

**Ealing  
Scheme of Work  
for PSHE**

**September  
2008**

## **ACKNOWLEDGEMENTS**

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**September 2008**

Dear PSHE Coordinator

Welcome to the updated Ealing scheme of work for PSHE Education, September 2008. Please take time to read the following to help you understand the changes that have been made so far.

There are two programmes of study that now make up PSHE Education. These are:

**Economic Wellbeing and Financial Capability**

This is a new aspect to PSHE and makes up the new 'E'! The new programme of study has been mapped throughout the scheme of work where relevant.

**Personal Wellbeing**

You will find a grid on page 12 that maps the **key processes** of the Personal Wellbeing programme of study against the previous QCA end of key stage statements for PSHE. Currently QCA are in the process of re-writing the end of key stage statements to go alongside the new programme of study. Once we have received these we will then ensure that the scheme of work is updated appropriately. However we hope you will find this table useful in the meantime in planning your lessons to incorporate the new key processes. Please note that this table is not an exhaustive list so please refer back to the key processes when planning your lessons to see how they fit.

Please refer to the Egfl PSHE page for another table which maps the **range and content** of the new personal wellbeing programme of study with the Ealing scheme of work unit planners for KS3. The existing Ealing scheme of work is already very thorough in its content, as well as being clear about cross-curricular links and links with SEAL. The main aspect from the new programme of study that is not already clearly covered within the scheme is that **'students have a knowledge of basic first aid'**. If this is something that you are not already covering, then please take note to provide provision.

There are recommended resources on the **new updated resource page 146**, the format has changed as we hope you find this easier to use. Please always cross reference the unit plans with the new resource tables.

Finally the resource pages have been updated so please refer to these if you are looking to bring your current resources up to date.

For further information on the new programmes of study, please go to:

<http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/index.aspx>

For regular updates on PSHE Education: <http://www.pshe-association.org.uk/>

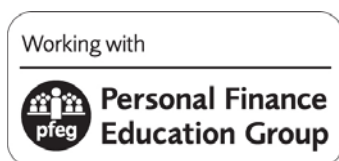
Otherwise, please get in touch with me if you have any queries.

Yours sincerely,

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## Introduction

### Foreword

*'The components of good health will be a core part of children's experience in schools through a coordinated whole school approach to health'*

Choosing Health, Making healthy choices easier. Executive summary (DH 2004).

The Ealing Healthy Schools Team and its partners believe that through the effective delivery of PSHE we can contribute to reducing teenage pregnancy, obesity, bullying and health inequalities as well as improving the lifestyle choices that children and young people make while supporting students in an environment that promotes good mental health.

Together our aims for PSHE are to enable students to:

- Explore attitudes and values in a safe and supportive environment
- Develop knowledge, skills and understanding to empower them to make healthy and safe lifestyle choices
- Develop positive relationships and respect the difference and diversity in people

The following PSHE scheme of work (SOW) has been devised to support schools in Ealing to deliver quality PSHE to children and young people. Schools can use it as their SOW in its entirety or they can use parts of it within their already established PSHE curriculum. It is intended for it to be a living document that changes and develops as the needs of the students change. It contains a repertoire of useful ideas to inspire the development of innovative approaches to deliver PSHE within schools.

It is intended that this scheme will provide:

- assurance that effective drug education is being taught throughout both primary and secondary school
- all children and young people in Ealing will be provided with the same quality and coverage of PSHE
- a scheme of work which is easy to use by all staff in schools
- teachers with better skills and knowledge on how to assess, record and report in PSHE
- support in the integration of Primary Social and Emotional Aspects of Learning (SEAL) and Secondary SEAL material into PSHE

This SOW is one of many resources that schools can use to design and deliver PSHE. Schools using this scheme of work can be confident that they are meeting the non-statutory guidelines for PSHE from the Dfes as well as the QCA guidance and that they are integrating the SEAL and SEBS material into the PSHE curriculum. The scheme contributes to all of the Every Child Matters outcomes Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-Being and 4 of the 6 themes in each year level are taken directly from these outcomes.

Thank you to everyone who was involved in developing this PSHE scheme of work for Ealing schools and to everyone who will use this resource to help achieve the goal of enhancing the health and well-being of children and young people in Ealing.

## How to use the scheme of work

The Ealing Scheme of Work for PSHE is designed for schools to:

- use in its entirety;
- dip into to enhance its existing curriculum or
- provide extension activities for all areas of PSHE

This scheme of work is comprised of

1. Overview - An overview of the units for each Key Stage. This outlines the six topic areas covered within the year. They are not intended to be chronological and schools may wish to move units up or down a year depending on the needs of their pupils and cross curricular planning
2. Year Planner - The learning outcomes from the Early Learning Goals and the PSHE and Citizenship Curriculum for each year group and the breadth of opportunities that the school should provide within each year group to meet the needs of every child
3. Unit Plans - Six half termly unit planners for each year group. These planners are not intended to be chronological. Each school should determine when the subject matter is appropriate based on their knowledge of the pupils, pupil consultation and links with other subjects. Schools may choose to focus on and extend those units which meet the needs of their community

### Exemplar Unit Plan

Key Stage 1: Year group

Theme: Overview heading

Unit: Title / Topic

<b>Aims</b>	<b>Learning Outcomes</b>	<b>Suggested Activities</b>	<b>Suggested Resources</b>	<b>NC Links / Notes</b>	<b>Word Box</b>
<i>National curriculum programmes of study</i>	<i>Intended outcomes from the whole unit not individual lessons. These are based on the End of Key Stage Statements</i>	<i>Recommended practice. QCA units of work available on-line SEAL units of work which link to this planner Schools should dip into these as appropriate for their pupils</i>	<i>Recommended resources</i>	<i>Links to other curriculum areas / programmes of study Notes – Issues to consider when delivering the PSHE programmes of study</i>	<i>Key concepts / words for pupils to understand</i>

4. A resource list for each year group and contact details for buying or accessing them on-line

## National Context

### The NEW PSHEE Curriculum

Personal, social, health and economic education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two new non-statutory programmes of study at key stages 3 and 4: personal wellbeing, and economic wellbeing and financial capability. The programmes of study are based on the Every Child Matters outcomes and build on the existing frameworks and guidelines in these areas.

### Economic wellbeing and financial capability

This non-statutory programme of study brings together careers education, work-related learning, enterprise and financial capability. It also provides a context for schools to fulfil their legal responsibility to provide opportunities for careers education at key stage 3, and for careers education and work-related learning at key stage 4.

There are a number of **key concepts** that underpin the study of economic wellbeing and financial capability. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

#### 1.1 Career

- a. Understanding that everyone has a 'career'.
- b. Developing a sense of personal identity for career progression.
- c. Understanding the qualities, attitudes and skills needed for employability.

#### 1.2 Capability

- a. Exploring what it means to be enterprising.
- b. Learning how to manage money and personal finances.
- c. Understanding how to make creative and realistic plans for transition.
- d. Becoming critical consumers of goods and services.

#### 1.3 Risk

- a. Understanding risk in both positive and negative terms.
- b. Understanding the need to manage risk in the context of financial and
- c. Career choices.
- d. Taking risks and learning from mistakes.

#### 1.4 Economic understanding

- a. Understanding the economic and business environment.
- b. Understanding the functions and uses of money.

There are also a number of **key processes**, which are considered essential skills and processes in economic wellbeing and financial capability that pupils need to learn to make progress.

#### 2.1 Self-development

Pupils should be able to:

- a. Develop and maintain their self-esteem and envisage a positive future for themselves in work
- b. Identify major life roles and ways of managing the relationships between them
- c. Assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise
- d. Review their experiences and achievements.

#### 2.2 Exploration

Pupils should be able to:

- a. Use a variety of information sources to explore options and choices in career and financial contexts
- b. Recognise bias and inaccuracies in information about learning pathways, work and enterprise
- c. Investigate the main trends in employment and relate these to their career plans.

#### 2.3 Enterprise

Pupils should be able to:

- a. Identify the main qualities and skills needed to enter and thrive in the working world
- b. Assess, undertake and manage risk
- c. Take action to improve their chances in their career
- d. Manage change and transition

- e. Use approaches to working with others, problem-solving and action planning
- f. Understand and apply skills and qualities for enterprise
- g. Demonstrate and apply understanding of economic ideas.

## **2.4 Financial capability**

Pupils should be able to:

- a. Manage their money
- b. Understand financial risk and reward
- c. Explain financial terms and products
- d. Identify how finance will play an important part in their lives and in achieving their aspirations.

The **range and content** below outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of economic wellbeing and financial capability should include:

- a. Different types of work, including employment, self-employment and voluntary work
- b. Work roles and identities
- c. The range of opportunities in learning and work and changing patterns of employment (local, national, European and global)
- d. The personal review and planning process
- e. Skills and qualities in relation to employers' needs
- f. A range of economic and business terms, including the effect of competition on product and price
- g. Personal budgeting, money management and a range of financial products and services
- h. Risk and reward, and how money can make money through savings, investment and trade
- i. How businesses use finance
- j. Social and moral dilemmas about the use of money.

During the key stage pupils should be offered the following **curriculum opportunities** that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a. Use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- b. Recognise, develop and apply their skills for enterprise and employability
- c. Have direct and indirect contact with people from business
- d. Explore options and progression routes in learning
- e. Have contact with information, advice and guidance specialists
- f. Engage with ideas, challenges and applications from the business world
- g. Explore sources of information and ideas about work and enterprise
- h. Discuss contemporary issues in work
- i. Write a personal statement and make an individual learning and career plan for their transition into the 14–19 phase
- j. Make links between economic wellbeing and financial capability and other subjects and areas of the curriculum

## **Personal wellbeing**

This non-statutory programme of study provides a context for schools to fulfil their legal responsibilities to promote the wellbeing of pupils and provide a programme of sex and relationships education and drugs education. It also provides schools with an opportunity to focus on delivery of the skills identified in the framework for Social and Emotional Aspects of Learning (SEAL). Below is an outline of the key concepts, processes, the range and content and curriculum opportunities for both KS3 and KS4.

### **1. Key concepts**

There are a number of key concepts that underpin the study of personal wellbeing. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

#### **1.1 Personal Identities**

- a) Understanding that identity is affected by a range of factors, including a positive sense of self.

- b) Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievement and employment.

### **1.2 Healthy Lifestyles**

- a) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- b) Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.
- c) Dealing with growth and change as normal parts of growing up.

### **1.3 Risk**

- a) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations.
- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c) Developing the confidence to try new ideas and face challenges safely, individually and in groups.

### **1.4 Relationships**

- a) Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- b) Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- c) Understanding that relationships can cause strong feelings and emotions.

### **1.5 Diversity**

- a) Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b) Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

## **Key processes**

These are the essential skills and processes in personal wellbeing that students need to learn to make progress.

### **2.1 Critical reflection**

Students should be able to:

- a) reflect critically on their own and others' values and change their behaviour accordingly
- b) reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure
- c) identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals
- d) reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- e) develop self-awareness by reflecting critically on their behaviour and its impact on others.

### **2.2 Decision-making and managing risk**

Students should be able to:

- a) use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary
- b) find and evaluate information, advice and support from a variety of sources and be able to support others in doing so
- c) assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so
- d) use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help
- e) identify how managing feelings and emotions effectively supports decision-making and risk management.

### **2.3 Developing relationships and working with others**

Students should be able to:

- a) use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations

- b) use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c) work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration
- d) demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely
- e) explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.

### **3. Range and Content**

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of personal wellbeing should include:

- a) the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
- b) how the media portrays young people, body image and health issues
- c) the characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders
- d) the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities
- e) where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid
- f) characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis
- g) the roles and responsibilities of parents, carers, children and other family members
- h) parenting skills and qualities and their central importance to family life
- i) the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- j) the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.

### **Curriculum opportunities**

During the key stage students should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for students to:

- a) make real choices and decisions based on accurate information obtained through their own research using a range of sources, including national and local/ward data, the internet, other media sources and visits and visitors to or from the wider community
- b) form opinions and express viewpoints confidently to a range of audiences
- c) meet and work with people from the wider community both in school and through external visits
- d) use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- e) take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- f) work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork
- g) evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them
- h) identify sources of help, support and accurate information and take responsibility for providing accurate information to others in a range of situations
- i) make links between personal wellbeing and work in other areas subjects and areas of the curriculum and out-of-school activities.

<b>Key Processes from New Personal Wellbeing Programme of Study for KS3</b>	<b>QCA End of Key Stage Statements for PSHE KS3</b>
<ul style="list-style-type: none"> <li>• Reflect on personal strengths, achievements and areas for development</li> </ul>	Reflect on & evaluate their achievements & strengths in all areas of their lives and recognize their own worth.
<ul style="list-style-type: none"> <li>• Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves</li> </ul>	Demonstrate respect for differences between people
<ul style="list-style-type: none"> <li>• Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour</li> </ul>	Recognize some strong emotions and identify ways of managing these emotions positively (e.g. talking with a friend or teacher about their feelings on divorce or falling in love)
<ul style="list-style-type: none"> <li>• Identify and use strategies for setting and meeting personal targets in order to increase motivation</li> <li>• Reflect on personal strengths, achievements and areas for development</li> </ul>	Can plan realistic targets for KS4, & start relating career plans to qualifications & skills (e.g. in their choice of course options)
	Can explain how to stay physically & mentally healthy
<ul style="list-style-type: none"> <li>• Use knowledge and understanding to make informed choices about safety, health and wellbeing</li> <li>• Develop self-awareness by reflecting critically on their behaviour and its impact on others</li> </ul>	Can make informed choices to maintain their health & wellbeing, & can explain reasons for these choices (e.g. by being well informed in relation to STIs)
<ul style="list-style-type: none"> <li>• Assess and manage the element of risk in personal choices and situations</li> </ul>	Can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety & personal finances
<ul style="list-style-type: none"> <li>• Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others</li> </ul>	Can state the basic facts & laws about alcohol, tobacco, legal & illegal drugs
<ul style="list-style-type: none"> <li>• Use strategies for resisting unhelpful peer influence and pressure</li> <li>• Know when and how to get help</li> <li>• Use the social skills of communication, negotiation, assertiveness and collaboration</li> </ul>	Can demonstrate effective ways of resisting negative pressure, including from their peers (e.g. knowing where to get help, knowing that there is an option to delay, showing resilience)
<ul style="list-style-type: none"> <li>• Can reflect critically on their own and others values</li> <li>• Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves</li> </ul>	Can recognize difference & diversity (e.g. in culture, lifestyles, sexuality or relationships) and can demonstrate understanding & empathy towards others who live their lives in different ways
<ul style="list-style-type: none"> <li>• Challenge prejudice and discrimination assertively</li> </ul>	Can assertively challenge prejudice & discrimination (e.g. related to race, gender, disability etc)
<ul style="list-style-type: none"> <li>• Sexual activity, human reproduction, contraception, pregnancy, STIs and HIV and how high risk behaviours affect the health and wellbeing of individuals, families and communities</li> </ul>	Can recognize and discuss the importance of relationships to sexual activity (e.g. in terms of human reproduction, using contraception & STIs including HIV) & to marriage, parenthood & family life
<ul style="list-style-type: none"> <li>• Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences</li> <li>• Use social skills to build and maintain a range of positive relationships</li> </ul>	Can discuss ways that relationships change over time, & how to negotiate within relationships (e.g. agreeing a curfew time with parent/carer)

Please note that the list of key processes matched against the previous end of key stage statements is not exhaustive and many can be cross referenced

## Links to QCA Units

The QCA has developed unit planners for PSHE and Citizenship for each Key Stage. Throughout the scheme the overlap with these units has been noted. Schools may wish to deliver these units, use the other suggested resources or use them complementarily. The units include

- Citizenship ([www.standards.dfes.gov.uk/schemes2/ks1-2citizenship](http://www.standards.dfes.gov.uk/schemes2/ks1-2citizenship))
- PSHE including ([www.qca.org.uk/15037.html](http://www.qca.org.uk/15037.html))
  - Drugs
  - Financial Capability
  - Healthy Lifestyles
  - Sex and Relationship Education

NB: These have not been updated as of September 2008.

## Every Child Matters and Ofsted

Since September 2005, Ofsted expects schools to demonstrate how they are contributing to the five national outcomes for children.

- Be healthy
- Stay safe
- Enjoy and achieve
- Making a positive contribution
- Achieve economic well-being

Schools with a rigorous PSHE programme, particularly those who have achieved National Healthy School Status (2005) will be able to provide rigorous evidence of the following within their schools self evaluation form SEF

### 1. Characteristics of your school

Plans for improvement, targeted Healthy School Activity

### 2. Views of learners, parents/carers and other stakeholders

Whole school approach

### 3. Achievement and standards

### 4. Personal development and well-being

4a To what extent do learners adopt healthy lifestyles? Whether learners take adequate physical exercise, and eat and drink healthily, learners' growing understanding of how to live a healthy lifestyle

4b To what extent do learners feel safe and adopt safe practices? Whether learners feel safe from bullying and racist incidents the extent to which learners have confidence to talk to staff and others when they feel at risk

4c How much do learners enjoy their education? Take account of learners' attitudes, behaviour and attendance learners' spiritual, moral, social, emotional and cultural development

4d How well do learners make a positive contribution to the community? Learners' growing understanding of their rights and responsibilities, and of those of others how well learners express their views and contribute to communal activities

4e How well do learners prepare for their future economic well-being? How well learners develop skills and personal qualities that will enable them to achieve future economic well-being

### 5. The quality of provision

PSHE curriculum, teaching and learning

### 6. Leadership and management

### 7. Overall effectiveness and efficiency

([www.ecm.gov.uk](http://www.ecm.gov.uk))

## Food in Schools Programme

The Food in Schools programme aims to see all schools

- Have access to and promote healthy nutritious food and drink;
- Deliver clear and consistent messages about food, nutrition and healthy eating
- Provide opportunities to learn about diet, nutrition, food safety and hygiene, food preparation and cooking, as well as where food comes from;
- Actively promote healthy food and drink as part of an enjoyable and balanced diet and restrict the availability and promotion of other options.

## National Healthy School Programme

National healthy school status defines the criteria that schools need to satisfy in order to be recognised nationally as a healthy school.

The criteria relate to four themes:

- PSHE (including sex and relationship education and drug education)
- Healthy eating
- Physical activity and
- Emotional health and well-being (including bullying).

This PSHE Scheme of Work supports all schools who are working towards accreditation in **the National Healthy Schools Scheme**. In particular it provides evidence for:

**Theme 1: PSHE**

*1.1 Uses the PSHE framework to deliver a planned programme of PSHE, in line with DfES/QCA guidance.*

*1.9 Uses local data and information to inform activities and support important national priorities such as reducing teenage pregnancies, sexually transmitted infections and drug/alcohol misuse*

**Theme 2: Healthy Eating**

*2.9 Ensures that pupils have opportunities to learn about different types of food in the context of a balanced diet (using the Balance of Health), and how to plan, budget, prepare and cook meals.*

*Understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables.*

**Theme 4: Emotional Health and Well-Being**

*4.3 Has clear, planned curriculum opportunities for pupils to understand and explore feelings using appropriate learning and teaching styles*

*4.8 Provides opportunities for pupils to participate to build their confidence and self-esteem.*

The scheme of work provides guidance on theme 1 **PSHE** by providing information for the following:

*1.2 Monitors and evaluates PSHE provision to ensure the quality of teaching and learning.*

*1.3 Assesses pupils' progress and achievement in line with QCA guidance.*

Becoming a healthy school is a developmental process. The whole school approach is key to ensuring that a school's journey towards becoming healthier and more effective is a dynamic process and one which is sustained over time. For further information contact Ealing's Healthy School Co-ordinator on 020 8825 7707 or see [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)

**Child Protection**

The following units include direct teaching of issues affecting child protection and support schools to meet Ofsted's requirements in this area

- Reception, Staying Safe – Consequences
- Year 2 – Enjoy and Achieve – Child Protection
- Year 3 – Staying Safe – Outdoors
- Year 4 – Staying Safe – Recognising Dangerous Situations
- Year 6 – Emotional Health –Taking Risks
- Year 7 – Emotional Health - Personal Safety
- Year 9 – Relationships – Sexual Relationships
- Year 10 – Staying Safe – Domestic Violence
- Year 10 – Relationships - Parenting

## **Social and Emotional Aspects of Learning programme (SEAL)**

Complimentary to the PSHE curriculum is the SEAL (Social and Emotional Aspects of Learning) programme for primary schools. To support schools in developing these programmes cross referencing has been made to these resources in the units of work.

### **What are the Social and Emotional Aspects of Learning?**

They are the underpinning qualities and skills that help us manage life and learning effectively. There are five social and emotional aspects of learning:

1. Self awareness
2. Managing feelings
3. Motivation
4. Empathy
5. Social skills

Most primary schools and settings are clearly doing much to promote social and emotional learning already as a key aspect of their school or setting culture. They may do this through

- The whole-school environment,
- Foundation Stage personal, social and emotional development
- Key Stages 1 and 2 PSHE/Citizenship curriculum,
- their approach to spiritual, moral, social and cultural development,
- the framework of the National Healthy School Standard (NHSS),
- the opportunities they provide for art, music and drama.
- promoting children's development through circle time, self-esteem approaches, peer mediation, and
- commercially available schemes that specifically teach social, emotional and behavioural skills.

In the Foundation Stage the work on the social and emotional aspects of learning builds on the guidance for personal, social and emotional development. From Year 1 onwards, the links between work on National Curriculum core and foundation subjects and work within the PSHE and Citizenship framework are particularly important.

Good practice in school PSHE and good practice in the development of SEAL will cover a broadly similar range of skills, with PSHE covering a range of topics or areas **not** specifically addressed through the SEAL programme.

The SEAL resource is built on the premise that each school or setting should find its own way into, and use for, the materials, drawing on the school or setting's own particular character. It is intended **to supplement, not replace**, the effective work that many schools and settings are already doing to develop social, emotional and behavioural skills. It is offered either as a set of additional activities and resources to support what is already going on in school, or as a stand-alone framework and resource into which other similar work can be slotted.

There are activities provided for Foundation stage, years 1&2, years 3&4 and years 5&6 Each set of activities is divided into six whole school themes: New beginnings; Getting on and falling out; Going for goals; Good to be me; Relationships and Changes. There is also an additional shorter unit for each cohort on the theme of Say no to bullying

**For the purposes of this resource these units are cross referenced on the overviews and within each unit of work where overlap has been identified.**

## **Secondary Social and Emotional Aspects of Learning (Secondary SEAL)**

The SEAL Year 7 Resource is designed for use as part of a whole-school approach to promoting the five social and emotional aspects of learning:

- Self-awareness – Understanding ourselves
- Managing feelings – Managing our feelings
- Motivation – Motivating ourselves
- Empathy – Empathising with others
- Social skills - Forming Positive Relationships

Within each of these five aspects, a detailed set of learning outcomes can be identified. These learning outcomes are the basis of the SEAL Year 7 Resource which is made up of four themes:

- Theme 1: A place to learn (setting the context for learning). This is an introductory theme with a main focus on self-awareness.
- Theme 2: Learning to be together (social skills and empathy).
- Theme 3: Keep on learning (motivation).
- Theme 4: Learning about me (understanding and managing feelings) and specific opportunities for reviewing all four themes.

Each theme includes:

- A set of 'core' learning opportunities that are designed to be used as part of discrete sessions to promote SEAL learning;
- Ideas to reinforce learning across the school day;
- Suggestions for noticing and rewarding achievement
- Ideas for how the learning outcomes can be developed, reinforced and consolidated across the curriculum.

Each SEAL learning opportunity includes one or more Overall SEAL learning outcomes taken from the 50 SEAL learning outcome(s) and one or more Year 7 learning outcome(s). A map of learning outcomes addressed in Year 7 is included alongside learning outcomes identified in Primary SEAL for Years 5/6 and suggested learning outcomes for Years 8 and 9.

The following tables outline the Secondary SEAL which should be developed across the whole school within the secondary phase:

## **1. Understanding Ourselves**

Key learning objectives: **To develop pupils self-awareness through:**

### **a) Improving how they know and value themselves;**

- 1.1 I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values etc.).
- 1.2 I can make sense of what has happened to me in my life.
- 1.3 I can identify my strengths and feel positive about them.
- 1.4 I can identify my current limitations and learn from my mistakes.
- 1.5 I recognise when I should feel pleased with, and proud of, myself and be able to accept praise from others
- 1.6 I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g., friends, family, teachers) have of me.
- 1.7 I can reflect on my actions and identify lessons to be learned from them

### **b) Improving understanding of how they think and feel;**

- 1.8 I know what I am feeling, and can label these feelings.
- 1.9 I can accept all of my feelings and value them as an important source of information.
- 1.10 I know my personal 'trigger points' (for example what makes me angry), and my deeper 'sore spots' and 'crumple buttons' (things that come from my own history and make me prone to being upset for reasons others may find difficult to understand).
- 1.11 I can use a range of appropriate words to describe my beliefs and attitudes.
- 1.12 I understand why feelings sometimes 'take over' or get out of control.
- 1.13 I can identify ways in which I am influenced by others, and know, for example when my attitudes are based on prejudices and stereotypes.
- 1.14 I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.
- 1.15 I can recognise conflicting emotions and manage them ways that are appropriate.
- 1.16 I can use my knowledge and experience of how I think and feel my experiences and ability to anticipate my own responses to choose my own behaviour, plan my learning, and build positive relationships with others.

## **2. Managing our feelings**

Key learning objectives: **To manage one's feelings through:**

### **a) Improving how pupils manage their expression of emotions;**

- 2.1 I can express my emotions clearly and openly to others, through a wide range of appropriate words, facial expressions, gestures, body language, and tones.
- 2.2 I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.
- 2.3 I am able to express my feelings to other people in ways that are appropriate for the situation and are more likely to achieve positive outcomes for myself and others
- 2.4 I am able to manage my feelings in highly charged situations in ways that are most likely to have positive outcomes for myself and others and identify solutions
- 2.5 I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me or for other people.

### **b) Enabling pupils to reduce uncomfortable feelings and increase pleasant feelings;**

- 2.5 I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, elated, energised, focused, engaged, have fun etc), - in ways that are not damaging to myself and others.
- 2.6 I understand how health can be affected by emotions and know a range of ways to keep myself well and happy
- 2.7 I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.

### **3. Motivating ourselves**

Key learning objectives: **To achieve motivation through:**

#### **a) Improving strategies toward reaching goals;**

- 3.1 I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them.
- 3.2 I can break a long-term plan into small, achievable steps.
- 3.3 I can anticipate and plan to work around or overcome potential obstacles
- 3.4 I can monitor and evaluate my own performance, marking progress in terms of personal improvement.
- 3.5 I can look to long-term not short-term benefits and can delay gratification (for example working hard for a test or examination now to get a good job or into further/ higher education later).
- 3.6 I know how to bring about change in myself and others

#### **b) Enabling pupils to reduce uncomfortable feelings and increase pleasant feelings:**

- 3.7 I can view errors as part of the normal learning process, and bounce back from disappointment or failure.
- 3.8 I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.
- 3.9 I can decide when to keep trying, and when to try something different.
- 3.10 I know and can overcome some barriers to my learning such as feelings of boredom and frustration.
- 3.11 I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviours.
- 3.12 I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive way by building on past successes and learning from past difficulties.
- 3.13 I can take responsibility for my life, and know how to help myself believe that I can influence what happens to me

#### **4. Empathising with others**

Key learning objectives: **To develop empathy skills through:**

**a) Enabling pupils to understand thoughts and feelings of others;**

- 4.1 I work out how people are feeling through their words, body language, gestures, and tone.
- 4.2 I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.
- 4.3 I can see the world from other people's points of view, taking into account their feelings, intentions, preferences, and beliefs.
- 4.4 I understand that the way people think, feel, and act depends on their own experiences, preferences, and values.
- 4.5 I can listen empathetically to others, and have a range of strategies for responding effectively in ways that can help others feel better

**b) Learning to value and support others;**

- 4.6 I can respect and pay attention to the thoughts, feelings, and values of other people.
- 4.7 I care about what happens to other people, and can feel for and with them, and refrain from harming them.
- 4.8 I can support other people by listening and helping them when they are upset or experiencing difficulties.
- 4.9 I understand that not all questions have a single right answer, and that different people are entitled to have different beliefs and attitudes.
- 4.10 I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes, and values, and I am interested in, enjoy and celebrate differences.
- 4.11 I understand the impact of bullying, prejudice and discrimination on all those involved (including people who bully, people who are bullied and people who witness bullying and others such as friends, family and the wider community) and can use appropriate strategies to support them.
- 4.12 I can learn useful lessons from the experience of others

## 5. Forming positive relationships

Key learning objectives: **To develop social skills through:**

### **a) Building and maintaining positive relationships;**

- 5.1 I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.
- 5.2 I understand that trust, taking turns, and fairness are important parts of making a relationship, and can form trusting relationships with others, based on fairness and sharing.
- 5.3 I can take others' feelings into account in how I manage my relationships.
- 5.4 I can work well in groups, taking on different roles, co-operating with others to achieve a joint outcome.
- 5.5 I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family, and community
- 5.6 I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.
- 5.7 I can assess risks and consider the issues involved before making decisions about my personal relationships.

### **b) Improving problem solving strategies involving others;**

- 5.8 I can evaluate and choose from a range of strategies to solve problems and know how to resolve conflicts with other people, such as mediation and conflict resolution
- 5.9 I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me plan my behaviour in the future.
- 5.10 I can balance my own needs with those of others when resolving conflicts, standing up for myself (for example if I am put down, bullied or discriminated against) and clearly expressing my beliefs.
- 5.11 I can show respect for the needs and values of others and challenge bullying, prejudice and discrimination.
- 5.12 I can make wise choices in response to pressure from others, thinking critically about the consequences of different courses of action.
- 5.13 I can support others who are experiencing personal problems
- 5.14 I have strategies for repairing damaged relationships
- 5.15 I can negotiate and take responsibility, with others, in achieving mutually beneficial outcomes
- 5.16 I can give and receive feedback and use it to improve mine and other people's achievements

Key Stage 3	Secondary Social and Emotional Aspects of Learning				
	Understanding Ourselves	Managing our feelings	Motivating ourselves	Empathising with others	Forming positive relationships
<b>Personal, Social and Health Education Knowledge, skills and understanding</b>					
<b>1. Developing confidence and responsibility and making the most of their abilities</b>	▪	▪	▪	▪	▪
a. to reflect on and assess their strengths in relation to personality, work and leisure	1.1, 1.3, 1.5				
b. to respect the differences between people as they develop their own sense of identity				4.2, 4.3, 4.4	
c. to recognise how others see them, and be able to give and receive constructive feedback and praise	1.5, 1.6,	2.2, 2.3			
d. to recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations	1.8, 1.9, 1.10, 1.11	2.4, 2.5			
e. to relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work					
f. to plan realistic targets for key stage 4, seeking out information and asking for help with career plans			3.1		
g. what influences how we spend or save money and how to become competent at managing personal money.					
<b>2. Developing a healthy, safer lifestyle</b>					
a. to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way	1.8, 1.9				
b. how to keep healthy and what influences health, including the media		2.7			
c. that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health		2.7			
d. basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs					
e. in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity					

f. to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel					
g. to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help					5.12
h. basic emergency aid procedures and where to get help and support.					
<b>3. Developing good relationships and respecting the differences between people</b>					
a. about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively	1.13			4.10, 4.11	5.10, 5.11
b. how to empathise with people different from themselves				4.2, 4.10	5.3
c. about the nature of friendship and how to make and keep friends				4.3, 4.7	
d. to recognise some of the cultural norms in society, including the range of lifestyles and relationships					
e. the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help				4.7	
f. about the role and importance of marriage in family relationships					
g. about the role and feelings of parents and carers and the value of family life					
h. to recognise that goodwill is essential to positive and constructive relationships					5.14
i. to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises				4.3	5.1, 5.2, 5.4, 5.9
j. to resist pressure to do wrong, to recognise when others need help and how to support them					
k. to communicate confidently with their peers and adults.					5.4
<b>4. Breadth of study</b>					
a. take responsibility					
b. feel positive about themselves	1.3				
c. participate					
d. make real choices and decisions				3.7	
e. meet and work with people					
f. develop relationships	1.16				
g. consider social and moral dilemmas					
h. find information and advice					
i. prepare for change					

Key Stage 4 SEBS MAP	Secondary Social and Emotional Aspects of Learning				
	Understanding Ourselves	Managing our feelings	Motivating ourselves	Empathising with others	Forming positive relationships
<b>Personal, Social and Health Education Knowledge, skills and understanding</b>					
<b>1. Developing confidence and responsibility and making the most of their abilities</b>					
a. to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals	1.1, 1.3, 1.4, 1.5, 1.6		3.1, 3.2		
b. to have a sense of their own identity and present themselves confidently in a range of situations	1.1, 1.2, 1.4, 1.5				
c. to be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience	1.6, 1.8		3.6		
d. to recognise influences, pressures and sources of help and respond to them appropriately					5.12
e. to use a range of financial tools and services, including budgeting and saving, in managing personal money					
f. about the options open to them post-16, including employment and continuing education and training, and about their financial implications					
g. to use the careers service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills, and prepare and put into practice personal action plans.					
<b>2. Developing a healthy, safer lifestyle</b>					
a. to think about the alternatives and long- and short-term consequences when making decisions about personal health		2.7			
b. to use assertiveness skills to resist unhelpful pressure					
c. the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management					
d. about the link between eating patterns and self-image, including eating disorders					
e. about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make					
f. in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices					

g. to seek professional advice confidently and find information about health					
h. to recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques.					
<b>3. Developing good relationships and respecting the differences between people</b>					
a. about the diversity of different ethnic groups and the power of prejudice				4.10	
b. to be aware of exploitation in relationships				4.11	
c. to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support	1.13			4.11	5.11
d. to work cooperatively with a range of people who are different from themselves					5.4, 5.8
e. to be able to talk about relationships and feelings	1.12	2.1, 2.2, 2.3			5.1
f. to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully					5.4, 5.8
g. about the nature and importance of marriage for family life and bringing up children					
h. about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life					
i. about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances					
j. to know about the statutory and voluntary organisations that support relationships in crisis					
k. to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities.					5.2
<b>4. Breadth of study</b>					
a. take responsibility					
b. feel positive about themselves	1.3				
c. participate					
d. make real choices and decisions					
e. meet and work with people					
f. develop relationships	1.16				5.2, 5.3
g. consider social and moral dilemmas					
h. find information and provide advice					5.13
i. prepare for change					

# Foundation Stage

## Foundation Stage Overview

Year	Enjoy and Achieve	Being healthy	Staying safe	Relationships	Emotional Health	Positive Contribution
<p><b>N / R</b></p> <p>Links</p>	<p>Myself and Others</p> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ New beginnings</li> </ul>	<p>Health and hygiene</p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Unit 2 Healthy Lifestyles: Keeping My Body healthy</li> </ul>	<p>Consequences</p> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Getting on and falling out</li> <li>▪ Say no to bullying</li> </ul>	<p>Family networks</p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ Sex and Relationship Education Unit 1 Special People</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Changes</li> </ul>	<p>Feelings</p> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Getting on and falling out</li> <li>▪ Good to be me</li> <li>▪ Bullying</li> <li>▪ Relationships</li> </ul>	<p>Needs</p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 3 Activity 1 Animals and Us</li> <li>▪ Unit 4 Activity 1 People who help us</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Changes</li> <li>▪ Relationships</li> </ul>

## Year Planner: Nursery / Reception

**Theme:** Enjoy and Achieve

**Unit:** Myself and Others

Dispositions and attitudes

- Be confident to try new activities, initiate ideas and speak in a familiar group
- Making relationships
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Behaviour and self-control
- Consider the consequences of their words and actions for themselves and others

**Theme:** Being healthy

**Unit:** Health and Hygiene

Self-care

- Dress and undress independently and manage their own personal hygiene.

