li>Belonging, Jeannie Baker</li> <li>Beegu, Alexis Deacon</li> <li>Humphrey the lost whale, Wendy Tokuda</li> <li>We are Britain (poems), Benjamin Zephaniah</li> <li>The Hueys in the new jumper, Oliver Jeffers</li> <li>Secret friends, Elizabeth Laird</li> <li>Dogs don't do ballet, Anna Kemp</li> </ul>	<ul style="list-style-type: none"> <li>The sissy duckling, Harvey Fierstein</li> <li>William's doll, Charlotte Zolotow</li> <li>Giraffe's can't dance, Giles Andreae</li> <li>The boy with pink hair, Perez Hilton</li> <li>Frog is frog, Max Velthuiks</li> <li>Crazy hair day, Barney Saltzberg</li> <li>The Hueys in the new jumper, Oliver Jeffers</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> </ul>

Add ideas to the grid

What is good and bad about being part of a group?

Good points	Bad points



# Year 3 – Celebrating difference



What groups or communities do you belong to?

What can you do if the group want to do something you don't want to?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Saving, spending and budgeting

**Year 3 – Careers, financial capability and economic wellbeing**  
**Saving, spending and budgeting**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about what influences people’s choices about spending and saving money</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand how manufacturers and shops persuade us to spend money</li> <li>are able to recognise when people are trying to pressurise them to spend their money and how this feels</li> <li>can make decisions about whether something is ‘value for money’</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils brainstorm or mind map answers for the question: What skills are useful for different jobs?</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Ask the pupils to discuss – When is something value for money? Display ways that shops try to persuade us that something is a good buy or ‘value for money’. Display some images of different ways shops persuade people to buy things (for example, buy 3 for price of 2, buy 1 get 1 free, SALE, 10% discount Fridays, 50p off next purchase voucher, buy today – get £5 off, free toy included). Pupils discuss how these persuade people to buy things – what it makes them want to do and how it makes people feel. <i>whole class</i></li> <li><b>Introductory activity:</b> Display the following information: You are buying a pair of trainers; there are three pairs available in the shop, priced at £120, £75, £25. Pupils discuss which they think is the best value for money. <i>pairs</i></li> <li><b>Main activity:</b> Display the information again but with more detail: <ul style="list-style-type: none"> <li>The £120 trainers are the newest, just out from a well-known designer label and are good for running</li> <li>The £75 trainers are good for all types of activity and the exact colour you have been looking for</li> <li>The £25 pair are a designer brand, good for all types of activity but have been reduced in a shop sale as they are last season’s style</li> </ul>                     Pupils discuss whether this would affect their choice about which is the best value for money? <i>groups</i> </li> <li><b>Closing activity:</b> Feedback as a whole class and discuss how value for money can mean different things to different people: something can have sentimental or personal value and something can have monetary value (or both). Pupils think of something they own that has sentimental value (such as a childhood teddy bear) and something with monetary value (such as the TV). <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>Lessons about keeping our money safe 5-11, Stop Loan Sharks, Activity 4 and 5  <a href="http://www.birmingham.gov.uk/stoploansharks">www.birmingham.gov.uk/stoploansharks</a></li> <li>A variety of resources are available from  <a href="http://www.pfeg.org">www.pfeg.org</a></li> <li>KS2 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about spending money and making choices <a href="http://www.bbc.co.uk/education/subjects/zqtnvcw">www.bbc.co.uk/education/subjects/zqtnvcw</a></li> </ul>

**Year 3 – Careers, financial capability and economic wellbeing**  
**Saving, spending and budgeting**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn how people can keep track of their money</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can keep simple records to keep track of their money</li> <li>• can ask simple questions about needs and wants - decide how to spend and save their money</li> <li>• know the best places people can go for help about money</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Introduce a budget challenge for the pupils. (For example: the classroom budget - pens, pencils, glue stickers, pencil sharpeners, stickers); a day trip; a meal; or a weekly or monthly household budget. Explain that they will have enough money for some but not all of the items. Pupils work in groups to make decisions about which items are essential (needs) and luxuries or non-essential (wants), using a diamond 9 to rank the different items in order of importance. <i>groups</i></li> <li>• <b>Introductory activity:</b> Discuss ways that people can keep track of their money, and introduce a simple worksheet (budgeting spreadsheet), including income, expenditure, credit, totals, balance; briefly discuss the meanings of these terms. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils complete a budgeting worksheet to complete their budget challenge. Pupils have a set amount of money to spend, a price list of items or services, including special offers as in the previous lesson (ensure they know if they are budgeting for one person or a group of people so they how much to buy). <i>pairs</i></li> <li>• <b>Closing activity:</b> Discuss where people can go for help with looking after their money; this might include websites that adults might find helpful, such as <a href="http://www.moneysavingexpert.com">www.moneysavingexpert.com</a>, as well as banks that can help people with budgeting. <i>whole class</i></li> </ul>	<p>Lessons about keeping our money safe 5-11, Stop Loan Sharks, Activity 7  <a href="http://www.birmingham.gov.uk/stoploansharks">www.birmingham.gov.uk/stoploansharks</a></p> <ul style="list-style-type: none"> <li>• A variety of resources are available from <a href="http://www.pfeg.org">www.pfeg.org</a></li> </ul>

## Year 3 – Careers, financial capability and economic wellbeing

### Saving, spending and budgeting

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about the world of work</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work</li> <li>know about a number of different jobs people do</li> <li>can identify the skills and attributes needed for different jobs</li> </ul>	<ul style="list-style-type: none"> <li><b>Hook activity:</b> Introduce the terms full time, part time, shift work, paid, unpaid (voluntary) work. Carousel: each group are given one heading, pupils list all the jobs they can think of that match to each heading. After a few minutes pass the flipchart on to the next group, and repeat so that each group have an opportunity to add to each list. Display these around the classroom. <i>groups</i></li> <li><b>Introductory activity:</b> Discuss why a person may choose a different type of job – What sorts of skills and attributes / character traits are required for different jobs? <i>whole class</i></li> <li><b>Main activity:</b> Invite a range of visitors from different types of jobs to be interviewed by the pupils (include paid, unpaid, shift week, part time work). If visitors are unavailable, provide pupils with simple case studies (ensure a wide range of jobs are included, including those the pupils may not already know about). Pupils can complete a simple worksheet, including name of job; main role and responsibilities, full time / part time / shift; paid / unpaid; at least three skills needed to do the job; at least three personal attributes needed to do the job; why they like their job. Display the completed worksheets around the classroom. <i>groups</i></li> <li><b>Closing activity:</b> Pupils read the different job profiles and choose the job they would most like to do. Pupils write about the job they would choose and why. <i>individual</i> <ul style="list-style-type: none"> <li>I would like to be a_____.</li> <li>I would be good at this job because _____.</li> <li>I would enjoy this job because _____.</li> </ul> </li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their brainstorm or mind-maps or complete a new version about the question: What skills are useful for different jobs?</li> <li>Pupils complete the self-reflection sheet – Saving, spending and budgeting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Inspiring futures, raising aspirations – girls in STEM, <i>Siemens</i>, KS2 scheme of work - Lesson 2, The world of work <a href="http://www.siemens.co.uk/education/en/teachers/teaching-resources/schemes-of-work-ks2_other.htm">www.siemens.co.uk/education/en/teachers/teaching-resources/schemes-of-work-ks2_other.htm</a></li> <li>KS2 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about different jobs <a href="http://www.bbc.co.uk/education/subjects/zqtnvcw">www.bbc.co.uk/education/subjects/zqtnvcw</a></li> </ul>

Children's literature to support the topic	Help, advice and support
<ul style="list-style-type: none"><li>• Billionaire Boy, David Walliams</li><li>• The little's save big, Joanie Boany</li><li>• Learn about money with the Money Smart gang: series, Marianne Lewis</li><li>• In the money: a book about banking, Nancy Loewen</li><li>• Spend, save or donate, Nancy Loewen</li><li>• A chair for my mother, Vera B Williams</li><li>• Learning about earning, Rachel Eagen</li><li>• KS2 PSHE and citizenship class clips, BBC Bitesize, <a href="http://www.bbc.co.uk/education/subjects/zqtnvew">http://www.bbc.co.uk/education/subjects/zqtnvew</a></li></ul>	<ul style="list-style-type: none"><li>• Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li><li>• Advice for adults: <a href="http://www.moneysavingexpert.com">www.moneysavingexpert.com</a></li><li>• Islington Council's money advice page for adults: <a href="http://www.islington.gov.uk/advice/money-advice">www.islington.gov.uk/advice/money-advice</a></li></ul>

Make a mind map

What skills are useful  
for different jobs?



# Year 3 – Saving, spending and budgeting



How do shops persuade people to buy things?

How can people decide whether to buy something?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





What  
helps me  
choose?

## Year 3 – Physical health and wellbeing

## What helps me choose?

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about making healthy choices about food and drinks</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can use the Eatwell guide to help make informed choices about what they eat and drink</li> <li>can describe situations when they have to make choices about their food and drink</li> <li>understand who and what influences their choices about food and drinks</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils write some responses to the question: What do people think about when buying food?</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils make a class brainstorm about snacks in three circles - What? When? Why? <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils are given a range of snacks. Pupils identify how the different snacks relate to the Eatwell guide. <i>In what section of the Eatwell guide are they found? What does this tell us about how much of that type of product we should eat?</i> <i>groups</i></li> <li><b>Main activity:</b> Pupils are given cards with situations and scenarios when they might have snacks. Pupils discuss and explore what to say / do to make a healthy choice. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils list who and what most influences their choices about snacks? <i>groups</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Fun, food and fitness, Islington Health and Wellbeing Team</b> Year 2, Everyday foods</li> <li>FOOD a fact of life, 5-8 years, healthy eating <a href="http://www.foodafactoflife.org.uk/">www.foodafactoflife.org.uk/</a></li> </ul>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about how branding can affect what foods people choose to buy</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain why people are attracted to different brands</li> <li>are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</li> <li>understand how this can affect what food people buy</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils are shown three types of the same food product – different cost, brand, packaging, from different shops. Pupils discuss which they are most attracted to. <i>groups</i></li> <li><b>Introductory activity:</b> Pupils use lines of continuum to rank the products and give each a score on which is best based on taste, cost and packaging, and appearance. <i>groups</i></li> <li><b>Main activity:</b> Pupils discuss which is best and which brand they think is the best 'value for money' and why. Each group presents their case and views are compared. <i>groups</i></li> <li><b>Closing activity:</b> Pupils discuss what makes a particular brand attractive and why this might be different for different people. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>How do we know it's working? Book 2, Which tomatoes would you buy? <a href="http://www.risc.org.uk/toolkit">www.risc.org.uk/toolkit</a></li> </ul>

## Year 3 – Physical health and wellbeing

## What helps me choose?

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about keeping active and some of the challenges of this</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to identify a range physical activities that help the body</li> <li>are able to evaluate the levels of physical activity in different pastimes</li> <li>can explain what choices they have about how to spend their free time</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Give each group a character profile which details their free-time activities. Pupils make a pie chart to show different activities the characters do in their free time. <i>groups</i></li> <li><b>Introductory activity:</b> On the pie chart pupils colour in which are more active. Compare which characters are more active – how do we know? Discuss why some might be more active than others. <i>groups</i></li> <li><b>Main activity:</b> Pupils are given a postcard written by another child, explaining how and why they find it difficult to keep active. Pupils write back to the children on the postcard responding to the worries and giving them advice about what they could do to keep physically active in their situation. <i>individual</i></li> <li><b>Closing activity:</b> Pupils consider what they could do themselves to be more active in their free time. Write their responses in a circle on the board. <i>whole class</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their responses to the question: <i>What do people think about when buying food?</i></li> <li>Pupils complete the self-reflection sheet – What helps me choose?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Fun, food and fitness, Islington Health and Wellbeing Team</b> Year 4, The best way to play</li> </ul>
<p><b>Children’s literature to support the topic</b></p>	<p><b>Help, advice and support</b></p>	
<ul style="list-style-type: none"> <li>Happy belly, happy smile, Rachel Isadora</li> <li>Oliver’s vegetables, Vivian French</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them healthy, such as their parent, teacher or other adult they trust</li> <li>Food a Fact of Life: <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> (5-8 years)</li> <li>Change4Life: <a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a></li> </ul>	

What things might people think about when buying food?



# Year 3 – What helps me choose?



What makes a snack healthy?

What is some advice you could give to others about keeping active?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Year 4

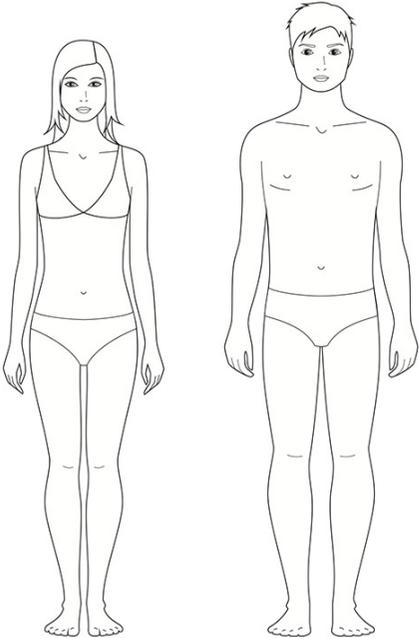


# Year 4 Curriculum overview

Year 4 - PSHE

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

Year 4 - PSHE

Autumn 1	Spring 1	Summer
<p data-bbox="264 339 577 403"><b>Identity, society and equality</b> <b>Democracy</b></p> 	<p data-bbox="913 339 1238 403"><b>Physical health and wellbeing</b> <b>What is important to me?</b></p> 	<p data-bbox="1563 339 1899 403"><b>Sex and relationship education</b> <b>Growing up and changing</b></p> 
Autumn 2	Spring 2	
<p data-bbox="226 798 622 861"><b>Drug, alcohol and tobacco education</b> <b>Making choices</b></p> 	<p data-bbox="902 798 1254 861"><b>Keeping safe and managing risk</b> <b>Playing safe</b></p> 	



# Democracy

Year 4 – Identity, society and democracy  
**Democracy**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b>  <b>Pupils learn about Britain as a democratic society</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that Britain is a democratic society and what this means</li> <li>know that there are different political parties who differ in their views</li> <li>understand that people have opportunities to influence decisions by voting in elections</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils write about what it means to live in a democracy</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils watch a section of a video about Parliament, democracy, the role of government and how laws are made (<a href="http://www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/">http://www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/</a>) <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils discuss the difference between a democracy and a dictatorship. Pupils list the advantages and disadvantages of having one person making all the decisions (dictatorship) or a group of people having a say in how decisions are made (democracy). <i>groups</i></li> <li><b>Main activity:</b> Pupils are given roles as members of parliament (MPs) from different political parties or roles as the general public who will be given the opportunity to vote. The pupils acting as MPs are given party manifestos to present. Discuss how voting processes in a democracy work. Pupils acting as the general public vote for the party they would most like to win (the MP and the political party). Pupils make up rules to ensure that voting is run fairly and voting protocol is followed. For example: Everyone should have an opportunity to vote, voting is compulsory or people have a right to choose not to vote. Pupils vote on an imaginary issue or topic and use the voting rules. Pupils discuss how it felt to vote or not vote and why. <i>whole class</i></li> <li><b>Closing activity:</b> Pupils discuss how people are chosen for particular roles, using class monitors as an example. <i>When choosing someone for a particular role, what do you look for?</i> Pupils make a list of qualities needed for good leaders or representatives. <i>groups</i></li> </ul>	<ul style="list-style-type: none"> <li>Democracy, KS2 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> <li>Video about Parliament, democracy, the role of government and how laws are made <a href="http://www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/">www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/</a></li> <li>Citizenship lesson plans - Animal Parliament, <i>My Society / Citizenship Foundation</i> <a href="http://www.mysociety.org/lesson-plans/">www.mysociety.org/lesson-plans/</a></li> </ul> <p>Range of teaching resources about Parliament <a href="http://www.parliament.uk/education/teaching-resources-lesson-plans?cat=ks2.citizenship">www.parliament.uk/education/teaching-resources-lesson-plans?cat=ks2.citizenship</a></p>

Year 4 – Identity, society and democracy  
Democracy

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b> Pupils learn about how laws are made</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know how laws are made and the importance of following them</li> <li>understand the contribution and influence that individuals and organisations can have on social and environmental change</li> <li>recognise that laws help to keep people safe</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils think of different laws in society (This might include laws around fireworks, owning animals, traffic)</li> <li><b>Introductory activity:</b> Pupils are given a local or national issue, such as inner city pollution. Pupils discuss what they know, think or feel about the issue and what they think could be done to improve or solve the issue. <i>whole class</i></li> <li><b>Main activity:</b> Pupils brainstorm how they think people can influence laws surrounding the issue being discussed. For example: different forms of protest, such as demonstrations, strikes, petitions or boycotts; writing to MPs; joining a campaign group or charity. <i>Which do they think might be most effective at making change? groups</i></li> <li><b>Closing activity:</b> Pupils discuss why laws are important. <i>What would society be like if there were no laws? pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>Pollution: cleaning up our air, KS2 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> </ul>
<p><b>LESSON THREE</b> Pupils learn about the local council</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that the local council organises services under the guidance of the central government</li> <li>recognise there are limited resources for the needs of the community</li> <li>know that people may have different views about how council money should be spent</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Show the pupils an article or leaflets that explain how the local council supports the community. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils discuss the role of local government and consider the range of services that the council provide. For example: schools / education, housing, health, welfare payments, transport, environment. <i>pairs</i></li> <li><b>Main activity:</b> Explain there is a limited amount of money that can be spent. Pupils are given cards with each of the service on. Pupils discuss each service and decide which they would choose to spend the most money on, considering the local area where they live justifying their ideas and agreeing why. Pupils rank the cards. <i>groups</i></li> <li><b>Closing activity:</b> Groups share their views and see if they all agree. Discuss how people have different views on how resources should be spent and that they can influence this by voting for different political parties. <i>groups</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their writing about what it means to live in a democracy</li> <li>Pupils complete the self-reflection sheet – Democracy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Why do we pay taxes? KS2 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> <li>The benefits system, KS2 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> <li>Benefits debate lesson, <i>Rob Shreeves, Newington Green Primary School, www.islingtoncs.org</i></li> </ul>
<b>Children’s literature to support the topic</b>		<b>Help, advice and support</b>
<ul style="list-style-type: none"> <li>The day gogo went to vote, Elinor Batezat Sisulu</li> <li>Rosa, Nikki Giovanni</li> </ul>	<ul style="list-style-type: none"> <li>Saving Finnegan, Sally Grindley</li> <li>The magic paintbrush, Julia Donaldson</li> <li>The journey home, Frann Preston-Gannon</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> </ul>

What does it mean to live in a democracy?

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What are some of the roles of the government and local council?

How can people change things for the better?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





# Making choices

## Year 4 – Drug, alcohol and tobacco education

## Making choices

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used</li> <li>can identify why a person may choose to use or not use a drug</li> <li>are able to state some alternatives to using drugs</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils consider who to go to for help if they are worried about someone using drugs</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Display the definition 'drug'. Pupils name and draw a drug they have heard about on post-it notes. Pupils add their post-it note to headed flipchart paper displayed around the room with the different headings: caffeine, alcohol, tobacco and nicotine products, medicines. <i>individual</i></li> <li><b>Introductory activity:</b> Pupils consider caffeine, alcohol, tobacco and nicotine products and discuss when and where these might be used. For example: a person might drink alcohol at the pub on a Saturday afternoon. <i>pairs</i></li> <li><b>Main activity:</b> Pupils brainstorm ideas about why a person might want to use drugs such as caffeine, alcohol, tobacco and nicotine products in different situations. Pupils then consider what the person could do instead of using the drug. For example: have a non-alcoholic drink instead. <i>groups</i></li> <li><b>Closing activity:</b> Pupils discuss why people might want to use alternatives to drugs in different situations or not to use a drug at all and make a list. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b></li> </ul> <p>Year 4, Lesson 1, Drugs that are common in everyday life</p>

## Year 4 – Drug, alcohol and tobacco education

## Making choices

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about the effects and risks of drinking alcohol</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know how alcohol can affect the body</li> <li>• explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed</li> <li>• know that there are laws and guidelines related to the consumption of alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils name different drinks that contain alcohol. Help the pupils categorise these into: beers, lagers and ciders; wines and champagnes; fortified wines (such as sherry and port); spirits and liqueurs. Discuss that different types of alcoholic drinks vary in strength (the amount of alcohol they contain) and that this is important for people to know. <i>The more alcohol a person takes in, the greater effect it will have on their body. whole class</i></li> <li>• <b>Introductory activity:</b> Pupils look at a simple diagram of the body that explains where alcohol goes in the body once it is consumed. Pupils discuss some of the effects this might have on the body. <i>Pairs</i></li> <li>• <b>Main activity:</b> Pupils place different cards with situations where people are drinking alcohol on a risk continuum to show which situations are most risky. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils explain why they have placed the situation cards on the risk continuum where they have and justify their ideas. Give pupils information relating to the law and government guidelines when discussing the different responses. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug Wise <i>Islington Health and Wellbeing Team</i></b> Year 4, Lesson 2, About alcohol</li> </ul>

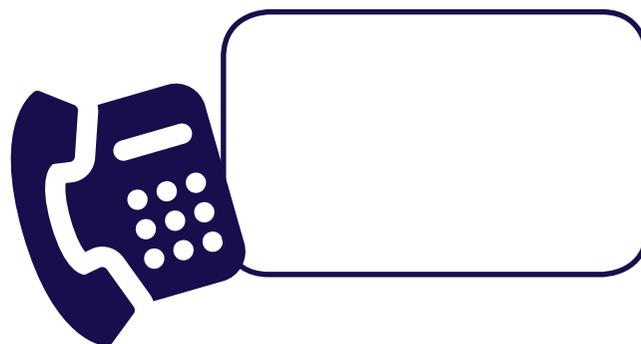
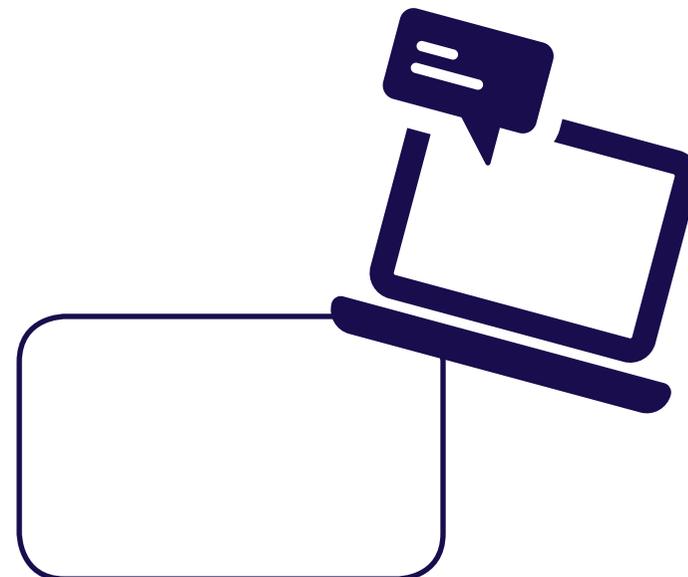
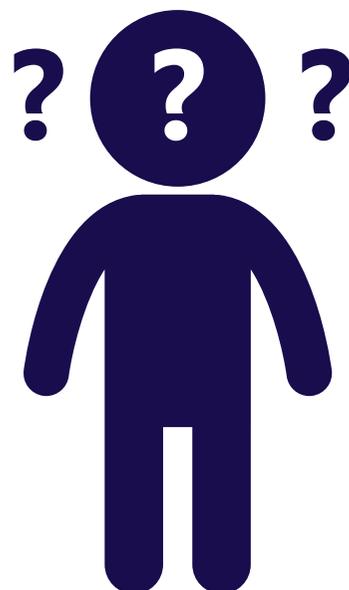
## Year 4 – Drug, alcohol and tobacco education

## Making choices

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about different patterns of behaviour that are related to drug use</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can explain what is meant by the terms ‘habit’ and ‘addiction’</li> <li>• can identify different behaviours that are related to drug use</li> <li>• know where they can go for help if they are concerned about someone’s use of drugs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils discuss common habits they notice in people. Pupils discuss what habits are, how habits begin and why habits can be hard to change. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils give examples of types of behaviour in relation to drug use (such as smoking cigarettes), including ‘never’, ‘occasionally’ and ‘habit’. For example: habit – often or always smoking regularly. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils have cards describing different people’s behaviour around drug use (alcohol, smoking or caffeine). Pupils match the cards to the type of behaviour being described never’, ‘occasionally’, ‘habit’, ‘addicted’. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils discuss whether any of the behaviour in the example suggests that person might benefit from some help or support and identify which. Direct the pupils to support for adults if they worried about drug use but also for pupils if they are ever worried about someone they know. <i>whole class</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>○ Pupils add to / amend their original copy of where to go for help if they are worried about someone using drugs or complete a new version</li> <li>○ Pupils complete the self-reflection sheet – Making choices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug Wise <i>Islington Health and Wellbeing Team</i></b> Year 4, Lesson 3, Drug use</li> </ul>
<p><b>ASTHMA LESSON FOR YEAR 2, 3 OR 4</b></p> <p><b>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know what asthma is and how it can affect people</li> <li>• can recognise the symptoms of an asthma attack</li> <li>• understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils create a word-storm or graffiti board, jotting down any words they know that relate to asthma. <i>groups</i></li> <li>• <b>Introductory activity:</b> Pupils are given a presentation about asthma – see Drug Wise asthma presentation or contact your school nurse. <i>Islington schools contact <a href="mailto:healthandwellbeing@islington.gov.uk">healthandwellbeing@islington.gov.uk</a> for Speak Up for Asthma’s contact details.</i> <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils complete a quiz or make a leaflet about asthma for other pupils. <i>individual</i></li> <li>• <b>Closing activity:</b> Pupils discuss the question: Poppy has been diagnosed with asthma. What will she need to remember? <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug Wise, <i>Islington Health and Wellbeing Team</i></b> Year 2, 3 or 4, Asthma lesson, About asthma</li> <li>• <i>Islington schools contact <a href="mailto:healthandwellbeing@islington.gov.uk">healthandwellbeing@islington.gov.uk</a> for Speak Up for Asthma’s contact details.</i></li> </ul>

Children's literature to support the topic	Help, advice and support
	<ul style="list-style-type: none"><li>• Pupils should be encouraged to talk to someone who keeps them safe and healthy, such as their parent, teacher or other adult they trust</li><li>• ChildLine: 0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li><li>• Change4Life: <a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a></li><li>• SmokeFree Islington: <a href="http://www.smokefreeislington.nhs.uk">www.smokefreeislington.nhs.uk</a></li><li>• In an emergency: 999</li></ul>

Where can people go for help if they are worried about someone using drugs?





How alcohol can affect people's bodies?

What could a person choose to do instead of using a drug?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





What is  
important  
to me?

## Year 4 – Physical health and wellbeing

## What is important to me?

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can explain why a person may avoid certain foods</li> <li>• are able to communicate their own personal food needs</li> <li>• understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>◦ Pupils write a graffiti board - What influences people's choices about the food they buy?</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils are introduced to a persona doll / character who doesn't eat eggs. Pupils discuss why they think he/she doesn't eat eggs. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils are told a story about the persona doll / character in a situation where eggs were given for them to eat. Discuss how they think the doll / character felt, what they did, how they communicated this. Pupils discuss what they could they have done beforehand or after to help this situation next time. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils have a simple worksheet with different scenarios (such as being invited to a friend's for tea, how might you say, 'I don't eat_____'). Pupils role play how they might respond in each scenario. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils discuss some of the reasons people might follow a particular diet. List responses. Pupils consider what sorts of food different groups of people might choose to eat or avoid. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fun, food and fitness, <i>Islington Health and Wellbeing Team</i></b> Year 5, Understanding food choices</li> </ul>

## Year 4 – Physical health and wellbeing

## What is important to me?

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality)</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify factors that might influence people’s choices about the food they buy (for example, ethical farming, fair trade, seasonality)</li> <li>• are able to talk about their views and express their opinions on factors that affect food choice</li> <li>• understand that consumers may have different views on the food they eat and how it is produced and farmed</li> </ul>	<p><i>For this lesson you can choose to focus on seasonality, ethical farming or fair trade. This example is ethical farming.</i></p> <ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils discuss where eggs come from. Pupils watch a video extract or look at pictures of natural hen behaviour and instincts, such as pecking for seeds, building nests, dust bathing, scratching the earth, flapping and stretching, perching at night, laying eggs in a nest. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils look at examples of different egg boxes (include barn, free-range and free-range organic). Pupils point out the differences they notice. Discuss what this means in terms of farming. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils make a list of the advantages and disadvantages of each type of farming for the producer (farmer), consumer (buyer), hen. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils discuss why people might choose to buy one type of farmed egg over another. <i>What things will that person take into account? groups</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fun, Food and Fitness, Islington Health and Wellbeing Team</b> Year 3, The great egg dilemma and/or Year 3, A slice of banana</li> <li>• How do we know it’s working? Book 2, Which tomatoes would you buy? <a href="http://www.risc.org.uk/toolkit">www.risc.org.uk/toolkit</a></li> </ul>

## Year 4 – Physical health and wellbeing

## What is important to me?

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Children learn about the importance of getting enough sleep</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>explain the importance of sleep for health and wellbeing</li> <li>know what can help people relax and sleep well</li> <li>recognise the impact that too much screen time can have on a person's health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils discuss how they feel if they haven't had enough sleep. <i>pairs</i></li> <li><b>Introductory activity:</b> Pupils discuss how people prepare for sleep and get ready for bed. Pupils think about a baby or young child. <i>For example, have a bath, brush teeth, read a story.</i> Pupils make a grid with two sections – things that can help sleep and things that can stop people sleeping well or disrupt sleep. <i>Things that help sleep might include: stretching or gentle exercise before bed, meditating, deep breaths, reading a story, switching off the TV in good time, dark. Things that might disrupt sleep might include: screen-time, such as TV, using social media, texting in the night, noise, bright lights, stress, eating a big meal before bed, caffeine.</i> <i>groups</i></li> <li><b>Main activity:</b> Pupils create a simple guide to sleeping well for pupils in another class. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils complete the sentence starter: Getting enough sleep is important because _____. <i>groups</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their graffiti board - What influences people's choices about the food they buy?</li> <li>Pupils complete the self-reflection sheet – What's important to me?</li> </ul> </li> </ul>	
<p><b>Children's literature to support the topic</b></p> <ul style="list-style-type: none"> <li>Herb, the vegetarian dragon, Jules Bass</li> <li>The boy with square eyes, Juliet Snape</li> </ul>	<p><b>Help, advice and support</b></p> <ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them healthy, such as their parent, teacher or other adult they trust</li> <li>Food a Fact of Life: <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> (5-8 years)</li> <li>Change4Life: <a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a></li> </ul>	

Add to the graffiti board

What influences people's choices about the food they buy?



# Year 4 – What is important to me?



Why might a person choose to avoid certain foods?

What can help people to sleep well?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

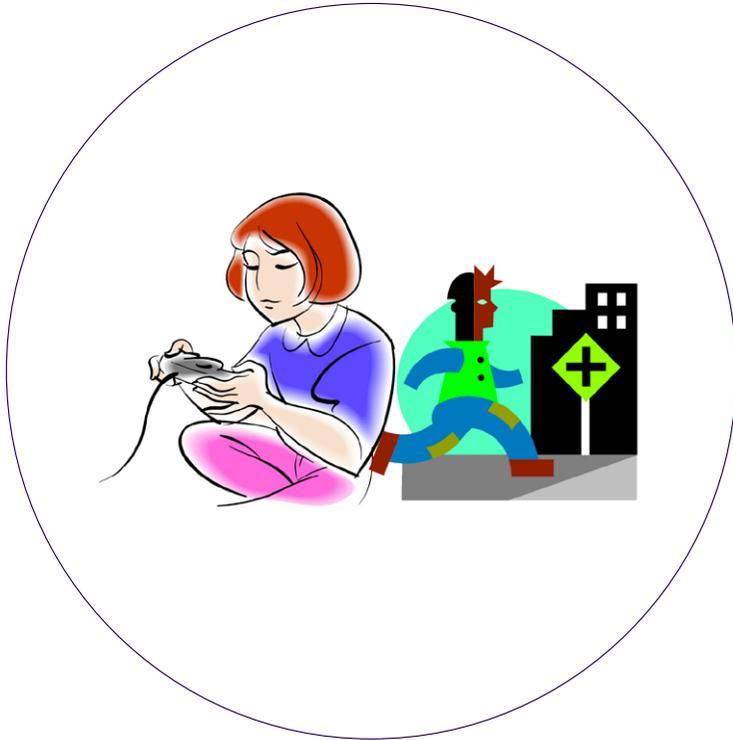
Anything else you would like to say?



Teacher comments

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# Playing safe

## Year 4 – Keeping safe, managing behaviour and risk

## Playing safe

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn how to be safe in their computer gaming habits</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know about the age classification system and understand why some games are not appropriate for children to play</li> <li>can evaluate whether a computer game is suitable for them to play and explain why</li> <li>are able to share opinions about computer games</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils look at a drawing of a place and point out the possible risks of playing in that area</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils are shown a range of images, adverts or front covers of games (ensure the suggested age range / age classification is covered). Discuss why children like playing computer games and discuss what the games might be about. <i>whole class</i></li> <li><b>Introductory activity:</b> Give a selection of the images to a group of pupils along with a set of age ranges (age classifications). Pupils match the computer game to the age classification. Discuss why the age classification system is printed on videos and games. <i>groups</i></li> <li><b>Main activity:</b> Pupils are given a scenario where a child wants to persuade their friend to play a game meant for an adult or game inappropriate to their age range. Pupils suggest what might happen if they play the game? <i>What might happen if one chooses not to play? What should the children do / say?</i> <i>pairs</i></li> <li><b>Closing activity:</b> Pupils discuss why there is an age classification for videos and games and whether this is helpful. <i>What else would help children to choose carefully when deciding which computer game to play?</i> <i>whole class</i></li> </ul>	<p><b>Who can play? <i>Islington Health and Wellbeing Team</i></b></p> <p>Lesson plan about violence in the media (computer games, films and TV ) for Year 4 pupils</p>

## Year 4 – Keeping safe, managing behaviour and risk

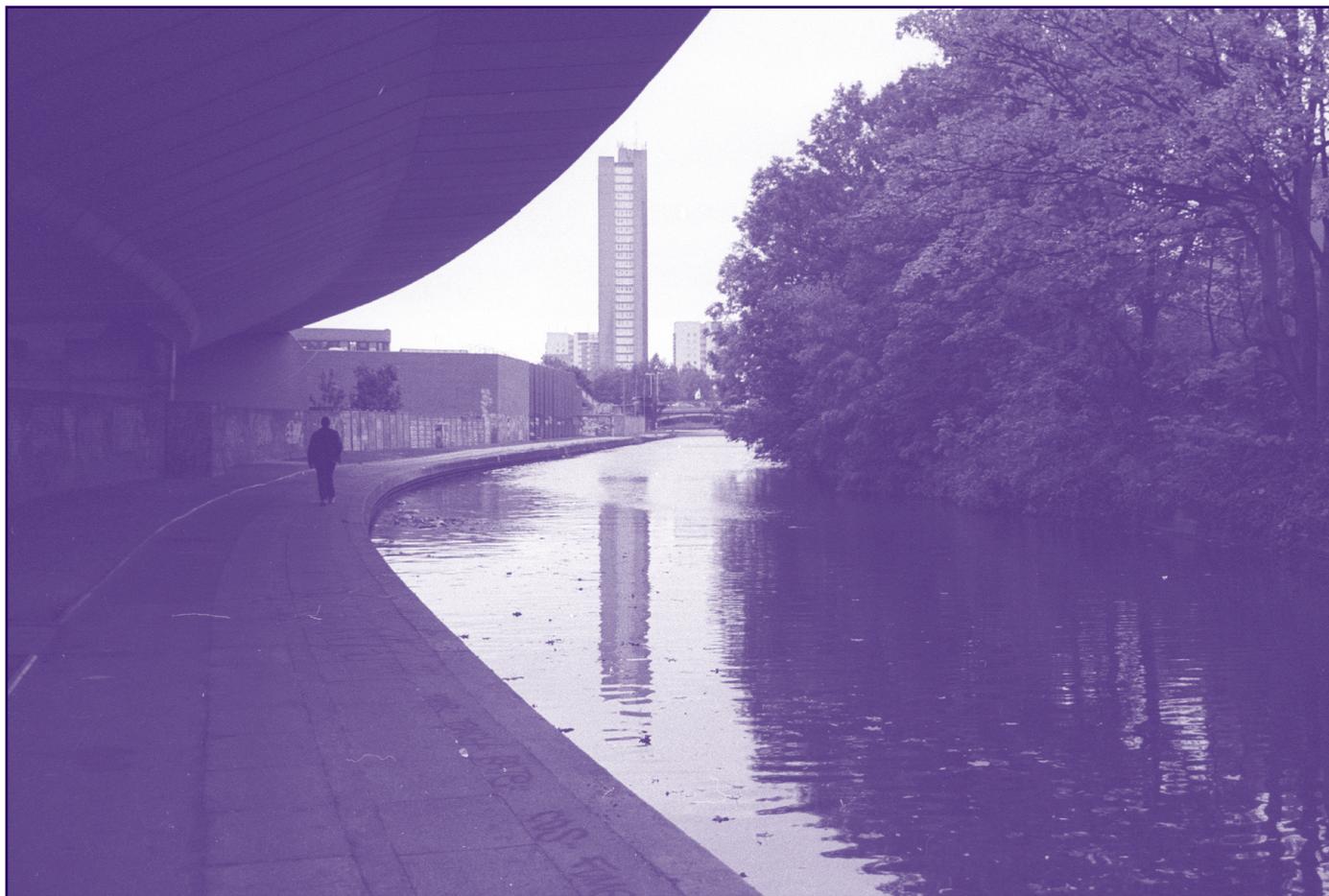
### Playing safe

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify and assess the level of risk of different activities in the local environment</li> <li>recognise that in some situations there may be pressure to behave in a way that doesn't feel safe</li> <li>can identify some ways to respond to unhelpful pressure</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils are given a selection of scenarios with children doing different activities (include dares or peer pressure to behave in an unsafe way). Pupils rank the activities on a diamond 9 or diamond 4, as to which is the most risky and justify why. <i>groups</i></li> <li><b>Introductory activity:</b> Pupils identify where the pressure is coming from in each situation. Pupils discuss how and why feeling pressure can make you behave in a way that is not safe. <i>whole class</i></li> <li><b>Main activity:</b> Pupils choose one scenario and discuss how they would deal with it. On a simple grid they identify three possible options for what to do and two consequences for each option. Pupils discuss the feelings that are attached to each option. Pupils discuss the options they would choose and why. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils complete a Venn diagram with different activities they might do in different places in the local area – fun (but may not always be safe) fun and safe, safe (but may not be much fun). <i>pairs</i></li> <li><b>In addition:</b> <ul style="list-style-type: none"> <li>Transport for London Safety and Citizenship Team can offer school visits <a href="http://www.tfl.gov.uk/citizenship">www.tfl.gov.uk/citizenship</a></li> <li>The London Fire Brigade offer in class presentations <a href="http://www.london-fire.gov.uk">www.london-fire.gov.uk</a></li> <li>The Royal National Lifeboat Institution (RNLI) are able to provide in-class sessions <a href="http://www.rnli.org.uk">www.rnli.org.uk</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Think! Education, road safety resources for pupils <a href="http://think.direct.gov.uk/education/early-years-and-primary/">http://think.direct.gov.uk/education/early-years-and-primary/</a></li> <li>Shorething, The Royal National Lifeboat Institution (RNLI), keeping safe by water resources for pupils <a href="http://www.rnli.org/shorething">www.rnli.org/shorething</a></li> </ul>

**Year 4 – Keeping safe, managing behaviour and risk**  
**Playing safe**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about what to do in an emergency and basic emergency first aid procedures</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to assess what to do in an emergency</li> <li>can carry out some simple first aid procedures for different needs</li> <li>can demonstrate how to ask for help from a range of emergency services</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils categorise examples of emergencies and non-emergencies and consider whether they need the emergency services. <i>groups or pairs</i></li> <li><b>Introductory activity:</b> Pupils make freeze frames of different reactions to emergencies. For example: panicking, calm, organised and responsive, ignoring. Discuss how the different responses have consequences and what these might be. <i>groups</i></li> <li><b>Main activity:</b> Pupils find out about and practice some simple first aid procedures and role-play how to call emergency services if required. <i>whole class / groups</i></li> <li><b>Closing activity:</b> Choose some of the examples from the hook activity. Ask pupils to demonstrate how they would approach the situation and what they would do. <i>whole class</i></li> <li><b>In addition:</b> <ul style="list-style-type: none"> <li>Invite the school nurse to demonstrate first aid procedures</li> <li>Saving Londoners Lives run an in-school project to teach emergency life-saving skills <a href="http://www.savinglondonerslives.org.uk">www.savinglondonerslives.org.uk</a></li> </ul> </li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their ideas of the risks of playing in a particular area or complete a new version</li> <li>Pupils complete the self-reflection sheet – Playing safe</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Life. Live It. Video clips and interactive worksheets about emergencies and emergency first aid. <i>The Red Cross</i> <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children">http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children</a></li> </ul>
<p><b>Children’s literature to support the topic</b></p>	<p><b>Help, advice and support</b></p>	
	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> <li>ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>CEOP: <a href="http://www.ceop.police.uk/safety-centre">www.ceop.police.uk/safety-centre</a> (8-10)</li> <li>In an emergency: 999</li> </ul>	

What are the risks here?





Why are some games not so good for children to play?