**Theme:** Staying safe

**Unit:** Consequences

Behaviour and self-control

- Understand what is right, what is wrong and why.
- Consider the consequences of their words and actions for themselves and others

**Theme:** Relationships

**Unit:** Family Networks

Self-confidence and self-esteem

- Have a developing awareness of own needs, views and feelings and be sensitive to the needs, views, feelings of others.
- Making relationships
- Form good relationships with adults and peers

**Theme:** Emotional Health

**Unit:** Feelings

Self-confidence and self-esteem

- Respond to significant experiences, showing a range of feelings when appropriate.

**Theme:** Positive Contribution

**Unit:** Needs

Self-confidence and self-esteem

- Have a developing respect for their own cultures and beliefs and those of other people.
- Sense of community
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
  - Understand that they can expect others to treat their needs, views, cultures and beliefs with respect

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG / FSP Links / Notes	Word Box
<p>Dispositions and attitudes</p> <ul style="list-style-type: none"> <li>▪ Be confident to try new activities, initiate ideas and speak in a familiar group</li> </ul> <p>Self confidence and self-esteem</p> <ul style="list-style-type: none"> <li>▪ Respond to significant experiences, showing a range of feelings when appropriate</li> </ul> <p>Making relationships</p> <ul style="list-style-type: none"> <li>▪ Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be able to participate as part of a group</li> <li>▪ To be able to speak about their feelings</li> <li>▪ To begin to respond to the feelings of others</li> </ul>	<p>SEAL New beginnings</p> <p>Introduce circle time</p> <ul style="list-style-type: none"> <li>▪ See <i>section 1 quality circle time</i> for the following activities</li> <li>▪ Oranges and lemons</li> <li>▪ Variation</li> <li>▪ What I am</li> <li>▪ Pass a smile</li> <li>▪ If I were an animal I'd like to be</li> <li>▪ I know your name</li> </ul> <p>Classroom rules – what is right and wrong to do in school? How do we treat each other? Why?</p> <ul style="list-style-type: none"> <li>▪ Role-play what makes us happy in school/what makes us sad. Who makes us happy or sad? Why?</li> <li>▪ What rules do we need to keep safe and happy in school? Record and display classroom rules.</li> <li>▪ Do a round – I am good at ... I shall try harder with... Illustrate each pupil's quality and display as a class.</li> <li>▪ Offer a range of first time experiences that excite children e.g. watching caterpillars develop into butterflies</li> <li>▪ Work collaboratively together e.g. paint or weave on a large scale outdoors as part of a small group</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quality Circle Time in the primary classroom, Jenny Mosely</li> <li>▪ Fire brigade</li> <li>▪ Road safety</li> <li>▪ Learning Outdoors, Helen Bilton</li> </ul>	<ul style="list-style-type: none"> <li>▪ DA7. Is confident to try new activities, initiate ideas and speak in a familiar group.</li> <li>▪ SD4. Works as part of a group or class, taking turns and sharing fairly.</li> <li>▪ ED4. Responds to significant experiences, showing a range of feelings when appropriate.</li> <li>▪ ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Happy</li> <li>▪ Sad</li> <li>▪ Excited</li> <li>▪ Angry</li> <li>▪ Caring</li> <li>▪ Sharing</li> <li>▪ Turn taking</li> <li>▪ Small group</li> <li>▪ Partner</li> <li>▪ Friend</li> <li>▪ Family</li> <li>▪ Brother</li> <li>▪ sisters</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG / FSP Links / Notes	Word Box
<p>Self-care</p> <ul style="list-style-type: none"> <li>▪ Dress and undress independently and manage their own personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand the importance of washing for health</li> <li>▪ To begin to dress themselves independently</li> </ul>	<p>QCA PSHE Unit 2 Healthy Lifestyles: Keeping My Body healthy</p> <ul style="list-style-type: none"> <li>▪ <i>Watch Look After Yourself Video Programme 1: Keep Clean</i></li> <li>▪ <i>Activity 1 When I get up</i> – Describing what you do when you get ready for school, emphasising brushing teeth</li> <li>▪ <i>Activity 2 – What to wear</i> – Discussing clean appropriate clothing e.g. warm for winter</li> <li>▪ Discuss why do we wash ourselves / clothes – feeling clean feels good</li> <li>▪ <i>Activity 3 Germs</i> – Washing hands why do we do it. Discuss how germs are spread</li> <li>▪ <i>Activity 4 Washing your hands</i></li> <li>▪ <i>Activity 5 Cuts and grazes</i></li> <li>▪ <i>Activity 6 keep clean check list</i></li> <li>▪ Focus on washing hands before any food during the day</li> <li>▪ Play dressing up. Practise tying laces, doing up zips and buttons. Put on aprons for art / water activities</li> <li>▪ Select and wear appropriate clothing for different weather conditions</li> <li>▪ The school nurse may be able to support this unit with work on washing hands, brushing teeth, healthy heart and height and weight measurement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look After Yourself Video Programme 1: Keep Clean</li> <li>▪ School Nurse Team</li> </ul>	<p>Links to Physical development ELG's</p> <ul style="list-style-type: none"> <li>▪ Recognise the importance of keeping healthy and those things which contribute to this</li> <li>▪ Recognise the change that happen to their bodies when they are active</li> <li>▪ Move with control and co-ordination, SS- Manipulate materials and objects</li> <li>▪ DA4. Dresses and undresses independently and manages own personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health</li> <li>▪ Clean</li> <li>▪ Toilet</li> <li>▪ Flush</li> <li>▪ Wash your hands</li> <li>▪ Germs</li> <li>▪ Coats</li> <li>▪ Shoes</li> <li>▪ weather</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG / FSP Links / Notes	Word Box
Behaviour and self-control <ul style="list-style-type: none"> <li>▪ Understand what is right, what is wrong and why.</li> <li>▪ Consider the consequences of their words and actions for themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand the difference between right and wrong</li> <li>▪ To begin to understand that their actions may impact on others</li> </ul>	SEAL <ul style="list-style-type: none"> <li>▪ Getting on and falling out</li> <li>▪ Say no to bullying</li> <li>▪ In Circle Time – How do we stop ourselves from feeling angry or scared? How can we cheer ourselves up?</li> <li>▪ Show feelings in a role-play, doing things that make us happy/sad etc.</li> <li>▪ <i>Read Goldilocks and the Three Bears.</i> Discuss the concept of right and wrong and what is fair and unfair. E.g. is it fair if someone eats your sweets? Is it fair that everyone gets a go on the climbing frame? Ask the children for other examples.</li> <li>▪ <i>Quality circle time – Being kind section 4</i></li> <li>▪ Respond responsibly in imaginative play outdoors based on emergency situations e.g. police, ambulance, fire brigade</li> <li>▪ Discuss videos and photos of children's' everyday routines using an interactive whiteboard or photo sequence to give children opportunities to reflect on their activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Goldilocks and the Three Bears, Audrey Daly and Chris Russell, Ladybird</li> <li>▪ Quality Circle Time in the primary classroom, Jenny Mosely</li> <li>▪ Stepping stones to success – Jenny Mosely</li> <li>▪ Green cross code</li> </ul>	<ul style="list-style-type: none"> <li>▪ The schools drug policy should be read before delivering this unit</li> <li>▪ SD6. Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</li> <li>▪ ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safe</li> <li>▪ Feelings</li> <li>▪ Unsafe</li> <li>▪ Fair</li> <li>▪ unfair</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG / FSP Links / Notes	Word Box
<p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> <li>▪ Have a developing awareness of own needs, views and feelings and be sensitive to the needs, views, feelings of others.</li> <li>▪ Making relationships</li> <li>▪ Form good relationships with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>▪ To begin to develop their sense of belonging</li> <li>▪ To understand the importance of family support</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Sex and Relationship Education Unit 1 Special People</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Changes</li> <li>▪ Draw the people you live with.</li> <li>▪ Discuss the importance of happiness at home, feeling comfortable and wanted.</li> <li>▪ Discuss how we know that people take care of us at home. Draw the things that people do to help us at home: - cook, clean, buy clothes, etc.</li> <li>▪ Draw and write down the jobs you do at home to help.</li> <li>▪ Discuss the jobs other people do at home to help and the importance of working as a team.</li> <li>▪ In circle time: say your own name, introduce the people on each side of you, introduce yourself and say how you feel. I like my name because ... NB Pupils will need to have practised Circle Time on other occasions</li> <li>▪ Draw a picture of yourself and write names of people most important to you in your picture. (Circle maps). Discuss why are these people important, saying what they do for you. What do you do for them?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dogger Shirley Hughes, Red Fox</li> <li>▪ I'm Trying to Tell You Bernard Ashley Puffin</li> <li>▪ Jenny and Grandpa Carolyn Nystram, Lion Publishing</li> <li>▪ My Dad is Brilliant Nick Butterworth, Walker</li> <li>▪ My Mum is fantastic Nick Butterworth, Walker</li> <li>▪ A busy day for a good grandmother Margaret Mahy, Puffin</li> </ul>	<ul style="list-style-type: none"> <li>▪ The schools SRE policy should be read before delivering this unit</li> <li>▪ DA7. Is confident to try new activities, initiate ideas and speak in a familiar group.</li> <li>▪ SD4. Works as part of a group or class, taking turns and sharing fairly.</li> <li>▪ SD5. Forms good relationships with adults and peers.</li> <li>▪ ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family</li> <li>▪ Friends</li> <li>▪ Care</li> <li>▪ Clothing</li> <li>▪ Working</li> <li>▪ Together</li> <li>▪ Group</li> <li>▪ Washing up</li> <li>▪ Drying</li> <li>▪ Tidying</li> <li>▪ Sharing</li> <li>▪ Turn taking</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG / FSP Links / Notes	Word Box
<p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> <li>▪ Respond to significant experiences, showing a range of feelings when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be able to name and recognise a range of feelings</li> <li>▪ To begin to respond to the feelings of other appropriately</li> </ul>	<p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Getting on and falling out</li> <li>▪ Good to be me</li> <li>▪ Bullying</li> <li>▪ Relationships</li> </ul> <ul style="list-style-type: none"> <li>▪ In Circle Time discuss: Things that make me happy/sad NB Pupils will need to have practised Circle Time on other occasions</li> <li>▪ Draw the faces that people make when they happy, sad, scared etc.</li> <li>▪ Write or draw the things you do that make other people happy, sad, worried, scared etc.</li> <li>▪ <i>Look After Yourself Teachers Guide: Activity Sheet 9, p22</i></li> <li>▪ Friends – what is a friend, what do you look for in a friend. Describe a good friend without naming him/her. Can the others guess who it is? Draw yourself and write why your friends like you.</li> <li>▪ Discuss what makes a good day. Why does it feel good? Match words to drawings of enjoyable activities.</li> <li>▪ Playing together - What is good about having friends? What would you do if someone had no friends? <i>See activity sheet. Look After Yourself Activity book: p.30</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Its Not Fair, A Harper and S. Hellard, Puffin</li> <li>▪ You'll Soon Grow into Them Titch, P.Hutchins,</li> <li>▪ Stepping stones to success – Jenny Mosely</li> </ul>	<ul style="list-style-type: none"> <li>▪ SD4. Works as part of a group or class, taking turns and sharing fairly.</li> <li>▪ SD7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.</li> <li>▪ ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.</li> <li>▪ ED6. Has a developing respect for own culture and beliefs and those of other people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Friend</li> <li>▪ Like</li> <li>▪ Dislike</li> <li>▪ Mirror</li> <li>▪ Pass around</li> <li>▪ Special</li> <li>▪ Feelings</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG / FSP Links / Notes	Word Box
<p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> <li>▪ Have a developing respect for their own cultures and beliefs and those of other people.</li> </ul> <p>Sense of community</p> <ul style="list-style-type: none"> <li>▪ Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</li> <li>▪ Understand that they can expect others to treat their needs, views, cultures and beliefs with respect</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand that all living things have needs</li> <li>▪ To begin to understand that our cultures may affect how we respond to needs</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 3 Activity 1 Animals and Us</li> <li>▪ Unit 4 Activity 1 – people who help us</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Changes</li> <li>▪ Relationships</li> </ul> <ul style="list-style-type: none"> <li>▪ Using circle time explore likes/dislikes of: food, drinks, games, smells, clothes, toys <b>NB</b> Pupils will need to have practised Circle Time on other occasions</li> <li>▪ Whole class discussion – what needs do pets have? Choose an animal and discuss. Explore the need for food, drink, shelter, attention and care. – Pupils with pets could keep animal diaries</li> <li>▪ What do we have to do to help keep our pets happy and healthy?</li> <li>▪ Use simple ICT equipment e.g. videos, voice recorders to interview other children</li> <li>▪ Create displays / role play scenarios of special places e.g. temples, mosques with appropriate artefacts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look After Yourself Teachers Guide CH4</li> <li>▪ Engine, engine</li> <li>▪ SEAL photo pack</li> </ul>	<ul style="list-style-type: none"> <li>▪ DA7. Is confident to try new activities, initiate ideas and speak in a familiar group.</li> <li>▪ SD6. Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</li> <li>▪ SD7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.</li> <li>▪ ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen</li> <li>▪ Look</li> <li>▪ Look after</li> <li>▪ Respect</li> <li>▪ Interest</li> <li>▪ Basic needs</li> <li>▪ Water</li> <li>▪ Food</li> <li>▪ Air</li> <li>▪ Like</li> <li>▪ Dislike</li> </ul>

# Key Stage 1

## Key Stage 1 Overview

Year	Enjoy and Achieve	Being healthy	Staying safe	Relationships	Emotional Health	Positive Contribution
1	<b>Rules and Relationships</b>  QCA <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Taking Part: Section 4</li> </ul> SEAL <ul style="list-style-type: none"> <li>▪ New beginnings,</li> <li>▪ Going for goals</li> <li>▪ Relationships</li> </ul>	<b>Healthy Choices</b>  QCA <ul style="list-style-type: none"> <li>▪ PSHE Healthy Lifestyles Unit 3: Making choices for a Healthy Lifestyle</li> </ul>	<b>Outdoors</b>  QCA <ul style="list-style-type: none"> <li>▪ Citizenship Unit 2 Choices: Section 1</li> <li>▪ Citizenship Unit 4 People who help us: Section 2</li> </ul>	<b>Change, Loss and Bereavement</b>  SEAL <ul style="list-style-type: none"> <li>▪ Changes,</li> <li>▪ Relationships</li> <li>▪ Good to be me</li> </ul>	<b>Friendships &amp; Bullying</b>  QCA <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Taking Part Section 5</li> </ul> SEAL <ul style="list-style-type: none"> <li>▪ Getting on and falling out,</li> <li>▪ Relationships</li> <li>▪ Bullying</li> </ul>	<b>Environment</b>
2	<b>Child Protection</b>	<b>Hygiene</b>  QCA <ul style="list-style-type: none"> <li>▪ PSHE Healthy Lifestyles Unit 2 Keeping my body healthy</li> </ul>	<b>Substance Use &amp; Misuse</b>  QCA <ul style="list-style-type: none"> <li>▪ Drugs Unit A Keeping ourselves and others safe</li> </ul>	<b>Growing Up</b>  QCA <ul style="list-style-type: none"> <li>▪ PSHE Healthy Lifestyles Unit 2 Keeping my body healthy</li> </ul> SEAL <ul style="list-style-type: none"> <li>▪ Changes</li> </ul>	<b>Similarities and Differences</b>  QCA <ul style="list-style-type: none"> <li>▪ Citizenship Unit 5 Living in a diverse world, Section 1</li> </ul> SEAL <ul style="list-style-type: none"> <li>▪ Getting on and falling out</li> <li>▪ Good to be me</li> </ul>	<b>Community</b>  QCA <ul style="list-style-type: none"> <li>▪ Citizenship Unit 3 Animals and us: Section 2</li> <li>▪ Citizenship Unit 5 Living in a diverse world: Section 2</li> </ul>

## Year Planner: Year 1

**Theme:** Enjoy and Achieve

**Unit:** Rules and Relationships

- 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- 1d to think about themselves, learn from their experiences and recognise what they are good at;
- 1e how to set simple goals;
- 2d to agree and follow rules for their group and classroom, and understand how rules help them;
- 2h to contribute to the life of the class and school;
- 4a to recognise how their behaviour affects other people.

**Theme:** Being healthy

**Unit:** Healthy Choices

- 3a how to make simple choices that improve their health and well being.

**Theme:** Staying safe

**Unit:** Outdoors

- 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- 2c to recognise choices they can make, and recognise the difference between right and wrong;
- 3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

**Theme:** Relationships

**Unit:** Change, Loss & Bereavement

- 3d about the process of growing from young to old and how people's needs change.
- 4d that family and friends should care for each other;

**Theme:** Emotional Health

**Unit:** Friendships and Bullying

- 2c to recognise choices they can make, and recognise the difference between right and wrong;
- 2d to agree and follow rules for their group and classroom, and understand how rules help them;
- 4b to listen to other people, and play and work co-operatively;
- 4e that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- 4d that family and friends should care for each other;

**Theme:** Positive Contribution

**Unit:** Environment

- 2a to take part in discussions with one other person and the whole class;
- 2b to take part in a simple debate about topical issues;
- 2g what improves and harms their local, natural and built environments and about some of the ways people look after them.

## Year Planner: Year 2

**Theme:** Staying safe

**Unit:** Child Protection

- 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- 2c to recognise choices they can make, and recognise the difference between right and wrong;

**Theme:** Being healthy

**Unit:** Hygiene

- 3b to maintain personal hygiene;
- 3c how some diseases spread and can be controlled;

**Theme:** Enjoy and Achieve

**Unit:** Substance Use and Misuse

- 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- 3f that all household products, including medicines, can be harmful if not used properly;
- 3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

**Theme:** Relationships

**Unit:** Growing Up

- 3e the names of the main parts of the body.
- 4d that family and friends should care for each other;
- 4c to identify and respect the differences and similarities between people.

**Theme:** Emotional Health

**Unit:** Similarities and Differences

- 2c to recognise choices they can make, and recognise the difference between right and wrong;
- 2d to agree and follow rules for their group and classroom, and understand how rules help them;
- 4c to identify and respect the differences and similarities between people.

**Theme:** Positive Contribution

**Unit:** Community

- 2a to take part in discussions with one other person and the whole class;
- 2f that they belong to various groups and communities, such as family and school;
- 2i to realise that money comes from different sources and can be used for different purposes.

## Breadth of Opportunities

During the Key Stage pupils should be taught the knowledge, skills and understanding through opportunities to:

- 5a take and share responsibility (for example for their own behaviour; by helping to make classroom rules and following them: by looking after pets well)
- 5b feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)
- 5c take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as where our food and raw materials for industry come from)
- 5d make real choices (for example, between healthy options in school meals, programmes to watch on television, what games to play, how to spend and save money sensibly)
- 5e meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)
- 5f develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)
- 5g consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)
- 5h ask for help (for example, from family and friends, midday supervisors, older pupils, the police)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</li> <li>▪ 1d to think about themselves, learn from their experiences and recognise what they are good at;</li> <li>▪ 1c how to set simple goals;</li> <li>▪ 2d to agree and follow rules for their group and classroom, and understand how rules help them;</li> <li>▪ 2h to contribute to the life of the class and school;</li> <li>▪ 4a to recognise how their behaviour affects other people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have considered the concept of the class as a caring community and the part they have to play in making it so.</li> <li>▪ To have explored the advantages and disadvantages of co-operating in the classroom.</li> <li>▪ To see oneself as a valuable and valued member of the classroom community</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Taking Part: Section 4</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ New beginnings,</li> <li>▪ Going for goals</li> <li>▪ Relationships</li> </ul> <ul style="list-style-type: none"> <li>▪ <i>I am, I know, I can, Setting the climate section: lesson A, what do we want in this class?</i></li> <li>▪ <i>I am, I know, I can, Setting the climate section: lesson B, We need to work together</i></li> <li>▪ <i>I am, I know, I can, Setting the climate section: lesson C, Keeping safe at school</i></li> <li>▪ Talk about school rules, why do we have them? – are they appropriate? Should there be more or less rules? What would playtime be like if there were no rules? Can they write/tell a story about a school with no rules?</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am, I know, I can Tacade</li> </ul>		<ul style="list-style-type: none"> <li>▪ kind</li> <li>▪ helpful</li> <li>▪ caring</li> <li>▪ rules</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 3a how to make simple choices that improve their health and well being</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand the basic food groups</li> <li>▪ To understand why we need a balance of these foods</li> <li>▪ To appreciate the importance of exercise</li> <li>▪ To understand how exercise affects us</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Healthy Lifestyles Unit 3: Making choices for a Healthy Lifestyle</li> <li>▪ <a href="http://www.directgovkids.co.uk/">http://www.directgovkids.co.uk/</a> play the plate activity – this could be done on an interactive whiteboard.</li> <li>▪ Discuss what is in each food group and its effects on our bodies</li> <li>▪ Children could play the plate game allocating food groups to the plate</li> <li>▪ Ask children to record a diary of the school meals available for one day / week, consider what is offered and the balance provided. You may wish to compare this to the contents of any packed lunches provided. N.B. You should point out that this is one meal in a days balanced diet therefore it is not necessary to have all groups present at all meals, whilst encouraging 5 a day for fruit and vegetables</li> <li>▪ <i>All About Us video, Look After Yourself, programme 3, Keep Fit</i></li> <li>▪ <i>All About Us Teachers Guide Activity Sheet 5 &amp; 6</i></li> <li>▪ <i>All About Us Teachers Guide Activity Book p.16-22</i></li> <li>▪ <i>All About Us Teachers Guide Activities 1-6</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.directgovkids.co.uk/">http://www.directgovkids.co.uk/</a></li> <li>▪ <a href="http://www.welltown.gov.uk">www.welltown.gov.uk</a></li> <li>▪ All About Us video, Look After Yourself Ch4</li> <li>▪ All About Us Teachers Guide &amp; Activity Book Ch4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science</li> <li>▪ P.E.</li> </ul>	<ul style="list-style-type: none"> <li>▪ fat</li> <li>▪ dairy</li> <li>▪ fruit</li> <li>▪ fibre</li> <li>▪ vegetables</li> <li>▪ meat</li> <li>▪ fish</li> <li>▪ pulses</li> <li>▪ sugar</li> <li>▪ balance</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</li> <li>▪ 2c to recognise choices they can make, and recognise the difference between right and wrong;</li> <li>▪ 3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know and understand the potential dangers in different environments such as the road and the park.</li> <li>▪ To develop and be able to practice simple ways of keeping safe and for finding help</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit2 Choices: Section 1</li> <li>▪ Citizenship Unit 4 People who help us: Section 2</li> <li>▪ Road Safety - discuss and role-play crossing the road safely/not safely.</li> <li>▪ Read “<i>Topsy and Tim Go Safely</i>”, or similar story.</li> <li>▪ Use chalk to mark out roads etc. Talk about safe places to play and the dangers of playing too near the road - use the teacher’s car park to demonstrate what drivers can see when children play in the road.</li> <li>▪ Discuss playing safely - using equipment carefully-sharing. Visit the park and look at the equipment to consider what can happen if equipment is not used carefully.</li> <li>▪ Getting help in an emergency - use telephone props and role-play to discuss ways of obtaining help in an emergency. I.e. finding an appropriate adult or dialling 999</li> <li>▪ Safety poster – work in groups to make a poster about one of the issues covered.</li> <li>▪ <i>All About Us video, Look After Yourself, Programme 4 Keep Safe</i></li> <li>▪ <i>All About Us Teachers Guide Activity 8 p.19</i></li> <li>▪ <i>Look After Yourself Activity Book Sheet 5, p.28</i></li> <li>▪ <i>Look After Yourself Activity Book Sheet 6, p.29</i></li> <li>▪ <i>Take Care, Book D: Taking Care of my Safety, Activity D1: Who keeps me safe?</i></li> <li>▪ <i>Take Care, Book D: Taking Care of my Safety Activity D2: Playing Safely</i></li> <li>▪ <i>Take Care, Book D: Taking Care of my Safety Activity D4: Getting Lost</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Topsy and Tim Go Safely</i>, Jean Adamson, Ladybird</li> <li>▪ All About Us video, Look After Yourself, Ch4</li> <li>▪ All About Us Teachers Guide &amp; Activity Book, Ch4</li> <li>▪ NSPCC Take Care, Book D: Taking Care of my Safety, London Underground can organise free visits to an underground station of the school's choice, where pupils look at issues, including safety. A free resource pack is also available – A-Z of London</li> <li>▪ Contact the School Travel Plan team for further support</li> </ul>		<ul style="list-style-type: none"> <li>▪ road</li> <li>▪ safety</li> <li>▪ dangerous</li> <li>▪ play</li> <li>▪ park</li> <li>▪ emergency</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 3d about the process of growing from young to old and how people's needs change.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand that family means different things to different people</li> <li>▪ To value family and the role that each member plays</li> <li>▪ To understand the idea of growing from young to old</li> <li>▪ To have considered that loss is something everyone experiences. That losing something or someone can cause strong feelings and that this is natural.</li> </ul>	<p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Changes,</li> <li>▪ Relationships</li> <li>▪ Good to be me</li> </ul> <ul style="list-style-type: none"> <li>▪ Read, "<i>My Dad is brilliant</i>" and "<i>My Mum is fantastic</i>"- to stimulate discussion about parents and what they do. Do children think of Mum and Dad as the same or different? Do we all have mums and dads?</li> <li>▪ Encourage children to bring in photographs of themselves as babies, can they guess who each baby is. Talk about what they could do as babies and compare with what they can do now.</li> <li>▪ Encourage children to think about what they would like to do when they are grown up. When I was a baby I could... Now I am 5 I can... When I am grown up I would like to...</li> <li>▪ <i>Living and growing Resource Book, Unit 1, p20, p21, How did I get here?, Activity Sheets 9, 10, 11 and 12</i></li> <li>▪ Round: "Something I once lost was.... It made me feel"</li> <li>▪ <i>NSPCC Book B Activity B4 Families changing – sad times</i></li> <li>▪ Use persona dolls to allow distanced discussion of the children's feelings</li> </ul>	<ul style="list-style-type: none"> <li>▪ My Dad is brilliant, Nick Butterworth, Walker</li> <li>▪ Living and growing Resource Book</li> <li>▪ NSPCC Book B; Taking Care in My Family</li> <li>▪ Goggle Eyes, Anne Fine</li> <li>▪ The Suitcase Kid Jacqueline Wilson, Transworld</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science</li> </ul>	<ul style="list-style-type: none"> <li>▪ change</li> <li>▪ loss</li> <li>▪ growing up</li> <li>▪ family</li> <li>▪ friends</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 2c to recognise choices they can make, and recognise the difference between right and wrong;</li> <li>▪ 2d to agree and follow rules for their group and classroom, and understand how rules help them;</li> <li>▪ 4b to listen to other people, and play and work co-operatively;</li> <li>▪ 4e that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To share feelings and experiences</li> <li>▪ To agree and follow rules</li> <li>▪ To understand the importance of valuing oneself and others.</li> <li>▪ To develop awareness of the range of human emotions and ways to deal with them</li> <li>▪ To be able to consider all sides and have one's assumptions challenged.</li> <li>▪ To be able to write about feelings</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Taking Part Section 5</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Getting on and falling out,</li> <li>▪ Relationships</li> <li>▪ Bullying</li> </ul> <ul style="list-style-type: none"> <li>▪ Write or talk about someone they assume is not very nice on the basis of very little evidence – talk about what they really know and begin to explain to the children that many problems would not occur if people did not come to immediate decisions about another person, family, book.</li> <li>▪ <i>NSPCC Take Care, Book A: Taking care of myself, Activity A4 My Relationships</i></li> <li>▪ Discussion about feelings – good, bad, sad, excited. Talk about experiences that have brought on these feelings, when have we felt sad etc. Use photos to stimulate discussion.</li> <li>▪ Develop a classroom anti-bullying code with sanctions</li> <li>▪ Use circle time to share ideas of how to deal with bullying</li> <li>▪ Read stories</li> <li>▪ <i>Take Care, Book A: Taking Care of Myself, Activity A6 Dealing with Bullying p.14</i></li> <li>▪ Use persona dolls to allow distanced discussion of the children's feelings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Citizenship for the Primary School Yr 1 &amp; 2, Institute for Citizenship</li> <li>▪ NSPCC Take Care, Book A: Taking Care of Myself</li> <li>▪ Bully, David Hughes, Walker</li> <li>▪ The Bullies, Althea Daniels</li> </ul>		<ul style="list-style-type: none"> <li>▪ good</li> <li>▪ bad</li> <li>▪ sad</li> <li>▪ excited</li> <li>▪ happy</li> <li>▪ unkind</li> <li>▪ bully</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word box
<ul style="list-style-type: none"> <li>▪ 2a to take part in discussions with one other person and the whole class;</li> <li>▪ 2b to take part in a simple debate about topical issues;</li> <li>▪ 2g what improves and harms their local, natural and built environments and about some of the ways people look after them</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have developed a sense of ownership and responsibility about the school environment.</li> <li>▪ To understand the need for school rules in maintaining a pleasant emotional and physical environment.</li> <li>▪ To identify what is beautiful in nature and how it can be damaged by human activity and other causes</li> <li>▪ To begin to have explored prevention and the conservation of the environment</li> <li>▪ To begin to have an awareness of other people in the world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take a walk around the school looking at notice boards, walls, floors, gardens etc. Talk about displays, what are they for? Who puts them up? Is there any rubbish or graffiti. Where does it come from?</li> <li>▪ Conduct a survey about the amount of litter around the school. Remind children not to pick up litter in terms of safety and hygiene. If carrying out a litter pick up wear gloves. What suggestions can the children make about improving the environment of the school?</li> <li>▪ <i>Read Wake Up World.</i> Get pupils to look at the beautiful places of the children in the book and the climate in which they live.</li> <li>▪ <i>Photo Opportunities 2000:</i> Stick the photos around the room, give out the captions and get pupils to stick the captions next to the photos.</li> <li>▪ <i>Photo Opportunities 2000:</i> Divide pupils into small groups and allow each group to choose one photo. Ask each group to imagine what might happen at other times of the day, other than that shown. This can be written, drawn or spoken.</li> <li>▪ <i>Photo Opportunities 2000:</i> Ask pupils to choose a person from the photo and to write a letter to them, describing a typical day in their own life. They may like to ask questions about the person's life as well.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wake Up World, Beatrice Hollyer, Frances Lincoln pub.</li> <li>▪ Photo Opportunities 2000, Oxfam</li> </ul>	<ul style="list-style-type: none"> <li>▪ English</li> <li>▪ Science Sc2 Life processes and living things, Living things in their environment 5) Pupils should be taught to: c. care for the environment.</li> <li>▪ Geography, Geographical enquiry and skills. In undertaking geographical enquiry, pupils should be taught to: c. express their own views about people, places and environments</li> <li>▪ Knowledge and understanding of environmental change and sustainable development 5) Pupils should be taught to: a. recognise changes in the environment b. recognise how the environment may be improved and sustained</li> </ul>	<ul style="list-style-type: none"> <li>▪ beautiful</li> <li>▪ colourful</li> <li>▪ countryside</li> <li>▪ peaceful</li> <li>▪ pollution</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</li> <li>▪ 2c to recognise choices they can make, and recognise the difference between right and wrong;</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know my body belongs to me</li> <li>▪ To have considered personal space, touch and my body</li> <li>▪ To have considered touches we like and do not like</li> <li>▪ To have explored who are safe people</li> <li>▪ To have discussed arguments</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Look After Yourself: Activity Book, Activity 1, p24, Feeling Safe</i></li> <li>▪ <i>Take Care, Book A: Taking care of myself, Activity A3, Me and my body p.9/10</i></li> <li>▪ <i>Take Care, Book C: Taking Care in My Home, Activity C2, My Senses p8</i></li> <li>▪ <i>Take Care, Book C: Taking Care in My Home, Activity C3, Who Can Help? p9/10</i></li> <li>▪ <i>Take Care, Book C: Taking Care in My Home, Activity C4, The Argument p11</i></li> <li>▪ Use persona dolls to allow distanced discussion of the children's feelings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look After Yourself: Activity Book, Ch4</li> <li>▪ NSPCC Take Care, Book A: Taking care of myself</li> <li>▪ NSPCC Take Care, Book C: Taking Care in My Home</li> <li>▪ Alone at Home, Althea Daniels, A&amp;C Black</li> </ul>		<ul style="list-style-type: none"> <li>▪ Body</li> <li>▪ personal space</li> <li>▪ touch</li> <li>▪ feelings</li> <li>▪ safe</li> <li>▪ argument</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 3e the names of the main parts of the body.</li> <li>▪ 3c how some diseases spread and can be controlled;</li> <li>▪ 3b to maintain personal hygiene;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children will recognise and be able to name external parts of the body</li> <li>▪ To be more careful in everyday life about using preventative measures i.e. not sneezing/coughing over people</li> <li>▪ To know when and how to wash hands</li> <li>▪ To know why and how to maintain a reasonable standard of cleanliness</li> <li>▪ To know how frequently to change their clothes and why they need to change for PE</li> <li>▪ To know why to wash clothes often.</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Healthy Lifestyles Unit 2 Keeping my body healthy</li> <li>▪ <i>Read Freckly Feet and Itchy Knees</i></li> <li>▪ Talk about washing and the importance of drying hands properly. Try out in class. Brainstorm when hands should be washed and how often.</li> <li>▪ Design posters to remind people to wash their hands before preparing food, after using the toilet, after handling animals etc.</li> <li>▪ Some cultures view washing feet as a welcome to their homes. Consider washing each other's feet. Why do we do this routinely?</li> <li>▪ Bath time – compare children's experiences of washing – do the family have a special time for washing/bathing/showering? Read bath stories</li> <li>▪ Arrange to have a parent in to bathe their baby and talk about this important time in the baby's day.</li> <li>▪ Talk about smelly bodies. Consider what makes bodies smell and the strategies that can be used to prevent causing offence to other by having unpleasant body odours</li> <li>▪ Discuss the changing and washing of clothes. Whilst children cannot be responsible for washing their own clothes they can begin to understand the need for changing clothes on a regular basis. Changing for PE can also be talked about here.</li> <li>▪ <i>Look After Yourself Activity Book, Activity Sheet 1, When I Get Up</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Freckly Feet and Itchy Knees, Michael Rosen, Picture Lions</li> <li>▪ Mr Archimedes Bath Pamela Allen, Puffin</li> <li>▪ Having a Bath with Papa, Shigeo Watanabe, Red Fox</li> <li>▪ The Smelly Book Babette Cole, Jonathon Cape</li> <li>▪ Look After Yourself Activity Book, Ch4</li> </ul>		<ul style="list-style-type: none"> <li>▪ Body</li> <li>▪ arm</li> <li>▪ leg</li> <li>▪ face</li> <li>▪ hair</li> <li>▪ foot</li> <li>▪ hand</li> <li>▪ washing</li> <li>▪ cleanliness</li> <li>▪ hygiene</li> <li>▪ disease</li> <li>▪ infection</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</li> <li>▪ 3f that all household products, including medicines, can be harmful if not used properly;</li> <li>▪ 3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To recognise that situations can be right or wrong</li> <li>▪ To know that some things in the home are safe and some are unsafe</li> <li>▪ To know that medicines can harm as well as make us better if misused</li> <li>▪ To know who to go to for help</li> <li>▪ To recognise the dangers of alcohol and tobacco</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Drugs Unit A Keeping ourselves and others safe</li> </ul> <p>This unit will revise and extend work done in the reception class.</p> <ul style="list-style-type: none"> <li>▪ Brainstorm / circle time – What things are safe / unsafe to do?</li> <li>▪ Draw and write activity ‘What’s in the bag’ Divide a piece of A3 paper into 4 sections. Box one: a girl called Cheryl (aged 7) is walking home from school when she finds a bag of drugs... can you draw what was in that bag. Box 2: who do you think lost the bag? Box 3: what was the person going to do with the drugs? Box 4: what would you do with the bag if you had found it?</li> <li>▪ Discuss what areas of the house are dangerous? How are they dangerous? Show flashcards of potentially dangerous things inside and outside. What makes them dangerous? How can we use them safely?</li> <li>▪ <i>Look After Yourself Teachers Guide, Sheet 7, and p18.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Skills for the Primary School Child – The World of Drugs, Tacade</li> <li>▪ Drugs to Help... Drugs to Hurt Ch4</li> <li>▪ The Good Health Guide to Drugs Ch4</li> <li>▪ The Primary School Drugs Pack Healthwise</li> <li>▪ Primary School Smoking Education Pack, Healthwise</li> </ul>	<ul style="list-style-type: none"> <li>▪ The schools drug policy should be read before delivering this unit</li> <li>▪ Design and Technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safe</li> <li>▪ unsafe</li> <li>▪ medicine</li> <li>▪ drug</li> <li>▪ syringe</li> <li>▪ dangerous</li> <li>▪ cigarettes</li> <li>▪ alcohol</li> </ul>

Aims	Learning Outcomes	Suggested	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 4c to identify the parts of the body.</li> <li>▪ 4d that family and friends should care for each other;</li> <li>▪ 4c to identify and respect the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand the importance of valuing oneself and others.</li> <li>▪ To develop awareness of the range of human emotions and ways to deal with them</li> <li>▪ To be able to consider all sides and have one's assumptions challenged.</li> <li>▪ To have considered gender stereotypes</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Healthy Lifestyles Unit 2 Keeping my body healthy</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Changes</li> <li>▪ <i>Living and Growing, Unit 1, Teachers Guide Activity 2, p13 Male and Female and/or Activity 3, p14 Girls and Boys</i></li> <li>▪ <i>Living and Growing, Unit 1, Teachers Guide Activity 5, p16 Same But Different</i></li> <li>▪ <i>Extra ideas – Living and Growing, Unit 1, Teachers Guide p8, p9, p10, p11</i></li> <li>▪ To explore the perceptions children have about their own and the opposite sex, and to provide an opportunity to discuss stereotyping.</li> <li>▪ List the main characteristics of boys and girls. Work in mixed pairs to review. What similarities or differences did they find? Will these be the same forever or will they change as they grow up?</li> <li>▪ Draw Venn diagrams for boys and girls physical appearance, what characteristics are common to both as shown in the intersection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Living and Growing, Unit 1, video and teacher's guide, Ch4</li> </ul>	<ul style="list-style-type: none"> <li>▪ The schools SRE policy should be read before delivering this unit</li> <li>▪ Sc2 Life Processes and Living Things 1b) Pupils should be taught: that animals, including humans, move, feed, grow, use their senses and reproduce 2a) to recognise and compare the main external parts of bodies of humans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Characteristics</li> <li>▪ Similarities</li> <li>▪ Difference</li> <li>▪ Gender</li> <li>▪ Body</li> <li>▪ arm</li> <li>▪ leg</li> <li>▪ face</li> <li>▪ hair</li> <li>▪ penis</li> <li>▪ vagina</li> <li>▪ elbow</li> <li>▪ shoulder</li> <li>▪ knee</li> <li>▪ foot</li> <li>▪ hand</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 2c to recognise choices they can make, and recognise the difference between right and wrong;</li> <li>▪ 2d to agree and follow rules for their group and classroom, and understand how rules help them;</li> <li>▪ 4c to identify and respect the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have considered similarities and differences in physical characteristics</li> <li>▪ To have considered similarities and differences in emotions</li> <li>▪ To consider what makes a good friend and how to get on with people</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 5 Living in a diverse world, Section 1</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Getting on and falling out</li> <li>▪ Good to be me</li> <li>▪ <i>Living and Growing, Unit 1, Teachers Guide Activity Sheet 6: Differences, p17</i></li> <li>▪ Find out the number of children in your class with the same characteristics e.g. brown hair, brown eyes, freckles etc</li> <li>▪ <i>NSPCC Take Care, Book A, Activity A1, All about me and my feelings, p4, p5</i></li> <li>▪ <i>NSPCC Take Care, Book A, Activity A2, How other people feel, p8</i> (teachers can add more sentences, such as “When I see someone crying, I want to . . .”) This activity can also be presented in reverse : “When I am angry, I want people to . . . .”</li> <li>▪ <i>I am, I know, I can, lesson 24, Are we all the same?</i></li> <li>▪ <i>I am, I know, I can, lesson 25, These people are special to me</i></li> <li>▪ Use persona dolls to allow distanced discussion of the children’s feelings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Living and Growing Unit 1, Teachers Guide</li> <li>▪ NSPCC Take Care Book A: Taking Care of Myself</li> <li>▪ I am, I know, I can, Tacade</li> <li>▪ I feel angry, Brian Moses, Wayland</li> <li>▪ I feel sad, Brian Moses, Wayland</li> </ul>		<ul style="list-style-type: none"> <li>▪ Similar</li> <li>▪ different</li> <li>▪ characteristics</li> <li>▪ feelings</li> <li>▪ friendship</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 2a to take part in discussions with one other person and the whole class;</li> <li>▪ 2f that they belong to various groups and communities, such as family and school;</li> <li>▪ 2i to realise that money comes from different sources and can be used for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have considered a sense of responsibility for self and others</li> <li>▪ To understand and examine a different culture</li> <li>▪ To understand that different types of discussion exist</li> <li>▪ To understand the purpose of a formal meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ QCA</li> <li>▪ Citizenship Unit 3 Animals and us: Section 2</li> <li>▪ Citizenship Unit 5 Living in a diverse world: Section 2</li> <li>▪ <i>Infant Citizenship Project, Lesson 1, Helping</i></li> <li>▪ <i>Infant Citizenship Project, Lesson 5, Explaining culture</i></li> <li>▪ <i>Infant Citizenship Project, Lesson 4, Sharing special food</i></li> <li>▪ <i>Infant Citizenship Project, Lesson 8, Debate</i></li> <li>▪ <i>Infant Citizenship Project, Lesson 9, School council meeting</i></li> <li>▪ <i>Infant Citizenship Project, Lesson 12, Map of Europe</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Citizenship for the Primary School Year 1 &amp; 2, The Institute for Citizenship</li> <li>▪ The Fire brigade may be able to visit to support this unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ English</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feelings</li> <li>▪ needs</li> <li>▪ culture</li> <li>▪ race meetings</li> </ul>

# Key Stage 2

## StyoKey Stage 2 Overview

Year	Enjoy and Achieve	Being healthy	Staying safe	Relationships	Emotional Health	Positive Contribution
3	<p><b>Rights &amp; Responsibilities at School</b></p> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ New beginnings</li> <li>▪ Changes</li> <li>▪ Say no to bullying</li> </ul>	<p><b>Nutrition</b></p> <p>QCA PSHE Healthy Lifestyles Unit 6: Eating Healthy, Being Active</p>	<p><b>Staying Safe Outdoors</b></p>	<p><b>Other Peoples Lives</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 5 Living in a diverse world: Sections 2 &amp; 3</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Changes</li> </ul>	<p><b>Self Esteem</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Taking Part: Section 7</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ Going for goals</li> </ul>	<p><b>Jobs</b></p> <p>QCA</p> <p>Citizenship Unit 4 People who help us: Section 3</p>
4	<p><b>Rights &amp; Responsibilities at Home</b></p> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Change</li> </ul> <p>Going for goals</p>	<p><b>Being Active / Early Stages of Puberty (menstruation)</b></p>	<p><b>Recognising Dangerous Situations</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Drugs Unit B Keeping ourselves and others safe</li> <li>▪ Citizenship Unit 2 Choices: Section 2</li> <li>▪ Citizenship Unit 9 Respect for property</li> </ul>	<p><b>Accepting Differences</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 5 Living in a diverse world: Section 4</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Good to be me</li> <li>▪ Relationships</li> </ul>	<p><b>Assertiveness</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Taking part: Section 8</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Say no to bullying</li> <li>▪ Getting on and falling out</li> </ul>	<p><b>Environment, Recycling</b></p> <p>QCA</p> <p>Citizenship Unit 6 Developing our school grounds</p>

**Key Stage 2 Overview cont.**

<b>Year</b>	<b>Enjoy and Achieve</b>	<b>Being healthy</b>	<b>Staying safe</b>	<b>Relationships</b>	<b>Emotional Health</b>	<b>Positive Contribution</b>
<b>5</b>	<b>Smoking</b>	<b>Puberty</b> QCA <ul style="list-style-type: none"> <li>PSHE SRE Unit 5 how the body works, changes in puberty</li> </ul>	<b>First Aid and Getting Help</b> QCA Citizenship Unit 11: In the media what's the news.	<b>Different Types of Relationships</b> QCA <ul style="list-style-type: none"> <li>PSHE SRE Unit 4 Support Networks</li> </ul> SEAL <ul style="list-style-type: none"> <li>Changes Relationships</li> </ul>	<b>Feelings, Anger and Conflict</b> SEAL <ul style="list-style-type: none"> <li>New beginnings</li> <li>Good to be me</li> <li>Say no to bullying</li> <li>Getting on and falling out</li> </ul>	<b>Politics</b> QCA <ul style="list-style-type: none"> <li>Citizenship Unit 7 Children's Rights, human Rights;</li> <li>Unit 8 How do rules and laws affect me;</li> <li>Unit 10 Local democracy for young citizens</li> </ul>
<b>6</b>	<b>Financial capability</b> QCA <ul style="list-style-type: none"> <li>Unit 7</li> </ul>	<b>Puberty and Reproduction</b> QCA <ul style="list-style-type: none"> <li>PSHE SRE Unit 5 how the body works, changes in puberty</li> </ul>	<b>Substance Use and Misuse</b> QCA <ul style="list-style-type: none"> <li>PSHE Drugs Unit C Building knowledge and understanding about drugs and alcohol</li> </ul>	<b>Inequalities</b>	<b>Taking Risks</b> QCA <ul style="list-style-type: none"> <li>Citizenship Unit 2 Choices; Section 3</li> </ul> SEAL <ul style="list-style-type: none"> <li>Going for Goals</li> <li>Good to be me</li> <li>Relationships</li> </ul>	<b>Community Action</b> QCA <ul style="list-style-type: none"> <li>Citizenship Unit 3 Animals and Us: Section 4;</li> <li>Unit 4 People who help us: Section 4 &amp; 5;</li> <li>Unit 6 Developing our school grounds</li> </ul> SEAL <ul style="list-style-type: none"> <li>New beginnings</li> </ul>

## **Year Planner: Year 3**

**Theme:** Enjoy and Achieve

**Unit:** Rights & Responsibilities at School

- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

**Theme:** Being healthy

**Unit:** Nutrition

- 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- 3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

**Theme:** Staying safe

**Unit:** Staying Safe Outdoors

- 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- 3g school rules about health and safety, basic emergency aid procedures and where to get help.

**Theme:** Relationships

**Unit:** Other Peoples Lives

- 4b to think about the lives of people living in other places and times, and people with different values and customs;
- 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

**Theme:** Emotional Health

**Unit:** Self Esteem

- 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

**Theme:** Positive Contribution

**Unit:** Jobs

- 1e about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- 2i to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
- 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

## Year Planner: Year 4

**Theme:** Enjoy and Achieve

**Unit:** Rights and Responsibilities at Home

- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.

**Theme:** Being healthy

**Unit:** Being Active

- 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- 3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

**Theme:** Staying safe

**Unit:** Recognising Dangerous Situations

- 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

**Theme:** Relationships

**Unit:** Accepting Differences

- 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 4b to think about the lives of people living in other places and times, and people with different values and customs.

**Theme:** Emotional Health

**Unit:** Assertiveness

- 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

**Theme:** Positive Contribution

**Unit:** Environment, Recycling

- 2f to resolve differences by looking at alternatives, making decisions and explaining choices;
- 2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

## Year Planner: Year 5

**Theme:** Enjoy and Achieve

**Unit:** Resolving Conflict

- 2f to resolve differences by looking at alternatives, making decisions and explaining choices;
- 4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

**Theme:** Being healthy

**Unit:** Puberty – including Menstruation

- 1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- 3c about how the body changes as they approach puberty.

**Theme:** Staying safe

**Unit:** First Aid and Getting Help

- 3g school rules about health and safety, basic emergency aid procedures and where to get help.
- 4g where individuals, families and groups can get help and support

**Theme:** Relationships

**Unit:** Different Types of Relationships

- 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

**Theme:** Emotional Health

**Unit:** Feelings: Anger and Conflict

- 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 2f to resolve differences by looking at alternatives, making decisions and explaining choices;
- 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

**Theme:** Positive Contribution

**Unit:** Politics

- 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- 2g what democracy is, and about the basic institutions that support it locally and nationally;
- 2h to recognise the role of voluntary, community and pressure groups.

## Year Planner: Year 6

**Theme:** Enjoy and Achieve

**Unit:** Financial capability

- 1e about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- 1f to look after their money and realise that future wants and needs may be met through saving.

**Theme:** Being healthy

**Unit:** Puberty & Reproduction

- 1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- 3c about how the body changes as they approach puberty.

**Theme:** Staying safe

**Unit:** Substance Use and Misuse

- 2k to explore how the media present information;
- 3d which commonly available substances and drugs are legal and illegal, their effects and risks;
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

**Theme:** Relationships

**Unit:** Inequalities

- 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- 2e to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
- 4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- 4e to recognise and challenge stereotypes;
- 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

**Theme:** Emotional Health

**Unit:** Taking Risks

- 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- 2f to resolve differences by looking at alternatives, making decisions and explaining choices;
- 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

**Theme:** Positive Contribution

**Unit:** Community Action

- 2h to recognise the role of voluntary, community and pressure groups;
- 2j that resources can be allocated in different ways and that these economic choices affect individuals, communities;
- 2k to explore how the media present information.

## Breadth of Opportunities

During the key stage pupils should be taught the knowledge, skills and understanding through opportunities to:

- 5a take and share responsibility (for example, for planning and looking after the schools environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)
- 5b feel positive about themselves (for example, by producing personal diaries, profiles or portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)
- 5c participate (for example, in the schools decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)
- 5d make real choices and decisions (for example, about issues affecting their health and well-being such as smoking; on the issue of scarce resources; how to spend money, including pocket money and contributions to charities)
- 5e meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)
- 5f develop relationships through work and play (for example, by taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters)
- 5g consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)
- 5h find information and advice (for example, through helplines; by understanding about welfare systems in society)
- 5i prepare for change (for example, transferring to secondary school)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have explored the purpose of and need for rules, written or unwritten for groups involving individuals and for society.</li> <li>▪ To have experienced being the rule makers for a designated group.</li> </ul>	<p>SEAL</p> <ul style="list-style-type: none"> <li>▪ New beginnings</li> <li>▪ Changes</li> <li>▪ Say no to bullying</li> <li>▪ Plan and conduct an assembly entitled “If I ruled the world...” Invite other classes to come and see their collage and explain it in fuller detail.</li> <li>▪ Pupils to investigate school rules, when and why they were made and who was involved in agreeing them and setting them up and different rules for teachers, pupils and others in school.</li> <li>▪ Identify rules they like and dislike, can keep easily and find hard to keep and use these as a springboard for exploring the whole area of rules, laws, rule making and law making.</li> <li>▪ <i>I am, I know, I can, Lesson 9 Making Connections or Lesson 34, Rules are rules are rules.</i></li> <li>▪ <i>Westminster DV Pack</i> <ul style="list-style-type: none"> <li>▪ <i>Group formation</i></li> <li>▪ <i>Identity and connections with others</i></li> <li>▪ <i>Rules</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ I am, I know, I can, Tacade</li> <li>▪ Westminster Domestic Violence Pack</li> </ul>		<ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ rules</li> <li>▪ fair</li> <li>▪ unfair</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;</li> <li>▪ 3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know the importance of good dental care and regular checks.</li> <li>▪ To have an opinion about cleansing products and advertising</li> <li>▪ To have considered ways of keeping teeth clean</li> <li>▪ To know how to brush effectively and avoid gum disease</li> <li>▪ To know what's best to eat and drink</li> <li>▪ To know not to snack</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Healthy Lifestyles Unit 6: Eating Healthy, Being Active</li> <li>▪ Consider decayed teeth; draw up a list of dos about teeth care. How many different ways can we keep our teeth clean?</li> <li>▪ Find adverts for dental products. Discuss the advertising – can these products do all they claim?</li> <li>▪ Ask the school nurse or oral health promotion adviser/dentist to work with the children.</li> <li>▪ <i>Crunch Time video, Programme 1, What to do if teeth are damaged or broken</i></li> <li>▪ <i>Crunch Time video, Programme 2, A visit to the dentist</i></li> <li>▪ <i>Look After Yourself video, Programme 2, Eat Well</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Pictures of decayed teeth, toothbrushes, toothpaste, etc. adverts</li> <li>▪ Crunch Time video, Ch4</li> <li>▪ Look After Yourself video,</li> <li>▪ Ch 4</li> <li>▪ British Heart Foundation website <a href="http://www.bhf.org.uk">www.bhf.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Science</li> <li>▪ P.E.</li> <li>▪ The schools Healthy Eating Policy should be considered before delivering this unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teeth</li> <li>▪ decay</li> <li>▪ dentist</li> <li>▪ toothpaste</li> <li>▪ toothbrush</li> <li>▪ advert</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;</li> <li>▪ 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;</li> <li>▪ 3g school rules about health and safety, basic emergency aid procedures and where to get help.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know the potential dangers in different environments</li> <li>▪ To know about personal safety e.g. to know that individuals have rights over their own bodies and that there are differences between good and bad touches.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Childline, Staying Safe</i>. Finish by raising awareness of Childline's existence</li> <li>▪ Explore real and fantasy fears. Differentiate between good and bad secrets. Devise strategies for keeping safe.</li> <li>▪ <i>Health For Life 2 Keeping Myself Safe p148-p171</i></li> <li>▪ <i>Street Smart video, Programme 1, Mean Street</i></li> <li>▪ <i>Street Smart video, Programme 2, Smart Wheels</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Health for Life 2, Nelson</li> <li>▪ Childline teacher's pack</li> <li>▪ Contact the School travel Plan team for additional support</li> <li>▪ BRAKE (Green cross code)</li> <li>▪ Electricity board videos</li> <li>▪ Building site safety (Wimpey)</li> <li>▪ Police (safety drag)</li> </ul>	<ul style="list-style-type: none"> <li>▪ This schools drug education policy should be read before this unit is delivered</li> <li>▪ Design and Technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safe</li> <li>▪ sensible</li> <li>▪ responsible</li> <li>▪ fear</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 4b to think about the lives of people living in other places and times, and people with different values and customs;</li> <li>▪ 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have developed awareness of the benefits and responsibilities of belonging to groups or communities.</li> <li>▪ To be able to offer a definition of community</li> <li>▪ To have some opinions on community issues and have some idea about the affects their behaviour may have on others.</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 5 Living in a diverse world: Sections 2 &amp; 3</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Changes</li> </ul> <ul style="list-style-type: none"> <li>▪ Brainstorm the meaning of community; is it buildings? roads? people? Do we have a common definition?</li> <li>▪ <i>Video, What Should I do? Vandals</i></li> <li>▪ <i>Video, What Should I do? Finders Keepers</i></li> <li>▪ <i>Video, What Should I do? The Gang</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Community information, maps and support materials</li> <li>▪ What Should I do? Video, Ch4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Geography: Knowledge and understanding of places 3) Pupils should be taught:               <ul style="list-style-type: none"> <li>a. to identify and describe what places are like [for example, in terms of weather, jobs]</li> </ul> </li> <li>▪ History: Knowledge and understanding of events, people and changes in the past 2) Pupils should be taught:               <ul style="list-style-type: none"> <li>a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Community</li> <li>▪ responsibility</li> <li>▪ society</li> <li>▪ relationships</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</li> <li>▪ 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>▪ To see oneself as unique and special, to recognise strengths and abilities and personal characteristics</li> <li>▪ To have begun to understand the many influences and relationships with form part of their world</li> <li>▪ To have begun to build self esteem and confidence by look at their skills and achievements</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Taking Part: Section 7 SEAL</li> <li>▪ Relationships</li> <li>▪ Going for goals</li> </ul> <p><i>Miss Dorothy.com Lessons 1-6</i></p> <ol style="list-style-type: none"> <li>1. <i>Dots first adventure</i></li> <li>2. <i>I am special 1</i></li> <li>3. <i>I am special 2</i></li> <li>4. <i>Dreams</i></li> <li>5. <i>Feelings</i></li> <li>6. <i>Showing feelings</i></li> </ol> <ul style="list-style-type: none"> <li>▪ <i>I am, I know, I can, Lesson 28 I am what I am. Extension work: Make special badges</i></li> <li>▪ Plan Red letter days for each child in the class</li> <li>▪ Explore similarities and differences amongst human beings. Make fingerprints pictures</li> <li>▪ <i>I am, I know, I can, Lesson 29 Face up to it</i></li> <li>▪ <i>Childline, Loneliness</i>. Finish by raising awareness of Childline's existence</li> <li>▪ <i>Good Health Guide p40 It's OK To Be Me: Resource sheet 25: Affirmations</i></li> <li>▪ <i>Westminster DV Pack – Building Self esteem</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Miss Dorothy.com</li> <li>▪ I am, I know, I can</li> <li>▪ Good Health Guide to eating drinking working resting and playing Ch4</li> <li>▪ Childline teacher's pack</li> <li>▪ Westminster Domestic Violence Pack</li> </ul>	<ul style="list-style-type: none"> <li>▪ P.E.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skills</li> <li>▪ hopes</li> <li>▪ unique</li> <li>▪ special</li> <li>▪ different</li> <li>▪ similar</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 1e To know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;</li> <li>▪ 2i to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;</li> <li>▪ 4b to think about the lives of people living in other places and times, and people with different values and customs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know some different kinds of jobs</li> <li>▪ To be aware of the advantages and disadvantages of work</li> <li>▪ To be able to make judgements about the worth of work</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 4 People who help us: Section 3</li> <li>▪ <i>Good Health Guide: A Job Well Done p22</i></li> <li>▪ Discuss with the class what they understand by the term work. Give examples and decide a common definition. List the tasks they do that they regard as work List what their parents/carers do as work Advantages and disadvantages of work. Are some jobs more worthy than others?</li> <li>▪ Choose one of five jobs think/write what is its value if you ask the questions “what would happen if there was no one to do that job? Can we judge value by what people are paid? Or can we judge value by how important the job is to large numbers of people rather than just small numbers of people?</li> <li>▪ Discuss the gender issues related to work - record when a person doing a non-gender stereotype job has been spotted.</li> <li>▪ Provide a selection of books and materials about jobs and the world of work, which challenge gender stereotypes. Working in groups, select some examples and build up a file, which could be used in assembly.</li> <li>▪ Invite a visitor whose job challenges the gender stereotype.</li> <li>▪ My Ideal Job – rank 15 criteria of a satisfying job and identify an ideal job. Working in groups compare rankings and jobs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good Health Guide: Working Ch4</li> </ul>		<ul style="list-style-type: none"> <li>▪ Job</li> <li>▪ employment</li> <li>▪ value</li> <li>▪ worth</li> <li>▪ advantages</li> <li>▪ disadvantages</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</li> <li>▪ 2d that there are different kinds of responsibilities, rights and duties at home and school and that these can sometimes conflict with each other.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To appreciate that we change over time physically and emotionally</li> <li>▪ To appreciate that as we grow we are able to do different tasks and take on different responsibilities</li> <li>▪ To understand that there are some things we are not old enough to do yet.</li> <li>▪ To make decisions to some extent about what is reasonable and unreasonable.</li> </ul>	<p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Change</li> <li>▪ Going for goals</li> </ul> <ul style="list-style-type: none"> <li>▪ Look back at the way we have changed and consider how we will change in the future. Include physical changes but also changes to do with becoming more responsible for themselves and the things they do.</li> <li>▪ Circle time – what can you do now that you couldn't do or weren't allowed to do before? What things would you like to be able to do in the future?</li> <li>▪ What changes do you have some control over as you grow and what things have you no control over? In pairs, record ideas. (<i>See Good Health Guide to . . . . , resource sheet 1</i>)</li> <li>▪ Ask for examples of things their parents/carers expect them to be responsible for at home. How does being responsible make you feel? Identify one important thing at home you are responsible for. Share ideas in small groups and compile a list of examples. What are you not responsible for at the moment but would like to be? Why do pupils think they are not allowed responsibility at the moment? Are their wants realistic? (<i>See Good Health Guide to . . . . , resource sheet 2: Responsibility</i>)</li> <li>▪ Discuss being asked to do things we don't want to do e.g. tidy our room. List things I do not like doing at home. Compare lists. What are the reasons behind these requests? Are they unreasonable? Write a perfectly good reason for each of the requests. How could these requests be turned into a set of house rules?</li> <li>▪ <i>Resource sheet 3: Let Me Decide) Decide what requests are reasonable or unreasonable</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ The Good Health Guide to eating, drinking, working, resting and playing, Ch4</li> <li>▪ Childline teacher's pack</li> </ul>		<ul style="list-style-type: none"> <li>▪ Grown</li> <li>▪ change</li> <li>▪ control</li> <li>▪ responsibility</li> <li>▪ rights</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;</li> <li>▪ 3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</li> <li>▪ 3c about how the body changes as they approach puberty</li> </ul>	<ul style="list-style-type: none"> <li>▪ To appreciate the need for exercise</li> <li>▪ To understand why exercise can make us hot, sweaty and breathless</li> <li>▪ To know what exercise they enjoy and why.</li> <li>▪ To know what exercise they dislike and why</li> <li>▪ To understand about menstruation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brainstorm activities pupils participate in at home, out of school and at play. What examples make them breathless and sweaty? Record answers on a large piece of paper. Discuss what they enjoy about these activities and why they do them. Can you think of any benefits for participating in physical games and activities? What is good exercise and how do you know?</li> <li>▪ Record what exercise they participate in, where how long for, and give an enjoyment rating. (<i>See Good Health Guide to . . . : Teachers notes Resource Sheet 19: My Physical Activity Diary</i>)</li> <li>▪ Using this information from the class compile a database to show range of activities, duration etc. Present graphically with text by the children. Discuss the results. Pick out what was and was not enjoyed and why.</li> <li>▪ Have class participate in some energetic games or PE. While recovering ask them what has happened to their bodies and how they feel. Ask them to record the changes in their bodies and the benefits of this exercise. Ask them to rate some statements about exercise as true or false (<i>See resource Sheet 20: Warm and Breathless</i>)</li> <li>▪ Ask leading questions about the effects of exercise. Why does the heart beat faster: Why do we get breathless? Why do we sweat?</li> </ul> <p>Many schools are now teaching menstruation in year 4 so that girls are aware of the changes to their body before they start happening. There are 2 lessons below, however more lesson activities are located on page 67</p> <ul style="list-style-type: none"> <li>▪ LG, unit 2, Activity 7, p18, <i>Periods, what do you know? (B&amp;G)</i></li> <li>▪ LG, unit 3, Activity 2, p13, Menstruation (B&amp;G)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good Health Guide to eating, drinking, working, resting and playing,</li> <li>▪ Ch 4</li> <li>▪ Contact the School Sports Coordinator for additional support</li> <li>▪ Living and Growing video, Unit 2, Ch4</li> <li>▪ Living and Growing video, Unit 3, Ch4</li> <li>▪ Selection of sanitary wear</li> </ul>	<ul style="list-style-type: none"> <li>▪ P.E.</li> <li>▪ Science</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health</li> <li>▪ fitness</li> <li>▪ exercise</li> <li>▪ heart</li> <li>▪ rate</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;</li> <li>▪ 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have shared fears</li> <li>▪ To have explored strategies for dealing with worrying situations</li> <li>▪ To understand how group pressure can persuade people to do something they don't really want to do</li> <li>▪ To understand about Internet rules in relations to safety</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Drugs Unit B Keeping ourselves and others safe</li> <li>▪ Citizenship Unit 2 Choices: Section 2 Unit 9 Respect for property</li> <li>▪ <i>NSPCC Take Care: Book D, Activity D5, Fears</i></li> <li>▪ <i>NSPCC Take Care: Book D, Activity D6, What If...?</i></li> <li>▪ <i>NSPCC Take Care: Book D, Activity D7, Stay Strong</i></li> <li>▪ <i>NSPCC Take Care: Book D, Activity D8, Using my computer</i></li> <li>▪ <i>NSPCC Take Care: Book D, Round up, p.16, Taking care of my safety</i></li> <li>▪ <i>Miss Dorothy.com lessons 7-15</i> <ol style="list-style-type: none"> <li>7. <i>Being Safe</i></li> <li>8. <i>Warning signs</i></li> <li>9. <i>Who can we tell</i></li> <li>10. <i>Helping hands</i></li> <li>11. <i>Using your helping hand</i></li> <li>12. <i>Anger</i></li> <li>13. <i>Secrets</i></li> <li>14. <i>Internet Safety</i></li> <li>15. <i>What have we learned</i></li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ NSPCC Take Care, Book D: Taking Care of My safety</li> <li>▪ BRAKE</li> <li>▪ Kidscape</li> <li>▪ Miss Dorothy.com</li> </ul>	<ul style="list-style-type: none"> <li>▪ This schools drug education policy should be read before this unit is delivered</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fear</li> <li>▪ frightened</li> <li>▪ strong</li> <li>▪ worrying</li> <li>▪ persuades</li> <li>▪ safety</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</li> <li>▪ 4b to think about the lives of people living in other places and times, and people with different values and customs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have explored ideas of trust and the qualities and values of friendship.</li> <li>▪ To have considered that whilst everyone is different all people are worthwhile.</li> <li>▪ To have considered that accepting, tolerating and celebrating differences can help create a better society.</li> <li>▪ To know the components of being a good friend: listening, caring, sharing and having fun.</li> <li>▪ To know that being a good friend does not mean having to do everything your friends tell you to do.</li> <li>▪ To know we have different friends for different purposes.</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 5 Living in a diverse world: Section 4 SEAL</li> <li>▪ Good to be me</li> <li>▪ Relationships</li> <li>▪ <i>Quality Circle Time, p135</i> : Arm link warm up exercise; Round: I like to have friends because...; Blindfold trust game; end with mime game</li> <li>▪ We're all different and that's OK – collect thumbprints from everyone and compare.</li> <li>▪ Round: I like (anything but not people) End with paired mirroring.</li> <li>▪ Meet my friend (interview each other and present your findings to the group).</li> <li>▪ Discuss we can't all be best friends but it's good if we can be friendly to everyone. There will be some people we don't like but we should be polite to them.</li> <li>▪ Round "I feel lonely when ..."; discuss what its like to feel lonely and how to show kindness to lonely children in the future. Thank you to someone in the room who helped when I felt lonely.</li> <li>▪ Using circle time, do a round: Think about and describe a really good friend, who is it? is it someone at school?</li> <li>▪ <i>Childline, Making New Friends.</i></li> <li>▪ <i>Westminster Domestic Violence Pack – 5 Friends</i></li> <li>▪ Discussion - what do you do with your friends? This information could be collated into a pictogram - does everybody do the same things? Do you always do the same things?</li> <li>▪ Read <i>Dogger</i> by Shirley Hughes - to talk about acts of friendship.</li> <li>▪ To encourage the children to be self reflective - pose the question "Are you a good friend?"</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quality Circle Time, Jenny Mosley,</li> <li>▪ Childline teacher's pack</li> <li>▪ Dogger, Shirley Hughes, Red Fox</li> <li>▪ Westminster Domestic Violence pack</li> </ul>	<ul style="list-style-type: none"> <li>▪ Geography: Knowledge and understanding of places 3) Pupils should be taught: a. to identify and describe what places are like [for example, in terms of weather, jobs]</li> <li>▪ History: Knowledge and understanding of events, people and changes in the past 2) Pupils should be taught: a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past</li> </ul>	<ul style="list-style-type: none"> <li>▪ Similar</li> <li>▪ different</li> <li>▪ friendship</li> <li>▪ trust</li> <li>▪ caring</li> <li>▪ lonely</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</li> <li>▪ 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be able to listen carefully</li> <li>▪ To understand the importance of communicating well and to identify different facets of communication</li> <li>▪ To increase communication skills</li> <li>▪ To understand and practice negotiation</li> <li>▪ To value one's own and others opinions</li> <li>▪ To learn the difference between assertive, aggressive, and passive behaviour</li> <li>▪ To have practised being assertive in different situations</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Taking part: Section 8</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ Say no to bullying</li> <li>▪ Getting on and falling out</li> </ul> <ul style="list-style-type: none"> <li>▪ <i>I am, I know, I can, Lesson 27, How Can I make my self heard? Lesson 30 All change</i></li> <li>▪ <i>De Bono's Six Thinking Hats</i>. These exercises will support the pupils in their decision-making. This would make an interesting extension to their work on self-esteem and assertiveness.</li> <li>▪ Watch <i>'Thief'</i> and discuss actions</li> <li>▪ <i>Westminster Domestic Violence pack</i> <ul style="list-style-type: none"> <li>○ 6. <i>Fairness negotiation and compromise</i></li> <li>○ 7. <i>feeling angry</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ I am, I know, I can, Tacade</li> <li>▪ Six Thinking Hats for Schools, Book 2, Edward de Bono</li> <li>▪ Thief, Ch4 Schools</li> <li>▪ Westminster domestic violence pack</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen</li> <li>▪ talk</li> <li>▪ communicate</li> <li>▪ negotiate</li> <li>▪ assertive</li> <li>▪ strong</li> <li>▪ confident</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word box
<ul style="list-style-type: none"> <li>▪ 2f to resolve differences by looking at alternatives, making decisions and explaining choices;</li> <li>▪ 2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have considered the issue of plants and their conservation within the environment</li> <li>▪ To have considered the wider issues of planting in relation to change and development</li> <li>▪ To understand the scale and extent of waste</li> <li>▪ To identify the range of rubbish produced into natural and man-made</li> <li>▪ To have investigated rubbish disposal recycling and conservation locally</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 6 Developing our school grounds</li> <li>▪ Walk around the school and identify different types of plants and consider their purposes. Get pupils to look at the tree around the school. Measure them, take bark rubbings, study twigs and describe their features.</li> <li>▪ Give each pupil a small rectangle of white card with a smaller rectangle of double-sided carpet tape stuck onto the card. In order to get the pupils to focus on the wide range of shades and tones within one colour that they see around them, get them to tear little-finger-nail sized bits of leaves or flowers to stick down on their card, possibly in a graduated way from darkest to lightest. When the cards are complete, they can be covered in PVA and displayed.</li> <li>▪ Consider what an environment might be like without plants and write about it.</li> <li>▪ Consider the situation in countries where there is, or has been drought or fire and discuss ways of helping people in these situations. Talk about road protestors in this country (the people who protested against the Wanstead bypass for example) and get pupils to imagine what it would be like to have a road built through their school, park or garden. Ask pupils to draw up a list of the pros and cons of such a thing happening.</li> <li>▪ <i>Making It Happen, p 19, Introducing Agenda 21 to young people. p21-2, picturing where we live. p23, p24, p25, p26, Changes, p29, Futures Wheel</i></li> <li>▪ <i>Read In the Eye of the Storm</i></li> <li>▪ <i>Skills for the Primary School Child, Part 2, Section 4:4, Environment: Waste and waste disposal</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Information, books and materials on plants, conservation and the affects of drought.</li> <li>▪ Skills for the Primary School Child, Part 2, Tacade</li> <li>▪ Prepared rectangles of card with double sided carpet tape</li> <li>▪ Making It Happen, Gillian Symons, WWF</li> <li>▪ In the Eye of the Storm, Action Aid</li> <li>▪ Global Express (Oxfam) is a newsletter covering many of the topics suggested.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rubbish</li> <li>▪ recycle</li> <li>▪ damage</li> <li>▪ wasteful</li> <li>▪ environment</li> <li>▪ pollution</li> <li>▪ natural</li> <li>▪ substances</li> <li>▪ conservation</li> <li>▪ re-use</li> <li>▪ waste</li> <li>▪ disposal</li> <li>▪ compost</li> </ul>