What can you do to help in an emergency?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

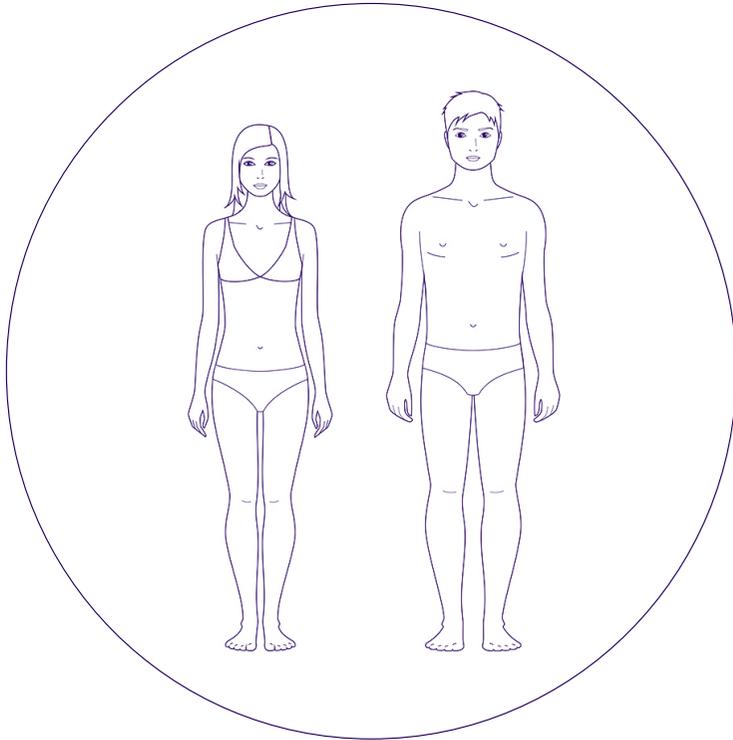
Anything else you would like to say?



Teacher comments

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# Growing up and changing

## Year 4 – Sex and relationship education

## Growing up and changing

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about the way we grow and change throughout the human lifecycle</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify changes throughout the human life cycle</li> <li>• understand change is on-going</li> <li>• understand change is individual</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>◦ Pupils add their ideas to the outlines of boys and girls: What changes as people grow up?</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils show their partner a photo, object, picture or story that they have brought into school that shows them when they were younger. Pupils talk about what they were like at the time and how they have changed. <i>pairs</i></li> <li>• <b>Introductory activity:</b> Pupils in groups are given images of one of the stages of the human life cycle (school-aged child, teenager, adult, elder) with both male and female pictures stuck to a piece of flipchart paper. Pupils jot down ideas of the things someone of this age is able to do – putting each thing on a different post-it note. <i>groups</i></li> <li>• <b>Main activity:</b> After a while, pass the flipcharts on to the next group, to add more ideas to post-it notes. Pass the flipchart on again – pupils organise the post-it notes with all the things everybody of this age does at the top and at the bottom things only a few people do. Pass the flip chart to the next group – pupils put all the things males do on the left and things females do on the right, anything they both do can go in the middle. Give the original group back their flipchart to see how things have changed. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils discuss why the things we can do changes throughout our lives, how people might feel about the changes and where people can get help if change feels difficult. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team</b> Year 4/5, Lesson 1, Growing and changing</li> </ul>

**Year 4 – Sex and relationship education**  
**Growing up and changing**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about the physical changes associated with puberty</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</li> <li>identify physical changes associated with puberty</li> <li>understand that everyone’s experience of puberty is different and that it begins and ends at different times</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils sit in a circle and in turn complete the sentence: One thing that has changed about me since I was small _____. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils guess the word that describes the time of our lives from when bodies change from children to young adults - ‘puberty’. Pupils discuss when they think puberty happens - anytime between 8 and 17. Ensure pupils understand it starts and ends at different times for everybody. Pupils come up with ideas to add to a Venn diagram/ labelled boys, girls, both about all the changes which happen to people at puberty. <i>whole class</i></li> <li><b>Main activity:</b> Pupils watch a section of the Channel 4 Living and Growing DVD (Changes, Unit 2, Programme 4 to “Next we’ll be grown-ups, maybe even mums and dads.” “Give you a race.”) Pupils discuss the video, including why the changes occur and what else needs to change before having children (emotional change, maturity, financial). <i>whole class</i></li> <li><b>Closing activity:</b> Pupils review what they have learned about puberty – When it happens? Why? Which changes happen to boys and which to girls? Pupils write an anonymous question about the video and puberty. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li><b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b> Year 4/5, Lesson 2, Puberty – How our bodies change</li> <li>Channel 4 Living and Growing DVD</li> </ul>
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about menstruation and wet dreams</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can describe menstruation and wet dreams</li> <li>can explain effective methods for managing menstruation and wet dreams</li> <li>understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Introduce the words menstruation and wet dreams, explaining the pupils will be learning about these two physical changes that happen at puberty. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils explain what they think these two words mean. Use leaflets, book extracts or whiteboard material to explain menstruation and wet dreams. <i>whole class</i></li> <li><b>Main activity:</b> Pupils are given statements on cards about menstruation and wet dreams that might be true / false / depends. Pupils work in groups to decide and match each statement to true / false / depends. Clarify any misconceptions or statements the pupils were unsure about. <i>groups</i></li> <li><b>Closing activity:</b> Round - pupils complete the sentence starter: One thing I have learned about puberty is _____. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li><b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b> Year 4/5, Lesson 3, Understanding menstruation and wet dreams</li> <li>All change (girls) and All Change (boys) – leaflets for pupils <a href="http://www.sexualhealthsheffield.nhs.uk/resources/">www.sexualhealthsheffield.nhs.uk/resources/</a></li> </ul>

## Year 4 – Sex and relationship education

### Growing up and changing

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON FOUR</b></p> <p><b>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can explain how changes at puberty affect body hygiene</li> <li>• can describe how to care for their bodies during puberty</li> <li>• can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils discuss what is meant by hygiene and why it is important. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils discuss why hygiene is particularly important during puberty and which areas of the body need to be kept particularly clean during puberty. <i>groups</i></li> <li>• <b>Main activity:</b> Pupils are given a bag of items that relate to hygiene. Pupils choose an object and discuss what it is; what it is used for; who uses it; why; whether everybody should use it; whether it is used by men, women or both. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils discuss what they would do if one of their friends or someone in their family had a hygiene problem and the importance of being sensitive to other people's feelings. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b> Year 4/5, Lesson 4, Changing the way we keep clean</li> </ul>
<p><b>LESSON FIVE</b></p> <p><b>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• are able to describe how feelings and behaviour change during puberty</li> <li>• can devise strategies for managing these changes</li> <li>• understand how changes during puberty can affect relationships with other people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Round - pupils complete the sentence starter: One thing I have noticed about teenagers is _____. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils are shown a range of objects and artefacts relating to puberty or growing up. (For example, keys, Valentines card, bank card, magazine or book, make-up, diary, cinema ticket, trainers, mirror). Pupils close their eyes one object is taken away; pupils open their eyes and guess which object is missing. Discuss the object and how it relates to puberty. For example, the diary might relate to not bottling up feelings or when is a good time to tell a secret and when not. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils are given some of the different objects and complete a simple worksheet about what it is, how it relates to puberty and what advice they would give someone experiencing puberty. <i>pairs</i></li> <li>• <b>Closing activity:</b> Pupils make a list of who they would go to for advice and support about puberty. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b> Year 4/5, Lesson 5, Changing feelings and changing lives</li> </ul>

## Year 4 – Sex and relationship education

### Growing up and changing

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON SIX</b></p> <p><b>Pupils learn strategies to deal with feelings in the context of relationships</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• are able to identify feelings and understand how they affect behaviour</li> <li>• can practise strategies for managing relationships and changes during puberty</li> <li>• can empathise with other people’s feelings in relationships, including parents and carers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils brainstorm words related to feelings and emotions. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils are read a scenario about change and relationships. For example, “X’s little brother has entered their bedroom and read X’s private diary”. Pupils discuss how the character might <b>feel</b> in this situation – record this in a red circle on the board. Pupils discuss what they might <b>do</b> if they acted on their feelings and record this in a green circle on the board. Discuss how acting on their feelings straight away might not always be the best option. Pupils then discuss what they might <b>think</b> about the situation, perhaps a short time after the event, record this in an orange circle on the board. Finally discuss what the character might do if acting on their thoughts and record this in the green circle. Discuss how feel, think, do is a useful framework to help with relationships. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils are given example of different scenarios and repeat the feel, think, do approach. <i>pairs</i></li> <li>• <b>Closing activity:</b> Pupils discuss when they might use feel, think, do in their own lives. How can they stop and think before the act? For example, counting to 10. <i>whole class</i></li> </ul>	<p><b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b></p> <p>Year 4/5, Lesson 6, Feeling, thinking and doing – Changing relationships</p>

## Year 4 – Sex and relationship education

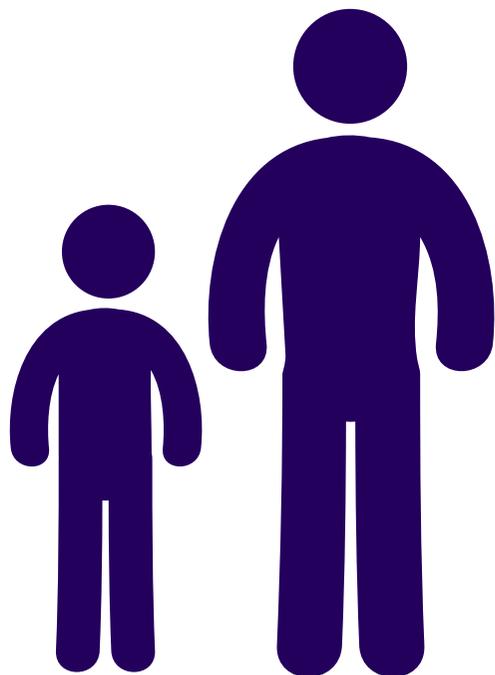
### Growing up and changing

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON SEVEN</b></p> <p><b>Pupils learn to answer each other’s questions about puberty with confidence, to seek support and advice when they need it</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify sources of information, support and advice for children and young people</li> <li>• can use appropriate language to discuss puberty and growing up with confidence</li> <li>• can answer their own questions about puberty and growing up</li> </ul>	<p><i>Before this lesson, develop a list of questions generated from the pupils’ anonymous questions throughout the topic.</i></p> <ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils complete a true / false quiz based on their anonymous questions. <i>individual</i></li> <li>• <b>Introductory activity:</b> Go through the quiz, checking the answers. <i>whole class</i></li> <li>• <b>Main activity:</b> Give out typed copies of any remaining questions – pupils come up with responses for the questions. <i>pairs</i></li> <li>• <b>Closing activity:</b> Pupils discuss where they can find out more information about growing up and changing. <i>whole class</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>○ Pupils add to / amend their original ideas or complete a new version on the outlines of boys and girls: What changes as people grow up?</li> <li>○ Pupils complete the self-reflection sheet – Growing up and changing</li> </ul> </li> </ul>	<p><b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b></p> <p>Year 4/5, Lesson 7, Your questions answered</p>

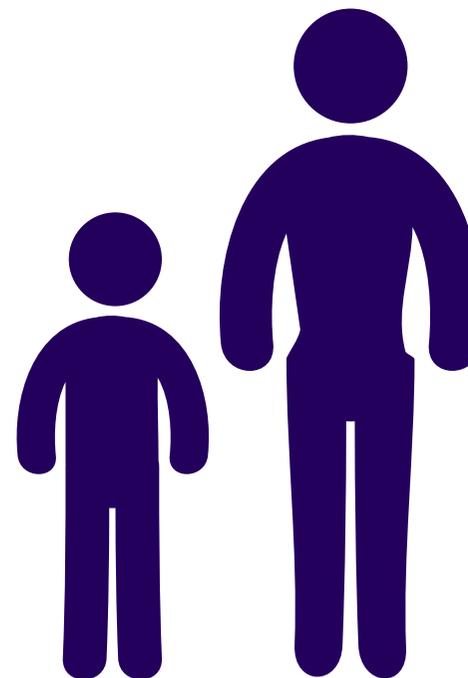
Children’s literature to support the topic	Help, advice and support
<ul style="list-style-type: none"> <li>• Frog in love, Max Velthuijs</li> <li>• What’s happening to me (girls), Susan Meredith</li> <li>• What’s happening to me (boys), Alex Frith</li> <li>• Let’s talk about girls, boys, babies, bodies, families and friends, Robie H. Haris</li> <li>• Love you forever, Robert Munsch</li> <li>• KS2 PSHE and citizenship class clips, BBC Bitesize, cartoon clips about puberty, growing up and changing <a href="http://www.bbc.co.uk/education/subjects/zqtnvew">www.bbc.co.uk/education/subjects/zqtnvew</a></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust</li> <li>• ChildLine: 0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>• Dove self-esteem project for girls: <a href="http://www.selfesteem.dove.co.uk">www.selfesteem.dove.co.uk</a></li> </ul>

What changes as people grow up?

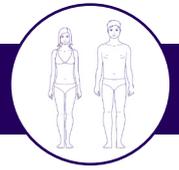
Boys



Girls



# Year 4 – Growing up and changing



How might feelings change during puberty?

How can you look after your body as you grow older?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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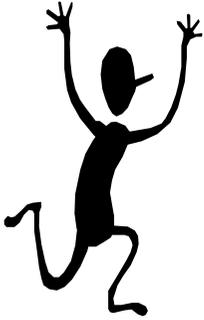
# Year 5



# Year 5 Curriculum overview

Year 5 - PSHE		
Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: In the media</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that messages given on food adverts can be misleading</li> <li>• about role models</li> <li>• about how the media can manipulate images and that these images may not reflect reality</li> </ul>	<p><b>Keeping safe and managing risk: When things go wrong</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe online</li> <li>• that violence within relationships is not acceptable</li> <li>• about problems that can occur when someone goes missing from home</li> </ul> 	<p><b>Drug, alcohol and tobacco education: Different influences</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>• about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>• strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> </ul> 
Autumn 2	Spring 2	Summer 2
<p><b>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about stereotyping, including gender stereotyping</li> <li>• workshop from Diversity Role Models or Equaliteach</li> <li>• about prejudice and discrimination and how this can make people feel</li> </ul>	<p><b>Mental health and emotional wellbeing: Dealing with feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about a wide range of emotions and feelings and how these are experienced in the body</li> <li>• about times of change and how this can make people feel</li> <li>• about the feelings associated with loss, grief and bereavement</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that money can be borrowed but there are risks associated with this</li> <li>• about enterprise</li> <li>• what influences people's decisions about careers</li> </ul>

Year 5 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing</b> In the media</p> 	<p><b>Keeping safe and managing risk</b> When things go wrong</p> 	<p><b>Drug, alcohol and tobacco education</b> Different influences</p> 
Autumn 2	Spring 2	Summer 2
<p><b>Identity, society and equality</b> Stereotypes, discrimination and prejudice (including tackling homophobia)</p> 	<p><b>Mental health and emotional wellbeing</b> Dealing with feelings</p> 	<p><b>Careers, financial capability and economic wellbeing</b> Borrowing and earning money</p> 



In the  
media

**Year 5 – Physical health and wellbeing**  
**In the media**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn that messages given on food adverts can be misleading</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers</li> <li>are able to compare the health benefits of a food or drink product in comparison with an advertising campaign</li> <li>identify advertising as one influence on people’s choices about food and drink</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils choose a positive role model for young people and describe why they think they are a positive role model</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils look at a range of food adverts and draw out the key marketing messages the advertiser is putting across. <i>What claims are made? Some examples of this might include things like a Mars a day helps you work, rest and play; Red Bull gives you wings!</i> <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils compare the advert with the food labels. <i>Does it match the advert claims?</i> <i>pairs</i></li> <li><b>Main activity:</b> Pupils make a more accurate advert for the product. <i>groups</i></li> <li><b>Closing activity:</b> Pupils consider other things that influence a person’s choice of food / drink and use a diamond 9 to rank which they are most influenced by. <i>groups</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Fun, Food and Fitness, Islington Health and Wellbeing Team</b> Year 5, The role of advertising on food choices</li> <li>How do we know it’s working? Book 2 Tracking changes in pupils’ attitudes – Which brand is best? <a href="http://www.risc.org.uk/toolkit">www.risc.org.uk/toolkit</a></li> </ul>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about role models</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to analyse how the media portray celebrities</li> <li>recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people</li> <li>can explain why we need to be cautious about things we see, hear or read about in the media</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils brainstorm a list of characteristics that positive role models possess. Pupils think of someone they know who they think of as a positive role model and spend a short time writing about that person and their characteristics. <i>individually or pairs</i></li> <li><b>Introductory activity:</b> Pupils look at some pictures of celebrities, regularly seen in the media, that young people might look up to. Pupils group the pictures into people they think are good role models and people they think are not-so-good role models, explaining their ideas and justifying their thoughts. <i>groups</i></li> <li><b>Main activity:</b> Pupils choose one of the role models and closely look at the pictures presented. Pupils consider what sort of life do the media present them as having, such as their relationships, what they eat, look like, clothes they wear, things they like. Pupils discuss whether these things can be true all the time, true some of the time, not true at all. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils discuss: Why are people interested in celebrities? <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>Role models, KS2 lesson, Go Givers <a href="http://www.gogivers.org">www.gogivers.org</a></li> </ul>

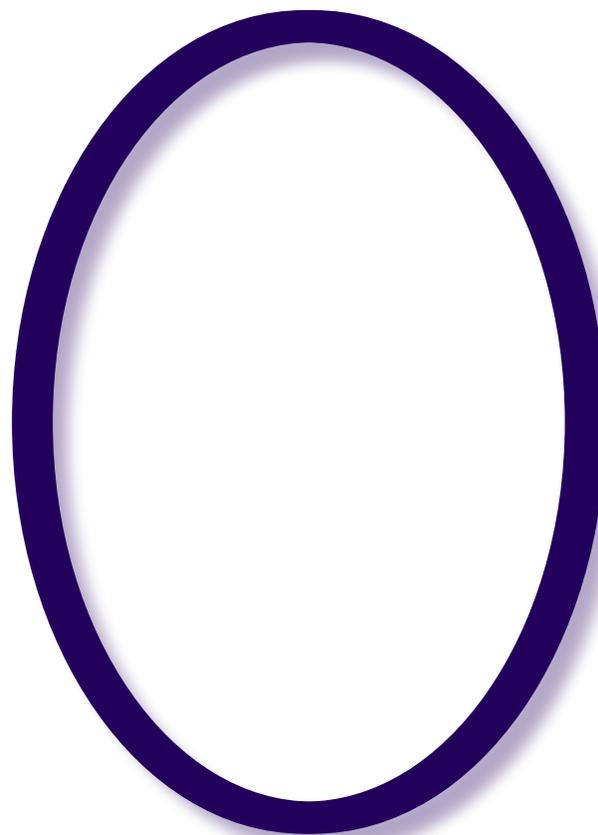
## Year 5 – Physical health and wellbeing

## In the media

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about how the media can manipulate images and that these images may not reflect reality</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that images can be changed or manipulated by the media and how this can differ from reality</li> <li>can describe how the media portrayal might affect people's feelings about themselves</li> <li>accept and respect that people have bodies that are different</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils look at a range of pictures of people through the ages and notice similarities and differences about them. <i>If possible include images from sculpture, paintings, newspapers, magazines (include men and women). Discuss how pressure to look a certain way has probably always existed and that ideas about what is beautiful, glamorous, attractive differs between times, countries and cultures.</i> Pupils look at and discuss typical images seen today. <i>whole class</i></li> <li><b>Introductory activity:</b> Show the pupils a short film or explanation of how the media can digitally manipulate how someone looks today. For example: <a href="http://www.youtube.com/watch?v=hibyAJOSW8U">www.youtube.com/watch?v=hibyAJOSW8U</a> Pupils discuss whether anything surprises them. What decisions were made about how the photo was styled – before the photo was taken and after? How was the image altered? <i>pairs</i></li> <li><b>Main activity:</b> Pupils brainstorm how someone might feel about themselves when they see these images often. Pupils consider what they would say to a friend to convince them they shouldn't compare themselves to digitally enhanced images. <i>groups</i></li> <li><b>Closing activity:</b> Pupils discuss what would help people to recognise and value that we are all different shapes and sizes and have different looks. <i>whole class</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils change or add to their ideas about a positive role model for young people</li> <li>Pupils complete the self-reflection sheet – In the media?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Dove self-esteem project for girls <a href="http://www.selfesteem.dove.co.uk">www.selfesteem.dove.co.uk</a></li> </ul>
<p><b>Children's literature to support the topic</b></p>	<p><b>Help, advice and support</b></p>	
<ul style="list-style-type: none"> <li>Girls under pressure, Jacqueline Wilson</li> <li>The wizard and the ugly book of shame, Pablo Bernasconi</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them healthy, such as their parent, carer or teacher</li> <li>Food a Fact of Life: <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> (8-11 years)</li> <li>Change4Life: <a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a></li> <li>ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>Dove self-esteem project for girls: <a href="http://www.selfesteem.dove.co.uk">www.selfesteem.dove.co.uk</a></li> </ul>	

Name a positive role model for young people

Describe why they are a good role model



Draw a picture of the good role model in the frame





How do marketing companies make a food product appear to be healthy?