**Unit Plan**

Key Stage 2: **Year 5**

Theme: **Enjoy and Achieve**

Unit: **Smoking**

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 2k to explore how the media present information;</li> <li>▪ 3d which commonly available substances and drugs are legal and illegal, their effects and risks;</li> <li>▪ 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know the effects and risks of tobacco,</li> <li>▪ To explore peer pressure and decision making</li> <li>▪ To understand that people have choices and that decisions can be positive or negative</li> <li>▪ To understand how the media portrays drugs</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Drugs Unit C Building knowledge and understanding about drugs and alcohol - smoking only</li> <li>▪ Ask the class to think about what they know, have heard, have read about the effects of smoking on:                             <ul style="list-style-type: none"> <li>○ The Smoker and the Non-Smoker</li> </ul> </li> <li>▪ Add information as appropriate and discuss:                             <ul style="list-style-type: none"> <li>○ Why is smoking banned in some places?</li> <li>○ Is there a safe limit for smoking cigarettes?</li> <li>○ Why don't smokers give up smoking?</li> <li>○ Do you think advertising cigarettes influences people to smoke?</li> <li>○ What would you do if a friend offered you a cigarette?</li> </ul> </li> <li>▪ Divide the class into groups of 4. Give each group a large piece of paper and ask them to draw all the good things about being a non-smoker. (E.g. live longer, fitter, less coughs and colds, more money, no smelly clothes, breath or fingers, less lung cancer).</li> <li>▪ Bring the class together and share and display the pictures.</li> <li>▪ Ask the class why they think people choose to smoke cigarettes, especially young people. E.g. see others do it, want to know what it is like, think it's grown up, people persuade them, don't know how dangerous it is.</li> <li>▪ Ask the children in small groups or pairs to write down three reasons why they think people start to smoke. Put up two posters, headed 'agree' and 'disagree', at opposite ends of the room. Each group or pair reads out one of their suggestions and the rest of the class get up and stand by the relevant poster. Ask a handful of children to give their reasons for agreeing or disagreeing</li> </ul>		<ul style="list-style-type: none"> <li>▪ Science</li> </ul>	<ul style="list-style-type: none"> <li>▪ peer pressure</li> <li>▪ choice</li> <li>▪ risk</li> <li>▪ effect</li> <li>▪ cigarette</li> <li>▪ tobacco</li> <li>▪ damage</li> <li>▪ consequences</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
		<ul style="list-style-type: none"> <li>▪ Discuss with the children why people who do smoke find it hard to stop. Talk about a range of people, including young people who haven't been smoking for long and older people who have smoked for many years.</li> <li>▪ Ask the children to draw up their own list of reasons why people smoke and, alongside it, a list of the negative effects of smoking.</li> <li>▪ The children write realistic scenarios or letters to agony aunts/uncles about pressures to smoke, using their notes from the previous activities. Alternatively, provide scenarios or letters yourself. Ensure that the children focus on a range of pressures and influences, e.g.               <ul style="list-style-type: none"> <li>○ a group of friends decides to start smoking together, but one of them doesn't want to</li> <li>○ a girl feels that people will respect her more if she does something 'grownup' like smoking</li> <li>○ a boy is going through a very difficult time at home, and thinks smoking will help him cope</li> <li>○ another girl is curious about why people like smoking, and wants to try it herself</li> <li>○ a group of friends finds some cigarettes and a lighter, and some of them think it would be funny to smoke them and/or sniff the lighter fuel</li> </ul> </li> <li>▪ In small groups, the children identify what the pressure or influence to smoke is in one scenario, and discuss what the characters could do to resist it and where they could go for help and advice. They could develop their responses into short dramas, or letters offering advice.</li> <li>▪ The children present their work to the class and discuss any issues that arise, e.g. whether they think the responses in the dramas or letters are realistic, how they think people in those situations would react to the advice.</li> </ul>		<ul style="list-style-type: none"> <li>▪</li> </ul>	

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 1d to recognise as they approach puberty how people's emotions change at that time and how to deal with their feelings towards themselves their family and others in a positive way.</li> <li>▪ 3c about how the body changes as they approach puberty</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have discussed and understand that menstruation is a normal part of growing up</li> <li>▪ To have questions about menstruation answered</li> <li>▪ To discuss feelings associated with menstruation</li> <li>▪ To read about first experiences of menstruation</li> <li>▪ To look at and consider different types of sanitary wear</li> <li>▪ To have had the opportunity to work in single sex groups where appropriate.</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE SRE Unit 5 how the body works, changes in puberty</li> <li>▪ <i>Video: Living and Growing, (LG) Unit 2, Prog. 4: Changes</i></li> <li>▪ <i>LG, Unit 2, Activity 1, p12, How do we change?</i></li> <li>▪ <i>LG, Unit 2, Activity 4, p15, Sort the changes</i></li> <li>▪ <i>Video: LG, Unit 3, Prog. 7: Girl Talk, (B&amp;G)</i></li> <li>▪ <i>Video: LG, Prog. 8: Boy Talk, (B&amp;G)</i></li> <li>▪ Schools may wish to choose to split the class into boys and girls. Teach the boys with resources marked (B) and the girls with resources marked (G)</li> <li>▪ <i>LG, unit 2, Activity 7, p18, Periods, what do you know? (B&amp;G)</i></li> <li>▪ <i>LG, unit 3, Activity 2, p13, Menstruation (B&amp;G)</i></li> <li>▪ <i>Read Judy Blume, extract 1, about first periods,</i></li> <li>▪ <i>LG, Unit 3, Activity 4, p15, The problem with girls (G)</i></li> <li>▪ <i>LG, Unit 3, Activity 7, p18, Girl facts (G)</i></li> <li>▪ <i>LG, Unit 3, Activity 8, p19, What's the score? (G)</i></li> <li>▪ <i>Girl Talk, p8-15, Is your period a question mark? (needs some adapting) (G)</i></li> <li>▪ <i>LG, Unit 3, Activity 9, p24, Check out the changes, boys! (B)</i></li> <li>▪ <i>LG, Unit 3, Activity 12, p27, The problem with boys . . . . (B)</i></li> <li>▪ <i>LG, Unit 3, Activity 13, p28, Boys do cry (B)</i></li> <li>▪ <i>LG, Unit 3, Activity 16, p31, Further your score (B)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Living and Growing video, Unit 2, Ch4</li> <li>▪ Living and Growing video, Unit 3, Ch4</li> <li>▪ Selection of sanitary wear</li> <li>▪ Girl Talk: All the stuff your sister never told you, Carol Weston, Macmillan</li> <li>▪ The school nurse team may be able to support this unit</li> <li>▪ Schools should consider the siting of a sanitary bins in the girls toilet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sc2 1a) that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> <li>1b) that the life processes common to plants include growth, nutrition and reproduction</li> <li>Sc2 about the main stages of the human life cycle</li> <li>▪ The schools SRE policy should be read before this unit is delivered and a parents evening may allay any concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menstruation</li> <li>▪ periods</li> <li>▪ sanitary wear</li> <li>▪ tampons</li> <li>▪ sanitary towels</li> <li>▪ monthly</li> <li>▪ bleeding</li> <li>▪ cramps</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 3g school rules about health and safety, basic emergency aid procedures and where to get help.</li> <li>▪ 4g where individuals, families and groups can get help and support</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand the concept of assessing a situation and making things safe</li> <li>▪ To understand the DRABC rule</li> <li>▪ To be able to place a casualty into the recovery position</li> <li>▪ To be able to recognise and treat choking</li> <li>▪ To be able to recognise an get help for asthma attacks</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>St Johns Ambulance Young Lifesaver Scheme Part 1 and 2</i></li> <li><i>Part One</i> <ul style="list-style-type: none"> <li>▪ <i>Understand the concepts of Making Safe</i></li> <li>▪ <i>Understand the DRABC rule (Danger, Response, Airway, Breathing, Circulation)</i></li> <li>▪ <i>Put a casualty into the Recovery Position</i></li> <li>▪ <i>Make an emergency telephone call</i></li> <li>▪ <i>Recognise and treat choking</i></li> <li>▪ <i>Recognise and treat asthma attacks</i></li> </ul> </li> <li><i>Part Two</i> <ul style="list-style-type: none"> <li>▪ <i>Bleeding (minor and major)</i></li> <li>▪ <i>Shock</i></li> <li>▪ <i>Fractures</i></li> <li>▪ <i>Burns and Scalds</i></li> <li>▪ <i>Poisoning</i></li> <li>▪ <i>NB Teachers need basic first aid to deliver this course</i></li> </ul> </li> <li>▪ General healthy lifestyles lesson 44, I am I know I can.</li> </ul>	<ul style="list-style-type: none"> <li>▪ St Johns Ambulance Young Lifesaver Scheme. Local workers may also attend for an assembly</li> <li>▪ I am I know I can, Tacade</li> <li>▪ The school nurse may be able to support this unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ The schools drug education policy should be read before this unit is delivered</li> <li>▪ Sc2 2g) Pupils should be taught about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health</li> <li>▪ Design and Technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Danger</li> <li>▪ response</li> <li>▪ airway</li> <li>▪ breathing</li> <li>▪ circulation</li> <li>▪ choking</li> <li>▪ asthma</li> <li>▪ Bleeding</li> <li>▪ shock</li> <li>▪ fracture</li> <li>▪ burn</li> <li>▪ scald</li> <li>▪ poison</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</li> <li>▪ 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have considered a range of family types including gay/lesbian parents</li> <li>▪ To have identified ways in which they like to be treated by others and how others might like to be treated by them.</li> <li>▪ To have explored some of the differences in relationships between friends and in families</li> <li>▪ To have begun to understand the different uses of the word love and the variety of meanings it has and to recognise that love can sometimes be painful</li> <li>▪ To be able to consider how other people feel and how this helps to build friendships and relationships</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE SRE Unit 4 Support Networks SEAL</li> <li>▪ Changes</li> <li>▪ Relationships</li> </ul> <ul style="list-style-type: none"> <li>▪ Ask everyone to draw a family without discussing it. Choose some drawings to discuss. Ask them to explain who is in their picture. Follow with a discussion about what a family is, who may be in it and different types of family. Remember to be sensitive to children who have gay and lesbian parents/carers or children who are fostered / adopted</li> <li>▪ In groups draw and describe all the family groups that have been discussed.</li> <li>▪ <i>Skills for the Primary School Child, Part 2, Section 2.1 Growing and Changing: Building Relationships Activity 1: Ways in which I like others to treat me</i></li> <li>▪ <i>Skills for the Primary School Child, Part 2, Section 2.1 Growing and Changing: Building Relationships Activity 2: People who mean a lot to me, differences in relationships, giving and taking.</i></li> <li>▪ <i>Skills for the Primary School Child, Part 2, Section 2.1 Growing and Changing: Building Relationships Activity 3: Love is ... Ways of showing love</i></li> <li>▪ <i>NSPCC Take Care: Book A, Taking care of myself, Activity A4, My Relationships</i></li> <li>▪ <i>Read and watch Tracey Beaker, The Suitcase Kid – Jacqueline Wilson</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Skills for the Primary School Child, Part 2, Tacade</li> <li>▪ NSPCC Take Care pack</li> <li>▪ Tracy Beaker – The Suitcase Kid, Jacqueline Wilson</li> </ul>	<ul style="list-style-type: none"> <li>▪ The schools SRE policy should be read before this unit is delivered</li> <li>▪ Sc2 1a) that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 1b) that the life processes common to plants include growth, nutrition and reproduction Sc2 about the main stages of the human life cycle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ gay</li> <li>▪ lesbian</li> <li>▪ homosexual</li> <li>▪ heterosexual</li> <li>▪ marriage</li> <li>▪ caring</li> <li>▪ affections</li> <li>▪ friendship</li> <li>▪ romantic</li> <li>▪ loveable</li> <li>▪ communication</li> <li>▪ love</li> <li>▪ nuclear family</li> <li>▪ extended family</li> <li>▪ foster</li> <li>▪ adoption</li> <li>▪ carers</li> </ul>

Unit Plan	Key Stage 2: Year 5	Theme: Emotional health	Unit: Feelings: Anger and Conflict		
Aims	Assessment Criteria	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 2f to resolve differences by looking at alternatives, making decisions and explaining choices;</li> <li>▪ 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</li> <li>▪ 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</li> </ul>	<p>To see themselves and others as unique and special</p> <ul style="list-style-type: none"> <li>▪ To have begun to explore the reasons why prejudice and discrimination develop and grow and the feelings they cause</li> <li>▪ To have explored ways of promoting mutual respect and co-operation</li> <li>▪ To identify a range of feelings common to young people</li> <li>▪ To identify strategies for dealing with strong emotions</li> <li>▪ To understand that loss is something everybody experiences and that loss can cause strong feelings, pain and distress</li> </ul>	<p>SEAL</p> <ul style="list-style-type: none"> <li>▪ New beginnings</li> <li>▪ Good to be me</li> <li>▪ Say no to bullying</li> <li>▪ Getting on and falling out</li> <li>▪ I am, I know, I can, Lesson 56 Difference and sameness.</li> <li>▪ A Volcano in my Tummy, lessons 1-8</li> <li>▪ 1 A Volcano in my Tummy, 2 Bottling Anger, 3 Are You a Volcano?, 4 The Anger Rules, 5 Dirty Anger, Clean Anger, 6 Craig's Angry Day, 7 The Inside Story, 8 Safe ways of Getting Angry</li> <li>▪ Collect pictures of different conflict situations In small groups discuss the pictures then brainstorm conflict words, make a class list.</li> <li>▪ Paired listening – Think of a conflict you have experienced. Take turns to tell each other about it. Snowball – 2 pairs join and discuss things that made it worse/better. Feedback circle – do 2 lists Help and Hindrances</li> <li>▪ Play a game or read a story that demonstrates co-operation. Define and discuss. Stress the importance of co-operation, teamwork and achieving win/win situations.</li> <li>▪ Give a moral dilemma “You see a friend being called names and pushed in the playground. The easiest thing would be to walk away” What are the options? What is the right thing to do? Try Hotseating the situation.</li> <li>▪ Brainstorm what they know and think about where to get help. Raise awareness of things in school e.g. school council, playground friends and out of school e.g. Childline, Bullyline</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am, I know, I can, Tacade</li> <li>▪ Childline teacher's pack</li> <li>▪ A Volcano in my Tummy, New Society Publishers</li> <li>▪ <b>NB</b> Lesson 6's story may need adapting in places as it is written for an American audience</li> </ul>		<ul style="list-style-type: none"> <li>▪ Pride</li> <li>▪ interesting</li> <li>▪ appreciate</li> <li>▪ contribute</li> <li>▪ fear</li> <li>▪ unfair</li> <li>▪ fair</li> <li>▪ achievements</li> <li>▪ frustrated</li> <li>▪ happy</li> <li>▪ guilty</li> <li>▪ thrilled</li> <li>▪ despairing</li> <li>▪ frightened</li> <li>▪ sad</li> <li>▪ worried</li> <li>▪ sorrow</li> <li>▪ angry</li> <li>▪ bereaved</li> <li>▪ Conflict</li> <li>▪ argue</li> <li>▪ resolve</li> <li>▪ negotiate</li> <li>▪ settle</li> <li>▪ sorry</li> <li>▪ temper</li> <li>▪ consequences</li> </ul>

Unit Plan

Key Stage 2: Year 5

Theme: Positive Contribution

Unit: Politics

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word box
<ul style="list-style-type: none"> <li>▪ 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</li> <li>▪ 2g what democracy is, and about the basic institutions that support it locally and nationally;</li> <li>▪ 2h to recognise the role of voluntary, community and pressure groups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To consider the ways we have to reach decisions and settle disputes in our society.</li> <li>▪ To understand the meaning of democracy and appreciate how voting is part of this process.</li> <li>▪ To have considered the process of elections in this country</li> <li>▪ To understand the responsibilities of an MP</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 7 Children’s Rights, human Rights;</li> <li>▪ Unit 8 How do rules and laws affect me; Unit 10 Local democracy for young citizens</li> <li>▪ <i>Citizenship video, programme 1, Immediately after the video, do the voting exercise, Citizenship resource pack, p13</i></li> <li>▪ <i>Citizenship resource pack, p19, Activity sheet 1.5, Personal decisions</i></li> <li>▪ <i>Citizenship resource pack, p14, More decisions and extension</i></li> <li>▪ <i>Citizenship resource pack, p14, Debate</i></li> <li>▪ <i>Citizenship resource pack, p14, Poster 1 Activity</i></li> <li>▪ <i>The X File Programme 1 Ch4: The power of X: Key terms and situations about democratic systems of government</i></li> <li>▪ <i>Teachers Guide, The power of X p4/5</i></li> <li>▪ <i>Activity Sheet 1 Getting the vote</i></li> <li>▪ <i>Activity sheet 2 Votes for Women</i></li> <li>▪ <i>Programme 3: If I were running the country</i></li> <li>▪ <i>Teachers Guide, If I were running the country p.12/13</i></li> <li>▪ <i>Activity Sheet 5 On the record p.14</i></li> <li>▪ <i>Activity sheet 6 The PM’s day p.15</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Citizenship video and resource pack BBC</li> <li>▪ The X File Programme Ch 4</li> <li>▪ The local MP may be able to organise a visit to the town hall or parliament</li> <li>▪ School council UK website has materials for developing a democratic council <a href="http://www.schoolcouncil.org.uk">www.schoolcouncil.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ All activities in this unit should be linked to current affairs / news</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vote</li> <li>▪ government</li> <li>▪ society</li> <li>▪ prime minister</li> <li>▪ parliament</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word box
<ul style="list-style-type: none"> <li>▪ 1e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</li> <li>▪ 1f) to look after their money and realise that future wants and needs may be met through saving.</li> </ul>	<ul style="list-style-type: none"> <li>▪ They have a basic understanding of banking, including saving, credit and debt.</li> <li>▪ They can demonstrate how to look after and save money.</li> <li>▪ They can talk about a range of jobs, and explain how they will develop skills to work in the future.</li> </ul>	<ul style="list-style-type: none"> <li>▪ QCA Unit 7 Looking After my Money</li> </ul>	<ul style="list-style-type: none"> <li>▪ For more information on personal financial education, see the DfES guidance Financial capability through personal financial education (DfEE, 2000) at key stages 1 and 2, The guidelines are available from the Teachernet website by going to 'Personal financial capability' in the section 'A to Z of school leadership' (<a href="http://www.teachernet.gov.uk/management/">www.teachernet.gov.uk/management/</a>).</li> <li>▪ A local bank employee may be able to support this unit</li> <li>▪ PFEG</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mathematics, MA2, 1e, 4b</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spending</li> <li>▪ Saving</li> <li>▪ Account</li> <li>▪ Bank</li> <li>▪ Building society</li> <li>▪ Balance</li> <li>▪ Statement</li> <li>▪ Credit</li> <li>▪ Debit</li> <li>▪ Debt</li> <li>▪ Overdrawn</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</li> <li>▪ 3c about how the body changes as they approach puberty.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know how the body changes during / leading up to puberty</li> <li>▪ To know the differences and purpose of the reproductive organs</li> <li>▪ To know and understand conception</li> <li>▪ To know how a baby develops</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE SRE Unit 5 how the body works, changes in puberty</li> <li>▪ <i>Living and Growing unit 2, Prog. 5 How Babies are Made</i> (there are extra activities for prior and post viewing suggested in the video notes)</li> <li>▪ <i>Living and Growing, unit 2, Teacher's Guide Activity 11, p26, How does a baby start?</i> Brainstorm all the class knows about how a baby starts, collate on a large sheet of paper. At the end of the discussion give out activity sheet 11, read through, cut out the pictures and place them in the correct order.</li> <li>▪ <i>Living and Growing Unit 2 Prog. 6 How Babies are born</i> (there are extra activities for prior and post viewing suggested in the video notes)</li> <li>▪ <i>The Primary School Sex and Relationships Education Pack Pregnancy, Birth and Babies p.65-69</i></li> <li>▪ <i>Why people have children</i></li> <li>▪ <i>Pregnancy True or False</i></li> <li>▪ <i>Development of a baby in the mother's womb</i></li> <li>▪ <i>Birth</i></li> <li>▪ <i>Miscarriage, stillbirth and abortion</i></li> <li>▪ <i>Skills for the Primary School Child, Part 2, Section 2.5 Growing and Changing: A New Life</i>, Identify the body parts, The processes of conception, pregnancy and birth, Exploring the experience of new birth</li> <li>▪ <i>Skills for the Primary School Child, Part 2, Section 2.6, Growing and Changing: HIV/AIDS – Myths and Misconceptions, Pre-lesson activity, activity 1, activity 2, activity 3</i></li> <li>▪ <i>Skills for the Primary School Child, Part 2, Section 2.6, Growing and Changing: HIV/AIDS 2, Pre-lesson activity, activity 1, 2 &amp; 3</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Living and Growing video and resource books, Unit 2 &amp; 3 Ch4</li> <li>▪ The Primary School Sex and Relationships Education Pack, Healthwise</li> <li>▪ Skills for the Primary School Child, Part 2 Tacade</li> <li>▪ For information on AIDS and HIV, a general guide is available from AVERT</li> <li>▪ The school nurse team may be able to support this unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ The schools SRE policy should be read before this unit is delivered and a parents evening may allay any concerns</li> <li>▪ Sc2 1a) that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 1b) that the life processes common to plants include growth, nutrition and reproduction Sc2 about the main stages of the human life cycle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Womb</li> <li>▪ sperm</li> <li>▪ conception</li> <li>▪ intercourse</li> <li>▪ labour</li> <li>▪ egg</li> <li>▪ fertilise</li> <li>▪ ovaries</li> <li>▪ vagina</li> <li>▪ penis</li> <li>▪ testicles</li> <li>▪ birth</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 2k to explore how the media present information;</li> <li>▪ 3d which commonly available substances and drugs are legal and illegal, their effects and risks;</li> <li>▪ 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand how the media portrays drugs, legal and illegal</li> <li>▪ To explore the differences between legal and illegal drugs</li> <li>▪ To know the effects and risks of tobacco, alcohol, solvents and cannabis</li> <li>▪ To explore peer pressure and decision making</li> <li>▪ To understand that people have choices and that decisions can be positive or negative</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Drugs Unit C Building knowledge and understanding about drugs and alcohol</li> <li>▪ Draw and write activity 'What's in the bag' Divide a piece of A3 paper into 4 sections. Box one: a girl called Cheryl (aged 10) is walking home from school when she finds a bag of drugs... can you draw what was in that bag. Box 2: who do you think lost the bag? Box 3: what was the person going to do with the drugs? Box 4: what would you do with the bag if you had found it?</li> <li>▪ <i>The Primary School Drugs Pack, Activity C3, Explore the media portrayal of drugs and where children obtain information about drugs. Collect media examples.</i></li> <li>▪ <i>The Primary School Drugs Pack Activity B4, Drugs and the law or The Good Health Guide to Drug Activity B3, Explore the law surrounding drugs.</i></li> <li>▪ <i>The Primary School Drugs Pack, Activity D2, Examining dangerous situations</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ The Primary School Drugs Pack, Healthwise</li> <li>▪ Skills for the Primary School Child, The World of Drugs, Tacade</li> <li>▪ The national drug website provides a wealth of information about drugs <a href="http://www.talktofrank.com">www.talktofrank.com</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ The schools drug education policy should be read before this unit is delivered</li> <li>▪ Sc2 2g) Pupils should be taught about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health</li> <li>▪ Teachers may wish to consider what when planning for discussion about the range of drugs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Legal</li> <li>▪ illegal</li> <li>▪ peer pressure</li> <li>▪ choice</li> <li>▪ risk</li> <li>▪ effect</li> <li>▪ cigarette</li> <li>▪ alcohol</li> <li>▪ solvent</li> <li>▪ cannabis</li> <li>▪ damage</li> <li>▪ consequences</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word box
<ul style="list-style-type: none"> <li>▪ 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;</li> <li>▪ 2e to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;</li> <li>▪ 4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;</li> <li>▪ 4e to recognise and challenge stereotypes;</li> <li>▪ 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To consider what constitutes identity and the way we stereotype people often falsely</li> <li>▪ To examine what they have in common, similarities and differences with their peers</li> <li>▪ To have heightened students awareness of stereotyping and when it occurs</li> <li>▪ To have practiced and explored language use in relation to stereotyping</li> <li>▪ To have explored media portrayal of stereotypical images</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Talking Rights: Taking Responsibility, Unit 2 Exploring Identity</i></li> <li>▪ <i>Activity 1: Who's in your group?</i></li> <li>▪ <i>Talking Rights: Taking Responsibility, Unit 2 Exploring Identity Activity 2: What constitutes identity?</i></li> <li>▪ <i>Talking Rights: Taking Responsibility, Unit 2 Exploring Identity Activity 3: Identity 'show and tell'</i></li> <li>▪ <i>Talking Rights: Taking Responsibility, Unit 2 Exploring Identity Activity 4: What is a stereotype? Identifying stereotyping</i></li> <li>▪ <i>Talking Rights: Taking Responsibility, Unit 2 Exploring Identity Activity 5: Challenging stereotyping</i></li> <li>▪ <i>Talking Rights: Taking Responsibility, Unit 2 Exploring Identity Activity 6: Images of young people</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Talking Rights: Taking Responsibility Unicef</li> </ul>		<ul style="list-style-type: none"> <li>▪ Stereotype</li> <li>▪ similarities</li> <li>▪ differences</li> <li>▪ media</li> <li>▪ racism</li> <li>▪ culture</li> <li>▪ disability</li> <li>▪ identity</li> <li>▪ domestic violence</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> <li>▪ 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;</li> <li>▪ 2f to resolve differences by looking at alternatives, making decisions and explaining choices;</li> <li>▪ 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;</li> <li>▪ 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have discussed and be aware of unsafe situations and places.</li> <li>▪ To distinguish between secrets to keep and secrets that need sharing</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 2 Choices; Section 3 SEAL</li> <li>▪ Going for Goals</li> <li>▪ Good to be me</li> <li>▪ Relationships</li> </ul> <ul style="list-style-type: none"> <li>▪ <i>I am, I know, I can, Lesson 48 Is it all risky?; lesson 49 Do what you want to do! Lesson 57 Help, I need somebody!</i></li> <li>▪ <i>NSPCC Take Care, Activity C6 ,Secrets</i></li> <li>▪ Talk about secrets, good and bad, and help children to define the difference. Read the scenarios of good and bad secrets, p14. What should we do in these situations, what makes it a good or bad secret?</li> <li>▪ P15, have the class been asked to keep good and bad secrets? How did they feel about that? Did they keep the secret? If so why, if not why?</li> <li>▪ Discuss: Questions to ask about secrets to decide if they are good or bad. Questions to ask about secret places. Questions to ask about being alone with adults. Who in my family would I tell about a bad secret? If they didn't tell who would I then tell?</li> </ul>	<ul style="list-style-type: none"> <li>▪ NSPCC Take Care</li> <li>▪ The Fire brigade may be able to visit to support this unit</li> <li>▪ This unit could be complimented with Cycling Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>▪ NB It would be useful to preface these discussions with a warning that some issues may be brought up for some pupils and that there are places or people that they can go to for support.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choices</li> <li>▪ weighing up</li> <li>▪ reflect</li> <li>▪ advantages</li> <li>▪ disadvantages</li> <li>▪ secrets</li> <li>▪ scary</li> <li>▪ frightened</li> <li>▪ worried</li> <li>▪ threaten</li> <li>▪ secure</li> <li>▪ safe</li> <li>▪ think</li> <li>▪ ahead</li> <li>▪ risks</li> <li>▪ dangers</li> <li>▪ trust</li> <li>▪ confidence</li> <li>▪ chat rooms</li> <li>▪ internet safety</li> <li>▪ bullying</li> <li>▪ tension</li> <li>▪ mobile phones</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word box
<ul style="list-style-type: none"> <li>▪ 2h to recognise the role of voluntary, community and pressure groups;</li> <li>▪ 2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>▪ 2k to explore how the media present information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have an understanding of the support groups in Ealing</li> <li>▪ To have discussed the nature of voluntary organisations in terms of personnel and funding</li> <li>▪ To have worked co-operatively and have an understanding that people have different roles in a group</li> <li>▪ To have displayed presentation skills</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 3 Animals and Us: Section 4;</li> <li>▪ Unit 4 People who help us: Section 4 &amp; 5;</li> <li>▪ Unit 6 Developing our school grounds</li> <li>▪ Unit 9 Respect for property</li> </ul> <p>SEAL</p> <ul style="list-style-type: none"> <li>▪ New beginnings</li> </ul> <ul style="list-style-type: none"> <li>▪ <i>Citizenship video, programme 3, Getting On With It</i></li> <li>▪ <i>Citizenship resource pack, p32, Activity Sheet 3.1 Who benefits?</i></li> <li>▪ <i>Citizenship resource pack, p30, Research</i></li> <li>▪ <i>Read Taking Action, Oxfam</i></li> <li>▪ <i>Read Taking Action, RSPCA</i></li> <li>▪ Explore the variety of voluntary and community groups in Ealing, examining their roles, membership and location. Invite in speakers. Make visits to appropriate agencies.</li> <li>▪ Identify an area of need in the school and get pupils to plan their own community action group within the school e.g. litter campaign, recycling project, disability access. Consider the aims and objectives, the roles and responsibilities, financial implications, media campaigns etc Present plan to peers. Select a project for action. Review the project at the end of the process. You may wish to use the Food in Schools pack to consider your school food provision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Citizenship video and resource pack, BBC</li> <li>▪ Taking Action, Oxfam, Heinemann</li> <li>▪ Taking Action, RSPCA, Heinemann</li> <li>▪ Food in Schools Pack, DOH 2005</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science: Sc2 Life processes and living things Living things in their environment 5) Pupils should be taught: a. about ways in which living things and the environment need protection</li> <li>▪ Geography: Knowledge and understanding of environmental change and sustainable development 5) Pupils should be taught to: a. recognise how people can improve the environment [or damage it and how decisions about places and environments affect the future quality of people's lives b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Citizen</li> <li>▪ community</li> <li>▪ campaign</li> <li>▪ media</li> <li>▪ voluntary</li> <li>▪ sustainability</li> <li>▪ environment</li> <li>▪ reduce</li> <li>▪ ruse</li> <li>▪ recycle</li> </ul>

# Key Stage 3



**PSHE & Citizenship Outline  
Key Stage 3**

Year	Enjoy and Achieve	Being healthy	Staying safe	Relationships	Emotional Health	Positive Contribution
7	<p><b>Our Class</b> QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Citizenship-what's it all about</li> </ul> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <i>Earning and spending money-identify how finance is part of life</i></li> </ul> <p><b>SEAL</b></p> <ul style="list-style-type: none"> <li>▪ Forming positive relationships</li> </ul>	<p><b>Puberty and Nutrition</b> QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 8 Leisure and sport in the local community</li> </ul>	<p><b>Substance Use and Misuse</b> QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Drugs Unit D Drugs, alcohol, tobacco and the law</li> </ul>	<p><b>Relationship with Self and Others</b> QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Unit 9 Healthy friendships and Relationships</li> </ul> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <i>Basic budgeting-understand "income" "needs" and "wants"</i></li> </ul> <p><b>SEAL</b></p> <ul style="list-style-type: none"> <li>▪ Understanding ourselves</li> </ul>	<p><b>Personal Safety</b> QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 2 Crime</li> </ul> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <i>Debt-types and consequences</i></li> </ul> <p><b>SEAL</b></p> <ul style="list-style-type: none"> <li>▪ Understanding ourselves</li> <li>▪ Motivating others</li> </ul>	<p><b>School Politics</b> QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 4 Britain a diverse society and Unit 14 Developing skills of democratic participation</li> </ul> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <i>Fair trade-taking informed and responsible action</i></li> </ul> <p><b>SEAL</b></p> <ul style="list-style-type: none"> <li>▪ Forming positive relationships</li> </ul>

Year	Enjoy and Achieve	Being healthy	Staying safe	Relationships	Emotional Health	Positive Contribution
8	<p><b>Money</b></p> <p>QCA PSHE Unit 10 Financial capability, Spending and Saving</p> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <b>Consumer rights and responsibilities</b></li> </ul>	<p><b>Sexual Health</b></p>	<p><b>Bullying</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Unit 8 Bullying</li> </ul>	<p><b>Relating to Adults</b></p> <p>QCA PSHE Unit 9 Healthy friendships and relationships Citizenship Unit 13 How do we deal with conflict?</p> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <b>Earning and spending money</b></li> </ul>	<p><b>Changing Family Networks</b></p> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <b>Financial records and information-considering different situations and options</b></li> <li>▪ <b>Basic budgeting</b></li> </ul>	<p><b>Anti Social Behaviour</b></p> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <b>The wider implications of finance- public money and costs of litter, graffiti and vandalism</b></li> </ul>
9	<p><b>Enjoying a Healthy Active Lifestyle</b></p> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <b>Making personal life choices</b></li> <li>▪ <b>Budgeting</b></li> </ul>	<p><b>Sexual Health</b></p>	<p><b>Illicit Substances</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Drugs Unit E Why do people use drugs</li> </ul>	<p><b>Sexual Relationships</b></p>	<p><b>Future Options</b></p> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <b>Debt, Insurance and risk-making personal life choices</b></li> </ul>	<p><b>Human Rights</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Units 3 Human Rights</li> <li>▪ Citizenship Unit 16 Celebrating human rights</li> </ul> <p><b>Financial capability objectives</b></p> <ul style="list-style-type: none"> <li>▪ <b>The wider implications of finance-social and moral dilemmas</b></li> </ul>

<b>Year</b>	<b>Enjoy and Achieve</b>	<b>Being healthy</b>	<b>Staying safe</b>	<b>Relationships</b>	<b>Emotional Health</b>	<b>Positive Contribution <i>about use of money</i></b>

## Year Planner: Year 7

### Theme: Enjoy and Achieve

#### Unit: Our Class

- 3b how to empathise with people different from themselves;
- 3h to recognise that goodwill is essential to positive and constructive relationships;
- 3j to resist pressure to do wrong, to recognise when others need help and how to support them;
- 3k to communicate confidently with their peers and adults;

#### **2.4a manage their money**

#### **2.4d identify how finance will play an important part in lives and in achieving aspirations**

**SEAL** Forming positive relationships – To develop social skills through building and maintaining positive relationships & improving problem solving strategies involving others

### Theme: Being Healthy

#### Unit: Puberty and Nutrition

- 2a to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way;
- 2b how to keep healthy and what influences health, including the media;
- 2c that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health;

**SEAL** Forming positive relationships – To develop social skills through building and maintaining positive relationships & improving problem solving strategies involving others

### Theme: Staying safe

#### Unit: Substance Use and Misuse

- 2d basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs;
- 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
- 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.

**SEAL** Understanding ourselves – to develop self-awareness through improving how they know and value themselves & improving understanding of how they think and feel

### Theme: Relationships

#### Unit: Relationship with Self and Others

- 1c to recognise how others see them, and be able to give and receive constructive feedback and praise;
- 3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help.

#### **1.3b Understanding the idea of “income”. Consider typical cost of needs, wants and future earnings**

#### **2.4 Manage their money**

#### **3g Personal budgeting, wages, taxes, money management, credit, debit and a range of financial products and services**

**SEAL** Motivating ourselves – to achieve motivation through improving strategies toward reaching goals & enabling pupils to reduce uncomfortable feelings and increase pleasant feelings

### Theme: Emotional Health

#### Unit: Personal Safety

- 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
- 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help;

#### **1.3a Understand the need to manage risk in the context of financial and career choices**

#### **2.4d Explain financial terms and products**

**SEAL** Understanding ourselves – to develop self-awareness through improving how they know and value themselves & improving understanding of how they think and feel

**Theme: Positive Contribution**

**Unit: School Politics**

- 1c central and local government, the public services they offer and how they are financed, and the opportunities to contribute;
- 1d the key characteristics of parliamentary and other forms of government;
- 1e the electoral system and the importance of voting;
- 1g the importance of resolving conflict fairly;
- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own;
- 3b negotiate, decide and take part responsibly in both school and community-based activities;
- 3c reflect on the process of participating.

**1.3d *becoming critical consumers of goods and services***

**1.4b *understanding the functions and uses of money***

**SEAL** Forming positive relationships – Develop social skills through building and maintaining positive relationships & improving problem solving strategies involving others

## Year Planner: Year 8

### Theme: Enjoy and Achieve

#### Unit: Money

1g what influences how we spend or save money and how to become competent at managing personal money.

**1.2d** *becoming critical consumers of goods and services and making value for money judgements e.g. mobile phone tariffs*

**SEAL** Forming positive relationships – Develop social skills through building and maintaining positive relationships & improving problem solving strategies involving others

### Theme: Being healthy

#### Unit: Sexual Health

2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity.

**SEAL** Forming positive relationships – Develop social skills through building and maintaining positive relationships & improving problem solving strategies involving others

### Theme: Staying safe

#### Unit: Bullying

1b to respect the differences between people as they develop their own sense of identity;

2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help;

3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;

3b how to empathise with people different from themselves.

**SEAL** Empathising with others – To develop empathy skills through enabling pupils to understand thoughts and feelings of others & learning to value and support others

### Theme: Relationships

#### Unit: Relating to Adults

3g about the role and feelings of parents and carers and the value of family life;

3h to recognise that goodwill is essential to positive and constructive relationships;

3i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises;

3k to communicate confidently with their peers and adults.

**2.4a** *manage their money*

**2.4d** *identify how finance will play an important part in their lives and in achieving their aspirations*

**SEAL** Motivating ourselves – To achieve motivation through improving strategies toward reaching goals & enabling pupils to reduce uncomfortable feelings & increase pleasant feelings.

### Theme: Emotional Health

#### Unit: Changing Family Networks

1d to recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations;

3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help.

1.4a understanding the economic and business environment

2.4c explain financial capability

**SEAL** Understanding ourselves and Empathising with others – To develop empathy skills through enabling pupils to understand thoughts and feelings of others & learning to value and support others and to develop self-awareness through improving how they know and value themselves & improving understanding of how they think and feel.

### Theme: Positive Contribution

**Unit: Anti Social Behaviour**

2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;

2g to recognise when pressure from others threatens their personal safety and wellbeing, and to develop effective ways of resisting pressures, including knowing when and where to get help

3j to resist pressure to do wrong, to recognise when others need help and how to support them

**1.2d becoming critical consumers of goods and services**

**1.4a understanding the economic and business environment**

**1.4b understanding the functions and uses of money**

**SEAL** Empathising with others and Forming positive relationships – To develop empathy skills through enabling pupils to understand thoughts and feelings of others & learning to value and support others and Develop social skills through building and maintaining positive relationships & improving problem solving strategies involving others

## Year Planner: Year 9

### Theme: Enjoy and Achieve

#### Unit: Enjoying a Healthy Active Lifestyle

- 1a To reflect on and assess their strengths in relation to personality, work and leisure
  - 2b How to keep healthy and what influences health, including the media
  - 2c That good relationships and appropriate balance between work, leisure and exercise can promote physical and mental health.
  - 1.3b understanding the need to manage risk in the context of financial and career choices
  - 1.3c taking risks and learning from mistakes
  - 2.4a managing their money
  - 2.4c explain financial terms and products
- SEAL** Understanding ourselves – to develop self-awareness through improving how they know and value themselves & improving understanding of how they think and feel.

### Theme: Being healthy

#### Unit: Sexual Health

- 2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;
  - 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel.
- SEAL** Forming positive relationships – To develop social skills through building and maintaining positive relationships & improving problem solving strategies involving others.

### Theme: Staying safe

#### Unit: Illicit Substances

- 2d basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs;
  - 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
  - 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.
- SEAL** Managing our feelings – to manage one's own feelings through improving how pupils manage their expression of emotions and enabling pupils to reduce uncomfortable feelings and increase pleasant feelings.

### Theme: Relationships

#### Unit: Sexual Relationships

- 2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;
  - 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
  - 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.
- SEAL** Understanding ourselves - to develop self-awareness through improving how they know and value themselves & improving understanding of how they think and feel.

### Theme: Emotional Health

#### Unit: Future Options

- 1e to relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work;
  - 1f to plan realistic targets for key stage 4, seeking out information and asking for help with career plans.
  - 1.3a **Know who to approach in the event of getting into debt**
- SEAL** Understanding and Motivating ourselves – To achieve motivation through improving strategies toward reaching goals & enabling pupils to reduce uncomfortable feelings & increase pleasant feelings

## **Theme: Positive Contribution**

### **Unit: Human Rights**

- 1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people;
- 1f the work of community-based, national and international voluntary groups;
- 1g the importance of resolving conflict fairly;
- 1i the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations;
- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;
- 2b justify orally and in writing a personal opinion about such issues, problems or events;
- 2c contribute to group and exploratory class discussions, and take part in debates;
- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

#### **1.4b *understanding the functions and uses of money***

#### **3j *social and moral dilemmas about the use of money***

**SEAL** Empathising with others – To develop empathy skills through enabling pupils to understand thoughts and feelings of others & learning to value and support others

## Breadth of Opportunities

During the key stage pupils should be taught the knowledge, skills and understanding through opportunities to:

- 4a take responsibility (for example, for carrying out tasks and meeting deadlines such as taking assembly, running the school newspaper)
- 4b feel positive about themselves (for example, by taking part in a school performance)
- 4c participate (for example, in developing and putting into practice school policies about anti-bullying; in an action research project designed to reduce crime in their neighbourhood)
- 4d make real choices and decisions (for example, about options for their future, based on their own research and career portfolios)
- 4e meet and work with people (for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers)
- 4f develop relationships (for example, by working together in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group)
- 4g consider social and moral dilemmas (for example, how the choices they make as consumers affect other people's economies and environments)
- 4h find information and advice (for example, about the risks of early sexual activity, drug misuse, self defence for keeping safe)
- 4i prepare for change (for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at key stage 4)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key Concepts
<ul style="list-style-type: none"> <li>▪ 3b how to empathise with people different from themselves;</li> <li>▪ 3h to recognise that good will is essential to positive and constructive relationships;</li> <li>▪ 3j to resist pressure to do wrong, to recognise when others need help and how to support them;</li> <li>▪ 3k to communicate confidently with their peers and adults;</li> <li>▪ <b>2.4a manage their money</b></li> <li>▪ <b>2.4d identify how finance will play an important part in lives and in achieving aspirations</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ To be able to identify and reflect upon feelings and experiences of their previous school</li> <li>▪ To have considered how a sense of belonging can be created with the new school environment</li> <li>▪ To have explored how different people experience a sense of belonging in different contexts</li> <li>▪ To have explored the concept of the class as a caring community</li> <li>▪ To have negotiated and formulated ground rules for the classroom</li> <li>▪ To have considered the advantages and disadvantages of co-operating in the classroom</li> <li>▪ <b>To have considered their own attitudes towards money.</b></li> <li>▪ <b>To understand needs and wants</b></li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Citizenship- what's it all about</li> <li>▪ Looking Back- ask pupils to think back to their first day at school, what do they remember? Consider the buildings, who they were with, the other children and grown ups etc. Share these memories in pairs. Ask pupils to consider what they have now grown out of / away from in their previous school and what are they glad to put behind them?</li> <li>▪ Looking Forward – Consider the differences between starting primary school and this school, are there any. Brainstorm What I expected and what I found</li> <li>▪ In small groups consider what three things they have done to help themselves feel they belong, e.g. wear uniform, speak to someone who was alone</li> <li>▪ What belonging means for me – Ask pupils to record individually their responses to the following questions</li> <li>▪ List as many groups as you can where you feel you belong, List as many places as you can where you feel you belong</li> <li>▪ List the feelings you might experience being in those groups and places. What is it about you that makes you feel you belong, gender, relationships, ethnicity, ability lifestyle, age etc. Complete the following sentences Its easy for me because; Its hard for me because; It would help me if. Provide an opportunity for pupils to discuss their recordings in small groups, discuss any issues that arise as a whole class</li> <li>▪ What belonging means for others – Mix the class into non-friendship pairs. Ask each partner to</li> </ul>			<ul style="list-style-type: none"> <li>▪ Support</li> <li>▪ friendship</li> <li>▪ co-operation</li> <li>▪ sharing</li> <li>▪ helpful</li> <li>▪ protection</li> </ul>

	<p><b>and that money is needed to satisfy them.</b></p> <ul style="list-style-type: none"> <li>▪ <b>To have considered the concept of value for money.</b></li> </ul>	<p>record their responses to the following statements about their partner – The places they feel their partner would feel they belonged, the groups their partner would feel comfortable with, the hobbies / activities they would enjoy. Each pair should share their responses the partner should respond yes or no and say why for each statement. Each pair should negotiate one fact they have learnt about their partner they can share with the whole class. As a whole class do a round of one thing I didn't know about my partner is.., one thing I've learnt about myself is...</p> <ul style="list-style-type: none"> <li>▪ Building a caring classroom – Consider the following questions – What kind of place would you like our classroom to be? What stops it being like this? What are the things other people do or don't do that upset you in class? What do you do to others? How can we change this? What kind of rules might help. Develop a list of caring ground rules these should be displayed and referred to each lesson and owned by all members of the class.</li> </ul>			
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key Concepts
<ul style="list-style-type: none"> <li>▪ 2a to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way;</li> <li>▪ 2b how to keep healthy and what influences health, including the media;</li> <li>▪ 2c that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health;</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know the physical and emotional changes that take place at puberty</li> <li>▪ To have considered how to support each other through puberty</li> <li>▪ To have considered and practised giving advice about problems that occur during puberty</li> <li>▪ To understand the importance of healthy eating for one's body.</li> <li>▪ To understand the importance of different foods for a healthy diet.</li> <li>▪ To understand the significance of balance in the diet</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 8 Leisure and sport in the local community</li> <li>▪ <i>Puberty and Periods, Safe and Sound (1999 ed.) (1999 ed.), p81.</i> Discuss changes that occur at puberty and when those are likely to happen. Use <i>worksheet p85.</i> List under three headings: it only happens to boys/it only happens to girls/it happens to both. Discuss with whole class and any other changes not listed.</li> <li>▪ <i>Feelings about Puberty, p81.</i> Discuss emotional changes at puberty. In small groups girls brainstorm all the feelings girls might have about puberty and boys do the same for boys' feelings. Display and compare. Discuss: <ul style="list-style-type: none"> <li>▪ Are the lists mainly positive or negative and why</li> <li>▪ Similarities and differences for boys and girls</li> <li>▪ How young people can help each other through puberty.</li> </ul> </li> <li>▪ Worried about Puberty?</li> <li>▪ Think about some of the concerns young people may have about puberty and growing up. In pairs write an imaginary letter from someone who has a worry or concern. Ask small groups to swap letter and write replies giving advice and comfort to the person who wrote the letter. Discuss with the whole class. <ul style="list-style-type: none"> <li>▪ What was it like for other people?</li> <li>▪ The hygiene game</li> </ul> </li> <li>▪ <i>Safe and Sound (1999 ed.) (1999 ed.), Puberty and Periods, p82, p83, p84</i></li> <li>▪ NB Teachers may prefer to ask the class if they would like to be split into single sex groups for the specific information on periods, although it is very important that boys get the same input as girls.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safe and Sound (1999 ed.) (1999 ed.), Healthwise</li> <li>▪ Be Active! magazine, British Heart Foundation</li> <li>▪ Intake magazine, British Heart Foundation</li> <li>▪ Fit or Twit CD, British Heart Foundation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science</li> <li>▪ P.E.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Healthy</li> <li>▪ fitness</li> <li>▪ nutrition</li> <li>▪ vegetarian</li> <li>▪ allergy</li> <li>▪ vitamins</li> <li>▪ fibre</li> <li>▪ balance</li> </ul>

		<ul style="list-style-type: none"> <li>▪ What is a period? The pupils should tell the teacher what they already know about periods, who can use the notes to clarify. The pupils may have already revised these facts in the science curriculum.</li> <li>▪ Periods – true or false?</li> <li>▪ Period problems. This activity can be carried out in an advice circle. One half of the class (A) sit in a circle facing out and the other half (B) sit in a concentric circle facing in. Bs have one of the problem prompts and must explain to As about their problem. As must then give advice. After a few minutes, the Bs stand up and move to the chair on their left. The whole process then starts again and continues until each advisor has seen at least 5 people. When reflecting, the teacher can ask the class for any additional advice to problems and who gave the best advice and why</li> <li>▪ Nutrition</li> <li>▪ In groups make a list of foods and add questions people might ask about them, e.g. are these eggs free range?</li> <li>▪ In pairs list the reasons why you don't like particular foods. What foods have you been told are good for you?</li> <li>▪ As a group, list what a healthy and an unhealthy meal may contain. What do we mean by a nutritious meal?</li> <li>▪ <i>Read Be Active and Intake magazines.</i> Teachers can make quizzes to go with these magazines or pupils can be given different sections that they have to present to the rest of the class. Pupils can also design their own magazine, incorporating things that they have learnt on the topic. They can do this individually or can be put into groups, where each member of the group has a different task or page to complete.</li> </ul>			
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key Concepts
<ul style="list-style-type: none"> <li>▪ 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;</li> <li>▪ 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help;</li> <li>▪ 2d basic facts and laws, including school rules, about alcohol and tobacco.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To recognise situation of risk and explore appropriate actions</li> <li>▪ To explore how people may try to persuade young people to do things against their will</li> <li>▪ To consider situation of pressure and devise methods of resisting</li> <li>▪ To have a basic understanding of alcohol, tobacco, solvent and cannabis and their effects</li> <li>▪ To understand school rules about alcohol and tobacco</li> <li>▪ To consider laws around alcohol and tobacco</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Drugs Unit D Drugs, alcohol, tobacco and the law</li> <li>▪ Draw and write activity 'What's in the bag' Divide a piece of A3 paper into 4 sections. Box one: a girl called Cheryl (aged 11) is walking home from school when she finds a bag of drugs... can you draw what was in that bag. Box 2: who do you think lost the bag? Box 3: what was the person going to do with the drugs? Box 4: what would you do with the bag if you had found it?</li> <li>▪ Discussion based activity. Brainstorm names of drugs (encourage to mention medicines and legal drugs)</li> <li>▪ Discuss the concept of legal and illegal. In pair ask class to separate drug cards into headings legal, illegal or both.</li> <li>▪ <i>Basic Card Game. (Healthwise)</i> Gives basic information on most drugs and their legal status, appearance and effects.</li> <li>▪ School Rules. Review of school policy on drug related incidents. Class to write own rules on their own fictional school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Drug and heading cards</li> <li>▪ Basic Drugs Fact card game, Healthwise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tobacco</li> <li>▪ Alcohol</li> <li>▪ Solvents</li> <li>▪ Cannabis</li> <li>▪ Peer pressure</li> <li>▪ resistance</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key Concepts
<ul style="list-style-type: none"> <li>▪ 1c to recognise how others see them, and be able to give and receive constructive feedback and praise;</li> <li>▪ 3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help.</li> <li>▪ <b>1.3b Understand the idea of “income”. Consider typical cost of needs, wants and future earnings</b></li> <li>▪ <b>Manage their money</b></li> <li>▪ <b>3g Personal budgeting,</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ To be able to focus on one’s own characteristics</li> <li>▪ To be able to identify and discuss the qualities of a good friend</li> <li>▪ To have given honest feedback and experienced the feelings associated with it.</li> <li>▪ To understand how our gender is perceived by society and the affect this has on our behaviour</li> <li>▪ <b>To understand what a budget is and know how to budget.</b></li> <li>▪ <b>To understand that they often want to buy more things than they can afford.</b></li> <li>▪ <b>To understand that they have to make choices based</b></li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Unit 9 Healthy friendships and Relationships</li> <li>▪ Brainstorm aspects of themselves they would comment on if writing to a pen friend and had no photos.</li> <li>▪ Ask them to write a brief description of themselves, including personality, likes, dislikes, where they live/were born. In pairs share and discuss descriptions. Add something they can do really well and consider what they would like to change in the future. In pairs reflect what was easy/difficult about the exercise. What have you learnt about yourself and others? What are the similarities and differences between you and others? What makes you unique?</li> <li>▪ Make a list of significant people in your life. Separate into two columns : those people who are special and those who are less so. In pairs: What makes the people in column 1 so special? Do you show they are special? How? Are you special to them? How do they show it?</li> <li>▪ Write the characteristics of a good friend. In small groups: What characteristics appear most? What would be the most important 8 characteristics? Discuss with whole class.</li> <li>▪ Giving Honest Feedback. Explain that giving honest feedback can involve considerable risk taking. Individually practice completing the following sentences: When I first met you, you seemed...Now...; When you ... I feel...; I'd appreciate it if you .... What are the hardest things to say? Why? What feelings emerge?</li> <li>▪ <i>Westminster Domestic Violence Pack – 8. Boys and Girls – gender and identity</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ For further reference on setting up Circles of Friends: Circles of Friends, Colin Newton and Derek Wilson, 1999, Scholastica, London</li> <li>▪ Westminster Domestic Violence Pack</li> </ul>		<ul style="list-style-type: none"> <li>▪ characteristic s</li> <li>▪ similarities</li> <li>▪ differences</li> <li>▪ relationship</li> <li>▪ feedback</li> </ul>

<p>wages, taxes, money manage, credit, debit and a range of financial products and services</p>	<p>on the size of their budget.</p> <ul style="list-style-type: none"><li>▪ To understand the basic of recording money coming in and money going out.</li></ul>				
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;</li> <li>▪ 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help;</li> <li>▪ <b>1.3a Understand the need to manage risk in the context of financial and career</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ To recognise some safe and some dangerous places</li> <li>▪ To have considered why some people put themselves at risk</li> <li>▪ To recognise feelings and reactions to not being safe</li> <li>▪ To know how to improve one's own personal safety</li> <li>▪ <b>To understand what debt is and how it can be a problem.</b></li> <li>▪ <b>To be aware of the level of debt problems in the UK.</b></li> <li>▪ <b>To identify behaviour that may lead to money</b></li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 2 Crime</li> <li>▪ Introduce the topic 'what makes a place safe'. What is safe? What is dangerous?</li> <li>▪ Keeping myself safe. Draw a map of your route to school. Mark the dangerous places and places of safety, explain why. In pairs work with someone who has a different route, compare the safe and dangerous spots. Discuss what makes places safe/dangerous. How can places be made safer?</li> <li>▪ Complete the following sentences; I don't feel safe when; I don't feel safe with; I don't feel safe doing; I don't feel safe in. As a group gather in the statements and sort them into most of us don't feel safe when... etc. Repeat for the whole class and display the findings.</li> <li>▪ Why do some people put themselves in risky situations? Brainstorm risky situations and the reasons behind putting oneself in danger in pairs or small groups e.g. Excitement, wanting to look good. Pupils should choose one of the examples and think of 3 consequences of that situation, then role-play the 3 endings. They can then discuss what could have happened had the people not put themselves in the risky situation and try role-playing those alternative endings. Pupils should think about how they could achieve similar emotions by doing safe things instead of risky things and put those ideas into a public safety advert for the radio e.g. Don't play on the railway lines, go roller blading at the sports centre instead!</li> <li>▪ Introduce the fact that most children and young people who are abused are abused by people that they know. Discuss different types of abuse e.g. mental, verbal, physical and ask for examples. Pupils can also explore the language used in verbal abuse by working in small groups and writing down the exact words that they would class as verbally abusive (this exercise needs to have very strong boundaries; whatever is written down must not be used out of the context of the activity). This can often generate discussion around people's</li> </ul>		<ul style="list-style-type: none"> <li>▪ NB Because abuse is a very sensitive issue, ensure that you are familiar with school policies and procedures. Make it clear to the group that no-one is being asked to disclose anything and that the classroom might not be the best place to talk about very personal problems. Tell the group how help can be sought within the school.</li> <li>▪ Design &amp; technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal</li> <li>▪ safety</li> <li>▪ abuse</li> <li>▪ mental</li> <li>▪ physical</li> <li>▪ verbal</li> <li>▪ sexual</li> </ul>

<p><b>choices</b></p> <ul style="list-style-type: none"> <li>▪ <b>2.4d Explain financial terms and products</b></li> </ul>	<p><b>problems.</b></p> <ul style="list-style-type: none"> <li>▪ <b>To identify the consequence of not paying your debts.</b></li> <li>▪ <b>To know who to approach in the event of getting into debt.</b></li> </ul>	<p>different values. Discuss the different types of seriousness e.g. shouting once is far less serious than one incident of sexual abuse. Make a list of emotions people might feel if they are being mentally, verbally or physically abused. Work in 2s/3s. On slips of paper write what someone who has been or is being abused can do. Collect slips and collate. Which are the most common strategies? What might be the hardest to carry out? Summarise ideas onto flipchart. Close by reminding group if a young person is abused it is never their fault.</p>			
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key Concepts
<ul style="list-style-type: none"> <li>▪ 1c central and local government, the public services they offer and how they are financed, and the opportunities to contribute;</li> <li>▪ 1d the key characteristics of parliamentary and other forms of government;</li> <li>▪ 1e the electoral system and the importance of voting;</li> <li>▪ 1g the importance of resolving conflict fairly;</li> <li>▪ 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own;</li> <li>▪ 3b negotiate, decide and take part responsibly in both school and community-based activities;</li> <li>▪ 3c reflect on the process of participating.</li> <li>▪ <b>1.3d becoming critical consumers of goods and services</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand how voting systems work</li> <li>▪ Understand that everyone has a right to their say in a democratic society</li> <li>▪ Develop skills for conflict resolution</li> <li>▪ <b>To understand the concept of fair trade.</b></li> <li>▪ <b>To examine how much farmers get for the products they sell.</b></li> <li>▪ <b>To examine how much we pay for products.</b></li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 4 Britain a diverse society and</li> <li>▪ Citizenship Unit 14 Developing skills of democratic participation</li> <li>▪ Developing a group agreement</li> <li>▪ Consider what stops people joining in e.g. worried I might be laughed at, wasn't enough time, no one would understand</li> <li>▪ Develop a group agreement – consider; listening without interruption, having the right to be heard, use of appropriate language, good timekeeping, confidentiality, challenging constructively, a time out option</li> <li>▪ In small groups develop 5 rules, as a class agree a core set of rules and ask everyone to sign up to them</li> <li>▪ Does the school have any policies on how people should treat each other? What would you add or change about them. Do they make a difference? How could it make more of a difference?</li> <li>▪ Consider the UN Rights for the Child charter. Are there any articles you are surprised by? Are there any that you thought should be there that are not?</li> <li>▪ Think of a community if you were designing a world to make sure children's rights were protected how would you do it. Consider the following headings</li> <li>▪ Schools, families, social services, police, counselling, play facilities, money</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect Pack – Zero tolerance</li> <li>▪ UN Rights of the Child</li> </ul>		<ul style="list-style-type: none"> <li>▪ Rights</li> <li>▪ Responsibilities</li> <li>▪ Bill of Rights</li> <li>▪ Children's Rights</li> </ul>

▪ <b>1.4b understanding the functions and uses of money</b>					
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1g what influences how we spend or save money and how to become competent at managing personal money.</li> <li>▪ <b>1.2d Becoming critical consumers of goods and services and making value for money judgements e.g. mobile phone tariffs</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ To have explored the different banking opportunities open to them at present and the advantages and disadvantages of each type</li> <li>▪ To have considered the implications of working whilst at school</li> <li>▪ To have considered how the increasing use of the internet is changing society</li> <li>▪ <b>To understand the concept of value for money.</b></li> <li>▪ <b>To understand how to make comparisons between different offers.</b></li> <li>▪ <b>To understand mobile phone costs.</b></li> <li>▪ <b>To be able to compare and assess different mobile phone tariffs and choose the most appropriate.</b></li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Unit 10 Financial capability, Spending and Saving</li> <li>▪ Brainstorm why people would need a bank account e.g. to save, immediate access, safety, to accrue interest etc.</li> <li>▪ Using a selection of leaflets from different organisations e.g. building societies, banks, post office, internet banking. In small groups research which accounts give which benefits</li> <li>▪ <i>Get Working video, Programme 1, Round the Clock - Balancing the demands of school life with a job</i></li> <li>▪ <i>Programme 2 - Your Rights and Wrongs at Work</i></li> <li>▪ <i>E-Commerce</i></li> <li>▪ <i>Core lesson 1 What do pupils know about the Internet and its effect on society?</i></li> <li>▪ <i>Core lesson 2 Differentiating product information from advertising slogans</i></li> <li>▪ <i>Core lesson 3 Investigating buying on the Internet and exploring the advantages and disadvantages of this.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Get Working video, Ch 4</li> <li>▪ E-commerce, Institute for Citizenship</li> </ul>		<ul style="list-style-type: none"> <li>▪ Savings</li> <li>▪ interest</li> <li>▪ withdrawal</li> <li>▪ credit</li> <li>▪ debit</li> <li>▪ commerce</li> </ul>