Why can't you always believe what you see in a magazine or newspaper?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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Stereotypes,  
discrimination  
and prejudice  
including  
tackling  
homophobia

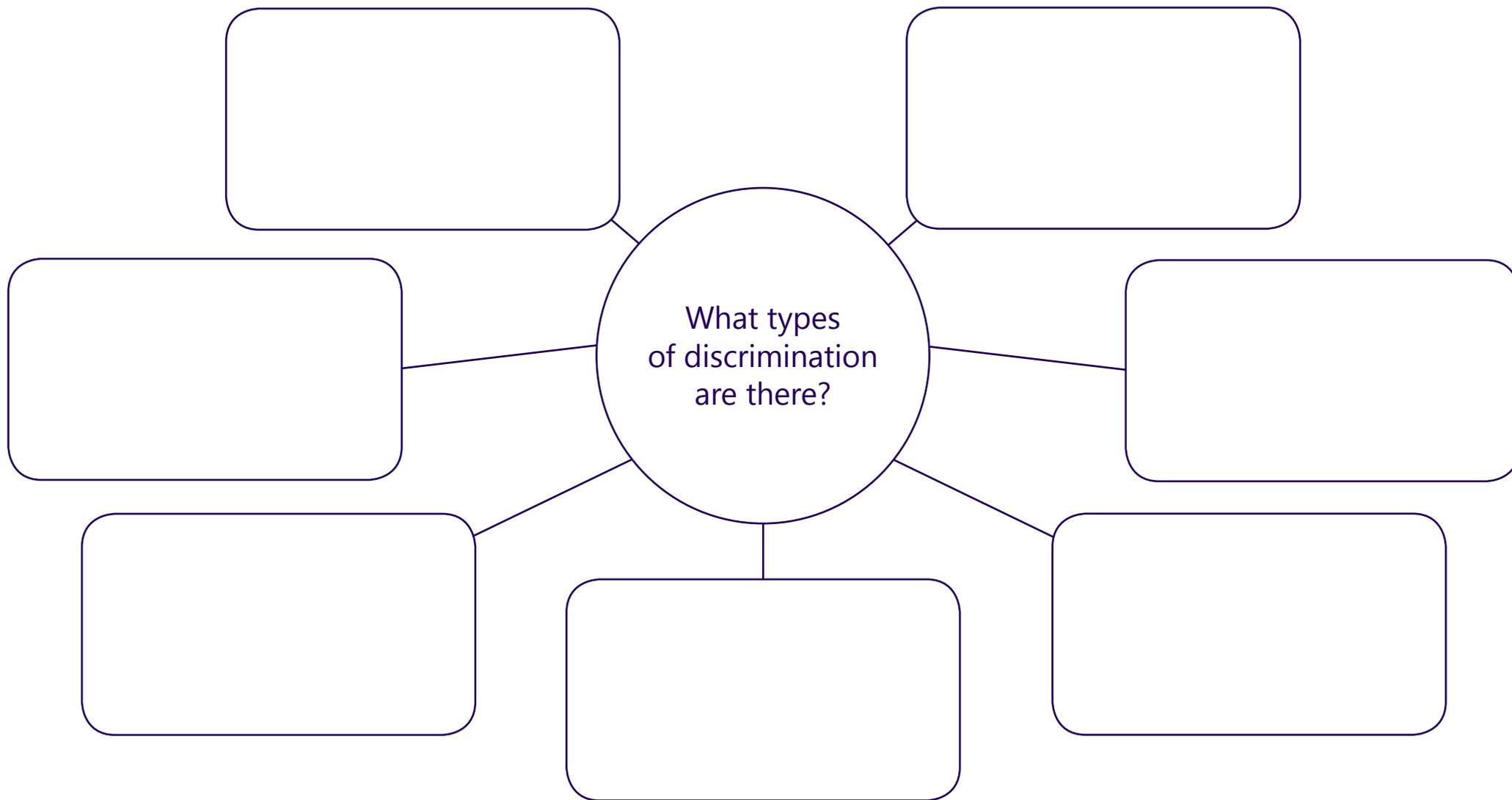
**Year 5 – Identity, society and democracy**  
**Stereotypes, discrimination and prejudice (including tackling homophobia)**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about stereotyping, including gender stereotyping</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain what is meant by the word ‘stereotype’</li> <li>identify stereotypes as presented in the media and wider world</li> <li>feel able to challenge gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils jot down what types of discrimination there are</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils draw a sketch of a ‘typical’ boy and girl – what they like, how they dress, lifestyles and activities <i>individual</i></li> <li><b>Introductory activity:</b> Pupils discuss why these aspects might be shown as typical of boys or girls. Explain the definition of ‘stereotype’. <i>whole class</i></li> <li><b>Main activity:</b> Pupils look at images of boys and girls from the media and sort these into which fit the stereotype and which challenge the stereotype. Pupils brainstorm other groups of people and are given connector words (eat, are, wear, like) and think of other stereotypes. Discuss where these stereotypes come from, how the views might impact on people and what problems this might lead to. <i>groups</i></li> <li><b>Closing activity:</b> Pupils redraw their images of boys and girls to make them less stereotypical. <i>individual</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Out with homophobia, Islington Health and Wellbeing Team</b> Lesson 1</li> </ul>
<p><b>LESSON TWO</b></p> <p><b>Workshop from Diversity Role Models</b></p>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Workshop from Diversity Role Models</b> - An in-school workshop featuring LGBT or straight ally role models who speak directly to young people about their experiences <a href="http://www.diversityrolemodels.org">www.diversityrolemodels.org</a></li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li><b>Workshop from Equaliteach</b> – Think!- In-school workshops looking at stereotypes and thinking critically about information received from the media, online, family and friends <a href="http://www.equaliteach.co.uk">www.equaliteach.co.uk</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Out with homophobia, Islington Health and Wellbeing Team</b> Lesson 2</li> <li>Video clip and lesson plans – This is Linus, <i>Stonewall</i> <a href="http://www.stonewallprimary.org.uk">www.stonewallprimary.org.uk</a></li> </ul>

**Year 5 – Identity, society and democracy**  
**Stereotypes, discrimination and prejudice (including tackling homophobia)**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about prejudice and discrimination and how this can make people feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)</li> <li>know what to do if they experience discriminatory language at school</li> <li>understand how discriminatory language can make people feel and that this is unacceptable</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils read the following quote: <i>No one is born hating another person because of the colour of his skin, his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite</i> – Nelson Mandela. Pupils consider the meaning of the quote and feedback ideas. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils give definitions for racism, sexism, disablist, homophobia and reflect they are all forms of discrimination. <i>groups</i></li> <li><b>Main activity:</b> Pupils choose a discriminatory statement and make a freeze frame to show how this can make someone feel. Pupils discuss the type of discrimination being used. Pupils consider how to respond if they witnessed this behaviour or language in the school or playground. <i>groups</i></li> <li><b>Closing activity:</b> Pupils watch the Arsenal Rainbow Laces video <a href="http://www.youtube.com/watch?v=1_2QzUvLNDI">www.youtube.com/watch?v=1_2QzUvLNDI</a>. Pupils discuss: What are the key messages? Why would the football club want to make this video? What they think of the campaign? <i>whole class</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their responses about what types of discrimination there are</li> <li>Pupils complete the self-reflection sheet – Out with homophobia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Out with homophobia, Islington Health and Wellbeing Team Lesson 3</b></li> </ul>
<b>Children’s literature to support the topic</b>		<b>Help, advice and support</b>
<ul style="list-style-type: none"> <li>Looking after Louis, Lesley Ely Belonging, Jeannie Baker</li> <li>Beegu, Alexis Deacon</li> <li>Humphrey the lost whale, Wendy Tokuda</li> <li>We are Britain (poems), Benjamin Zephaniah</li> <li>The Hueys in the new jumper, Oliver Jeffers</li> <li>Secret friends, Elizabeth Laird</li> </ul>	<ul style="list-style-type: none"> <li>Dogs don’t do ballet, Anna Kemp</li> <li>The sissy duckling, Harvey Fierstein</li> <li>William’s doll, Charlotte Zolotow</li> <li>Giraffe’s can’t dance, Giles Andreae</li> <li>The boy with pink hair, Perez Hilton</li> <li>Frog is Frog, Max Velthuiks</li> <li>Crazy hair day, Barney Saltzberg</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> <li>ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>Stonewall: <a href="http://www.youngstonewall.org.uk">www.youngstonewall.org.uk</a></li> </ul>

Add to the spider-diagram





Can you write a definition of discrimination?

If you heard someone at school using homophobic language, what would you do?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# When things go wrong

**Year 5 – Keeping safe and managing risk**  
**When things go wrong**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about keeping safe online</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that people can be influenced by things online</li> <li>can explain why what they see online might not be trustworthy</li> <li>know when and how to report something that makes them feel unsafe or uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils consider where young people can ask for help if they feel unsafe (phone/text, website, a person)</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Display a range of online media including selfies, photographs, status posts and comments and messages. Pupils discuss: What influences people to share things online? <i>pairs</i></li> <li><b>Introductory activity:</b> Display a range of links and messages and ask the pupils to make a quick decision about whether they would accept them or not, by showing their thumbs up / thumbs down. Ask individual pupils to justify their responses – <i>How do they know they are trustworthy?</i> <i>whole class</i></li> <li><b>Main activity:</b> Pupils organise the selfies, photographs, status posts and messages on a line of risk continuum (ok / not ok) or risk scatter graph (how risky they would be to post and harm - how much harm an individual might encounter if they post them). <i>groups</i></li> <li><b>Closing activity:</b> Display a range of statements about when things go wrong, for example: X has opened a link that has led to an inappropriate website. Pupils consider what X should do now. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>Trust me KS2, <i>Childnet</i>, Lessons 1 and 2  <a href="http://www.childnet.com/trustme">www.childnet.com/trustme</a></li> <li>NSPCC share aware campaign: video clips – ‘I saw your willy’ and ‘Lucy and the boy’ <a href="http://www.nspcc.org.uk/ShareAware">www.nspcc.org.uk/ShareAware</a></li> <li>Alright Charlie, film with lesson plans and pupil materials for 9-11 year olds  <a href="http://www.mesmac.co.uk/projects/blast/or-professionals/resources">http://www.mesmac.co.uk/projects/blast/or-professionals/resources</a></li> <li>Real Love Rocks - healthy relationships and child sexual exploitation prevention resource, <i>Barnados</i>, Lesson 2, Grooming and Lesson 4, Online safety  <a href="http://www.barnadosrealloverocks.org.uk/">www.barnadosrealloverocks.org.uk/</a></li> <li>KS2 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about online safety  <a href="http://www.bbc.co.uk/education/subjects/zqtnv/cw">www.bbc.co.uk/education/subjects/zqtnv/cw</a></li> <li><a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> (8-10)</li> </ul>

**Year 5 – Keeping safe and managing risk**  
**When things go wrong**

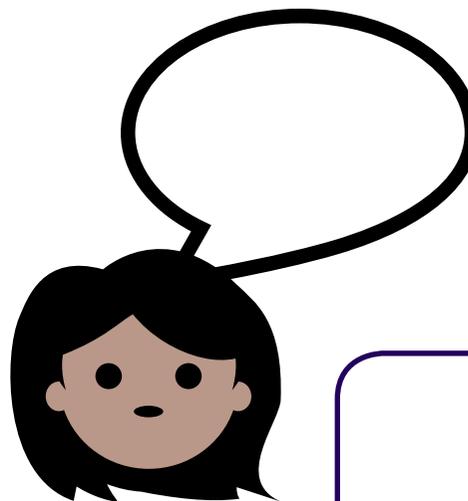
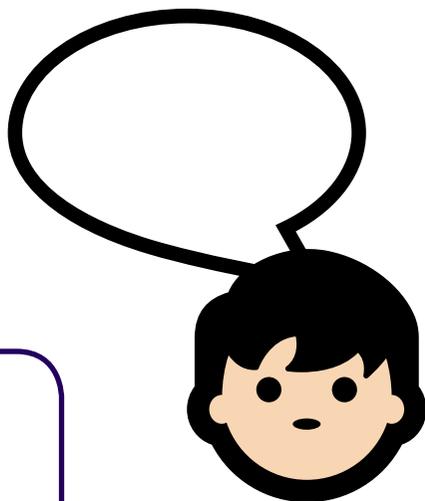
Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn that violence within relationships is not acceptable</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know what is meant by domestic violence and abuse</li> <li>understand that nobody should experience violence within a relationship</li> <li>know what to do if they experience violence/ where to go for help, advice and support</li> </ul>	<p><i>This lesson is adapted from the Domestic Violence Prevention Pack for Schools, Westminster Domestic Violence Forum</i></p> <ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Silent conversation (pupils write their ideas and thoughts on a piece of paper, passed between them): Ask the pupils to respond to the question: What is violence? <i>pairs</i></li> <li><b>Introductory activity:</b> Pupils make a freeze frame of someone about to use violence against another person. Ask the pupils to: include something that expresses how each person feels about what is happening; think about the space between them; include movement one or other could make to represent what is happening; include a sound. <i>groups</i></li> <li><b>Main activity:</b> As a class look at some of the different freeze frames, discuss: What the relationship between the people might be? What is happening? What signs are there that the argument is getting out of hand? / How can you tell someone is likely to use violence? For example: how they look, what they say, how they are behaving. How does the person who has been hurt feel – immediately and in the long term? What effects are there on their friendships, job, hobbies, leisure, family? How does the person doing the hurting and threats feel – immediately and in the long term? <i>whole class</i></li> <li>Give the pupils an explanation of what is meant by domestic violence and abuse. <i>When violence happens in a family or in a house, between people who are related, married, living together or used to live together, it has a special name – domestic violence and abuse. There are different types of domestic violence and abuse - physical, sexual, emotional, economic (someone not letting their partner have money of their own example, and socially isolating someone). Domestic violence and abuse is against the law – a person can be arrested, questioned by police, taken to court, fined or put in prison.</i></li> <li><b>Closing activity:</b> Pupils discuss whether it is ever ok to use violence to resolve arguments? Pupils recreate the freeze-frames but this time showing a more happy, equal or supportive relationships, resolving an argument in a safer way. Discuss that sometimes it is not easy to resolve an argument peacefully. Explain where pupils can go for help if an argument they are involved with is getting violent and they are worried about someone getting hurt, such as ChildLine, The Hideout, or in an emergency dial 999. <i>whole class</i></li> <li><b>In addition:</b> <ul style="list-style-type: none"> <li>NSPCC Speak out. Stay safe. workshops to inform children of different types of abuse and where they can go for help <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></li> <li>Islington schools: Heather Vacciana, Islington Anti-bullying Coordinator and Home Safe Domestic Violence prevention Officer is available to deliver sessions on domestic violence to pupils. Contact <a href="mailto:heather.vacciana@islington.gov.uk">heather.vacciana@islington.gov.uk</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Big Talk Education cards - <a href="http://www.bigtalkeducation.co.uk/resources-for-primaries.html">http://www.bigtalkeducation.co.uk/resources-for-primaries.html</a></li> <li>Short interactive clip and explanation of what domestic violence is (suitable for children), advice, information and a virtual refuge <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a></li> <li>Expect Respect Education Toolkit, Year 3: resolving conflict and where to get help / Year 4: examining violence, excuses and responsibility / Year 5: secrets and stories / Year 6: court room <a href="https://www.womensaid.org.uk/what-we-do/safer-futures/">https://www.womensaid.org.uk/what-we-do/safer-futures/</a></li> <li>Real Love Rocks - healthy relationships and child sexual exploitation prevention resource), Barnados, Lesson 1, Healthy relationships <a href="http://www.barnadosrealloverocks.org.uk/">www.barnadosrealloverocks.org.uk/</a></li> <li>Islington schools: Heather Vacciana, Islington Anti-bullying Coordinator and Home Safe Domestic Violence prevention Officer is available to deliver sessions on domestic violence to pupils. Contact <a href="mailto:heather.vacciana@islington.gov.uk">heather.vacciana@islington.gov.uk</a></li> </ul>

## Year 5 – Keeping safe and managing risk

### When things go wrong

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about problems that can occur when someone goes missing from home</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand some of the reasons that might cause a young person to run away or be absent from home</li> <li>can identify the potential risks and dangers of running away or going missing</li> <li>know who to talk to if they feel like running away</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pairs of pupils discuss what might cause a young person to want to runaway? <i>pairs</i></li> <li><b>Introductory activity:</b> Pairs of pupils meet with another pair and discuss the potential risks of running away. <i>groups</i></li> <li><b>Main activity:</b> Share a case study, written as an e-mail to a help website, about a young person who feels they want to run away. Pupils discuss what the character could do, rather than taking the risk of running away. Pupils write a response to the character in the case study, highlighting the risks and what might help instead. <i>individual or pairs</i></li> <li><b>Closing activity:</b> Pupils write a simple phrase, for a website pop-up or sticker with an important positive message for children to remember relating to running away. For example, “Nothing is so bad you cannot tell someone else.” <i>groups</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to / amend their ideas of where young people can ask for help if they feel unsafe (phone/text, website, a person) or complete a new version</li> <li>Pupils complete the self-reflection sheet – When things go wrong</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Railway Children - Key Stage 2 runaway prevention pack, <a href="http://www.railwaychildren.org.uk">www.railwaychildren.org.uk</a></li> <li>My Life for Schools, <i>The Children's Society</i>, Unit 8: Young runaways, Lesson 1, 2 and 3 <a href="http://www.mylife4schools.org.uk">www.mylife4schools.org.uk</a></li> </ul>
<p><b>Children's literature to support the topic</b></p>	<p><b>Help, advice and support</b></p>	
<ul style="list-style-type: none"> <li>DVD, Inside Out, Disney film (<i>when Riley wants to run away</i>)</li> <li>Way home, Libby Hawthorn</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> <li>ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>Think! road safety <a href="http://www.think.direct.gov.uk">www.think.direct.gov.uk</a></li> <li>THINKUKNOW <a href="http://www.ceop.police.uk/safety-centre/">www.ceop.police.uk/safety-centre/</a> (8-10)</li> <li>CEOP <a href="http://www.ceop.police.uk/safety-centre">www.ceop.police.uk/safety-centre</a> (8-10)</li> <li>KidSMART <a href="http://www.kidsmart.org.uk">www.kidsmart.org.uk</a></li> <li>Runaway helpline: 116 000, Text 116 000, email <a href="mailto:116000@missingpeople.org.uk">116000@missingpeople.org.uk</a></li> </ul>	

Where can you ask for help if you don't feel safe? (online or in real life)



# Year 5 – When things go wrong



What are some potential risks of a person running away?

How do you keep yourself safe online?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Dealing with feelings

**Year 5 – Mental health and wellbeing**  
**Dealing with feelings**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to name and describe a wide range and intensity of emotions and feelings</li> <li>understand how the same feeling can be expressed differently</li> <li>recognise how emotions can be expressed appropriately in different situations</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils consider how to manage difficult or strong feelings by designing a feelings first aid kit</li> </ul> </li> <li><b>Hook activity:</b> Give each group a 'root' word (for example: joy, fear, sadness, anger, happy, excited, frightened, worried). Pupils brainstorm other words that relate to the root word. Pupils rank the words on a 'feelings thermometer' to show the different intensity of the same feelings. <i>groups</i></li> <li><b>Introductory activity:</b> Pupils create freeze frames to show different feelings, demonstrating the different variations from the root word and the strength of feelings. <i>groups</i></li> <li><b>Main activity:</b> Pupils are given scenarios that include feelings in different situations. Pupils discuss appropriate ways of expressing that feeling in the situation. Discuss that sometimes it is not always appropriate to share a feeling in a particular way. <i>pairs</i></li> <li><b>Closing activity:</b> Pupils discuss: Why are feelings important? Discuss what they do in the body. <i>pairs - whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>Inside Out - Getting in touch with your feelings <i>Camden Health and Wellbeing Team, Year 5, Lesson 1 and 2</i> <i>Contact</i> <i>Jude.Clements@camden.gov.uk</i></li> <li>Teaching about mental health and wellbeing, <i>The PSHE Association</i></li> <li>Blobs emotion cards and books <a href="http://www.speechmark.net/search/Blob">www.speechmark.net/search/Blob</a></li> </ul>

## Year 5 – Mental health and wellbeing

## Dealing with feelings

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about times of change and how this can make people feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>identify situations when someone may feel conflicting emotions due to change</li> <li>can identify ways of positively coping with times of change</li> <li>recognise that change will affect everyone at some time in their life</li> </ul>	<ul style="list-style-type: none"> <li><b>Hook activity:</b> Pupils are given scenarios with examples of different situations where there is a change. Pupils identify what has happened, the change the character is experiencing and the conflicting feelings they have. <i>Situations might include: parents divorcing, moving house, moving school, walking to school on your own, new brother or sister, birthdays, best friend moving away, change of season such as, summer to winter. pairs</i></li> <li><b>Introductory activity:</b> Pupils feedback some of the conflicting feelings that can arise during times of change. <i>whole class</i></li> <li><b>Main activity:</b> Pupils discuss different ways of handling change; practical and ways of managing the different emotions. Pupils write a card or a note to the character in the scenario suggesting some steps they could take to help them positively manage the time of change. <i>For example: to help manage a change of school – practice the bus route, visit the school beforehand, make sure you have everything ready for the first day, find out whether any friends who live near you are going to the same school, talk to your mum about any worries you have. pairs</i></li> <li><b>Closing activity:</b> Pupils discuss where they can who and where they can ask for help, support or advice when going through times of change that they might find difficult. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>Inside Out - Getting in touch with your feelings <i>Camden Health and Wellbeing Team</i> Year 6, Lesson 1 and 2 <i>Contact</i> <a href="mailto:Jude.Clements@camden.gov.uk">Jude.Clements@camden.gov.uk</a></li> <li>Feelings and managing change, KS2 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> </ul>

**Year 5 – Mental health and wellbeing**  
**Dealing with feelings**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about the feelings associated with loss, grief and bereavement</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>recognise that at times of loss, there is a period of grief that people go through</li> <li>understand there are a range of feelings that accompany bereavement and know that these are necessary and important</li> <li>know some ways of expressing feelings related to grief</li> </ul>	<ul style="list-style-type: none"> <li><b>Hook activity:</b> Pupils are read a poem, such as <i>My Gerbil</i> by John Kitching or a story such as <i>Seal Surfer</i> by Michael Foreman, about loss and grief. Pupils discuss what the poem or story is about. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils discuss what might happen at the end of the poem and story, and afterwards (both to the boy and the gerbil in <i>My gerbil</i> or the grandad and the boy in <i>Seal Surfer</i>). Discuss that when a person dies there is a period of grief, during which there may be events or rituals that are followed. This might include: special clothing, sending sympathy cards, a burial, ceremony or celebration of the persons' life. Pupils discuss the different types of things that might happen at these times. <i>whole class</i></li> <li><b>Main activity:</b> Pupils draw cartoon sketches or brainstorm all the different feelings that a person might experience at a time of bereavement – both physical feelings and emotions. Pupils discuss the wide range and sometimes conflicting feelings people may experience at this time.</li> <li><b>Closing activity:</b> Pupils discuss and build a list of the types of things that can help people express their feelings when they are experiencing loss, grief or bereavement. <i>groups</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their original ideas of how to manage difficult or strong feelings by adding to the feelings first kit or complete a new version</li> <li>Pupils complete the self-reflection sheet – Dealing with feelings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Life Changes - loss, change and bereavement for children aged 3-11 years old, Tacade <a href="http://www.lionslifefskills.co.uk">www.lionslifefskills.co.uk</a></li> <li>Good Grief - exploring feelings loss and death with under elevelns, <i>Barbara Ward and Associates</i></li> <li>My gerbil (poem), John Kitching</li> <li>Seal surfer, Michael Foreman</li> </ul>
Children's literature to support the topic		Help, advice and support
<ul style="list-style-type: none"> <li>Inside out, Disney DVD</li> <li>The huge bag of worries, Virginia Ironside</li> <li>You've got dragons, Kathryn Cave and Nick Mayland</li> <li>The worry website, Jacqueline Wilson</li> <li>My gerbil, poem by John Kitching</li> </ul>	<ul style="list-style-type: none"> <li>Silly Billy, Anthony Browne</li> <li>Changes, Anthony Browne</li> <li>The red tree, Shaun Tan</li> <li>The heart and the bottle, Oliver Jeffreys</li> <li>Seal surfer, Michael Foreman</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust</li> <li>ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> </ul>

What can people do to help manage difficult or strong feelings?



# Year 5 – Dealing with feelings



Can you name strong or difficult feelings people might have?

When might someone feel strong emotions?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





# Different influences

## Year 5 – Drug, alcohol and tobacco education

## Different influences

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>• understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law</li> <li>• understand that there are risks associated with all smoking drugs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>◦ Pupils state facts about risks related to different smoking drugs</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Check pupils understanding about different smoking drugs they have heard of. Pupils match a picture and description of different smoking drugs – cigarettes, e-cigarettes, shisha and cannabis. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Pupils in groups research one type of smoking drug (cigarettes, e-cigarettes, shisha and cannabis), using a factsheet to help research the possible risks of each associated with health, money, law and risks to others. <i>groups</i></li> <li>• <b>Main activity:</b> Groups give a short presentation to their class about the smoking drug they were given to research. <i>groups</i></li> <li>• <b>Closing activity:</b> Make a line of continuum across the length of the classroom: strongly agree, agree, not sure, disagree, strongly disagree. Pupils are read statements relating to different smoking drugs. Pupils stand near to the label that most sums up their opinion. Individual pupils explain and justify their response. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug Wise, Islington Health and Wellbeing Team</b> Year 5, Lesson 1, Risks of smoking</li> </ul>

## Year 5 – Drug, alcohol and tobacco education

## Different influences

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</li> <li>• can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol</li> <li>• recognise that there are many influences on us at any time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> A range of different visual media related to alcohol or smoking is displayed around the classroom (this can include advertising campaigns from the NHS posters as well as the alcohol or cigarette companies themselves). Pupils look at the different examples and consider what messages are being put across and who are they aimed at. <i>individual/whole class</i></li> <li>• <b>Introductory activity:</b> Pupils categorise the images into those which show smoking and drinking alcohol in a positive light and those which are more negative or might dissuade someone from smoking and drinking. Pupils share their views and discuss the contradictory nature of the messages. <i>groups/whole class</i></li> <li>• <b>Main activity:</b> Pupils rank which influences are most likely to persuade or encourage a person to smoke or drink alcohol. After discussing some of their ideas, pupils repeat the activity but with the influences that would most discourage people from smoking or drinking alcohol. <i>groups</i></li> <li>• <b>Closing activity:</b> Read or display a case study about a young person who is wondering whether they will smoke when they older, including the influences surrounding that person. For example: influences might include things like: Ahmed's Aunt Sariah smokes, but always has a cough. Some of Ahmed's friends have tried smoking, but the girl he likes, doesn't like it. Pupils discuss whether these influences might mean the character is more or less likely to smoke when they are older. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug Wise, Islington Health and Wellbeing Team</b></li> </ul> <p>Year 5, Lesson 2, The media and other influences</p>

## Year 5 – Drug, alcohol and tobacco education

## Different influences

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can describe some strategies that people can use if they feel under pressure in relation to drug use</li> <li>• can demonstrate some ways to respond to pressure concerning drug use</li> <li>• recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils share ideas about why a person might want to avoid drinking alcohol or smoking. <i>pairs</i></li> <li>• <b>Introductory activity:</b> Pupils think of different ways people can respond in situations should they wish to avoid alcohol or smoking. Pupils think of responses under the appropriate headings and record these on flipchart paper. Headings could include: scientific or science reasons, religious or cultural beliefs, suggesting an alternative activity, just saying no, physical response – such as walking away. Pupils display the completed flipcharts around the classroom. <i>groups</i></li> <li>• <b>Main activity:</b> Pupils are given scenarios where a person is offered a drug. Pupils record how the person can respond if they want to say no. Pupils are then given a ‘What if?’ question that makes the scenario more tricky to respond to and includes peer pressure. For example: What if all the person’s friends were doing it? Pupils record their responses to this. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils reflect on where the pressure was coming from in the scenarios. Pupils discuss which strategies they think would work best and why. <i>whole class</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>○ Pupils add to / amend their original copy of the risks of smoking grid or complete a new version</li> <li>○ Pupils complete the self-reflection sheet – Different influences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug Wise, Islington Health and Wellbeing Team</b></li> </ul> <p>Year 5, Lesson 3, Resisting pressure</p>
<b>Children’s literature to support the topic</b>	<b>Help, advice and support</b>	
	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to talk to someone helps keep them safe and healthy, such as their parent, teacher or other adult they trust</li> <li>• ChildLine: 0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>• Change4Life: <a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a></li> <li>• SmokeFree Islington: <a href="http://www.smokefreeislington.nhs.uk">www.smokefreeislington.nhs.uk</a></li> <li>• Izzy: <a href="http://www.izzy-info.com">www.izzy-info.com</a></li> <li>• In an emergency: 999</li> </ul>	

### Risks of smoking

State one risk associated with each of these products

Cigarettes (or cigars)

Cannabis

Shisha

Electronic smoking devices (ESDs)



# Year 5 – Different influences



What are some of the laws associated with tobacco and nicotine products?

What could someone think, say or do to resist pressure?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





# Borrowing and earning money

## Year 5 – Careers, financial capability and economic wellbeing

## Borrowing and earning money

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn that money can be borrowed but there are risks associated with this</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)</li> <li>can explain the difference between manageable and unmanageable debt and how this can make people feel</li> <li>can identify where people can access reliable information and support</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils consider what people should think about before borrowing money</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils give some ways of paying for items in different places. For example: coins and notes to pay for loaf of bread in small shops or market stalls; debit card for food shop in supermarkets, store cards in clothes shops, online/mobile transaction for concert tickets, pre-paid card for transport. Discuss: <i>Why might people choose different ways to pay for something? When things cost a lot of money, how do people pay and why do they choose to pay in this way?</i> <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils brainstorm or highlight (from previous activity) different ways of borrowing money to pay for something they cannot afford. For example: from friend or family, bank, credit card, store card, bank loan, loan from a supermarket or other company, payday loan. Discuss why people might borrow money rather than save up? Pupils look at some examples of interest rates from different ways of borrowing and discuss what this means. Pupils can work out how much interest will need to be paid back. <i>groups</i></li> <li><b>Main activity:</b> Show the video - Loan Shark cartoon clip <a href="https://vimeo.com/stoploansharks">https://vimeo.com/stoploansharks</a> or read the newspaper article from Lessons about keeping our money safe 5-11, <i>Stop Loan Sharks</i> – activity 9 <a href="http://www.birmingham.gov.uk/stoploansharks">www.birmingham.gov.uk/stoploansharks</a>. Discuss where people can go for advice about borrowing money. Pupils complete a simple table what is meant by manageable debt and unmanageable debt and how this can feel for people. <i>whole class</i></li> <li><b>Closing activity:</b> Pupils rank ideas of things people should think about if borrowing money on a diamond 9 from most to least important. <i>groups</i></li> </ul>	<p>Lessons about keeping our money safe 5-11, <i>Stop Loan Sharks</i>, Activity 8 and 9 <a href="http://www.birmingham.gov.uk/stoploansharks">www.birmingham.gov.uk/stoploansharks</a></p> <ul style="list-style-type: none"> <li>Penny Wise finds out about saving and borrowing, <i>Southgate publishing</i> <a href="http://www.southgatepublishers.co.uk/financial.html">http://www.southgatepublishers.co.uk/financial.html</a></li> <li>A variety of resources are available from <a href="http://www.pfeg.org">www.pfeg.org</a></li> </ul>

## Year 5 – Careers, financial capability and economic wellbeing

## Borrowing and earning money

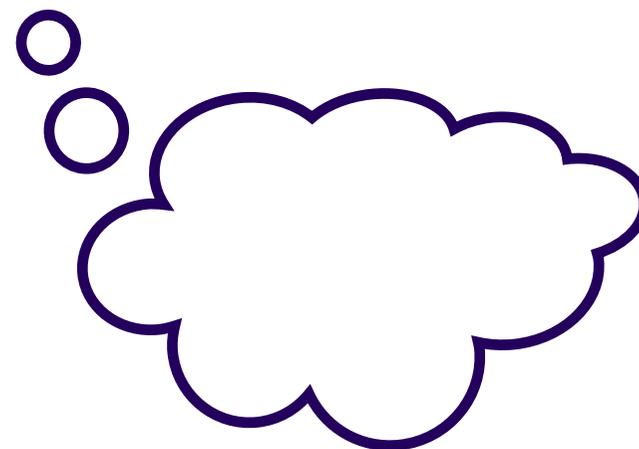
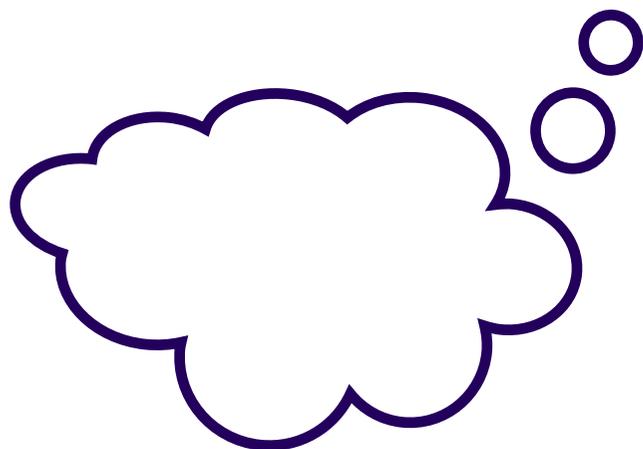
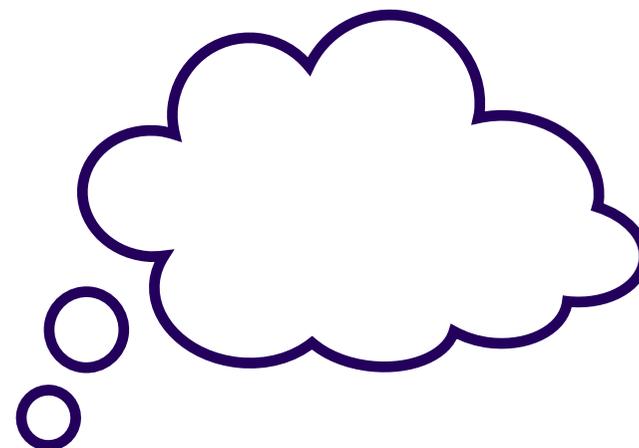
Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about enterprise</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify skills that make someone enterprising</li> <li>• know what is needed to plan and set up an enterprise</li> <li>• can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Read a story about an enterprise, such as <i>One Hen</i> by Katie Smith Milway. <i>whole class</i></li> <li>• <b>Introductory activity:</b> Discuss what was needed to plan and set up the enterprise? <i>groups</i></li> <li>• <b>Main activity:</b> Pupils make a graph or grid showing the possible risks involved with setting up an enterprise against the possible benefits. Discuss what made the enterprise successful or unsuccessful? <i>Did the benefits outweigh the risks?</i> Consider how success might be measured as successful (for example, profit, positive feedback from buyers, more demand, how they feel). <i>pairs and whole class</i></li> <li>• <b>Closing activity:</b> Pupils make a character profile of the main character – what skills did they have they made them enterprising? <i>pairs</i></li> <li>• <b>In addition:</b> Pupils can design and participate in their own enterprise project considering how to develop their product or service, advertise, sell and grow their enterprise. Pupils can design and complete an action plan for their enterprise project. Pupils could participate in The Fiver Challenge: <a href="http://www.young-enterprise.org.uk">www.young-enterprise.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>• The fiver challenge and other resources to teach about enterprise <a href="http://www.fiverchallenge.org.uk/">www.fiverchallenge.org.uk/</a></li> </ul>

## Year 5 – Careers, financial capability and economic wellbeing

## Borrowing and earning money

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn what influences people's decisions about careers</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that money is one factor in choosing a job and that some jobs pay more than others</li> <li>can debate the extent to which a person's salary is more or less important to job satisfaction</li> <li>understand how people choose what job to do</li> </ul>	<ul style="list-style-type: none"> <li><b>Hook activity:</b> Give out two sets of cards, one showing different jobs and one showing different salaries. Pupils match each job to the salary. <i>groups</i></li> <li><b>Introductory activity:</b> Pupils discuss which things might influence a person to do a specific job or follow a specific career. Write a list on the board. Pupils choose nine things and write each on a post-it-note. Pupils rank the importance of each thing when a person is deciding what job to do to make a diamond 9. <i>groups</i></li> <li><b>Main activity:</b> Pupils write a blog post about salaries and job satisfaction: How important is salary to job satisfaction? <i>individual</i></li> <li><b>Closing activity:</b> Make a line of continuum across the classroom – very important, quite important, not very important and not at all important. Pupils stand along the line of continuum according to their view of how important earning a big salary is to job satisfaction. Individual pupils can share and justify their ideas. <i>whole class</i></li> <li><b>In addition:</b> Pupils make a pictorial representation of career aspirations they have and showing what they will they need to do to get there.</li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their ideas of what people should think about before borrowing money or complete a new version</li> <li>Pupils complete the self-reflection sheet – Borrowing and earning money</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Inspiring futures, raising aspirations – girls in STEM, <i>Siemens</i>, KS2 scheme of work - Lesson 3, Influences on career choices – positive role models; Lesson 4, Hope and aspirations</li> </ul> <p><a href="http://www.siemens.co.uk/education/en/teachers/teaching-resources/schemes-of-work-ks2_other.htm">www.siemens.co.uk/education/en/teachers/teaching-resources/schemes-of-work-ks2_other.htm</a></p>
Children's literature to support the topic	Help, advice and support for pupils	
<ul style="list-style-type: none"> <li>One hen, Katie Smith Milway</li> <li>Lemonade in winter: a book about two kids counting money, Emily Jenkins</li> <li>The lemonade stand: the gang learn about starting a business, Marianne Lewis</li> <li>Too small to fail, Morris Glezman</li> <li>Rickshaw girl, Mitali Perkins</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> <li>Advice for adults: <a href="http://www.moneysavingexpert.com">www.moneysavingexpert.com</a></li> <li>Islington Council's money advice page for adults: <a href="http://www.islington.gov.uk/advice/money-advice">www.islington.gov.uk/advice/money-advice</a></li> </ul>	

What should people think about before borrowing money?



# Year 5 – Borrowing and earning money



What might influence the decisions of someone thinking about a possible career?

How can you set up a successful enterprise?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





# Year 6



# Year 6 Curriculum overview

Year 6 - PSHE		
Autumn 1 and 2	Spring 1	Summer 1
<p><b>Sex and relationship education:</b> <b>Healthy relationships / How a baby is made</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the changes that occur during puberty</li> <li>• to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>• what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>• about human reproduction in the context of the human lifecycle</li> <li>• how a baby is made and grows (conception and pregnancy)</li> <li>• about roles and responsibilities of carers and parents</li> <li>• to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> </ul> <p><b>Additional lessons:</b> (schools will want to consider including these lessons, as part of SRE policy development)</p> <ul style="list-style-type: none"> <li>• some myths and misconceptions about HIV, who it affects and how it is transmitted</li> <li>• about how the risk of HIV can be reduced</li> <li>• that contraception can be used to stop a baby from being conceived</li> </ul> 	<p><b>Drug, alcohol and tobacco education:</b> <b>Weighing up risk</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>• about assessing the level of risk in different situations involving drug use</li> <li>• about ways to manage risk in situations involving drug use</li> </ul> 	<p><b>Mental health and emotional wellbeing: Healthy minds</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• what mental health is</li> <li>• about what can affect mental health and some ways of dealing with this</li> <li>• about some everyday ways to look after mental health</li> <li>• about the stigma and discrimination that can surround mental health</li> </ul> 
		Spring 2
	<p><b>Identity, society and equality:</b> <b>Human rights</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about people who have moved to Islington from other places, (including the experience of refugees)</li> <li>• about human rights and the UN Convention on the Rights of the Child</li> <li>• about homelessness</li> </ul>	<p><b>Keeping safe and managing risk:</b> <b>Keeping safe - out and about</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence</li> <li>• about recognising and responding to peer pressure</li> <li>• about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul> <p><b>FGM</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance for girls to be protected against FGM</li> </ul> 

Year 6 - PSHE

Autumn	Spring 1	Summer 1
<p data-bbox="190 339 654 400"><b>Sex and relationships education</b> Healthy relationships / How a baby is made</p> 	<p data-bbox="880 339 1274 400"><b>Drug, alcohol and tobacco education</b> Weighing up risk</p> 	<p data-bbox="1525 339 1937 400"><b>Mental health and emotional wellbeing</b> Healthy minds</p> 
	Spring 2	Summer 2
	<p data-bbox="922 916 1229 976"><b>Identity, society and equality</b> Human rights</p> 	<p data-bbox="1559 916 1906 976"><b>Keeping safe and managing risk</b> Keeping safe - out and about</p> 



# Healthy relationships

## How a baby is made

**Year 6 – Sex and relationship education**  
**Healthy relationships / How a baby is made**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about the changes that occur during puberty</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</li> <li>• understand that puberty is individual and can occur any time between 8-17</li> <li>• understand that body changes at puberty are a preparation for sexual maturity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>○ Pupils add ideas to a Venn diagram explaining what is important in friendships, intimate relationships (such as marriage, partner, boy/girlfriends) and both</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils revise what is meant by puberty, when this occurs and why it happens. (whole class) Pupils record on post-it notes the different changes that happen to bodies at puberty – physical, emotional, behavioural and social changes (one idea per post-it note). <i>individual</i></li> <li>• <b>Introductory activity:</b> Display a Venn diagram on the board, labelled male, female, both. Pupils stick their post-it note to the correct section of the Venn diagram. Draw out the number of changes that happen to both and girls. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils discuss what worries people might have as they approach puberty and where they might seek advice. Pupils are given a letter that has been written to a problem page. Pupils write a reply to the letter. Pupils swap letters and responses and read them. <i>pairs</i></li> <li>• <b>Closing activity:</b> With the pupils discuss where young people ask for advice or information about these issues. <i>whole class</i></li> </ul>	<p><b>A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team</b></p> <p>Year 5/6, Lesson 1, What's all this about puberty?</p>

Year 6 – Sex and relationship education  
Healthy relationships / How a baby is made