**Unit Plan**

**Key Stage 3: Year 8**

**Theme: Being healthy**

**Unit: Sexual Health**

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be more aware of the risks of pregnancy from unprotected intercourse</li> <li>▪ Identify a range of contraceptive methods</li> <li>▪ Acknowledge the range of responsibilities within a relationship</li> <li>▪ Understand some of the responsibilities in parenthood</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Safe and Sound (1999 ed.), p.39, What is Sex?</i> Divide into small single sex groups. Brainstorm all the words they can for sex. Then circle five that best describe what sex is about. Display round the room and discuss: Similarities and differences; Sex as positive or negative; Sex as just having intercourse; Differences in how other people view sex; Conclude by discussing what the group have learnt about "sex".</li> <li>▪ <i>Safe and Sound (1999 ed.) (1999 ed.), p.40, p41, Sexual influences.</i> Complete the Expectations about Sex worksheet. In small groups discuss and compare answers, in particular, what or who are the main influences on young people when it comes to sex? Are they good or bad influences? What can young people do to combat influences and pressures that are not good for them?</li> <li>▪ <i>Safe and Sound (1999 ed.) (1999 ed.), p40, Question Box</i> (The "Ask it basket") Pupils anonymously write a question they may have about sex and put it into a box. The teacher can either take the questions away to prepare answers. Answer them on the spot or distribute them among the class for pupils to answer themselves.</li> <li>▪ <i>Safe and Sound (1999 ed.), p122 HIV/AIDS – fact or myth?</i></li> <li>▪ <i>Safe and Sound (1999 ed.), p122 HIV and AIDS explained</i></li> <li>▪ <i>Safe and Sound (1999 ed.), p123 HIV/AIDS Quiz</i></li> <li>▪ <i>Safe and Sound (1999 ed.), p123 A young person in our group has HIV</i></li> <li>▪ <i>Safe and Sound (1999 ed.), p124 My friend has HIV</i></li> <li>▪ <i>Safe and Sound (1999 ed.), p124 Making posters and leaflets</i></li> <li>▪ Run a condom workshop. Brainstorm what the class know about condoms (cost, colour, size, types, etc) Ask about kite marks, expiry date, and different brands. What makes a condom effective? How must condoms be used to retain their effectiveness? Demonstrate how to use a condom safely. Encourage class to do the same. Circulate different types of condoms to small groups and ask them to describe what is specific about the different types.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Safe and Sound (1999 ed.), Julian Cohen, Healthwise</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Science</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expectations</li> <li>▪ influences</li> <li>▪ pregnancy</li> <li>▪ contraception</li> <li>▪ condom</li> <li>▪ kite mark</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1b to respect the differences between people as they develop their own sense of identity;</li> <li>▪ 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help;</li> <li>▪ 3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;</li> <li>▪ 3b how to empathise with people different from</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand the effects of name calling, labelling and stereotyping</li> <li>▪ To identify ways of handling situation when name calling occurs</li> <li>▪ To have considered the way in which labels handicap those with disability</li> <li>▪ To have considered different types of bullying and abuse</li> <li>▪ To have considered ways of preventing bullying</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Unit 8 Bullying</li> <li>▪ Do a round – If I were an animal, I would be....., because....? Is it true that animals have these characteristics? How did they get this reputation?</li> <li>▪ Individually record; something people sometimes call me that I am happy about; something people call me that I don't mind; something people call me that I don't like. Share thoughts and feelings with a partner. Altogether record the feelings they have identified. Is name calling bad? Are there times when you don't mind? When doesn't it matter and why? When do you hate it most? What makes it hurtful?</li> <li>▪ Explore the reasons why labelling and name-calling is hurtful. Discuss why is it personal and often untrue. Explore ways of dealing with it. Encourage the class to throw away the names they don't like in the bin.</li> <li>▪ Give out a photo showing groups of people, including those with disabilities, to each group of 4 or 5. Ask for descriptions of people in the photo, drawing out stereotypes and the groups' responses to a person with disabilities. Discuss media portrayal of disability – how does this relate to labelling and stereotyping? Do we actually see a lot of people with disabilities in adverts or in television programmes? How does this feel for those people? Do young people with disabilities have obvious role models in the media? End by encouraging pupils to think that there is a human right to dignity, respect and freedom and remembering the importance of valuing each other as individuals.</li> <li>▪ Read Tich Miller poem. Is this bullying, just by</li> </ul>	<ul style="list-style-type: none"> <li>▪ Poem, Tich Miller, Wendy Cope, copied in Life size, Liz Swinden and Lesley De Meza</li> </ul> <p>Novels</p> <ul style="list-style-type: none"> <li>▪ The Tulip Touch, Anne Fine, Hamish Hamilton. Psychological bullying and its effects.</li> <li>▪ The Panic Wall, Alice Rowe, Mammoth. One boy's experience of challenging bullying.</li> <li>▪ Egghead, Steve May, Mammoth. Year 8 boy is bullied and starts truanting with older boys</li> <li>▪ School Tales, Jill Dawson ed, Livewire. School student's writings about their experiences.</li> <li>▪ Deliver Us From Evie, M.E.Kerr, Homophobic bullying in a small community.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Bullying</li> <li>▪ labelling</li> <li>▪ name-calling</li> <li>▪ victim</li> </ul>

<p>themselves.</p>		<p>leaving someone out? How does Tich Miller feel every time the class plays games? Should the writer have done something? Get the pupils to role-play the poem and ask the person who played Tich Miller how they felt. The pupils can write a poem based on Tich Miller or one in which the poem develops in a different way.</p> <ul style="list-style-type: none"> <li>▪ Brainstorm safe/unsafe places - is this the same in school? In groups, record ideas for keeping safe and what can endanger safety. Take feedback and discuss whose responsibility are these things?</li> <li>▪ Focus on bullying: does it happen? Can it be prevented? How? What are bullies like? What are victims like? What message can we give about bullying? Re-form groups and ask them to compose two messages, one for possible bullies one for possible victims – display, peruse, discuss.</li> <li>▪ Relate to school bullying policy, review effectiveness and make recommendations for amendments</li> </ul>			
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 3g about the role and feelings of parents and carers and the value of family life;</li> <li>▪ 3h to recognise that goodwill is essential to positive and constructive relationships;</li> <li>▪ 3i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises;</li> <li>▪ 3k to communicate confidently with their peers and adults.</li> <li>▪ <b>2.4a manage their money</b></li> <li>▪ <b>2.4d identify how finance will play an</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ To have considered the nature of families and the roles of individuals with the family structure</li> <li>▪ To have identified and explored ways of handling conflict within families</li> <li>▪ To have considered how adults and young people cope with different situations</li> <li>▪ To have analysed the kind of power children and young people have and the kinds of power others have over them</li> <li>▪ <b>To understand the idea of 'income'.</b></li> <li>▪ <b>To consider the typical cost of our needs and wants.</b></li> <li>▪ <b>To consider how much they might earn in the</b></li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Unit 9 Healthy friendships and relationships</li> <li>▪ Citizenship Unit 13 How do we deal with conflict</li> <li>▪ What is a family? Pupils work in threes describe their families to each other (N.B.) be aware of any sensitive family arrangements e.g. recent separations or children in care. As a whole group list all family members mentioned. In small groups discuss whether each family member mentioned has the same level of importance in their concept of a family. Consider whether this is due to their role or the quality of their relationship to us</li> <li>▪ The changing nature of family life- Ask pupils to research some of the following questions for today and twenty years ago <ul style="list-style-type: none"> <li>○ No. of births outside marriage</li> <li>○ Divorce rate</li> <li>○ Marriage rate</li> <li>○ Working parents</li> <li>○ Children living in poverty</li> </ul> </li> <li>▪ Discuss how things have changed and why they think this is</li> <li>▪ Working with Family Conflict Make one family member card per pupil, labelled: parent (9 cards), son/daughter (14), step-parent (3), grandparent (4). Explain the purpose of the activity is to identify and explore ways of handling conflict with families. In random sub-groups of 6, distribute 5 cards at random, one member acts as observer. Remove the observers and brief them later to watch the group and note good examples of communication skills and poor examples. Groups to discuss the family structure defined by the cards and suggest its characteristics. Each group to identify a possible conflict, which could exist within their family. In role, discuss the conflict for 5 minutes. Ask groups to what extent has the discussion helped them resolve the conflict. Conclude by asking each group to listen to its observer give feedback.</li> </ul>			<ul style="list-style-type: none"> <li>▪ Family</li> <li>▪ conflict</li> <li>▪ coping</li> <li>▪ individual</li> <li>▪ power</li> <li>▪ bullying</li> </ul>

<p><b>important part in their lives and in achieving their aspirations</b></p>	<p><b>future.</b></p> <ul style="list-style-type: none"> <li>▪ <b>To consider the link between earning money and satisfying our needs and wants.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Recap on previous activity. Return to family groups again. Each person has one minute each to say in role what conflict means to them and what they would like to happen next. The group then has to seek agreement about next steps. The observer reports good and poor communication again.</li> <li>▪ Younger and Older –Ways of Coping Explain this activity is concerned with some of the different ways in which young people and adults cope with certain situations. In groups divide a piece of flipchart paper into two. Draw an adult in one half and a young person in the other. Give out situation cards e.g. a relationship breaks up, a new job means moving house etc. Surround each image with words to explain what they think each would do to cope with the situation. Discuss similarities and differences between the response of adults and young people. Take feedback on 1 or 2 key points. Debrief by considering whether it is inevitable and/or desirable that the differences exist.</li> </ul>			
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1d to recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations;</li> <li>▪ 3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help.</li> <li>▪ <b>1.4a understanding the</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ To have considered the ways in which parents and children become separated</li> <li>▪ To have explored the feelings that arise when separation occurs</li> <li>▪ To be able to identify the kind of help they would like to have</li> <li>▪ To have reflected on the experience of loss</li> <li>▪ To have explored coping strategies at times of sudden change</li> <li>▪ <b>To understand the concept of borrowing money and saving money.</b></li> <li>▪ <b>To understand the concept of interest.</b></li> <li>▪ <b>To consider different</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Loss &amp; Change, Draw a time line starting with started school at age 4/5. List what was lost at this time e.g. nursery school, childminder, being at home etc. Working in pairs, add further losses. Discuss with class different types of loss, i.e. loss of significant person, loss of part of oneself, loss of objects and developmental loss (growing-up). Consider ones own list with these categories. Discuss the fact that loss is part of life and is on-going.</li> <li>▪ Coping and Supporting. Explain that whilst some changes are gradual others are sudden, such as illness, family break up. Brainstorm sudden changes. In pairs discuss experiences of sudden change; these may be positive as well as negative depending on how comfortable the pupils feel. As a class discuss what has been learnt about the experience of sudden change and what support we may need to help us cope.</li> <li>▪ <i>Tell Me About It! Programme 4: It's All My Fault.</i> Explores the feelings and responses that young people might experience when their parents split up. <i>Study Guide p.11-13</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Living &amp; Growing, Tell Me About It! Video and teacher's guide, Ch 4</li> </ul>		<ul style="list-style-type: none"> <li>▪ Family relationship</li> <li>▪ loss</li> <li>▪ change</li> <li>▪ divorce</li> <li>▪ splitting up</li> </ul>

<p><b>economic and business environment</b></p> <ul style="list-style-type: none"><li>▪ <b>2.4c explain financial capability</b></li></ul>	<p><b>situations and advice on what borrowing/saving option to take.</b></p>				
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;</li> <li>▪ 2g to recognise when pressure from others threatens their personal safety and wellbeing, and to develop effective ways of resisting pressures, including knowing when and where to get help</li> <li>▪ 3j to resist pressure to do wrong, to recognise when others need help and how to support them</li> <li>▪ <b>1.2d</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand what anti-social behaviour means</li> <li>▪ To have considered their actions and the consequences of their behaviour on others</li> <li>▪ To develop strategies to avoid anti-social behaviour including cyber bullying</li> <li>▪ <b>To be aware of the costs of litter, graffiti and vandalism.</b></li> <li>▪ <b>To consider the costs of providing facilities for students.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the group to define what they think anti social behaviour is? <i>Definitions of anti-social behaviour – see Together website for further detail</i> <ul style="list-style-type: none"> <li>▪ Harassment of residents or passers-by.</li> <li>▪ Verbal abuse.</li> <li>▪ Criminal damage.</li> <li>▪ Vandalism.</li> <li>▪ Noise nuisance.</li> <li>▪ Writing graffiti.</li> </ul> </li> <li>▪ Engaging in threatening behaviour in large groups. <ul style="list-style-type: none"> <li>▪ Racial abuse.</li> <li>▪ Smoking or drinking alcohol while under age.</li> <li>▪ Substance misuse.</li> <li>▪ Joyriding.</li> <li>▪ Begging.</li> <li>▪ Prostitution.</li> <li>▪ Kerb-crawling.</li> <li>▪ Throwing missiles.</li> <li>▪ Assault.</li> <li>▪ Vehicle vandalism.</li> </ul> </li> <li>▪ Ask pupils to consider which of the behaviours are most often attributed to teenagers – why is this the case? You may wish to use local or national press to highlight these issues.</li> <li>▪ Consider if there are any of these behaviours that could be avoided through diversionary activities? What activities / facilities are available in Ealing for young people? Pupils could produce a resource for all school pupils, the Connexions service may be able to support this activity <ul style="list-style-type: none"> <li>▪ <i>Westminster Domestic Violence Pack – 9. What is Violence</i></li> </ul> </li> <li>▪ What is Cyber bullying. Ask pupils to define ways in which you can be cyber bullied. <ul style="list-style-type: none"> <li>○ Text message</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.together.gov.uk">www.together.gov.uk</a>, the Governments ASB website</li> <li>▪ <a href="http://www.antibullyin.org.net/cyberbullying1.htm">www.antibullyin.org.net/cyberbullying1.htm</a></li> <li>▪ Connexions</li> <li>▪ Jenny's Story, Childnet International <a href="http://www.childnet-int.org/downloads/jenny">www.childnet-int.org/downloads/jenny</a></li> <li>▪ <a href="http://www.cyberbullying.org/docs/cbcteducator.pdf">www.cyberbullying.org/docs/cbcteducator.pdf</a></li> <li>▪ Westminster Domestic Violence Pack</li> </ul>	<ul style="list-style-type: none"> <li>▪ ICT 4d Pupils should be taught to be independent and discriminating when using ICT</li> <li>▪ Parent education on handling the internet and cyber bullying may be appropriate alongside this unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anti-social behaviour</li> <li>▪ Diversionary activities</li> <li>▪ Cyber bullying</li> <li>▪ Conduct</li> </ul>

<p><b>becoming critical consumers of goods and services</b></p> <ul style="list-style-type: none"> <li>▪ <b>1.4a understand the economic and business environment</b></li> <li>▪ <b>1.4b understand the functions and uses of money</b></li> </ul>		<ul style="list-style-type: none"> <li>○ Picture/video-clip bullying</li> <li>○ Phone call bullying via mobile phone uses silent calls or abusive messages.</li> <li>○ Email bullying</li> <li>○ Chat room bullying</li> <li>○ Bullying through instant messaging (IM)</li> <li>○ Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites.</li> <li>▪ Watch <i>Jenny's Story</i>, Child net international an online lesson plan with pre and post film questions are available to download</li> <li>▪ Consider the case studies on <i>cyber bully</i>, discuss what the person being bullied should do next <ul style="list-style-type: none"> <li>○ <i>Alan's story - instant messaging</i></li> <li>○ <i>Nick's story – discussion board</i></li> <li>○ <i>Raymond's story – website</i></li> <li>○ <i>Judy's story –instant messaging</i></li> <li>○ <i>Greg's Story – text messaging</i></li> <li>○ <i>Joanne's story - email</i></li> </ul> </li> <li>▪ Develop a Code of Conduct to prevent / avoid cyber bullying, a suggested list is available on <a href="http://www.antibullying.net/cyberbullying1.htm">www.antibullying.net/cyberbullying1.htm</a></li> </ul>			
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1a) To reflect on and assess their strengths in relation to personality, work and leisure</li> <li>▪ 2b) How to keep healthy and what influences health, including the media</li> <li>▪ 2c) that good relationships and appropriate balance between work, leisure and exercise can promote physical and mental health.</li> <li>▪ <b>1.3b understand the need to manage risk in the context of financial and career choices</b></li> <li>▪ <b>1.3c taking</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand about the importance of exercise for health</li> <li>▪ To understand how foods can enhance your energy levels</li> <li>▪ To understand the concept and impact of obesity on health</li> <li>▪ <b>To understand their money personality type.</b></li> <li>▪ <b>To assess their attitude to risk.</b></li> <li>▪ <b>To consider ways of protecting themselves against financial risks.</b></li> <li>▪ <b>To</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask pupils to consider the question - Why be active? Share responses, highlight may below not mentioned. 1. Feel more alert; 2. Increase your stamina; 3. Relax and sleep well; 4. Grow stronger; 5. Stay slim; 6. Keep supple.</li> <li>▪ Explain that it takes 60 minutes a day to keep active. You need to do something physical so long as it makes you slightly out of breath. You could do it as 4 slots of 15 mins each day if time is tight. The best form of activity is something you enjoy and can fit into your daily routine. Ask pupils to consider how they could build up their 1 hour a day, examples 1. Put on your favourite music and dance; 2. Take a dog for a walk; 3. Don't catch the bus, leave home a bit earlier and have a brisk walk; 4. Borrow an exercise DVD workout to your own routine; 5. Always run up stairs. Share other solutions raised focus on non-sporting activities</li> <li>▪ Individually, in pairs or small groups ask pupils to research one sporting activity to present to the rest of the class, ensure all are different,. Your school sports co-ordinator may be able to help you with the range available in Ealing. Answer the following questions; 1. What is the activity? 2. How easy is it to do? 3. Does it need special equipment or clothing? 4. Where can you do the activity? 5. How much does it cost? 6. Where can other people find out about this activity?</li> <li>▪ Ask pupils to consider what makes a healthy balanced diet. Share responses. Highlight the following key messages Breakfast is a must - it gives your body energy to start the day. Choose 'high fibre' cereals instead of the light weight sugary coated ones, baked beans on wholemeal toast or fresh fruit mixed with low fat yogurt or if you're running late grab a couple of pieces of fruit . Aim to eat at least 5 portions of fruit and veg every day. Be sure to drink lots of water</li> <li>▪ Check out pupils individual dietary habits using the British Heart Foundation website – Y Heart food stuffs site quiz. This involves evaluating a daily intake of food.</li> <li>▪ Ask pupils to consider what foods give them energy, is it</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Sports Co-ordinator</li> <li>▪ <a href="http://www.bhf.org.uk">www.bhf.org.uk</a></li> <li>▪ Food in schools Pack – <a href="http://www.foodinschools.org">www.foodinschools.org</a></li> </ul>	<p>All aspects of dietary analysis should be handled sensitively to avoid highlighting pupils who maybe obese, or have eating disorders, staff should be aware of local and school support services for pupils they are concerned about.</p>	<ul style="list-style-type: none"> <li>▪ Fitness</li> <li>▪ Active</li> <li>▪ Exercise</li> <li>▪ Health</li> <li>▪ Energy</li> <li>▪ Obesity</li> </ul>

<p><b>risks and learning from mistakes</b></p> <ul style="list-style-type: none"> <li>▪ <b>2.4a managing their money</b></li> <li>▪ <b>2.4 explain financial terms and products</b></li> </ul>	<p><b>understand the concept of insurance.</b></p> <ul style="list-style-type: none"> <li>▪ <b>To consider insurance in relation to their mobile phones</b></li> </ul>	<p>instant or sustained. E.g. chocolate or cereals. Ask pupils to design a meal which would boost their energy but be healthy, see Balance of good health p7 Food in Schools Pack – key themes. Also see YHeart healthy recipes for examples</p> <ul style="list-style-type: none"> <li>▪ Obesity is a major problem in the UK it is defined using the Body Mass index (BMI). This compares weight to height by dividing the weight measurement (expressed in kilograms) by the square of the height (expressed in meters). A BMI of below 18.5 is underweight, between 18.5 and 25 is an indication of healthy weight, 25 to 30 is overweight, a BMI of over 30 is referred to as obese, over 35 is known as morbid obesity, and over 40 indicates extreme obesity. You may wish to have a chart available for this, any GP will be able to access this for you.</li> <li>▪ Ask pupils to research the risks of being overweight or obese. Facts include obesity is responsible for more than 9,000 premature deaths per year in England. Obesity is an important risk factor for a number of chronic diseases such as heart disease, stroke, some cancers, and type 2 diabetes. In addition, obese people are more likely to suffer from a number of psychological problems such as low self-image and confidence, social stigma, reduced mobility and a poorer quality of life.</li> <li>▪ The Health Select Committee has estimated that the costs of obesity is £3.3 - £3.7 billion per year and of obesity plus overweight at £6.6 - £7.4 Billion. National Audit Office (NAO) figures - one million fewer obese people in this country could lead to around 15,000 fewer people with coronary heart disease, 34,000 fewer people developing type 2 diabetes, and 99,000 fewer people with high blood pressure.</li> <li>▪ Ask pupils to consider what exercise activities could be developed with the money spent on obesity each year?</li> <li>▪ Reflect on unit and ask pupils individually to set themselves a goal for improvement of their health</li> </ul>			
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;</li> <li>▪ 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be have some knowledge about different STIs and how they are transmitted.</li> <li>▪ To understand that anyone can get an STI.</li> <li>▪ To understand some of the ways STI's can be treated and/or avoided.</li> <li>▪ To know how a condom works and how to use it.</li> <li>▪ To have knowledge about different contraceptives, how they work and how effective they are.</li> <li>▪ Increased knowledge and understanding about STI's</li> <li>▪ Increased knowledge and understanding about HIV and AIDS</li> <li>▪ Distinguish between fact and fiction regarding people who are living with HIV</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write one of the following statements about STIs per large piece of paper and display around the room. You would know if you had an STI; Only dirty people catch STIs; You can't get an STI the first time you have intercourse; You can catch STIs from toilet seats; You can get an STI more than once; You can't have more than one STI at a time; Condoms stop you getting STIs; Kissing spreads STIs; There's a cure for STIs. Encourage the class to circulate and write comments on the sheets. When everyone has written on every sheet reform the group. Read the graffiti, and discuss the myths, facts and misconceptions that may have arisen.</li> <li>▪ <i>Safe and Sound (1999 ed.) p121 STIs card game</i> – matching card game for small groups to play. To play the game make four sets of cards – one set of the names of STIs and one set for symptoms, effects on health and treatment. Ask the group to match the cards then go through the answers using an information sheet, discuss each STI in turn and find out what further information is needed.</li> <li>▪ Run a condom workshop. See yr8 - <i>Being healthy Safe and Sound (1999 ed.), p51</i>. In small groups using the one contraceptive method and leaflets find out: How it works, how reliable is it, how easy/difficult to use, where to get it, advantages/disadvantages, how to use it effectively. Each group presents their findings.</li> <li>▪ Provide pupils with details of local sexual health services / places they can access contraceptive / STI advice . national websites for young people include <ul style="list-style-type: none"> <li>○ <a href="http://www.brook.org.uk">www.brook.org.uk</a> or ring 0800 018 5023</li> <li>○ <a href="http://www.ruthinking.co.uk">www.ruthinking.co.uk</a> or ring Sexwise 0800 28 29 30</li> <li>○ <a href="http://www.fpa.org.uk">www.fpa.org.uk</a> or ring the Family Planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Safe and Sound (1999 ed.) Julian Cohen, Healthwise</li> <li>▪ A selection of condoms in packets.</li> <li>▪ Condom demonstrator</li> <li>▪ Contraceptive kits</li> <li>▪ Information about local sexual health services will be available from Ealing PCT</li> </ul>	<ul style="list-style-type: none"> <li>▪ D&amp;T</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sexually transmitted infections</li> <li>▪ safer sex</li> <li>▪ HIV</li> <li>▪ AIDS, condom</li> <li>▪ contraception</li> </ul>

		<p>Association 0845 310 1334</p> <ul style="list-style-type: none"><li>○ <a href="http://www.mariestopes.org.uk">www.mariestopes.org.uk</a> or ring Marie Stopes 0845 300 8090</li><li>○ <a href="http://www.BPAS.org">www.BPAS.org</a> or ring British Pregnancy Advisory Service 08457 30 40 30</li></ul> <ul style="list-style-type: none"><li>▪ <i>Safe and Sound (1999 ed.), p51 Contraceptive quizzes</i></li><li>▪ <i>Safe and Sound (1999 ed.), p52</i></li><li>▪ <i>Contraceptive card game</i></li></ul>			
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 2d basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs;</li> <li>▪ 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;</li> <li>▪ 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To explore laws and legislation about drugs</li> <li>▪ To give an understanding about school rules and expulsion regarding drugs</li> <li>▪ To inform about different types of drugs, and their effects.</li> <li>▪ To recognise choice and risk</li> <li>▪ To explore lifestyle choice with particular regard to health and citizenship.</li> <li>▪ To recognise pressured situation and occasions of personal risk</li> <li>▪ Develop and Explore methods of resisting pressure</li> <li>▪ Increase knowledge of appropriate agencies that can help</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Drugs Unit E Why do people use drugs</li> <li>▪ Draw and write activity 'What's in the bag' Divide a piece of A3 paper into 4 sections. Box one: a girl called Cheryl (aged 14) is walking home from school when she finds a bag of drugs... can you draw what was in that bag. Box 2: who do you think lost the bag? Box 3: what was the person going to do with the drugs? Box 4: what would you do with the bag if you had found it?</li> <li>▪ Exploration of agencies that can help. Discussion based, teacher led activity to discuss sources in family unit, school and community that can help with drug related situations. Teachers should ask questions such as is there anyone who can help in drug-related situations? Who would young people want to talk to and why? What can friends or family do to help someone? Pupils can role-play conversations about drug issues and feedback to the rest of the class what it felt like to talk about certain things. See appendix of managing drug related incident policy guidelines for a copy of a map and agencies list.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Misuse of Drugs Act information</li> <li>▪ List of community based organisations for young people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ D &amp; T</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effects</li> <li>▪ Risk</li> <li>▪ Consequences</li> <li>▪ Assertion</li> <li>▪ Illegal</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;</li> <li>▪ 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;</li> <li>▪ 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To recognise and acknowledge the difference in male and female perceptions of the opposite sex</li> <li>▪ To identify key influences when starting a relationship</li> <li>▪ To know that they can make the decision when to have a relationship</li> <li>▪ To acknowledge that a number of males and females will be attracted to the same sex</li> <li>▪ To understand the importance of a responsible attitude to sexual behaviour</li> <li>▪ To accept an individuals right not to be sexually active</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Being a Girl, Being a Boy</i>. If you were the opposite sex think through how a typical day in your life would be different. Consider home, getting up, having breakfast, getting to school, break time, after school, home. Swap worksheet with partner of the opposite sex - how accurate is their depiction? In single sex groups brainstorm what are girls supposed to be like? What are boys supposed to be like? Display and compare lists.</li> <li>▪ Using the following gender statements – sort statements into applies to girls/ boys/applies to both/neither. Look at the lists. In what ways are girls expected to be different from boys? Do you agree or disagree with this?</li> <li>▪ Its ok to cry; Its important to be tough; If you are too brainy you may no get a partner; Its ok to be interested in sex; Its ok to ask someone out; If you have sex you must take care about contraception; If you go out with a lot of different people you may get a bad reputation; Your appearance is very important; You're likely to be good at looking after children; If you don't want to have sex with your partner its ok to say so</li> <li>▪ Consider the things you like about being a boy or girl and about what you'd like to change about it.</li> <li>▪ <i>Respect pack – Power Boys and Girls</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect pack, Zero Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>▪ D &amp; T</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attraction</li> <li>▪ personality</li> <li>▪ maturity</li> <li>▪ pressures</li> <li>▪ relationship</li> <li>▪ gay</li> <li>▪ bisexual</li> <li>▪ single</li> <li>▪ sexuality</li> <li>▪ homophobic</li> <li>▪ caring</li> <li>▪ rejection</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<p>1e to relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work;</p> <p>1f to plan realistic targets for key stage 4, seeking out information and asking for help with career plans.</p> <ul style="list-style-type: none"> <li>▪ <b>1.3a Know who to approach in the event of getting into debt</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>To understand what debt is and how it can be a problem.</b></li> <li>▪ <b>To be aware of the level of debt problems in the UK.</b></li> <li>▪ <b>To identify behaviour that may lead to money problems.</b></li> <li>▪ <b>To identify the consequences of not paying your debts.</b></li> <li>▪ <b>To know who to approach in the event of getting into debt.</b></li> </ul>	<p>School options programme</p>			

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people;</li> <li>▪ 1f the work of community-based, national and international voluntary groups;</li> <li>▪ 1g the importance of resolving conflict fairly;</li> <li>▪ 1i the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations;</li> <li>▪ 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;</li> <li>▪ 2b justify orally and in writing a personal opinion about such issues, problems or events;</li> <li>▪ 2c contribute to group and exploratory class discussions, and take part in debates;</li> <li>▪ 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</li> <li>▪ <b>1.4b understanding the functions and uses of money</b></li> <li>▪ <b>3j social and moral dilemmas about the use of money</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand what is meant by the term refugee</li> <li>▪ To understand what is meant by the term asylum</li> <li>▪ To explore their own preconceptions and understand commonly held misconceptions about refugees</li> <li>▪ <b>To understand why charities exist.</b></li> <li>▪ <b>To understand what it means to be charitable.</b></li> <li>▪ <b>To consider which charities they give money to.</b></li> <li>▪ <b>To consider how much to give to charity.</b></li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Units 3 Human Rights</li> <li>▪ Citizenship Unit 16 Celebrating human rights</li> <li>▪ <i>Activate - Refugees, Core lesson 1: Introducing the concept of refugees</i></li> <li>▪ <i>Refugee Voices, Channel 4 Schools video</i></li> <li>▪ <i>Activate, Refugees, Core lesson 2: Reflecting on preconceptions</i></li> <li>▪ <i>Activate, Refugees, Core lesson 3 – Making decisions about asylum seekers</i></li> <li>▪ <i>Optional lessons</i></li> <li>▪ <i>Conflict resolution</i></li> <li>▪ <i>The Governments role</i></li> <li>▪ <i>Media interpretations</i></li> <li>▪ <i>Practical activities</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Activate, On-line Case Studies, The Institute for Citizenship</li> <li>▪ Refugee Voices, Ch4</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conflict</li> <li>▪ resolution</li> <li>▪ immigration</li> <li>▪ community</li> <li>▪ asylum</li> <li>▪ diversity</li> </ul>

# Key Stage 4

**PSHE & Citizenship Outline  
Key Stage 4**

Year	Enjoy and Achieve	Being healthy	Staying safe	Relationships	Emotional Health	Positive Contribution
10	<p><b>Work Experience</b></p> <p><i>Financial capability objectives</i></p> <ul style="list-style-type: none"> <li>▪ <b>Budgeting</b></li> <li>▪ <b>Financial records and information</b></li> </ul>	<p><b>Body Image</b></p> <p><i>Financial capability objectives</i></p> <ul style="list-style-type: none"> <li>▪ <b>Budgeting</b></li> <li>▪ <b>Consumer rights and responsibilities</b></li> </ul>	<p><b>Domestic Violence</b></p>	<p><b>Parenting</b></p> <p><i>Financial capability objectives</i></p> <ul style="list-style-type: none"> <li>▪ <b>Making personal life choices</b></li> </ul>	<p><b>Stress and Depression</b></p> <p><i>Financial capability objectives</i></p> <ul style="list-style-type: none"> <li>▪ <b>Risk and return</b></li> <li>▪ <b>Budgeting</b></li> </ul>	<p><b>Diversity in the UK</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Human rights</li> </ul> <p>Citizenship Unit 3 Challenging racism and discrimination</p> <p><i>Financial capability objectives</i></p> <p><i>The wider implications of finance</i></p>
11	<p><b>Preparation for Adult Life</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 2 Crime</li> <li>▪ Citizenship Unit 4 how and why are laws made</li> </ul> <p><i>Financial capability objectives</i></p> <ul style="list-style-type: none"> <li>▪ <b>Financial</b></li> </ul>	<p><b>Sexual Health</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Unit 12 Sexuality and</li> <li>▪ PSHE Unit 11 Relationships</li> </ul>	<p><b>Consequences of Substance Use and Misuse</b></p> <p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Drugs Unit F Managing risk</li> <li>▪ PSHE Drugs Unit G Giving and receiving support</li> </ul>	<p><b>Leaving Home</b></p> <p>QCA Citizenship</p> <ul style="list-style-type: none"> <li>▪ Unit 5 How the economy functions</li> <li>▪ Unit 6 Business and enterprise</li> <li>▪ Unit 8 Producing the news</li> <li>▪ Unit 9 Consumer rights and responsibilities</li> <li>▪ Unit 10 Rights and</li> </ul>	<p><b>Exam Preparation</b></p>	<p><b>Anti Social Behaviour</b></p> <p><i>Financial capability objectives</i></p> <ul style="list-style-type: none"> <li>▪ <b>Consumer rights and responsibilities</b></li> <li>▪ <b>The wider implications of finance</b></li> </ul>

	<p><i>records and information</i></p> <ul style="list-style-type: none"><li>▪ <i>The wider implications of finance</i></li></ul>			<p>responsibilities in the world of work</p> <p><b><i>Financial capability objectives</i></b></p> <ul style="list-style-type: none"><li>▪ <i>Making personal life choices</i></li></ul>		
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## Year Planner: Year 10

**Theme:** Enjoy and Achieve

**Unit:** Work Experience

- 1h the rights and responsibilities of employers and employees
- 3d to work co-operatively with a range of people who are different from themselves;
- 3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully;
- 3k to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities;

**Theme:** Being healthy

**Unit:** Body Image

- 2a to think about the alternatives and long and short-term consequences when making decisions about personal health;
- 2b to use assertiveness skills to resist unhelpful pressure;
- 2d about the link between eating patterns and self-image, including eating disorders;
- 2e about the health risks of different food choices and sunbathing, and about safer choices they can make.