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture</li> <li>can recognise and challenge gender stereotypes</li> <li>understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils brainstorm ideas of what men / boys and women / girls should do, not do or be. For example: wear a dress, play football, be Prime Minister, look after children. Record these ideas in a circle. In another circle around the outside record pupils' ideas about all the people who influence how we think boys and girls should and should not behave, be, look etc. In a further circle around the outside record all the structures in society that influence gender roles, such as TV, magazines, religion, school. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils draw around a person on a large piece of paper to create a body outline, repeat this and label one 'men' and one, 'women'. Pupils cut out pictures from magazines of men and women and add these to the body outlines. <i>groups</i></li> <li><b>Main activity:</b> Pupils discuss what they notice about the images, including the roles that men and women are doing and what they look like. Pupils discuss how this might make people feel or behave and whether the images are positive or negative. <i>groups</i></li> <li><b>Closing activity:</b> Round - pupils take it in turns to complete the sentence starter: During this lesson I learned _____. <i>whole class</i></li> </ul>	<p><b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b></p> <p>Year 5/6, Lesson 2, Becoming men and women</p>
<p><b>LESSON THREE</b></p> <p><b>Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify positive qualities and expectations from a variety of relationships</li> <li>can explain the similarities and differences between friendships and intimate relationships</li> <li>can describe that there are different types of intimate relationships, including marriage</li> <li>understand that sex or making love may be one part of an intimate relationship between adults</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Round – pupils take it turns to complete the sentence: I am good friend because _____. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils record on a post-it note a quality that makes a good friend. Pupils meet with another pair, think of other ideas and record these on a post-it note, until they have at least nine examples. <i>pairs</i></li> <li><b>Main activity:</b> Pupils rank the qualities needed for a friendship on a diamond 9. Pupils repeat this but for an intimate relationship. Discuss similarities and differences. <i>groups</i></li> <li><b>Closing activity:</b> Pupils complete a worksheet using words, sentences or drawings in response to the statement: Love is _____. <i>individual</i></li> </ul>	<p><b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b></p> <p>Year 5/6, Lesson 3, Building good relationships</p>

**Year 6 – Sex and relationship education**  
**Healthy relationships / How a baby is made**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON FOUR</b></p> <p><b>Pupils learn about human reproduction in the context of the human lifecycle</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>know that sexual intercourse may be one part of a sexual relationship</li> <li>can describe how babies are made and explain how sexual intercourse is related to conception</li> <li>can name the male and female sex cells and reproductive organs</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Labels are pinned in each corner of the classroom: male, female, both, unsure. Pupils are given names of body parts one by one. Pupils decide whether it is something males, females or both have and move to the corresponding label. <i>Choose words from: pubic hair, anus, elbows, breasts, nipples, penis, scrotum, vulva, vagina, clitoris, cervix, ovaries, testicles, foreskin, urethra, fallopian tube, bladder, womb. whole class</i></li> <li><b>Introductory activity:</b> Display diagrams of the reproductive organs of males and females and identify any the pupils had difficulty with. Pupils can explain what these parts of the body do. <i>groups or whole class</i></li> <li><b>Main activity:</b> Pupils watch a section of the Channel 4 Living and Growing DVD (How babies are made, Unit 2, Programme 5. Start the video at “So, what does being friends mean to you...” to END.) Pupils discuss the different types of relationship they saw in the video and the reasons why the couples said they liked each other. Discuss sexual intercourse and that this is just one part of sex and that sex is one way that consenting adults show they care about each other. Pupils write anonymous questions about anything else they would like to know. <i>whole class</i></li> <li><b>Closing activity:</b> Round: Pupils take it in turns to complete the sentence starter: A good age to have a baby with someone is _____. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li><b>A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team</b> Year 5/6, Lesson 4, Sexual relationships</li> <li>Channel 4 Living and Growing DVD</li> </ul>
<p><b>LESSON FIVE</b></p> <p><b>Pupils learn how a baby is made and grows (conception and pregnancy)</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know the male and female body parts associated with conception and pregnancy</li> <li>can define conception and understand the importance of implantation in the womb</li> <li>know what pregnancy is, where it occurs and how long it takes</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Display a timeline on the board. Pupils suggest the different stages in forming a relationship that might lead to sexual intercourse over a period of time. Acknowledge that this will be different for different couples. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils complete this as a sequencing activity about how a baby is made. <i>groups</i></li> <li><b>Main activity:</b> Pupils in groups are given a set of statements about conception and pregnancy. Pupils decide whether the statements are true or false. <i>groups</i></li> <li><b>Closing activity:</b> Go through the statements and discuss them with the pupils. Clarify any misconceptions the pupils were unsure about. <i>whole class</i></li> </ul>	<p><b>A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team</b> Year 5/6, Lesson 5, Conception and pregnancy</p>

Year 6 – Sex and relationship education  
Healthy relationships / How a baby is made

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON SIX</b> Pupils learn about roles and responsibilities of carers and parents</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify some of skills and qualities needed to be parent and carer</li> <li>understand the variety of ways in which parents and carers meet the needs of babies and children</li> <li>can recognise that both men and women can take on these roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils discuss whether they have had a new baby born in their family. <i>This might be a sibling or cousin.</i> Pupils discuss what it must be like for new parents and carers when a baby is born. How might their life change? How might people feel about that? Pupils feedback the range of emotions that new parents might feel – record these on the board. <i>groups</i></li> <li><b>Introductory activity:</b> Pupils read the poems: Kids, by Spike Milligan and I luv me mudder, by Benjamin Zephaniah and discuss the sorts of feelings the poems portray. <i>whole class</i></li> <li><b>Main activity:</b> Discuss that both the poems are written from the point of view of the child. Pupils re-write the poems from the point of view of the parent. How would it differ? <i>groups</i></li> <li><b>Closing activity:</b> Discuss some of the difficulties faced by a new parents and sources of support. For example, relatives, friends, doctors, midwives or health visitors. Discuss who else has role in bringing up children other than just parents. For example, schools, children centres, grandparents. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li><b>A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team</b> Year 5/6, Lesson 6, Being a parent</li> <li>Kids, poem by Spike Milligan</li> <li>I luv me mudder, poem by Benjamin Zephaniah</li> </ul>
<p><b>LESSON SEVEN</b> Pupils learn to answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can answer each other’s questions about sex and relationships</li> <li>can use appropriate language to discuss sex and relationships and growing up with confidence</li> <li>can identify sources of information, support and advice for children and young people</li> </ul>	<p><i>Before this lesson, develop a list of questions generated from the pupils’ anonymous questions throughout the topic.</i></p> <ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils complete a true/false quiz based on their anonymous questions. <i>individual</i></li> <li><b>Introductory activity:</b> Go through the quiz, checking the answers. <i>whole class</i></li> <li><b>Main activity:</b> Give out typed copies of any remaining questions – pupils come up with responses for the questions. <i>pairs</i></li> <li><b>Closing activity:</b> Read the story: How did I begin? by Nick Manning and Brita Granstrom to the class. <i>whole class</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to / amend their original ideas or complete a new version of the Venn diagram explaining what is important in friendships, intimate relationships (such as marriage, partner, boy/girlfriends)and both</li> <li>Pupils complete the self-reflection sheet – Healthy Relationships / How a baby is made</li> </ul> </li> </ul>	<p><b>A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team</b> Year 5/6, Lesson 7, Your questions answered</p>

**Year 6 – Sex and relationship education**  
**Healthy relationships / How a baby is made**

**Learning intentions and outcomes****Ideas for a lesson plan****Suggested teaching resources**

*The lessons below are additional lessons: schools should consider including these lessons, as part of SRE policy development*

**LESSON EIGHT**

**Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted**

Pupils

- know that HIV can affect anyone, not a specific group or type of person
- can identify how HIV can and cannot be passed on

- **Ground rules:** Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.
- **Hook activity:** Write HIV and Aids on a flipchart or whiteboard. Pupils have three minutes to talk about what they know, have seen or heard about HIV and Aids. Pairs of pupils meet with another group to share their ideas and jot them down. Some prompt questions for pupils are: *What is HIV? Who gets HIV? How is HIV passed on? How can HIV be treated? How might somebody with HIV feel? What is the difference between HIV and Aids?* *pairs and small groups*
- **Introductory activity:** Pupils feedback as a whole class. Give a brief explanation of HIV and Aids. *whole class*
- **Main activity:** Pupils are given pictures of people and group them into those more likely to have HIV and those less likely. Pupils then consider how HIV is passed from one person to another. Clarify pupils' misconceptions, explaining that you cannot tell whether a person has HIV or not and explain how HIV can and cannot be passed on. Pupils discuss how myths and misconceptions about HIV can lead to some individuals and groups being stigmatised. *groups*
- **Closing activity:** Pupils complete a tick chart using the pictures and the ways that HIV can be passed on. Pupils add ticks and crosses in the appropriate section, reinforcing that anyone might have or can become infected with HIV and how it can and cannot be passed on. *groups*

**A whole school primary curriculum for sex and relationship education, Islington Health and Wellbeing Team**  
 Year 6, HIV Lesson 1, Myths and misconceptions about HIV

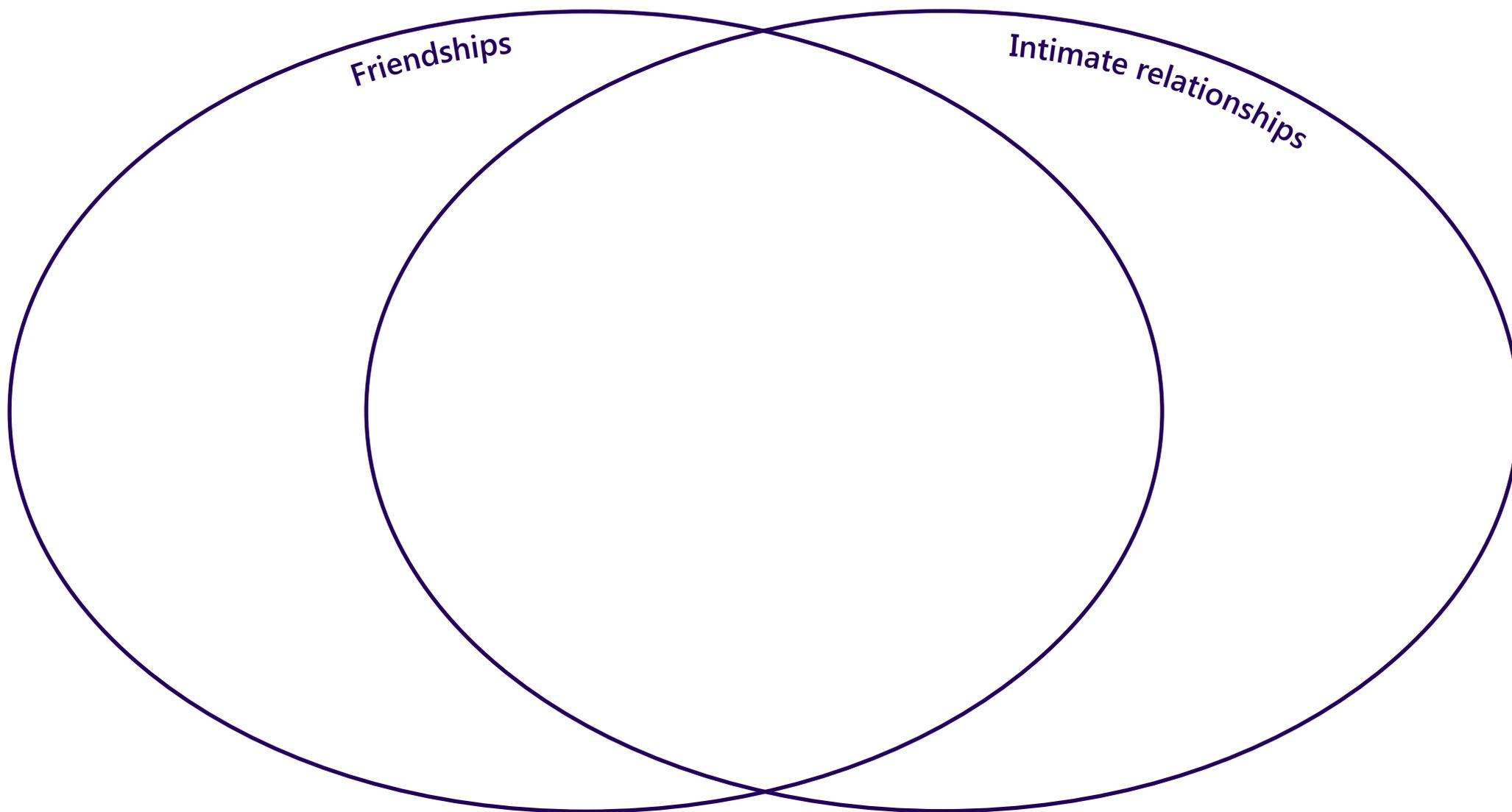
**Year 6 – Sex and relationship education**  
**Healthy relationships / How a baby is made**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON NINE</b></p> <p><b>Pupils learn about how the risk of HIV can be reduced</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that the risk of HIV being passed on can be reduced if a condom is used</li> <li>can describe how a condom protects against HIV and other sexually transmitted infections</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils look back at the pictures from the previous lesson and recap that: anyone might have HIV – you cannot tell by looking at them and that HIV can get into the body from infected blood (through sharing needles and syringes an infected person has already used, an infected mother through pregnancy (birth or breast milk) and sexual intercourse with someone who is infected). <i>whole class</i></li> <li><b>Introductory activity:</b> Discuss that people can take precautions to help prevent being infected by HIV themselves or passing HIV on to others. Discuss the different precautions, including that a couple having sexual intercourse can use a condom. Show the pupils a condom (in the packet and unrolled) and explain how it is used. <i>whole class</i></li> <li><b>Main activity:</b> Pupils add to the chart from the previous lesson and suggest how each person can reduce the risk of being infected with HIV. <i>groups</i></li> <li><b>Closing activity:</b> Pupils share their ideas from the charts and discuss that when adults decide to have sexual intercourse they need to share responsibility to protect themselves and each other from HIV and other germs that can be passed on during sex. <i>whole class</i></li> <li><b>Post-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils complete the self-reflection sheet – HIV</li> </ul> </li> </ul>	<p><b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b></p> <p>Year 6, HIV Lesson 2, How can the risk of catching HIV be reduced?</p>

**Year 6 – Sex and relationship education**  
**Healthy relationships / How a baby is made**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TEN</b></p> <p><b>Pupils learn that contraception can be used to stop a baby from being conceived</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that a condom stops sperm from meeting an egg and therefore stops fertilisation</li> <li>know that women can take a pill to stop an egg being released, preventing conception</li> <li>understand contraception is both partners' responsibility</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils discuss why couple might choose to have sex. Display the word contraception. Pupils say what they know about contraception and the types they have heard about. Explain that not all couples who have sex want to have a baby or that some couple may want to limit the number of babies they have and that contraception is a deliberate way of preventing or reducing the likelihood of a baby being made. <i>whole class</i></li> <li><b>Introductory activity:</b> Show the pupils a condom and explain how it is used. Show the pupils a picture of the contraceptive pill and explain how this is used. <i>whole class</i></li> <li><b>Main activity:</b> Pupils complete a Venn diagram showing the similarities and difference between the two contraceptive methods – the pill and the condom. <i>groups</i></li> <li><b>Closing activity:</b> Pupils discuss whose responsibility contraception is when a couple decide to have sexual intercourse. <i>whole class</i></li> <li><b>Post-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils complete the self-reflection sheet – Contraception</li> </ul> </li> </ul>	<p><b>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></b></p> <p>Year 6, Contraception, What is contraception?</p>
Children's literature to support the topic	Help, advice and support	
<ul style="list-style-type: none"> <li>How did I begin? Nick Manning and Brita Granstrom</li> <li>Let's talk about where babies come from, Robie H. Harris</li> <li>Kids, poem by Spike Milligan</li> <li>I luv me mudder, poem by Benjamin Zephaniah</li> <li>KS2 PSHE and citizenship class clips, BBC Bitesize, cartoon clips about puberty, growing up and changing, as well as HIV <a href="http://www.bbc.co.uk/education/subjects/zqtnvcw">www.bbc.co.uk/education/subjects/zqtnvcw</a></li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust</li> <li>ChildLine: 0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>Advice, information and services for young people in Islington: <a href="http://www.izzy-info.com">www.izzy-info.com</a></li> <li>NHS choices: <a href="http://www.nhs.uk/livewell">www.nhs.uk/livewell</a></li> <li>Dove self-esteem project for girls: <a href="http://www.selfesteem.dove.uk">www.selfesteem.dove.uk</a></li> <li>Information about World Aids Day <a href="http://www.worldaidsday.org">www.worldaidsday.org</a></li> </ul>	

Add to the Venn diagram





How are babies made?

What are some skills and qualities needed by parents?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Weighing up risk

## Year 6 – Drug, alcohol and tobacco education

## Weighing up risk

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know about some of the possible effects and risks of different drugs</li> <li>know that some drugs are restricted or that it is illegal to own, use and supply them to others</li> <li>understand why and when people might use drugs</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils add to a brainstorm about the risks of using drugs</li> </ul> </li> <li><b>Hook activity:</b> Pupils name different drugs they have heard of. Help the pupils categorise these into different types – alcohol, tobacco, nicotine products, solvents, cannabis, other illegal drugs. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils discuss when and where people might use drugs and come up with some example situation. For example: At a party. <i>pairs</i></li> <li><b>Main activity:</b> Pupils work in groups to mind-map things they have heard about different drugs – each group is given a different drug as a heading on a piece of flipchart paper. Pupils add notes to what the drug looks like / how it is used, possible effects, risks of using the drug and laws surrounding the drug. Every few minutes, pass the flipchart around so that each group can add to each mind-map. When the flipchart reaches the original group, pupils are given factsheets about the drug. Pupils read the factsheets and then add to or amend the information on the flipchart. <i>groups</i></li> <li><b>Closing activity:</b> Explain that risks associated with drug use can be thought of by thinking about a drug risk triangle: 1) the drug – what the drug is, or is thought to be, and the possible effects; 2) the person who is using the drug (mood, state of mental health, physical health and age); 3) the situation – where the person is, who they are with and what they are doing at the time. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b></li> <li>Year 6, Lesson 1, Risks and effects of different drugs</li> </ul>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about assessing the level of risk in different situations involving drug use</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with</li> <li>can identify risks within a given scenario involving drug use</li> <li>understand what would need to change to reduce the level of risk</li> </ul>	<ul style="list-style-type: none"> <li><b>Hook activity:</b> Pupils are given a scenario involving drug use. Pupils discuss whether the situation is risky and what makes it risky. <i>pairs</i></li> <li><b>Introductory activity:</b> Pupils are shown the drug risk triangle from the previous lesson. Pupils use the framework of the drug risk triangle to assess the different risks in the scenario. <i>pairs</i></li> <li><b>Main activity:</b> Pupils are given another blank drug risk triangle and either the name of a drug, a situation or a description of a person. Pupils add the other two parts of the triangle. Pupils identify one change that would make the situation more risky and write this on the triangle. Pupils then identify one change that would make the situation less risky and write about this on the triangle. <i>pairs or groups</i></li> <li><b>Closing activity:</b> Pupils discuss how easy or difficult it was to reduce the risk in the different situations. Pupils discuss what would make this easy or difficult in real life. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Drug Wise, Islington Health and Wellbeing Team</b></li> <li>Year 6, Lesson 2, Judging risk</li> </ul>

**Year 6 – Drug, alcohol and tobacco education**

**Weighing up risk**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about ways to manage risk in situations involving drug use</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify situations where drug use may occur</li> <li>• know some ways of reducing risk in situations involving drug use</li> <li>• know where to get help, advice and support regarding drug use</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hook activity:</b> Pupils come up with a realistic scenario involving a drug, a person and a situation. <i>groups</i></li> <li>• <b>Introductory activity:</b> Using one the scenarios as an example, pupils discuss with the class, what the person could do before, during and after the scenario to help reduce the risk and which strategies would be most effective. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils work in their groups on the scenarios they have come up with, role-playing the situation and practising ways of managing it. Groups can share parts of their role play with the rest of the class. <i>groups</i></li> <li>• <b>Closing activity:</b> Display information where young people can get information, help or advice concerning drug use. Pupils write themselves a postcard detailing: One person I could ask for help... One website I could use.... A helpline I could call... <i>individual</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>○ Pupils add to/amend their brainstorm about the risks of using drugs or complete a new version</li> <li>○ Pupils complete the self-reflection sheet – Weighing up risk</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug Wise, Islington Health and Wellbeing Team</b> Year 6, Lesson 3, Managing situations</li> </ul>
Children’s literature to support the topic	Help, advice and support	
	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as your parent, teacher or other adult they trust</li> <li>• ChildLine: 0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>• Frank: 0300 123 6600 <a href="http://www.talktofrank.com">www.talktofrank.com</a></li> <li>• Change4Life: <a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a></li> <li>• SmokeFree Islington: <a href="http://www.smokefreeislington.nhs.uk/young-people">www.smokefreeislington.nhs.uk/young-people</a></li> <li>• Izzy: <a href="http://www.izzy-info.com">www.izzy-info.com</a></li> <li>• In an emergency: 999</li> </ul>	

Can you add to the brainstorm?

What are the risks  
of using drugs?



# Year 6 – Weighing up risk



Where can people get advice or help?

Describe how a person might think about the level of risk in a situation involving drug use.