**Theme:** Staying safe

**Unit:** Domestic Violence

- 3b to be aware of exploitation in relationships;
- 3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully;
- 3j to know about the statutory and voluntary organisations that support relationships in crisis.

**Theme:** Relationships

**Unit:** Parenting

- 1e to use a range of financial tools and services, including budgeting and saving, in managing personal money;
- 3g about the nature and importance of marriage for family life and bringing up children;
- 3h about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life;
- 3i about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances.

**Theme:** Emotional Health

**Unit:** Stress and Depression

- 1a to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals;
- 1b to have a sense of their own identity and present themselves confidently in a range of situations;
- 1c to be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience;
- 2c the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management.

**Theme:** Positive Contribution

**Unit:** Diversity in the UK

- 1b the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;
- 1f the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally;
- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

## Year Planner: Year 11

**Theme:** Enjoy and Achieve

**Unit:** Preparation for Adult Life

- 1g to use the careers service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills, and prepare and put into practice personal action plans;
- 1h The rights and responsibilities of consumers
- 1e how the economy functions, including the role of business and financial services
- 1f about the options open to them post-16, including employment and continuing education and training, and about their financial implications;
- 1e to use a range of financial tools and services, including budgeting and saving, in managing personal money;
- 4d make real choices and decisions [for example, about their priorities, plans and use of time; about their choices post-16, with regular review and support].
- 1d the importance of playing an active part in democratic and electoral processes;

**Theme:** Being healthy

**Unit:** Sexual Health

- 2f in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices;
- 2g to seek professional advice confidently and find information about health;
- 2a to think about the alternatives and long and short-term consequences when making decisions about personal health;
- 2b to use assertiveness skills to resist unhelpful pressure;
- 1d to recognise influences, pressures and sources of help and respond to them appropriately.

**Theme:** Staying safe

**Unit:** Consequences of Substance Use and Misuse

- 2a to think about the alternatives and long and short-term consequences when making decisions about personal health;
- 2e about the health risks of alcohol, tobacco and other drug use.

**Theme:** Relationships

**Unit:** Leaving Home

- 1b to have a sense of their own identity and present themselves confidently in a range of situations;
- 2h to recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques;
- 3d to work co-operatively with a range of people who are different from themselves.

**Theme:** Emotional Health

**Unit:** Exam Preparation

- 1a to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals.
- 2c the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management.

**Theme:** Positive Contribution

**Unit:** Anti-Social Behaviour

- 1d to recognise influences, pressures and sources of help and respond to them appropriately
- 2b to use assertiveness skills to resist unhelpful pressure
- 3c to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support

## **Breadth of Opportunities**

During the Key Stage pupils should be taught the knowledge, skills and understanding through opportunities to:

- 4a take responsibility (for example, by representing the school to visitors and at outside events)
- 4b feel positive about themselves (for example, by gaining recognition for the role they play in school life, such as organising activities for younger pupils or working in a resource centre)
- 4c participate (for example, in an initiative to improve their local community; in challenging activities involving physical performance, public performance or organised events outside the school)
- 4d make real choices and decisions (for example, about their priorities, plans and use of time; about their choices post-16, with regular review and support)
- 4e meet and work with people (for example, through activities such as work experience days; through having an employer as a mentor)
- 4f develop relationships (for example, by discussing relationships in single and mixed sex groups)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1h the rights and responsibilities of employers and employee</li> <li>▪ 3d to work co-operatively with a range of people who are different from themselves;</li> <li>▪ 3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully;</li> <li>▪ 3k to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities;</li> </ul>		<ul style="list-style-type: none"> <li>▪ School work experience programme</li> <li>▪ <i>Off limits</i> – Work Experience Video, Channel 4</li> </ul>	<p><i>Off limits</i> – Work Experience Video, Channel 4</p>		

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 2d about the link between eating patterns and self-image, including eating disorders;</li> <li>▪ 2a to think about the alternatives and long and short-term consequences when making decisions about personal health;</li> <li>▪ 2b to use assertiveness skills to resist unhelpful pressure;</li> <li>▪ 2e about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have considered how food is used in addition to satisfying hunger</li> <li>▪ How society contributes to messages about image and food and how it affects us.</li> <li>▪ To have considered the links between food and emotions</li> <li>▪ To look at images of men and women through the ages and to study images of women from different countries.</li> <li>▪ Knowledge about eating problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Safe and Sound (1999 ed.), Healthwise, p44.</i> In small, single sex groups, make two collages: the good-looking man and the good-looking woman. Discuss what they see as good looking. How do these images compare to people you actually know? What are the differences between boys and girls views? What are the pressures to conform to these looks? How does this make us unhappy?</li> <li>▪ Pupils brainstorm disabled characters on TV, in books or in films. How are they portrayed: definitely positive, definitely negative or not sure? Was it difficult to think of disabled characters? Do we see enough disabled people in the media? Pupils should try to collect positive images from magazines or newspapers of disabled people and be prepared to explain to the class why they think they are positive.</li> <li>▪ Images: the way forward from disabled people, pupils should read through the statements and put them in an order of priority from 1-11.</li> <li>▪ Show the class the fashion shots of 3 disabled people. What are the pupils' reactions? Can they see how these photos challenge the idea of what is beautiful?</li> <li>▪ <i>Safe and Sound (1999 ed.), p45, Looking after our bodies.</i> Wordstorm a list of what people can do to look after their bodies e.g. exercise, healthy diet, personal hygiene, feeling positive about yourself etc. How would you like to look after your own body better? How can you get support with this?</li> <li>▪ Living and Growing, <i>Tell Me About It!, Programme 3, Heavenly Bodies</i> – investigates how young people can realistically influence their body weight, shape and image and how this can get out of hand.</li> <li>▪ <i>Tell Me About It! Study Guide, Activity sheets p8, p9, p10</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Lifesize, Liz Swinden &amp; Lesley de Meza, Forbes Publications</li> <li>▪ Safe and Sound (1999 ed.), Julian Cohen, Healthwise</li> <li>▪ Living and Growing video and study guide, Tell Me About It! Ch4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science</li> </ul>	<ul style="list-style-type: none"> <li>▪ Image</li> <li>▪ self-esteem</li> <li>▪ bingeing</li> <li>▪ culture</li> <li>▪ comfort</li> <li>▪ pressure</li> <li>▪ exercise</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 3b to be aware of exploitation in relationships; 3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully;</li> <li>▪ 3j to know about the statutory and voluntary organisations that support relationships in crisis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand that some family relationships can be abusive</li> <li>▪ To have increased understanding of what constitutes domestic violence</li> <li>▪ To have accurate information about the extent and nature of domestic violence</li> <li>▪ To understand the effects of domestic violence on families and individuals</li> <li>▪ To have some knowledge and experience of conflict resolution</li> <li>▪ To increase understanding of why women stay in violent relationships</li> <li>▪ To have looked at what men gain or lose by being violent to their partners.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Westminster Domestic Violence Pack, 10. What is domestic Violence and 11. Safe relationships</i></li> <li>▪ Watch an excerpt from <i>Sleeping with the enemy</i>. Brainstorm unequal relationships; establish positives and negatives in such relationships, Focus on abusive aspects, Focus on what makes good relationships. Look at what is needed to establish equality in relationships through brainstorm and discussion.</li> <li>▪ <i>Respect pack</i></li> <li>▪ <i>Section 4 Power – boys and Girls</i></li> <li>▪ <i>Section 5 Violence and relationships</i></li> <li>▪ <i>Section 6 Violence and support</i></li> <li>▪ Campaigns – look at the <i>Zero Tolerance posters</i>, discuss the questions in the teachers' notes and design own slogan, poster or poem to get the message across.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Westminster Domestic Violence Pack</li> <li>▪ Respect pack</li> <li>▪ Zero Tolerance</li> <li>▪ Excerpts from the film <i>Sleeping with the Enemy</i></li> </ul>		<ul style="list-style-type: none"> <li>▪ Domestic violence</li> <li>▪ abuse</li> <li>▪ power</li> <li>▪ control</li> <li>▪ victim</li> <li>▪ relationship</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1e to use a range of financial tools and services, including budgeting and saving, in managing personal money;</li> <li>▪ 3g about the nature and importance of marriage for family life and bringing up children;</li> <li>▪ 3h about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life;</li> <li>▪ 3i about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand the complex range of needs that a young child has.</li> <li>▪ To understand how being a parent changes a persons lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>NSPCC Pack, Theme 4 The Costs of Children: The material needs of children. Changes to lifestyle of parents. The family budget. Facing up to problems</i></li> <li>▪ <i>NSPCC Pack, Theme 5 Meeting the needs of children: Meeting the child's physical, intellectual and emotional needs. Creating a happy, safe, and healthy environment. Different ideas about bringing up children. Managing children's behaviour</i></li> <li>▪ <i>NSPCC Pack Theme 6 Parenting Skills: Opinions and expectations of parenthood. Parenting and childcare skills. Effect of the behaviour and attitudes of parents on children.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Family Life Education, NSPCC</li> </ul>		<ul style="list-style-type: none"> <li>▪ Parent</li> <li>▪ lifestyle</li> <li>▪ physical</li> <li>▪ intellectual</li> <li>▪ emotional</li> <li>▪ challenging</li> <li>▪ behaviour</li> <li>▪ attitudes</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ a to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals;</li> <li>▪ 1b to have a sense of their own identity and present themselves confidently in a range of situations;</li> <li>▪ 1c to be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience;</li> <li>▪ 2c the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand the causes of stress and depression</li> <li>▪ To understand what stress and depression are and the differences between them</li> <li>▪ To understand factors that causes stress and depression including ethnicity, disability, sexuality, gender and age.</li> <li>▪ To understand that suicide and self-harm are ways of expressing suicide and self-harm</li> <li>▪ To develop strategies for coping with stress and depression for yourself and for others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Split into groups focusing on either stress or depression. Explore what causes stress or depression. Examine the similarities and differences as a class. Teacher prompts - <i>Samaritans, Depression – Focus 1 &amp; Samaritans, Stress – Focus 1</i></li> <li>▪ In groups, explore how people might think or feel when they are stressed or depressed. Examine the similarities and differences as a class. Teacher prompts - <i>Samaritans, Depression – Focus 2 &amp; Samaritans, Stress – Focus 2</i></li> <li>▪ Allocate a case study on one area to each group. Ask them to explore what additional factors might lead to this group being stressed or depressed. Allow time for feedback and for pupils to challenge issues raised. See teacher notes for key positive and negative points to be raised</li> <li>▪ Give all pupils <i>Samaritans – Suicide – Section 9, p5 – The Ultimate Question and Samaritans – Self Harm – Section 8, p6</i> allow time only for immediate responses. Pupils to examine their answers individually in light of the next activity. Read the statement sheet and ask pupils to state if they think they are true or false, explore responses as a whole group.</li> <li>▪ In groups ask pupils to order the continuum of self harm – <i>Samaritans – Self Harm – Section 8, p1</i>. Stick responses onto a large sheet of paper. Display all groups and compare similarities and differences.</li> <li>▪ <i>Case studies on Suicide and self harm</i></li> <li>▪ <i>Samaritans – Suicide – Focus 2</i></li> <li>▪ <i>Samaritans – Self Harm – Section 8, p5</i></li> <li>▪ In pairs ask pupils to explore what strategies they use now when they are stressed. Join another pair and share responses. Create a class list of responses. Look at which responses are destructive and which are constructive. Explore which strategies you could use to support others.</li> <li>▪ Provide information on local and national support services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Samaritans Youth Pack</li> </ul>	<ul style="list-style-type: none"> <li>▪ P.E.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Depression</li> <li>▪ stress</li> <li>▪ suicide</li> <li>▪ coping</li> <li>▪ self-esteem</li> <li>▪ ethnicity</li> <li>▪ disability</li> <li>▪ gender</li> <li>▪ sexuality</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1b the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;</li> <li>▪ 1f the work of community-based national, international voluntary groups</li> <li>▪ 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have considered racial origins and how this contributes to modern day identity</li> <li>▪ To have explored the nature of multi cultural societies and its implications</li> <li>▪ To have considered the racial and cultural mix of future societies</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 1 Human rights</li> <li>▪ Citizenship Unit 3 Challenging racism and discrimination</li> </ul> <ul style="list-style-type: none"> <li>▪ <i>Talking about Race video, Programme 1 Who are we? Identity, Teachers Pack - Mixed race identity</i></li> <li>▪ <i>Talking About Race, Programme 2, Mixing It? Multi culture</i></li> <li>▪ <i>Teachers pack – Transmitting culture</i></li> <li>▪ <i>Talking About Race, Programme 3, Futures</i></li> <li>▪ <i>Teachers Pack – Survey</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Talking About Race video and teaching pack, Ch 4</li> </ul>		<ul style="list-style-type: none"> <li>▪ Identity</li> <li>▪ diversity</li> <li>▪ culture</li> <li>▪ racism</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1g to use the careers service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills, and prepare and put into practice personal action plans;</li> <li>▪ 1h The rights and responsibilities of consumers</li> <li>▪ 1e how the economy functions, including the role of business and financial services</li> <li>▪ 1f about the options open to them post-16, including employment and continuing education and training, and about their financial implications;</li> <li>▪ 1e to use a range of financial tools and services, including budgeting and saving, in managing personal money;</li> <li>▪ 4d make real choices and decisions [for example, about their priorities, plans and use of time; about their choices post-16, with regular review and support</li> </ul>		<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Units 2 Crime</li> <li>▪ Citizenship Unit 4 how and why are laws made</li>   <li>▪ Pupil profiles</li> <li>▪ <i>Young Citizen's Passport</i>. Pupils can choose one section of the booklet to read, then present it to the rest of the class in a form of their choice (OHT presentation, video, play, debate etc)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Young Citizen's Passport, Citizenship Foundation, Hodder and Stoughton</li> </ul>		<ul style="list-style-type: none"> <li>▪</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 2f in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices;</li> <li>▪ 2g to seek professional advice confidently and find information about health;</li> <li>▪ 2a to think about the alternatives and long and short-term consequences when making decisions about personal health;</li> <li>▪ 2b to use assertiveness skills to resist unhelpful pressure;</li> <li>▪ 1d to recognise influences, pressures and sources of help and respond to them appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have considered the kind of sex-related services young people may need to access locally</li> <li>▪ To know what services exist locally and nationally</li> <li>▪ To have considered and practised the kinds of skills necessary to access local services.</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Unit 12 Sexuality and</li> <li>▪ PSHE Unit 11 Relationships</li> <li>▪ <i>Safe &amp; Sound Help and helping services p67-p71, Activity 1</i>, what support does our school offer young people? Explain to the class what help is available in school for students with sex-related problems. E.g. what staff/school nurse/counsellors/outside agencies can offer? Explain practice issues such as confidentiality, informing parents/carers, other staff etc. Encourage groups to prepare questions e.g. would the school nurse tell a girl where to go for contraception? Answer as accurately as possible. Finally ask the group if they think the support is good? If not how can it be improved?</li> <li>▪ <i>Activity 2, How to help friends</i>. Use role-play cards on p71 which focus on friends who have sex-related problems. Divide into two groups A and B. A's ask question B's give advice as a friend. In time change roles.</li> <li>▪ <i>Activity 3, Who can young people turn to for help?</i> Discuss useful/not useful things we can do as friends</li> <li>▪ <i>Activity 4, Finding out what help is available</i>. As a class decide on a list of sex-related problems to focus on. Write each one on a flipchart paper and write all the individuals, organisations and places they know who may be able to help if they faced a particular problem. Circulate the flipchart so everyone can contribute. As a class discuss the services and what is known about them. Consider adding national services.</li> <li>▪ <i>Activity 5, Find out more about helping agencies</i>. Ask the class to contribute to a list of information of what young people need to know about particular local services. Encourage small groups to volunteer to find out about each service, by writing, visiting, arranging speakers etc.</li> <li>▪ <i>Activity 6, Confidence to get the help you need</i>. Use scenario cards to explore the type of behaviour needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safe &amp; Sound, Julian Cohen, Healthwise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science</li> </ul>	<ul style="list-style-type: none"> <li>▪ Genito-urinary medicine</li> <li>▪ family planning</li> <li>▪ counsellor</li> <li>▪ negotiation</li> <li>▪ passive</li> <li>▪ aggressive</li> <li>▪ assertive</li> </ul>

		to get the help needed from any particular service. Look at passive/aggressive/assertive behaviour.			
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Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 2a to think about the alternatives and long and short-term consequences when making decisions about personal health;</li> <li>▪ 2e about the health risks of alcohol, tobacco and other drug use.</li> <li>▪ 1c the work of parliament, the government and the courts in making and shaping the law;</li> </ul>	<ul style="list-style-type: none"> <li>▪ To consider the consequences of decision making with specific regard to health choices</li> <li>▪ To consider alternate methods of coping</li> <li>▪ To explore further the effects and risks to health of misusing drugs</li> <li>▪ To discuss the legislative procedure</li> <li>▪ To explore and increase the understanding of personal rights, with specific regard to the law</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ PSHE Drugs Unit F Managing risk</li> <li>▪ PSHE Drugs Unit G Giving and receiving support</li> <li>▪ '20 Questions' place the name of a drug on the forehead of a pupil, this pupil should then try and identify the name of the drug by asking other pupils up to 20 questions, the other pupils can only answer yes, no or maybe. Change pupil and drug a sufficient amount of times to gain an assessment of knowledge in the class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Legal Advice Leaflets</li> <li>▪ Copies or information about the Misuse of Drugs Act and PACE</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science</li> </ul>	<ul style="list-style-type: none"> <li>▪ Laws</li> <li>▪ harm minimisation</li> <li>▪ legalisation</li> <li>▪ rights</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1b to have a sense of their own identity and present themselves confidently in a range of situations;</li> <li>▪ 1e to use a range of financial tools and services, including budgeting and saving, in managing personal money;</li> <li>▪ 2h to recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques;</li> <li>▪ 3d to work co-operatively with a range of people who are different from themselves.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have identified expectations for the future</li> <li>▪ To have assessed personal willingness to take risks</li> <li>▪ To practice dealing with situations involving individual needs and rights</li> <li>▪ To have an awareness of the risks involved in leaving home</li> </ul>	<p>QCA</p> <ul style="list-style-type: none"> <li>▪ Citizenship Unit 5 How the economy functions</li> <li>▪ Citizenship Unit 6 Business and enterprise</li> <li>▪ Citizenship Unit 8 Producing the news</li> <li>▪ Citizenship Unit 9 Consumer rights and responsibilities</li> <li>▪ Citizenship Unit 10 Rights and responsibilities in the world of work</li> </ul>			<ul style="list-style-type: none"> <li>▪ Expectations</li> <li>▪ future</li> <li>▪ rights</li> <li>▪ housing</li> <li>▪ finance</li> <li>▪ legal</li> <li>▪ illegal</li> </ul>

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1a to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals.</li> <li>▪ 2c the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management.</li> </ul>		<ul style="list-style-type: none"> <li>▪ School revision programme – surviving exam stress</li> </ul>		<ul style="list-style-type: none"> <li>▪ P.E.</li> </ul>	

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Key concepts
<ul style="list-style-type: none"> <li>▪ 1d to recognise influences, pressures and sources of help and respond to them appropriately</li> <li>▪ 2b to use assertiveness skills to resist unhelpful pressure</li> <li>▪ 3c to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know and understand what behaviour is considered anti-social</li> <li>▪ To understand what legal powers exist to deal with ASB</li> </ul>	<p><b>Definitions of anti-social behaviour</b> (Taken from <a href="http://www.respect.gov.uk/">http://www.respect.gov.uk/</a>, the Governments ASB website)</p> <ol style="list-style-type: none"> <li>1. Misuse of public space <ul style="list-style-type: none"> <li>▪ Drug/substance misuse &amp; dealing</li> <li>▪ Street drinking</li> <li>▪ Begging</li> <li>▪ Prostitution</li> <li>▪ Inappropriate sexual conduct</li> <li>▪ Vehicle-related nuisance &amp; inappropriate vehicle use inc Joyriding; Off-road motorcycling; Cycling/skateboarding in pedestrian areas/footpaths</li> </ul> </li> <li>2. Disregard for community/ personal well-being <ul style="list-style-type: none"> <li>▪ Noise - Noisy neighbours; Noisy cars/motorbikes; loud music; Alarms (persistent ringing/malfunction); Noise from pubs/clubs; Noise from business/industry</li> <li>▪ Rowdy behaviour - Shouting &amp; swearing fighting; drunken behaviour; Hooliganism/loutish behaviour</li> <li>▪ Nuisance behaviour - Urinating in public; Setting fires (not directed at specific persons or property); Inappropriate use of fireworks; Throwing missiles; Climbing on buildings; Impeding access to communal areas; Games in restricted/ inappropriate areas; Misuse of air guns; Letting down tyres</li> <li>▪ Hoax calls - False calls to emergency services</li> <li>▪ Animal-related problems - Uncontrolled animals</li> </ul> </li> <li>3. Acts directed at people <ul style="list-style-type: none"> <li>▪ Intimidation/harassment - Groups or individuals making threats; Verbal abuse; Bullying; Following people; Pestering people; Voyeurism; Sending nasty/offensive letters; Obscene/nuisance phone calls; Menacing gestures Can be on the grounds of: Race; Sexual orientation; Gender; Religion; Disability; Age</li> </ul> </li> <li>4. Environmental damage <ul style="list-style-type: none"> <li>▪ Criminal damage/vandalism- Graffiti; Damage to bus shelters; Damage to phone kiosks; Damage to street furniture; Damage to buildings; Damage to trees/plants/ hedges</li> <li>▪ Litter/rubbish</li> </ul> </li> </ol>	<p><a href="http://www.respect.gov.uk">www.respect.gov.uk</a> The Governments ASB website</p>		<ul style="list-style-type: none"> <li>▪ Youth offending</li> <li>▪ Individual support orders</li> <li>▪ Anti-social behaviour orders</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Ask the class to define ASB, you may wish to use the four headings above. Which of these do they most commonly experience from their peers? You may wish to do an anonymous survey at this point to see what issues are of most relevance to the group</li> <li>▪ Use media articles or develop case studies on the most prominent</li> </ul>			

		<p>issues to discuss actions taken, what could have been done to prevent the behaviour, what they would do if they were in that situation</p> <ul style="list-style-type: none"><li>▪ Consider any topical ASB issues e.g. Summer 2006 mini moto's. what do they feel the law should be</li><li>▪ Review the legal system for Anti Social Behaviour – see the Together website. You may wish to split the group to research and develop a fact file for the rest of the class on<ul style="list-style-type: none"><li>▪ Youth Offending Teams - YOTs</li><li>▪ Individual Support Orders – ISO's</li></ul></li><li>▪ Anti-social behaviour Orders – ASBO's</li></ul>			
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## PSHE Resources

Title	Author(s)	Publisher	Description	Web address	Price	Year published	ISBN
Reception							
<b>Health and Hygiene</b>							
Look After yourself Video: Programme 1: Keep Clean	CH4 Schools	CH4 Schools	A series of short videos; a teacher's guide and activities. Covers personal hygiene, food and nutrition, health-related exercise, safety and the psychological aspects of health education	<a href="http://www.channel4learning.com">www.channel4learning.com</a>			
School Nurse Team							
<b>Consequences</b>							
Goldilocks and the Three Bears	Audrey Daly & Chris Russell	Ladybird					
Quality Circle Time in the primary classroom.	Jenny Mosley	Circle Time & Positive Press	Circle time guidelines and programmes for use in primary schools.	<a href="http://www.circle-time.co.uk">www.circle-time.co.uk</a>	£19.99	1996	1855032295
Stepping Stones to Success	Helen Sonnet and Pat Child	Circle Time & Positive Press	This book offers a very useful resource for practitioners in planning quality Circle Time sessions, in relation to the early learning goals and stepping stones for personal, social and emotional development.	<a href="http://www.circle-time.co.uk">www.circle-time.co.uk</a>	£19.95		095405850X
Green Cross Code			Available online with downloadable road safety handbooks	<a href="http://www.hedgehogs.gov.uk">www.hedgehogs.gov.uk</a>			
<b>Unit: Family Networks</b>							
Dogger	Shirley Hughes	Red Fox	Story about a boy, his toy dog and loss in a family setting	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1997	09992790
My Dad is Brilliant	Nick Butterworth	Walker Books	An illustrated celebration of fathers	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£4.99	2003	0744568110
My Mum is Fantastic	Nick Butterworth	Walker Books	A celebration of an amazing mum	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£4.99	2004	0744557526
Busy Day for a Good Grandmother	Margaret Mahy	Picture Puffin	Granny saves the day for son and his off spring.	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£10.50	1995	0689505957
<b>Unit: Feelings</b>							
You'll soon Grow into them Titch	Pat Hutchins	Red Fox	One of a series featuring Titch who is small for his age	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£4.99	1992	0688115071

Stepping Stones to Success	Helen Sonnet and Pat Child	Circle Time & Positive Press	This book offers a very useful resource for practitioners in planning quality Circle Time sessions, in relation to the early learning goals and stepping stones for personal, social and emotional development.	<a href="http://www.circle-time.co.uk">www.circle-time.co.uk</a>	£19.95		095405850X
<b>Unit: Needs</b>							
Look after yourself	Channel 4 Schools	Channel 4 Schools	A series of short videos; a teacher's guide and activities. Covers personal hygiene, food and nutrition, health-related exercise, safety and the psychological aspects of health education	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	2007	1998	N/A
SEAL photo pack	DCSF	DCSF	Pack of photographs of children's faces expressing range of emotions	<a href="http://www.bandapilot.org.uk">www.bandapilot.org.uk</a>	Free	2005	N/A
<b>Year 1</b>							
<b>Unit: Rules and Relationships</b>							
I am, I know, I can	Tacade	Tacade	Skills programme for the primary school child. Complements SEAL, PSHE and ECM	<a href="http://www.tacade.com">www.tacade.com</a>	£69.95		N/A
<b>Unit: Healthy Choices</b>							
All About Us Video: Look After yourself	Channel 4 Schools	Channel 4 Schools	A series of short videos; a teacher's guide and activities. Covers personal hygiene, food and nutrition, health-related exercise, safety and the psychological aspects of health education	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	2007	1998	N/A
All About Us: Teachers Guide and Activity Book	Channel 4 Schools	Channel 4 Schools	A series of short videos; a teacher's guide and activities. Covers personal hygiene, food and nutrition, health-related exercise, safety and the psychological aspects of health education	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	2007	1998	N/A
Contact your school sports coordinator for additional support							
Good Health Guide: Crunch Time	Channel 4 Learning Shop	Channel 4 Learning Shop	HEALTH EDUCATION COLLECTION DVD 443207	<a href="http://www.4learningshop.co.uk/C4Shop/Product.aspx?ProductID=87bc828b-1016-4d9d-816f-cf0489480789">http://www.4learningshop.co.uk/C4Shop/Product.aspx?ProductID=87bc828b-1016-4d9d-816f-cf0489480789</a>	£50		
<b>Unit: Outdoors</b>							
Look after yourself	Channel 4 Schools	Channel 4 Schools	A series of short videos; a teacher's guide and activities. Covers personal hygiene, food and nutrition, health-related exercise,	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	2007	1998	N/A

			safety and the psychological aspects of health education				
All About Us: Teachers Guide and Activity Book	Channel 4 Schools	Channel 4 Schools	A series of short videos; a teacher's guide and activities. Covers personal hygiene, food and nutrition, health-related exercise, safety and the psychological aspects of health education	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	2007	1998	N/A
NSPCC, Take Care	NSPCC	NSPCC Publications	A resource pack offering information on self-awareness	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	£5	2001	N/A
Topsy & Tim Go Safely	Adamson, Jean and Gareth	Ladybird	Topsy and Tim walk to school with a friend and they try to teach him how to cross the road safely	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	Approx. £5	1982	ISBN: <u>0216913136</u>
London Underground			Free visits to an underground station of your choice where pupils look at issues such as safety. Free resource pack also available.	Speak to School Travel Plan Team 020 8825 5392 / 5649			
ALL JOIN IN resource and DVD		NSPCC and Triangle	A resource pack for foundation and key stage 1 teachers. It provides great classroom material by looking at new experiences and relationships through a child's eyes	<a href="http://www.nspcc.org.uk/Inform/Applications/PublicationsSearch">http://www.nspcc.org.uk/Inform/Applications/PublicationsSearch</a>	£9.99	2004	
A Kids eye view to staying safe and keeping healthy DVD		Kidscape	The essential DVD for children aged 3 – 8, Keeping healthy, Staying safe includes four delightful and engaging films which incorporate key messages for young children.	<a href="http://www.csef.net/shop/ks1.asp#25">http://www.csef.net/shop/ks1.asp#25</a>	£23.49		
The First Aid Handbook		Children's Safety Education Foundation	The First Aid Handbook has been written and illustrated by a qualified Paramedic for children attending Primary School. The safety guide deals with a host of topics	<a href="http://www.csef.net/shop/ks2.asp">http://www.csef.net/shop/ks2.asp</a>	£9.99		
Look After Yourself CD Rom		Evans Miller	Interactive whiteboard CD-ROM covering the health, personal hygiene and safety aspects of Science, PSHE and Citizenship at Key Stage 1.	<a href="http://www.er41.co.uk/acatalog/Personal_Social_and_Health_Education_PSHE_.html">http://www.er41.co.uk/acatalog/Personal_Social_and_Health_Education_PSHE_.html</a>	Single Use: £42.54 Site Use: £85.10		
Road safety guidance		Department for Transport	Practical tips and ideas for delivering road safety education for primary Schools	<a href="http://www.dft.gov.uk/pgr/roadsafety/child/education/">http://www.dft.gov.uk/pgr/roadsafety/child/education/</a>	FREE		
Road Safety Pack		Child Accident	A pack for teachers and those working in schools including booklets, posters and	<a href="http://www.capt.org.uk">www.capt.org.uk</a>	£11.50	2008	

		Prevention Trust (CAPT)	information on road and in-car safety.				
<b>Unit: Change, Loss and Bereavement</b>							
My Dad is Brilliant	Nick Butterworth	Walker Books	An illustrated celebration of fathers	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£4.99	2003	0744568110
Living and Growing DVD & resource book	Channel 4 schools	Channel 4 Schools	A DVD covering positive attitudes, values and behaviour, skills for effective communication, loving, caring and happy relationships and helps to challenge beliefs	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	£65	DVD added 2007	Ref: LP446729
Goggle Eyes	Anne Fine	Puffin Books	About Kitty coming to terms with her Mum's new relationship.	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£4.99	1989	0140340718
The Suitcase Kid	Jacqueline Wilson	Corgi Children	Story about a step-family set in temporary accommodation	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1992	0440867738
<b>Unit: Friendships &amp; Bullying</b>							
Citizenship for the Primary School	Institute for Citizenship	Nelson Thorne	Provides a framework for Citizenship & PSHE	<a href="http://www.citizen.org.uk">www.citizen.org.uk</a>	£14.40		N/A
NSPCC, Take Care	NSPCC	NSPCC Publications	A resource pack offering information on self-awareness	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	£5	2001	N/A
Bully	David Hughes	Walker Books	This book confronts a universal problem as it uses animal characters to play out the drama	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1995	0744536243
<b>Unit: Environment</b>							
Wake Up World	Beatrice Hollyer & Frances Lincoln	OXFAM	A photo-based book that explores the lives of 8 children from different countries. The children introduce different aspects of their lives, from their homes to their families and schools.	<a href="http://publications.oxfam.org.uk/oxfam/display.asp?K=183292519649169">http://publications.oxfam.org.uk/oxfam/display.asp?K=183292519649169</a>	£5.99	1999	ISBN-10: 0711214840
Year 2							
<b>Unit: Child Protection</b>							
Look After yourself: Activity Book	Channel 4 Schools	Channel 4 Schools	A series of short videos; a teacher's guide and activities. Covers personal hygiene, food and nutrition, health-related exercise, safety and the psychological aspects of health education	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	2007	1998	N/A
NSPCC Take Care, Book C: Taking care in my home	NSPCC	NSPCC	A resource pack designed for Primary Schools, offering information on self awareness and personal safety	<a href="http://www.nspcc.org.uk/Inform/Applications/PublicationsSearch/CH_PublicationsSearch.asp?PublicationSubject=All&amp;Sort=Tit">http://www.nspcc.org.uk/Inform/Applications/PublicationsSearch/CH_PublicationsSearch.asp?PublicationSubject=All&amp;Sort=Tit</a>	£5.00	2001	