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Human rights

## Year 6 – Identity, society and democracy

### Human rights

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about people who have moved to Islington from other places (including the experience of refugees)</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand what migration means</li> <li>identify the reasons why people move from one place to another</li> <li>are able to empathise with the experiences and challenges moving and settling in new place might bring</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils add to the brainstorm – Why do people move countries?</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> With the pupils make a class map to show where pupils or their families have moved from; celebrating the rich diversity of the area in which they live. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils read people profiles that explain why people migrate (see Celebrating Us – What moves us around, migration stories <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a>) and discuss the different reasons. Discuss what it means to ‘migrate’. <i>groups</i></li> <li><b>Main activity:</b> Explain the term refugee – refugees may have to leave their home country, due to persecution or war. Pupils consider some of the challenges of moving and settling in a new place, this might include: missing friends and family, worry for friends / family left behind, different accent or language, different food / culture, change of environment (city / country), not knowing where you will end up, fear of the journey, possibility of having to pack and leave quickly, not being able to take much with you, wanting to return home but not knowing if it is safe. Pupils discuss which relate to more to refugees, people who choose to move / non-refugees or both. <i>groups</i></li> <li><b>Closing activity:</b> Pupils discuss a newspaper headline that gives a stereotyped or discriminatory view of immigrants and / or refugees. Pupils discuss whether these are fair. Pupils consider what people could do to make immigrants feel welcome in the UK. <i>groups</i></li> </ul>	<ul style="list-style-type: none"> <li>Celebrating Us – What moves us around, migration stories <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a></li> <li>Growing up around the world KS2 – meet the children / differences, similarities and challenges - <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a></li> <li>Immigration: coming to Britain, KS2 lesson, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a></li> <li>In search of safety, children and the refugee crisis in Europe, a teaching resource, <i>Unicef</i> <a href="http://www.unicef.org.uk/rights-respecting-schools/resources/rrsa-teaching-resources/refugee-crisis-europe/">http://www.unicef.org.uk/rights-respecting-schools/resources/rrsa-teaching-resources/refugee-crisis-europe/</a></li> <li>KS2 PSHE and citizenship class clips, <i>BBC Bitesize</i>, video clips about connections between people and places <a href="http://www.bbc.co.uk/education/subjects/zqtnvcw">www.bbc.co.uk/education/subjects/zqtnvcw</a></li> </ul>

**Year 6 – Identity, society and democracy**  
**Human rights**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about human rights and the UN Convention on the Rights of the Child</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are aware how the rights are relevant to their lives and that rights come with responsibilities</li> <li>understand that individual human rights can sometimes conflict with the circumstances in a country</li> <li>identify some of the organisations that represent and support the rights of the child and the difference they make</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils read ‘A world fit for us’- page 4 and page 22, <a href="http://www.unicef.org/publications/files/A_World_Fit_for_Us.pdf">http://www.unicef.org/publications/files/A_World_Fit_for_Us.pdf</a> . Pupils discuss who they think the ‘we’ are and what is being discussed. Explain with the pupils what is meant by human rights / children’s rights. <i>whole class</i></li> <li><b>Introductory activity:</b> Pupils match the rights to UK laws and discuss how they are related. Pupils look at nine different rights – choose which ones most apply to themselves which they feel are most important on a diamond 9. <i>groups</i></li> <li><b>Main activity:</b> Explain that in some places around the world / circumstances children do not get all their needs met. For example, a child growing up in a place where there is war. Pupils read case studies of different children (such as adapted versions from <a href="http://www.unicef.org/publications/files/A_World_Fit_for_Us.pdf">www.unicef.org/publications/files/A_World_Fit_for_Us.pdf</a>). Discuss the work of different organisations that support children’s rights around the world and how they aim to help. For example, Unicef or Save the Children. Pupils could be given excerpts of information to match their case study (see <a href="http://www.unicef.org/publications/files/A_World_Fit_for_Us.pdf">www.unicef.org/publications/files/A_World_Fit_for_Us.pdf</a>). Pupils discuss what they think governments, including the British government should or could do. Pupils write a letter to an MP about the issues discussed. <i>groups - pairs</i></li> <li><b>Closing activity:</b> Pupils share their ideas about actions the government could take. Class vote on the one that they think will make biggest difference. <i>whole class</i></li> </ul>	<ul style="list-style-type: none"> <li>How do we know it’s working? - Whose responsibility is human rights? Human rights for everyone <a href="http://www.risc.org.uk/toolkit">www.risc.org.uk/toolkit</a></li> <li>Growing up around the world KS2 – child rights <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a></li> <li>In search of safety, children and the refugee crisis in Europe, a teaching resource, <i>Unicef</i> <a href="http://www.unicef.org.uk/rights-respecting-schools/resources/rrsa-teaching-resources/refugee-crisis-europe/">http://www.unicef.org.uk/rights-respecting-schools/resources/rrsa-teaching-resources/refugee-crisis-europe/</a></li> </ul>

Year 6 – Identity, society and democracy

Human rights

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about homelessness</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can explain what make a place where someone lives a 'home'</li> <li>• to be able to appreciate the difficulties of being homeless or living in temporary accommodation</li> <li>• know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Ask the pupils to generate a list of about 20 items that relate to 'home'. Pupils use a zone of relevance diagram to decide what is most important in making a home - 'essential' items in the middle circle, 'important' in the next circle and 'not important' outside the circle. <i>pairs</i></li> <li>• <b>Introductory activity:</b> Pupils watch a short video clip about different aspects of homelessness or living in temporary accommodation (see <a href="http://www.shelterclassroomkit.org.uk">www.shelterclassroomkit.org.uk</a>) or read a story, such as <i>Way Home</i> by Libby Hawthorne. Introduce some of the charities that work with people who are homeless or who are living in temporary accommodation and how they support people. One example is Shelter. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils discuss some of the difficulties of homelessness relating to, for example: health, education, social (friends / family), work / career / aspirations. Carousel - Pupils record their ideas on pieces on pieces of flipchart paper which, after a short while, are passed on to each group. Pupils add to the ideas each time they are passed on. <i>groups</i></li> <li>• <b>Closing activity:</b> Ask the pupils to record responses to - What does home mean to you? <i>individual</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>○ Pupils add to/amend their brainstorm or complete a new version – Why do people move countries?</li> <li>○ Pupils complete the self-reflection sheet – Human rights</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How do we know it's working?                     <ul style="list-style-type: none"> <li>- What does home mean to you? <a href="http://www.risc.org.uk/toolkit">www.risc.org.uk/toolkit</a></li> </ul> </li> <li>• Primary school resources, <i>Shelter</i>, <a href="http://www.shelterclassroomkit.org.uk">www.shelterclassroomkit.org.uk</a></li> <li>• <i>Way Home, Libby Hawthorne.</i></li> </ul>
Children's literature to support the topic		Help, advice and support
<ul style="list-style-type: none"> <li>• Hitler's canary, Sandy Toksvig</li> <li>• The unforgotten coat, Frank Cotreel Boyce</li> <li>• Dia's story cloth: Hmong People's Journey of Freedom, Dia Cha</li> <li>• The land, Armin Greder</li> <li>• My name is Sangoel, Karen Williams</li> </ul>	<ul style="list-style-type: none"> <li>• Azzi in between, Sarah Garland</li> <li>• Mohammed's journey / Hamzat's journey / Gervelie's journey (a refugee diary), Anthony Robinson</li> <li>• Four feet, two sandals, Karen Lynn Williams</li> <li>• Way home, Libby Hawthorne</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> <li>• ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>• Unicef: <a href="http://www.unicef.org.uk">www.unicef.org.uk</a></li> <li>• Shelter: <a href="http://www.shelter.org.uk">www.shelter.org.uk</a></li> </ul>

Add to the brainstorm





What are some of the rights of the child from the UN convention for the rights of the child?

What are the characteristics of 'feeling at home'?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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# Healthy minds

## Year 6 – Mental health and wellbeing

### Healthy minds

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn what mental health is</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know that mental health is about emotions, moods and feelings - how we think, feel and behave</li> <li>• recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent</li> <li>• know that there is help, advice and support available about mental health</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>◦ Pupils consider what will best support a person experiencing mental health difficulties (themselves, their friends and families, local community and society) – Circles of support</li> </ul> </li> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils are shown pictures of people experiencing different emotions (states of mental health).</li> <li>• Pupils label them explaining what they think the pictures depict and then suggest an overarching title for them all. <i>groups or whole class</i></li> <li>• <b>Introductory activity:</b> With the pupils agree a definition of 'mental health'. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils make a scatter graph using vocabulary to describe different emotions and using the graph to plot both good and not-so-good emotions. <i>pairs</i></li> <li>• <b>Closing activity:</b> Pupils make plot points on the scatter graph and join them together to make a line graph. Pupils use this to discuss how emotions and feelings change and fluctuate over time. <i>pairs</i></li> <li>• <b>In addition:</b> Pupils can make their own, personalised line graph of emotions, by plotting points on a piece of paper, which are joined together by a line, to demonstrate their own fluctuating feelings over a period of time.</li> </ul>	<p><b>Healthy minds, Islington Health and Wellbeing Team</b></p> <p>Lesson 1, What is mental health?</p>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about what can affect mental health and some ways of dealing with this</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• recognise what can affect a person's mental health</li> <li>• know some ways of dealing with stress and how people can get help and support</li> <li>• understand that anyone can be affected by mental ill health</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Pupils list the worries a young person or adult may experience on the outline of a bucket outline (bucket full of worries). Pupils indicate how big an issue each might be by drawing different size water 'blobs / water droplets'. <i>groups</i></li> <li>• <b>Introductory activity:</b> Pupils describe how it feels if the bucket starts to fill up. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils label the behaviours people might exhibit when the bucket is full, by labelling the outside of the bucket outline. <i>groups</i></li> <li>• <b>Closing activity:</b> Pupils discuss the types of things people can do to help release, manage or cope with some of the worrying feelings. Pupils add taps to the bucket to label the different coping strategies and decide which are helpful and which would not be a helpful or positive strategy. <i>groups</i></li> </ul>	<p><b>Healthy minds, Islington Health and Wellbeing Team</b></p> <p>Lesson 2, What can affect mental health?</p>

## Year 6 – Mental health and wellbeing

## Healthy minds

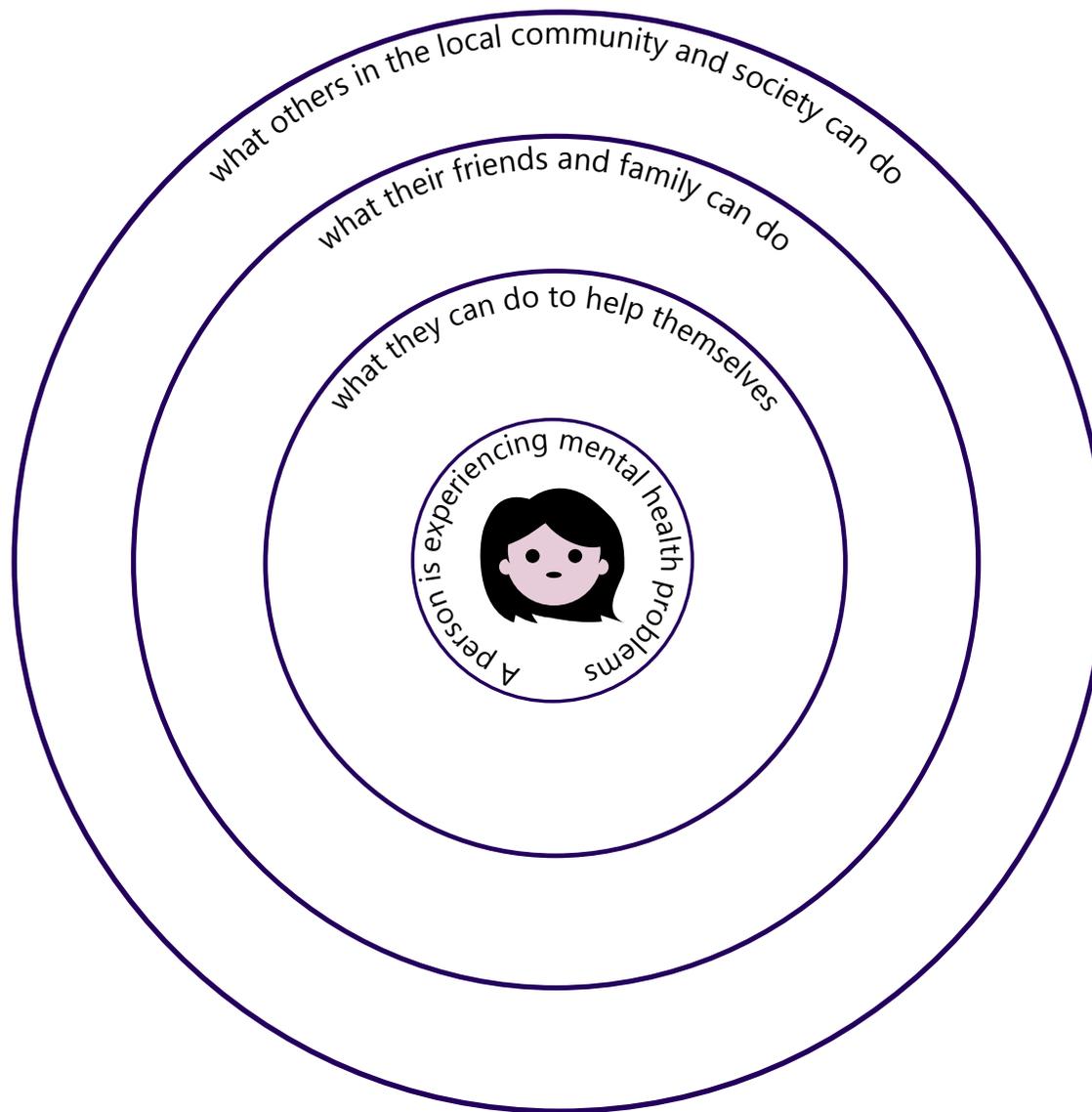
Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about some everyday ways to look after mental health</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know some everyday ways of looking after mental health</li> <li>• can explain why looking after mental health is as important as looking after physical health</li> <li>• understand that some things that support mental health will also support physical health</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> In groups, pupils are given one heading from each of the seven steps of wellbeing on a piece of flipchart paper. Carousel – pupils, in their groups, list the different activities people can do relating to each heading. After a short while, pass the flipchart paper on to the next group. Continue this until the original group receive their list back and notice what has been added and how it has changed. <i>groups</i></li> <li>• <b>Introductory activity:</b> Introduce and explain what is meant by the seven steps to wellbeing in more detail and how by doing the seven steps to wellbeing, people can help to look after their mental health. <i>whole class</i></li> <li>• <b>Main activity:</b> Pupils are given cards with different activities on and a blank Venn diagram. Pupils categorise activities that support physical health, activities that support mental health, those that do both and those that do neither. <i>pairs or groups</i></li> <li>• <b>Closing activity:</b> Pupils complete the sentence starter: It is important for a person to look after their mental health every day because _____. <i>pairs</i></li> </ul>	<p><b>Healthy minds, Islington Health and Wellbeing Team</b></p> <p>Lesson 3, Mental health everyday</p>

## Year 6 – Mental health and wellbeing

## Healthy minds

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON FOUR</b></p> <p><b>Pupils learn about the stigma and discrimination that can surround mental health</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>recognise that stigma and discrimination of people living with mental health problems can and does exist</li> <li>explain the negative effect that this can have</li> <li>know what can help to have a more positive effect (and therefore reduce stigma and discrimination)</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils brainstorm words that people use to describe mental illness. These might include derogatory terms or vocabulary pupils would not normally be allowed to use in school. Pupils sort these into words that feel 'ok' and those which are 'not ok'. Pupils discuss the difference. <i>groups</i></li> <li><b>Introductory activity:</b> Pupils read a profile of a person who may or may not be experiencing mental health ill-health, but imagine that they have heard someone describing them using the 'not ok' words or have said the 'not ok' words directly to them. Pupils discuss how this might affect the person in the profile. <i>groups</i></li> <li><b>Main activity:</b> Pupils role play an imaginary situation on a bus with a person who is experiencing a mental health difficulty (using an empty chair to symbolise the person). Pupils role-play the most appropriate ways of behaving. <i>whole class</i></li> <li><b>Closing activity:</b> The length of the classroom is labelled strongly agree, agree, not sure, disagree, strongly disagree to make a line of continuum. Pupils are read statements about mental health. Pupils choose the response they think is correct by standing nearest the label that relates to their understanding. <i>whole class</i></li> <li><b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>Pupils add to/amend their original ideas of what will best support a person experiencing mental health difficulties (themselves, their friends and families, local community and society) – Circles of support or complete a new version</li> <li>Pupils complete the self-reflection sheet – Healthy minds</li> </ul> </li> </ul>	<p><b>Healthy minds, Islington Health and Wellbeing Team</b></p> <p>Lesson 4, Mental health, stigma and discrimination</p>
<p><b>Children's literature to support the topic</b></p>	<p><b>Help, advice and support</b></p>	
<ul style="list-style-type: none"> <li>The wise mouse, Virginia Ironside</li> <li>The illustrated mum, Jacqueline Wilson</li> <li>My mum's from planet Pluto, Gwyneth Rees</li> <li>Grandpa has changed, Pam Pollach and Mel Belviso</li> <li>Helicopter man, Elizabeth Fensham</li> <li>Finding a voice – friendship is a two-way street, Kim Hood</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust</li> <li>Call ChildLine: 0800 11 11 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>Young Minds <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></li> </ul>	

### Circles of support





What is mental health?

How can people look after their mental health every day?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments





Keeping safe  
- out and  
about

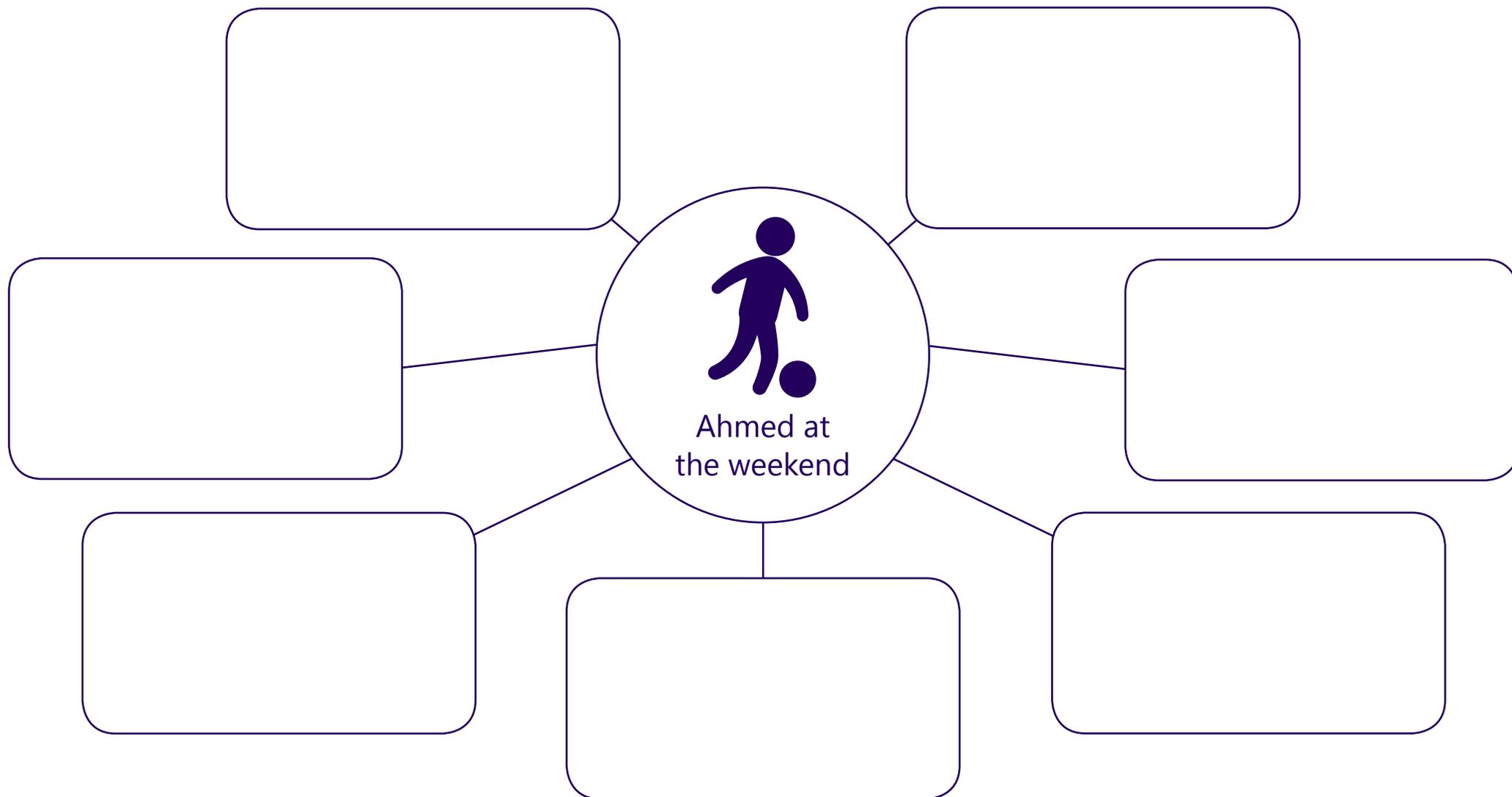
**Year 6 – Keeping safe and managing risk**  
**Keeping safe – out and about**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON ONE</b></p> <p><b>Pupils learn about feelings of being out and about in the local area with increasing independence</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are aware of potential risks when out and about in the local area</li> <li>describe a range of feelings associated with being out and about</li> <li>understand that people can make assumptions about others that might not reflect reality</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-topic assessment activity:</b> <ul style="list-style-type: none"> <li>Pupils consider the types of risks a young person may come across when out and about (Ahmed at the weekend)</li> </ul> </li> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils are introduced to a fictional character (persona doll) and are given a blank storyboard (fold an A3 piece of paper into eight sections). <i>individual</i></li> <li><b>Introductory activity:</b> Tell the first part of a story introducing a character who is growing up and is being allowed to stay out and about longer or later, pupils draw or write about the feelings the character has about this (box 1). In box 2, pupils draw or write about how their mum feels about it. Discuss whether fears are real, possible or imaginary. <i>individual</i></li> <li><b>Main activity:</b> In box 3, pupils draw or write about feelings the character has about walking past a group of older children and what they decide to do about this. <i>individual</i></li> <li><b>Closing activity:</b> Give the pupils another separate piece of paper and ask them to draw the group. Pupils discuss the stereotypes and assumptions the character may have made. <i>individual and groups</i></li> </ul>	<p><b>Keeping safe: out and about,</b>  <b>Islington Health and Wellbeing Team</b>                  Lesson 1</p>
<p><b>LESSON TWO</b></p> <p><b>Pupils learn about recognising and responding to peer pressure</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify risky behaviour in peer groups</li> <li>recognise and respond to peer pressure and who they can ask for help</li> <li>understand how people feel if they are asked to do something they are unsure about</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Give out the pupils' storyboards from the previous lesson. Recap the story so far. <i>whole class</i></li> <li><b>Introductory activity:</b> Tell the pupils the next part of the story. Explain that the character has become friends with the group, pupils draw or write about how the character feels about this and what the group like to do (box 4). Pupils consider whether any of the activities are or could be, risky. <i>individual</i></li> <li><b>Main activity:</b> Introduce a dilemma in the story (Teachers will need to choose one of the below):                     <ul style="list-style-type: none"> <li>The character is given something by the group to take across the estate to another group</li> <li>The character is given something to look after for the group</li> <li>The character is asked to do something by the group</li> </ul>                     Pupils draw or write what the character has been asked to carry / look after / do in box 5. In box 6, draw or write how the character feels about doing this. In box 7, pupils draw or write what they think the character should do. In box 8, ask the pupils to jot their ideas about what happens next. <i>individual</i> </li> <li><b>Closing activity:</b> Ask the pupils to look back over their stories, and identify a crisis point in the story and at which points the character may have been able to ask for help or done something before it became a crisis. <i>pairs</i></li> </ul>	<p><b>Keeping safe: out and about,</b>  <b>Islington Health and Wellbeing Team</b>                  Lesson 2</p>

**Year 6 – Keeping safe and managing risk**  
**Keeping safe – out and about**

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p><b>LESSON THREE</b></p> <p><b>Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know some of the consequences of anti-social behaviour, including the law</li> <li>• describe ways to resist peer pressure</li> <li>• recognise they have responsibility for their behaviour and actions</li> </ul>	<p><i>Teachers may want to analyse the pupils' responses to the stories in the previous lessons to structure the lesson content.</i></p> <ul style="list-style-type: none"> <li>• <b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li>• <b>Hook activity:</b> Give out copies of cards showing possible things, including risky things the character in the story, or a young person, might carry / look after / do (include ideas from the pupils' previous activities too). Pupils sort the cards into ok / not ok / not sure. <i>groups</i></li> <li>• <b>Introductory activity:</b> Define what is meant by 'legal' and 'illegal'. Pupils re-sort the cards into two groups - legal and illegal. <i>groups</i></li> <li>• <b>Main activity:</b> Pupils are given scenario cards with different activities or situations that may be illegal or carry some form of risk with them. Pupils role-play the situations and rehearse ways of saying 'no'. Pupils also discuss what to do after such an incident has occurred and where to get further help, advice and support. <i>groups</i></li> <li>• <b>Closing activity:</b> Go back to the story of the character, ask the pupils to help you make up a positive ending to the story. Ask the pupils to share something they have learned over the last three lessons with a partner. <i>whole class and pairs</i></li> <li>• <b>In addition:</b> <i>Islington schools: Contact your Safer Schools Officer about the primary school engagement programme workshop: Keeping yourself safe –making the right decisions! and / or reality of gangs and street crime (via Victim Support)</i></li> <li>• <b>Post-topic assessment activities:</b> <ul style="list-style-type: none"> <li>○ Pupils add to/amend the types of risks a young person may come across when out and about (Ahmed at the weekend)</li> <li>○ Pupils complete the self-reflection sheet – Keeping safe – out and about</li> </ul> </li> </ul>	<p><b>Keeping safe: out and about,</b>  <b>Islington Health and Wellbeing Team</b>                  Lesson 3</p> <p><i>Islington schools: Contact your Safer Schools Officer about the primary school engagement programme workshop: Keeping yourself safe – making the right decisions! and / or reality of gangs and street crime (via Victim Support)</i></p>
<p><b>Children's literature to support the topic</b></p>	<p><b>Help, advice and support for pupils</b></p>	
<ul style="list-style-type: none"> <li>• Miracle on separation street, Bob Graham</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> <li>• ChildLine: 0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>• In an emergency: 999</li> <li>• NSPCC gangs helpline: 0808 800 5000</li> </ul>	

What types of risk are there for young people?





What is anti-social behaviour?

What could someone do if they were asked to something they feel unsure about?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher comments

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**Year 6 – Keeping safe and managing risk**  
**FGM (female genital mutilation)**

Learning intentions and outcomes	Ideas for a lesson	Suggested teaching resources
<p><b>FGM lesson</b></p> <p><b>Pupils learn about the importance for girls to be protected against FGM</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that FGM is a form of abuse</li> <li>understand that everyone has the right to be protected against harm to their bodies</li> <li>know where and how someone can get help and support</li> </ul>	<ul style="list-style-type: none"> <li><b>Ground rules:</b> Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed.</li> <li><b>Hook activity:</b> Pupils watch the My Body, My Rules animation. Pupils discuss what was happening in the film and how it made them feel. Pupils discuss the key messages put across by the film. <i>whole class</i></li> <li><b>Introductory activity:</b> With the pupils, discuss what is meant by FGM by explaining each word: female (girls or women), genital (sex parts, sexual organs, in women – vagina), mutilation (to injure, disfigure, make imperfect by damaging or removing parts, to deprive of an essential limb or other part). Make it clear that FGM is illegal (against the law). <i>whole class</i>  <i>FGM is when people change, alter or remove a girl's genitals. This is harmful for a girl's health and can be very scary and painful for the girl and goes against a girl's right to be safe. FGM happens across the world, including in the UK, but is not normally done by doctors in hospitals. A girl may feel under pressure (including from their family or friends) to undergo FGM or keep it a secret. She may be told she is going on a special holiday, to have a big party or to become a woman.</i></li> <li><b>Main activity:</b> Pupils discuss why people be asked to keep FGM a secret or feel like they can't talk about FGM? (For example: loyalty to family, don't want to get family in trouble, reluctant or embarrassed to talk about their private parts). Pupils record different ideas on post-it notes, then give their posit-it notes to another group. Pupils choose the two most likely reasons. <i>groups</i></li> <li><b>Closing activity:</b> Discuss with the pupils, the importance of telling someone if they, or someone they know, have experienced or might be at risk of FGM. Explain where pupils can access help or advice about FGM. Display the acronym PANTS on the board (NSPCC underwear rule). Ask pupils to remember the meaning of PANTS and revise this together. <i>pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>My Body, My Rules – a 3 minute animated film at raising awareness of female genital animation (FGM) amongst primary school aged children in the UK, developed by FORWARD <a href="http://www.youtube.com/watch?v=W2lStB6Z3Vw">www.youtube.com/watch?v=W2lStB6Z3Vw</a></li> <li>NSPCC PANTS campaign materials and lesson plan - <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></li> <li>FORWARD run the My Body, My Rules schools programme and can offer further advice or support <a href="http://www.forwarduk.org.uk">www.forwarduk.org.uk</a></li> <li>In Islington: <ul style="list-style-type: none"> <li>Heather Vacciana, Islington Anti-bullying Coordinator and Home Safe Domestic Violence Prevention Officer, is available to deliver in-class sessions about FGM – <a href="mailto:heather.vacciana@islington.gov.uk">heather.vacciana@islington.gov.uk</a></li> <li>For teaching and learning support for teachers, delivering this lesson, please contact Sally Martin, Health Improvement Adviser: Children's Life Skills <a href="mailto:sally.martin@islington.gov.uk">sally.martin@islington.gov.uk</a></li> </ul> </li> </ul>
<p><b>Children's literature to support the topic</b></p>	<p><b>Help, advice and support</b></p> <ul style="list-style-type: none"> <li>Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust</li> <li>NSPCC 24h hour FGM helpline: 0800 028 3550 or email <a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a> website <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></li> <li>ChildLine 0800 1111 website <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> </ul>	



# Resources list

## Suggested teaching resources to accompany You, Me, PSHE

Teaching resource	Y1	Y2	Y3	Y4	Y5	Y6
<b>Sex and relationship education</b>						
A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i>		•		•		•
Channel 4, Living and Growing DVD		•		•		•
All change (girls) and All Change (boys) – leaflets for pupils <a href="http://www.sexualhealthsheffield.nhs.uk/resources/">www.sexualhealthsheffield.nhs.uk/resources/</a>				•		
Anatomically correct farmyard animals toys/models, <a href="http://www.schleich.org.uk">www.schleich.org.uk</a>		•				
<b>Drug, alcohol and tobacco education</b>						
Drug Wise, <i>Islington Health and Wellbeing Team</i>	•	•	•	•	•	•
<b>Mental health and emotional wellbeing</b>						
Healthy Minds, <i>Islington Health and Wellbeing Team</i>						•
Teaching about mental health and wellbeing, <i>The PSHE Association</i>	•				•	
Inside Out - Getting in touch with your feelings <i>Camden Health and Wellbeing Team, Contact <a href="mailto:Jude.Clements@camden.gov.uk">Jude.Clements@camden.gov.uk</a></i>					•	

## Suggested teaching resources to accompany You, Me, PSHE

Teaching resource	Y1	Y2	Y3	Y4	Y5	Y6
Look, Think, Do - pictorial resources <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a>		•	•			
KS1 PSHE and citizenship class clips, <i>BBC Bitesize</i> , video clips about feelings and friendship <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a>	•	•				
Lesson plans and PowerPoint presentations, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a>	•		•		•	
Ways to tame a tempersaurus display cards <a href="http://www.smlworld.co.uk">www.smlworld.co.uk</a>	•					
Blobs emotion cards and books <a href="http://www.speechmark.net/search/Blob">www.speechmark.net/search/Blob</a>					•	
The Small Creature and friends, <i>British Heart Foundation</i>	•					
Life Changes - loss, change and bereavement for children aged 3-11 years old, <i>Tacade</i> <a href="http://www.lionslifefskills.co.uk">www.lionslifefskills.co.uk</a>	•				•	
Good Grief - exploring feelings loss and death with under elevens, <i>Barbara Ward and Associates</i>	•				•	

## Suggested teaching resources to accompany You, Me, PSHE

Teaching resource	Y1	Y2	Y3	Y4	Y5	Y6
<b>Physical health and wellbeing</b>						
Fun, Food and Fitness, <i>Islington Health and Wellbeing Team</i>	•	•	•	•	•	
Food a fact of life <a href="http://www.foodafactoflife.org.uk/">www.foodafactoflife.org.uk/</a>		•	•			
KS1 PSHE and citizenship class clips, <i>BBC Bitesize</i> , video clips about healthy eating <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a>		•				
A child's eye view of festivals DVDs <a href="http://www.childseyemedia.com">www.childseyemedia.com</a>	•					
Espresso faiths – video clips about people, different religions, cultures and festivals <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a>	•					
How do we know it's working? Book 2, <a href="http://www.risc.org.uk/toolkit">www.risc.org.uk/toolkit</a>				•	•	
A child's eye view of keeping healthy, staying safe / A child's eye view of people who help us DVDs <a href="http://www.childseyemedia.com">www.childseyemedia.com</a>		•				
Cuddly versions of germs <a href="http://www.giantmicrobes.com">www.giantmicrobes.com</a>		•				
Lesson activities for learning about the spread of germs and how to prevent them <a href="http://www.e-bug.eu">www.e-bug.eu</a>		•				
Dove self-esteem project for girls <a href="http://www.selfesteem.dove.co.uk">www.selfesteem.dove.co.uk</a>					•	

## Suggested teaching resources to accompany You, Me, PSHE

Teaching resource	Y1	Y2	Y3	Y4	Y5	Y6
Lesson plans and PowerPoint presentations, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a>					•	
<b>Keeping safe and managing risk</b>						
Who can play? <i>Islington Health and Wellbeing Team</i>				•		
Keeping safe: out and about, <i>Islington Health and Wellbeing Team</i>						•
Expect Respect Toolkit <a href="http://www.womensaid.org.uk/what-we-do/safer-futures/">www.womensaid.org.uk/what-we-do/safer-futures/</a>	•				•	
NSPCC PANTS campaign materials and lesson plan <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a>	•					•
Kiko and the hand - animation, <i>Council of Europe</i> <a href="https://www.youtube.com/watch?v=YCilxL6upWY">https://www.youtube.com/watch?v=YCilxL6upWY</a>	•					
Big Talk Education cards <a href="http://www.bigtalkeducation.co.uk/resources-for-primaries.html">www.bigtalkeducation.co.uk/resources-for-primaries.html</a>	•				•	
Railway Children - Key Stage 2 runaway prevention pack, <a href="http://www.railwaychildren.org.uk">www.railwaychildren.org.uk</a>					•	
My Life for Schools, <i>The Children's Society</i> , Unit 8: Young runaways, Lesson 1, 2 and 3 <a href="http://www.mylife4schools.org.uk">www.mylife4schools.org.uk</a>					•	
Lesson plans and PowerPoint presentations, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a>	•		•			

## Suggested teaching resources to accompany You, Me, PSHE

Teaching resource	Y1	Y2	Y3	Y4	Y5	Y6
KS1 PSHE and citizenship class clips, BBC <i>Bitesize</i> , video clips about safety in the home <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a>		•				
KS2 PSHE and citizenship class clips, BBC <i>Bitesize</i> , video clips about friendship and bullying <a href="http://www.bbc.co.uk/education/subjects/zqtnvcw">www.bbc.co.uk/education/subjects/zqtnvcw</a>			•		•	
A child's eye view of keeping healthy, staying safe (DVD) <a href="http://www.childseyemedia.com">www.childseyemedia.com</a>	•					
Worksheets and interactive games about keeping safe, <i>Nationwide Education</i> <a href="http://www.nationwideeducation.co.uk/search?themes16=home-safety-skills&amp;page=1">www.nationwideeducation.co.uk/search?themes16=home-safety-skills&amp;page=1</a>		•				
Shorething, <i>The Royal National Lifeboat Institution</i> (RNLI) <a href="http://www.rnli.org/shorething">www.rnli.org/shorething</a>		•		•		
Think! Education, road safety resources for pupils <a href="http://think.direct.gov.uk/education/early-years-and-primary/">http://think.direct.gov.uk/education/early-years-and-primary/</a>		•		•		
Life. Live it. <i>The Red Cross</i> , Lesson plans and activity sheets for pupils about first aid. (Spot the danger) <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children">www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children</a>		•		•		
Smartie the Penguin - online safety story, resources and lesson plan, <i>Childnet</i> <a href="http://www.childnet.com/resources/smartie-the-penguin">www.childnet.com/resources/smartie-the-penguin</a>		•			•	
Trust me KS2, <i>Childnet</i> , <a href="http://www.childnet.com/trustme">www.childnet.com/trustme</a>					•	
THINKUKNOW, CEOP, <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>		•			•	

## Suggested teaching resources to accompany You, Me, PSHE

Teaching resource	Y1	Y2	Y3	Y4	Y5	Y6
NSPCC share aware campaign: video clips – ‘I saw your willy’ and ‘Lucy and the boy’ <a href="http://www.nspcc.org.uk/ShareAware">www.nspcc.org.uk/ShareAware</a>					•	
Real Love Rocks - healthy relationships and child sexual exploitation prevention resource, <i>Barnardos</i> , <a href="http://www.barnardosrealloverocks.org.uk/">www.barnardosrealloverocks.org.uk/</a>					•	
Alright Charlie, <i>Yorkshire MESMAC</i> , <a href="http://www.mesmac.co.uk/projects/blast/for-professionals/resources">www.mesmac.co.uk/projects/blast/for-professionals/resources</a>					•	
The Hideout, <i>Women’s Aid</i> , <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a>					•	
<b>Careers, financial capability and economic wellbeing</b>						
Lessons about keeping our money safe 5-11, <i>Stop Loan Sharks</i> , <a href="http://www.birmingham.gov.uk/stoploansharks">www.birmingham.gov.uk/stoploansharks</a>	•		•		•	
Penny Wise finds out about saving and borrowing, <i>Southgate publishing</i> <a href="http://www.southgatepublishers.co.uk/financial.html">www.southgatepublishers.co.uk/financial.html</a>					•	
Inspiring futures, raising aspirations – girls in STEM, <i>Siemens</i> , KS2 scheme of work, <a href="http://www.siemens.co.uk/education/en/teachers/teaching-resources/schemes-of-work-ks2_other.htm">www.siemens.co.uk/education/en/teachers/teaching-resources/schemes-of-work-ks2_other.htm</a>			•		•	
KS2 PSHE and citizenship class clips, <i>BBC Bitesize</i> , video clips about different jobs <a href="http://www.bbc.co.uk/education/subjects/zqtnvcw">www.bbc.co.uk/education/subjects/zqtnvcw</a>			•			
The fiver challenge and other resources to teach about enterprise <a href="http://www.fiverchallenge.org.uk/">www.fiverchallenge.org.uk/</a>					•	

# Suggested teaching resources to accompany You, Me, PSHE

Teaching resource	Y1	Y2	Y3	Y4	Y5	Y6
A variety of resources for teaching about financial capability and economic wellbeing are available from <a href="http://www.pfeg.org">www.pfeg.org</a>	•		•		•	

## Suggested teaching resources to accompany You, Me, PSHE

Teaching resource	Y1	Y2	Y3	Y4	Y5	Y6
<b>Identity, society and equality</b>						
Out with homophobia, <i>Islington Health and Wellbeing Team</i>					•	
KS1 PSHE and citizenship class clips, BBC <i>Bitesize</i> , video clips about taking responsibility <a href="http://www.bbc.co.uk/education/subjects/zmpfb9q">www.bbc.co.uk/education/subjects/zmpfb9q</a>	•					
KS2 PSHE and citizenship class clips, BBC <i>Bitesize</i> , video clips about respecting differences, people and places <a href="http://www.bbc.co.uk/education/subjects/zqtnvcw">www.bbc.co.uk/education/subjects/zqtnvcw</a>			•			•
Lesson plans and PowerPoint presentations, <i>Go Givers</i> <a href="http://www.gogivers.org">www.gogivers.org</a>	•		•	•		•
Celebrating Us – About us, profiles <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a>			•			•
Growing up around the world KS2 – meet the children / differences, similarities and challenges - <a href="http://www.lgfl.org.uk">www.lgfl.org.uk</a>			•			•
Video clips and lesson plans, <i>Stonewall</i> <a href="http://www.stonewallprimary.org.uk">www.stonewallprimary.org.uk</a>			•		•	
Range of teaching resources about Parliament <a href="http://www.parliament.uk/education/teaching-resources-lesson-plans?cat=ks2,citizenship">www.parliament.uk/education/teaching-resources-lesson-plans?cat=ks2,citizenship</a>				•		
Benefits debate lesson, <i>Rob Shreeves, Newington Green Primary School</i> , <a href="http://www.islingtoncs.org">www.islingtoncs.org</a>				•		
Citizenship lesson plans - Animal Parliament, <i>My Society / Citizenship Foundation</i> <a href="http://www.mysociety.org/lesson-plans/">www.mysociety.org/lesson-plans/</a>				•		

## Suggested teaching resources to accompany You, Me, PSHE

Teaching resource	Y1	Y2	Y3	Y4	Y5	Y6
In search of safety, children and the refugee crisis in Europe, a teaching resource, Unicef <a href="http://www.unicef.org.uk/Documents/Education-Documents/refugee-resource/in-search-of-safety-complete-teaching-pack.pdf">http://www.unicef.org.uk/Documents/Education-Documents/refugee-resource/in-search-of-safety-complete-teaching-pack.pdf</a>						•
How do we know it's working? Book 2, <a href="http://www.risc.org.uk/toolkit">www.risc.org.uk/toolkit</a>						•
Primary school resources, <i>Shelter</i> <a href="http://www.shelterclassroomkit.org.uk">www.shelterclassroomkit.org.uk</a>						•

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- Heather Vacciana, Islington Anti-Bullying Coordinator and Domestic Violence Prevention Officer
- Tim Spafford, Equalities and Community Cohesion Consultant
- Islington Education Library Service
- Jenny Barksfield and Karen Summers, PSHE Association
- Janice Slough, independent PSHE education consultant

### Guidance

- DfE, Keeping children safe in education; statutory guidance for schools, May 2016
- DfE, National Curriculum, 2014
- Ofsted, Common Inspections Framework, 2015
- Ofsted, Not yet good enough: personal, social, health and economic education, 2013
- Personal Finance Education Group (pfeg) / Young Enterprise, Financial education planning framework, November 2013
- The Alcohol and Drug Education and Prevention Information Service (ADEPIS), Quality standards for effective alcohol and drug education, March 2014
- The PSHE Association, Guidance on developing your PSHE curriculum, September 2014
- The PSHE Association Programme of study, May 2016,
- The Sex Education Forum (SEF), Brook and the PSHE Association, SRE for the 21st Century – supplementary advice for schools, 2014

### **You, Me, PSHE was developed and written by the Islington Health and Wellbeing Team**

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### **For further information or training opportunities please contact**

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