				<a href="#">le&amp;CategoryName=All&amp;FullText=take%20care</a>			
<b>Unit: Hygiene</b>							
Freckly Feet and Itchy Knees	Michael Rosen	Picture Lions		<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>			
Mr Archimedes Bath	Pamela Allen	Puffin		<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>			
Having a Bath with Papa	Shiegoe Watanabe	Red Fox		<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>			
The Smelly Book	Babette Cole	Jonathon Cape		<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>			
Look After yourself: Activity Book	Channel 4 Schools	Channel 4 Schools	A series of short videos; a teacher's guide and activities. Covers personal hygiene, food and nutrition, health-related exercise, safety and the psychological aspects of health education	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	2007	1998	N/A
<b>Unit: Substance Use and Misuse</b>							
Skills for the Primary School child -Parts 2-6	Tacade		A set of publications that will enable primary school teachers to deliver drugs education, including risk taking, smoking and what drugs are.	<a href="http://www.tacade.com/publications.php">http://www.tacade.com/publications.php</a>	£49.99 each		
Choices and Consequences: Drugs to Help... Drugs to Hurt Ch4	Duncan Smith	Warwick : Channel 4 School	Understanding the differences between medicines and drugs that can harm you.	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£8.99		9781862154124 or 1862154120
The new primary school drugs education pack		HIT	This manual brings together current thinking on good practice. Offering over 100 activities for use with KS1 and KS2 pupils. It explores drug facts, myths and attitudes while providing information on laws, safety and drugs, using a variety of approaches .	<a href="http://www.hit.org.uk">http://www.hit.org.uk</a>	£70.00		1 873460 538
Health Education Collection DVD Ch4		Channel 4 Learning	This DVD contains two series which highlight the benefits of staying healthy.	<a href="http://www.4learningshop.co.uk/C4Shop">http://www.4learningshop.co.uk/C4Shop</a>	£50.00		
Primary School Smoking Pack		HIT	This manual adopts a sensitive approach to the issues of smoking, encouraging children to express their own views, feelings and concerns, and enabling them to develop the knowledge and skills needed to research their own informed decisions.	<a href="http://www.hit.org.uk">http://www.hit.org.uk</a>	£42.00		1 873460 104
<a href="http://www.drugeducationforum.com/practice.asp?cPage=5">http://www.drugeducationforum.com/practice.asp?cPage=5</a>							

<b>Unit: Growing Up</b>							
Teaching SRE with Confidence: Yr 2 Differences & Body Parts	Christopher Winter Project	CWP	Lessons, resources and whiteboard materials on CD-ROM	<a href="http://www.tcwp.co.uk">www.tcwp.co.uk</a> <a href="mailto:sales@tcwp.co.uk">sales@tcwp.co.uk</a>	£99 (+VAT)	2007	N/A
Living & Growing, Unit 1, DVD & resource book	Channel 4 Schools	Channel 4 Schools	Resource to support developing healthy and safer lifestyles	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	£65	DVD added 2007	Ref: LP446729
<b>Unit: Similarities and Differences</b>							
Teaching SRE with Confidence: Yr 2 Differences & Body Parts	Christopher Winter Project	CWP	Lessons, resources and whiteboard materials on CD-ROM	<a href="http://www.tcwp.co.uk">www.tcwp.co.uk</a> <a href="mailto:sales@tcwp.co.uk">sales@tcwp.co.uk</a>	£99 (+VAT)	2007	N/A
Living & Growing, Unit 1, DVD & resource book	Channel 4 Schools	Channel 4 Schools	Resource to support developing healthy and safer lifestyles	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	£65	DVD added 2007	Ref: LP446729
NSPCC	NSPCC	NSPCC Publications	Information Website	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	£14.40	£14.40	£14.40
I am, I Know, I can	Tacade	Tacade	Skills for the primary school child complements SEAL programme	<a href="http://www.tacade.com">www.tacade.com</a>	£69.95		N/A
I Feel Angry	Brian Moses	Hodder Children's Books	Series of books on helping children cope with their feelings	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1993	0750214031
I Feel Sad	Brian Moses	Hodder Children's Books	Series of books on helping children cope with their feelings	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1993	0750214066
I Feel Frightened	Brian Moses	Hodder Children's Books	Series of books on helping children cope with their feelings	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1994	075021404X
I'm Worried	<b>Brian Moses</b>	Hodder Children's Books	Series of books on helping children cope with their feelings	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1997	0750221313
I Feel Jealous	<b>Brian Moses</b>	Hodder Children's Books	Series of books on helping children cope with their feelings	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1993	0750214058
<b>Unit: Community</b>							
Citizenship for the Primary School Yr	<b>Institute for Citizenship</b>	Nelson Thorne	Provides a framework for Citizenship & PSHE	<a href="http://www.citizen.org.uk">www.citizen.org.uk</a>	£14.40		N/A

## Year 3

<b>Unit: Rights, Responsibilities at School</b>							
I am, I know, I Can	<b>Tacade</b>	Tacade	Skills for the primary school child complements SEAL programme	<a href="http://www.tacade.com">www.tacade.com</a>	£69.95		N/A
Westminster Domestic Violence Pack	<b>Westminster Domestic Violence Forum</b>	WDVF	Information pack and DVD/Video available from WDVF website	<a href="http://www.westminsterdomesticviolenceforum.org.uk">www.westminsterdomesticviolenceforum.org.uk</a>	£45	2005	N/A
<b>Unit: Nutrition</b>							
Various pictures			Pictures of decayed teeth, toothbrushes, toothpaste etc., adverts				
All About Us Video: Look After yourself	Channel 4 Schools	Channel 4 Schools	A series of short videos; a teacher's guide and activities. Covers personal hygiene, food and nutrition, health-related exercise, safety and the psychological aspects of health education	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	2007	1998	N/A
British Heart Foundation Website	BHF		Various resources available for teachers	<a href="http://www.bhf.org.uk">www.bhf.org.uk</a>			
<b>Unit: Staying Safe Outdoors</b>							
Choosing not Losing - Helping Children and Young People to Feel Happy and Safe		HIT	Series of lessons about keeping safe and decision making. Children are taught using '10 BIG IDEAS' and learn through the lessons and homework activities to put these ideas into practice.	<a href="http://www.hit.org.uk">http://www.hit.org.uk</a>	£48.00		0953 505626
Primary Child Protection Programme		Kidscape	Revised manual plus free DVD. Practical, fun lessons for 5 - 11 year olds about keeping safe from bullies, strangers and known adults who may try to harm them.	<a href="http://www.kidscape.org.uk/KS Cart">http://www.kidscape.org.uk/KS Cart</a>	£25.00		
Citizenship – Junior Citizenship Handbook		Children's Safety Education Foundation	A unique publication produced in conjunction with the Emergency Services.	<a href="http://www.csef.net/shop/ks2.asp">http://www.csef.net/shop/ks2.asp</a>	£9.99		
Fire Safety – Red Alert		Children's Safety Education Foundation	Providing a comprehensive introduction to fire safety, Red Alert introduces children all there is to know about fire and its consequences.	<a href="http://www.csef.net/shop/ks2.asp">http://www.csef.net/shop/ks2.asp</a>	£9.99		
<b>Unit: Others Peoples Lives</b>							
QCA Citizenship Unit 5 – Living in a	QCA	QCA		<a href="http://www.standards.dfes.gov.uk/schemes2/ks1-2citizenship/">http://www.standards.dfes.gov.uk/schemes2/ks1-2citizenship/</a>			

Diverse World							
Teaching SRE with Confidence: Yr 3 Differences & Stereotypes	Christopher Winter Project	CWP	Lessons, resources and whiteboard materials on CD-ROM	<a href="http://www.tcwp.co.uk">www.tcwp.co.uk</a> <a href="mailto:sales@tcwp.co.uk">sales@tcwp.co.uk</a>	£99 (+VAT)	2007	N/A
<b>Unit: Self-esteem</b>							
<a href="http://www.missdorothy.com">www.missdorothy.com</a>	<b>Sharon Doughty</b>	Miss Dorothy.com Foundation	Website for children with an innovative approach to learning about personal behaviour and safety for seven to eleven-year-olds	<a href="http://www.missdorothy.com">www.missdorothy.com</a> Call them to order resources on 0870 759 33 88	Free to access	2004	N/A
Health Education Collection DVD – section Good Health Guide to eating, drinking, working, resting and playing	<b>Channel 4 Schools</b>	Channel 4 Schools	Gives information and positive advice to help children make informed choices about their lifestyles.	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	£50	2007	<b>Ref: 443207</b>
Childline Teachers' Pack	<b>Childline</b>	Childline	Information website with downloadable teaching resources	<a href="http://www.childline.org.uk">www.childline.org.uk</a>	Downloadable Free	2002	<b>N/A</b>
Westminster Domestic Violence Pack	<b>Westminster Domestic Violence Forum</b>	WDVF	Information pack and DVD/Video available from WDVF website	<a href="http://www.westminsterdomesticviolenceforum.org.uk">www.westminsterdomesticviolenceforum.org.uk</a>	£45	2005	<b>N/A</b>
<b>Unit: Jobs</b>							
Good Health Guide: Working	<b>Channel 4 Learning Shop</b>	<b>Channel 4 Learning Shop</b>	HEALTH EDUCATION COLLECTION DVD 443207	<a href="http://www.4learningshop.co.uk/C4Shop/Product.aspx?ProductID=87bc828b-1016-4d9d-816f-cf0489480789">http://www.4learningshop.co.uk/C4Shop/Product.aspx?ProductID=87bc828b-1016-4d9d-816f-cf0489480789</a>	£50		
<b>Year 4</b>							
<b>Unit: Rights &amp; Responsibilities at Home</b>							
<b>Unit: Being Active / Early Stages of Puberty (menstruation)</b>							
Health Education Collection DVD Ch4		Channel 4 Learning	This DVD contains two series which highlight the benefits of staying healthy.	<a href="http://www.4learningshop.co.uk/C4Shop">http://www.4learningshop.co.uk/C4Shop</a>	£50.00		
Living and Growing		Channel 4	The interactive DVD and resource material	<a href="http://www.4learningshop.co.uk/">http://www.4learningshop.co.uk/</a>	£65.00		

DVD		Learning	features all three units in the Living and Growing series and the associated INSET programme.	<a href="#">C4Shop</a>			
British Heart Foundation		BHF	Download their Active Schools Pack for FREE	<a href="http://www.bhf.org.uk/publications.aspx">http://www.bhf.org.uk/publications.aspx</a>	FREE		
Food – A Fact of Life		British Nutrition Foundation	<b>Food and farming</b> is the latest addition to Food - a fact of life and provides great resources, such as lesson ideas PowerPoint presentations and colour photographs about nutrition and where food comes from.	<a href="http://www.foodafactoflife.org.uk/">http://www.foodafactoflife.org.uk/</a>	FREE	2008	
Big Food Challenge Pack		BHF	This exciting new pack is filled with games and takes 'learning through play' to a new dimension - where the pupils create their own teaching/reference tools.	<a href="http://www.bhf.org.uk">http://www.bhf.org.uk</a> and search under <i>publications</i>	FREE but donations welcome		
Healthy Schools Physical Activity & Healthy Eating Guidance		NHS	Guidance containing ideas and information on how to meet the HS criteria for both themes – including details on developing the curriculum.	<a href="http://www.healthyschools.gov.uk">www.healthyschools.gov.uk</a> You will need to know your user name and password (ask your Head or PSHE/HS Co-ordinator)	FREE		
Teaching SRE with Confidence: Yr 4 Growing Up	Christopher Winter Project	CWP	Lessons, resources and whiteboard materials on CD-ROM	<a href="http://www.tcwp.co.uk">www.tcwp.co.uk</a> <a href="mailto:sales@tcwp.co.uk">sales@tcwp.co.uk</a>	£99 (+VAT)	2007	N/A
<b>Unit: Recognising Dangerous Situations</b>							
Take Care Pack		NSPCC	A resource pack designed for Primary Schools, offering information on self awareness and personal safety.	<a href="http://www.nspcc.org.uk/Inform/Applications/PublicationsSearch">http://www.nspcc.org.uk/Inform/Applications/PublicationsSearch</a>	£5.00	2001	
Missdorothy.com			This innovative approach to learning about personal behaviour and safety is designed to tackle behavioural issues including bullying, crime and disorder, social inclusion, racism and good citizenship.	<a href="http://www.missdorothy.com/learning">http://www.missdorothy.com/learning</a> Schools can get the resource free of charge during the annual delivery from the Met Police. Watch out in the Healthy Schools 'Hot Topics' and Newsetter.	FREE		
BRAKE			A web-based resource with guidance and resources for schools staff to provide cycling safety in school.	<a href="http://www.brake.org.uk/index.php?p=15">http://www.brake.org.uk/index.php?p=15</a>	FREE or £40 to subscribe to access additional resources.		

Transport Safety		Kidscape	Out and About is a unique educational resource that has been developed with the Governments Road Strategy 'Tomorrow's Roads - Safer for Everyone' in mind. Young people are advised how to travel safely on foot, road, rail, canal and plane.	<a href="http://www.csef.net/shop/ks2.asp">http://www.csef.net/shop/ks2.asp</a>	£9.99		
<b>Unit: Accepting Differences</b>							
Quality Circle Time	<b>Jenny Mosley</b>	Circle Time & Positive Press	Circle time guidelines and programmes for use in primary schools.	<a href="http://www.circle-time.co.uk">www.circle-time.co.uk</a>	£19.99	1996	1855032295
Childline Teachers' Pack	<b>Childline</b>		Information website with downloadable teaching resources	<a href="http://www.childline.org.uk">www.childline.org.uk</a>	Free	2001-2	<b>N/A</b>
Dogger	Shirley Hughes	Red Fox	Story about a boy and his toy dog in a family setting	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99		09992790
Westminster Domestic Violence Pack	Westminster Domestic Violence Forum	WDVF	Information pack and DVD/Video available from WDVf website	<a href="http://www.westminsterdomesticviolenceforum.org.uk">www.westminsterdomesticviolenceforum.org.uk</a>	£45	2005	N/A
<b>Unit: Assertiveness</b>							
I Am, I Know, I Can	Tacade	Tacade	Skills programme for the primary school child. Complements SEAL, PSHE and ECM	<a href="http://www.tacade.com">www.tacade.com</a>	£69.95		2005
Six Thinking Hats	Edward de Bob	Penguin	A model encouraging different ways of looking at issues	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£8.99	1985	0140296662
Thief	Malorie Blackman	Corgi	A gripping futuristic novel about friendship & trust	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£4.49	2004	0552551656
Westminster Domestic Violence Pack	Westminster Domestic Violence Forum	WDVF	Information pack and DVD/Video available from WDVf website	<a href="http://www.westminsterdomesticviolenceforum.org.uk">www.westminsterdomesticviolenceforum.org.uk</a>	£45	2005	N/A
<b>Unit: Environment &amp; Recycling</b>							
Various	Various		Gather information books and materials on plants, conservation and the affects of drought  Prepared rectangles of card with double sided carpet tape				
Skills for the Primary School Child, Part 2	Tacade	Tacade	Skills for the primary school child complements SEAL programme	<a href="http://www.tacade.com">www.tacade.com</a>	£69.95		N/A

Making it Happen: Agenda 21 & Schools	Gillian Symons	WWF	Offers a variety of case studies, activities and approaches developed by teachers to explore environment and development issues across the curriculum.	www.waterstones.com	£6.99	1998	<b>ISBN: 9781858501383</b>
In the eye of the storm – big book	Action Aid		A 31-page KS2 big book about life on an island in Bangladesh. Curriculum links: Citizenship, Geography, Literacy, PSHE	<a href="https://support.actionaid.org.uk/store/">https://support.actionaid.org.uk/store/</a> (0)1460 238000	£5.00		
Global Express	OXFAM		Newsletter covering many of the topics suggested.	http://www.oxfam.org.uk/education/resources/make_poverty_history/	FREE		

## Year 5

### Unit: Smoking

Primary Schools Smoking Pack		HIT	This manual adopts a sensitive approach to the issues of smoking, encouraging children to express their own views, feelings and concerns, and enabling them to develop the knowledge and skills.	<a href="http://www.hit.org.uk">http://www.hit.org.uk</a>	£42.00		1 873460 104
Health for Life 4-7 and 8-11	<b>Wetton, H</b>	Nelson Thornes	This series consists of 2 books, one for ages 4 to 7 and one for 8 to 11. and contains curriculum planners, teaching strategies and activities, and activity sheets on two topics, Healthy Lifestyles and Sensitive Issues.	<a href="http://www.nelsonthornes.com/wps/portal">http://www.nelsonthornes.com/wps/portal</a> or <a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£50.00-£75.00	2007	9780174233862/79

### Unit: Puberty Including Menstruation

Teaching SRE with Confidence: Yr 5 Puberty	Christopher Winter Project	CWP	Lessons, resources and whiteboard materials on CD-ROM	<a href="http://www.tcwp.co.uk">www.tcwp.co.uk</a> <a href="mailto:sales@tcwp.co.uk">sales@tcwp.co.uk</a>	£99 (+VAT)	2007	N/A
Living & Growing, Unit 2 & 3, DVD & resource book	Channel 4 Schools	Channel 4 Schools	Resource to support developing healthy and safer lifestyles	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	£65	DVD added 2007	Ref: LP446729
Selection of Sanitary wear							
The school nurse may be able to support this unit							
Schools should							

consider the siting of sanitary bins in the girls toilet							
<b>Unit: First Aid</b>							
Saving Londoners Lives	<b>Contact Mary Smith on 0207 258 7075</b>	Partnership	Saving Londoners' Lives (SLL) is a <a href="http://www.savinglondonerslives.org.uk/schools_info">partnership</a> project aiming to increase the number of people in the capital with emergency life support (ELS) skills and visits and supports schools.	<a href="http://www.savinglondonerslives.org.uk/schools_info">http://www.savinglondonerslives.org.uk/schools_info</a>	FREE		
Skills for the Primary School child –Part 1 'I am, I know, I can'		Tacade	A set of publications that will enable primary school teachers to deliver sessions to develop confidence and responsibility, making the most of their abilities, preparing to play an active role as citizens, developing a healthy, safer lifestyle, developing good relationships and respecting the differences between people.	<a href="http://www.tacade.com/publications.php">http://www.tacade.com/publications.php</a>	£69.95	2008	
<b>Unit: Different Types of Relationships</b>							
Skills for the Primary School Child, Part 2	Tacade	Tacade	Skills for the primary school child complements SEAL programme	<a href="http://www.tacade.com">www.tacade.com</a>	£69.95		N/A
NSPCC Take Care pack	NSPCC	NSPCC Publications	Information Website	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	£14.40	£14.40	£14.40
"The Suitcase Kid" Jacqueline Wilson's Superstars	Jacqueline Wilson	Corgi	Story about the life of a girl living in residential and foster care	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1991	0440867576

<b>Unit: Feelings, Anger &amp; Conflict</b>							
I Am, I Know, I Can	Tacade		Skills for the primary school child complements SEAL programme	<a href="http://www.tacade.com">www.tacade.com</a>	£69.95		N/A
Childline Teachers' Pack	NSPCC	NSPCC Publications	Information website with downloadable teaching resources	<a href="http://www.childline.org.uk">www.childline.org.uk</a>	£5	2001	N/A
A Volcano in my Tummy	Elaine Whitehouse & Warwick Pudney	New Society Publishers	Support with anger management including resources	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£8.99	1997	0865713499
<b>Unit: Politics</b>							

Year 6

Unit: Financial Capability							
<b>QCA Unit 7 Looking After My Money</b>	QCA	QCA		<a href="http://www.qca.org.uk">www.qca.org.uk</a>	Free to download		
<b>PFEG</b>			<b>pfeg</b> offers a range of advice and resources suitable for pupils of all ability levels, as well as reflecting different social, economic and cultural backgrounds. <b>pfeg</b> supports UK teachers working with children and young people aged 4 to 19.	<a href="http://www.pfeg.org.uk">www.pfeg.org.uk</a>	Some free resources		
Unit: Puberty and Reproduction							
Living & Growing, Unit 2 & 3, DVD & resource book	Channel 4 Schools	Channel 4 Schools	Resource to support developing healthy and safer lifestyles	<a href="http://www.channel4learning.com">www.channel4learning.com</a>	£65	DVD added 2007	Ref: LP446729
<b>The Primary School Sex and Relationships Education Pack</b>	Healthwise		Adopting a whole school approach, the manual provides a practical approach that is sensitive to the issues surrounding SRE in the primary school context. The manual offers workshops to support staff training, working with parents and governors, and managing issues. The manual also provides guidance on developing an SRE Policy, curriculum guidance and planning, and supporting teachers delivery of SRE with over 100 activities for KS1 & 2.	<a href="http://www.hit.org.uk">www.hit.org.uk</a>	£69.00	2005	ISBN 1 873460 53 8
Skills for the Primary School Child, Part 2	Tacade	Tacade	Skills for the primary school child complements SEAL programme	<a href="http://www.tacade.com">www.tacade.com</a>	£69.95		N/A
<b>HIV &amp; AIDS Information</b>	AVERT	AVERT	Information for schools	<a href="http://www.avert.org">www.avert.org</a>	Free		
<b>The school nurse team may be able to support this</b>							
Unit: Substance Use and Misuse							
The new primary school drugs education pack		HIT	This manual brings together current thinking on good practice. Offering over 100 activities for use with KS1 and KS2 pupils. It explores drug facts, myths and attitudes while providing information on laws, safety	<a href="http://www.hit.org.uk">http://www.hit.org.uk</a>	£70.00		1 873460 53 8

			and drugs, using a variety of approaches.				
Skills for the Primary School child –Part 4 ‘Substance and Solution’		Tacade	A set of publications that will enable primary school teachers to deliver drugs education, including risk taking, smoking and what drugs are.	<a href="http://www.tacade.com/publications.php">http://www.tacade.com/publications.php</a>	£49.95	2008	
Talk to FRANK			The national drugs website provides a wealth of information about drugs.	<a href="http://www.talktofrank.com/home.html.aspx">http://www.talktofrank.com/home.html.aspx</a>	FREE	Constantly updated	
<a href="http://www.drugeducationforum.com/practice.asp?cPage=5">http://www.drugeducationforum.com/practice.asp?cPage=5</a>							
<b>Unit: Inequalities</b>							
<b>Talking Rights: Taking Responsibility</b>	Unicef	Unicef	A resource to bring together knowledge and understanding of the United Nations Rights of the Child and discussion of values in everyday life	<a href="http://www.unicef.org.uk/tz/resources/resource_item.asp?id=22">http://www.unicef.org.uk/tz/resources/resource_item.asp?id=22</a>	Free	1999	N/A
<b>Unit: Taking Risks</b>							
In the know: keeping safe and strong		NSPCC	Publication for children aged 8 to 11 which uses colourful illustrations, quizzes and cartoon strips to help tackle the difficult subject of child abuse.	<a href="http://www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/classroomresources_wda49900.html">http://www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/classroomresources_wda49900.html</a>	FREE download		
NSPCC Take Care Pack		NSPCC	A resource pack designed for Primary Schools, offering information on self awareness and personal safety.	<a href="http://www.nspcc.org.uk/Inform/Applications/PublicationsSearch/ch_publications.asp">http://www.nspcc.org.uk/Inform/Applications/PublicationsSearch/ch_publications.asp</a>	£5.00	2001	
Skills for the Primary School child –Part 1 ‘I am, I know, I can’		Tacade	A set of publications that will enable primary school teachers to deliver sessions to develop confidence and responsibility, making the most of their abilities, preparing to play an active role as citizens, developing a healthy, safer lifestyle, developing good relationships and respecting the differences between people.	<a href="http://www.tacade.com/publications.php">http://www.tacade.com/publications.php</a>	£69.95	2008	
<b>Unit: Community Action</b>							

## Year 7

**For resources relevant to FINANCIAL CAPABILITY AND ECONOMIC WELLBEING please contact PFEG on**

Patrick Walker  
 Consultant London and South East  
 pfeg  
 Fifth Floor  
 14 Bonhill Street  
 London EC2A 4BX Mobile: 07725 204643 [www.pfeg.org](http://www.pfeg.org)

### GENERAL KS3 PSHE RESOURCE:

PSHE Education	Lesley De Meza & Stephen Dr Silva	Hodder Education	A KS3 PSHE course structured around the 2008 PSHE framework changes. Provides a progressive approach. Covers all key topics of the ECM aims and outcomes.	<a href="http://www.hoddereducation.co.uk">www.hoddereducation.co.uk</a>	Pupil book: £9.99 Teacher's resource book: £50.00	2008	9780340947180  9780340947197
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### Unit: Our Class

QCA Citizenship Unit 1 – What's it all about?	QCA	QCA		<a href="http://www.standards.dfes.gov.uk/schemes2/citizenship/">http://www.standards.dfes.gov.uk/schemes2/citizenship/</a>	FREE		
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### Unit: Puberty and Nutrition

Safe and Sound	Julian Cohen	Healthwise	This manual provides a whole school approach to sex and relationships education, which focus on the education, welfare and safety of young people. The activities utilise a variety of approaches to stimulate young people and cover a range of themes including bodies and body image, families and parenting, contraception, relationships, rights, responsibilities and safety. It includes over 130 learning activities, policy guidance, staff training workshops, programme guidance and planning, guidance on support young people and parent/carer/government/managing committee workshops. A copy of the Contraception Card Game is included with the manual	<a href="http://www.hit.org.uk">www.hit.org.uk</a>	£76.00	2006 update?	ISBN: 1 873460 43 0
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Unit: Substance Use and Misuse							
Big Drug Education Activities Pack		HIT	This recently updated pack provides 80 activities to help teachers, youth workers and other professionals to deliver drug education programmes for young people.	<a href="http://www.hit.org.uk/publication_sBySubject.asp?subject=Healthwise-Publications&amp;sub=38">http://www.hit.org.uk/publication_sBySubject.asp?subject=Healthwise-Publications&amp;sub=38</a>	£74.00		1 873460 49 X
ASK		Tacade	The <b>ASK</b> materials ( <b>A</b> ttitudes, <b>S</b> kills and <b>K</b> nowledge) contain 49 trigger sheets each of which may form the basis for a session on a particular aspect of drug education.	<a href="http://www.tacade.com/pdfs/publications.pdf">http://www.tacade.com/pdfs/publications.pdf</a>	£36.95		
L8R	Hi8Us		L8R is a gripping, award-winning interactive drama that allows students to influence the lives of a group of characters as they deal with everything teenage life can throw at them – first-time sex, relationships, pregnancy, parenthood, drugs & alcohol, gangs, bullying, friendships & loyalties, and much more...	<a href="http://www.l8r.uk.net/go/about">http://www.l8r.uk.net/go/about</a>  Also available to view on <a href="http://www.teachers.tv/">http://www.teachers.tv/</a>	High Schools: £380  Special Schools: £260  Annual subscription	A 'live' resource	
<a href="http://www.drugeducationforum.com/practice.asp?cPage=5">http://www.drugeducationforum.com/practice.asp?cPage=5</a>							

Unit: Relationship with Self and Others							
Circles of Friends	Colin Newland & Derek Bridges	Inclusive Solutions	How to set up a 'circle of friends' inclusion programme	<a href="http://www.inclusive-solutions.com">http://www.inclusive-solutions.com</a>	£12.99	2003	0954635108
Westminster Domestic Violence Pack	Westminster Domestic Violence Forum	WDVF	Information pack and DVD/video available from WDVF website Activities on relationships, self esteem etc.	<a href="http://www.westminsterdomesticviolenceforum.org.uk">www.westminsterdomesticviolenceforum.org.uk</a>	£45.00	2005	N/A
Where is the Love?	Young Voice	Young Voice	DVD & teaching resource. A young persons guide to understand, prevent and break free of dating violence. 'Where Is The Love' is a project undertaken in partnership with Surrey Youth Development Service to work with young people to address violence and controlling or manipulative behaviour in the dating	<a href="http://www.young-voice.org">www.young-voice.org</a>	£15.00	2006	

			relationship.				
Respect Pack	Zero Tolerance		The Secondary School Pack is designed for young people aged between 14-16 years, though it is also used with older and younger age groups.	<a href="http://www.zerotolerance.org.uk/campaigns/camp.php?pg=13">http://www.zerotolerance.org.uk/campaigns/camp.php?pg=13</a>	£125		
SEAL resources	DCSF	DCSF	Whole school resource including assemblies, lesson plans, posters and teacher resources	<a href="http://www.bandpilot.org.uk">www.bandpilot.org.uk</a>	Free	2007	N/A
L8R	Hi8Us		L8R is a gripping, award-winning interactive drama that allows students to influence the lives of a group of characters as they deal with everything teenage life can throw at them – first-time sex, relationships, pregnancy, parenthood, drugs & alcohol, gangs, bullying, friendships & loyalties, and much more...	<a href="http://www.l8r.uk.net/go/about">http://www.l8r.uk.net/go/about</a>  Also available to view on <a href="http://www.teachers.tv/">http://www.teachers.tv/</a>	High Schools: £380  Special Schools: £260  Annual subscription	A 'live' resource	

#### Unit: Personal Safety

Promoting personal safety in PSHE	Jane Harries	Lucky book ducks	This PSHE (personal, social and health education) curriculum resource gives young people the information and skills necessary to keep themselves safe in their personal relationships and to develop positive emotional health and wellbeing	<a href="http://www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/promotingpersonalsafetyinPSHE_wda48941.html">http://www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/promotingpersonalsafetyinPSHE_wda48941.html</a>	£18.99	2006	1412918235
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#### Unit: School Politics

QCA Citizenship <ul style="list-style-type: none"> <li>▪ Unit 4 Britain a diverse society and</li> <li>▪ Unit 14 Developing skills of democratic participation</li> </ul>	QCA	QCA		<a href="http://www.standards.dfes.gov.uk/schemes2/citizenship/">http://www.standards.dfes.gov.uk/schemes2/citizenship/</a>	FREE		
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Year 8

Unit: Money							
PFEG			pfeg offers a range of advice and resources suitable for pupils of all ability levels, as well as reflecting different social, economic and cultural backgrounds. pfeg supports UK teachers working with children and young people aged 4 to 19.	<a href="http://www.pfeg.org.uk">www.pfeg.org.uk</a>	Some free resources		
Unit: Sexual Health							
L8R	Hi8Us		L8R is a gripping, award-winning interactive drama that allows students to influence the lives of a group of characters as they deal with everything teenage life can throw at them – first-time sex, relationships, pregnancy, parenthood, drugs & alcohol, gangs, bullying, friendships & loyalties, and much more...	<a href="http://www.l8r.uk.net/go/about">http://www.l8r.uk.net/go/about</a>  Also available to view on <a href="http://www.teachers.tv/">http://www.teachers.tv/</a>	High Schools: £380  Special Schools: £260  Annual subscription	A 'live' resource	
Safe and Sound	Julian Cohen	Healthwise	This manual provides a whole school approach to sex and relationships education, which focus on the education, welfare and safety of young people. The activities utilise a variety of approaches to stimulate young people and cover as range of themes including bodies and body image, families and parenting, contraception, relationships, rights, responsibilities and safety. It includes over 130 learning activities, policy guidance, staff training workshops, programme guidance and planning, guidance on support young people and parent/carer/government/managing committee workshops. A copy of the Contraception Card Game is included with the manual	<a href="http://www.hit.org.uk">www.hit.org.uk</a>	£76.00	2006 update?	ISBN: 1 873460 43 0
Unit: Getting Help and First Aid							
Saving Londoners Lives	Contact Mary Smith on 0207 258 7075	Partnership	Saving Londoners' Lives (SLL) is a <a href="http://www.savinglondonerslives.org.uk/schools_info">partnership</a> project aiming to increase the number of people in the capital with emergency life support (ELS) skills and	<a href="http://www.savinglondonerslives.org.uk/schools_info">http://www.savinglondonerslives.org.uk/schools_info</a>	FREE		

			vists and supports schools.				
<b>Unit: Bullying</b>							
Tich	Wendy Cope	Faber & Faber	Poem	Available to download at: <a href="http://www.thegrid.org.uk/learning/english/ks3/sow/documents/TichMiller_001.doc">http://www.thegrid.org.uk/learning/english/ks3/sow/documents/TichMiller_001.doc</a> Or order as part of collection, 'Making Cocoa for Kingsley Amis' available from Amazon	£8.99	2001	0571137474
The Tulip Touch	Anne Fine	Puffin	A story of how a young girl in a new place makes a friend with the wrong type of person.	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1996	0140378-81
Egghead	Steve May	Mammoth	A boy submits to the peer pressure of a school gang	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£5.99	1996	0749728272
School Tales	Editor: Jill Dawson	Livewire	School students writing about their experiences	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£4.99	1990	070439221
L8R	Hi8Us		L8R is a gripping, award-winning interactive drama that allows students to influence the lives of a group of characters as they deal with everything teenage life can throw at them – first-time sex, relationships, pregnancy, parenthood, drugs & alcohol, gangs, bullying, friendships & loyalties, and much more...	<a href="http://www.l8r.uk.net/go/about">http://www.l8r.uk.net/go/about</a>  Also available to view on <a href="http://www.teachers.tv/">http://www.teachers.tv/</a>	High Schools: £380  Special Schools: £260  Annual subscription	A 'live' resource	
Deliver us from Evie	ME Kerr	Viking	Fiction about a girl's experiences of her sexuality	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£4.99	1995	0670865702
<b>Unit: Relating to Adults:</b>							
QCA PSHE ▪ Unit 9 Healthy Friendships and Relationships QCA Citizenship ▪ Unit 13 How do we deal with conflict?	QCA	QCA		<a href="http://www.qca.org.uk/qca_7203.aspx">http://www.qca.org.uk/qca_7203.aspx</a>  <a href="http://www.standards.dfes.gov.uk/schemes2/citizenship/">http://www.standards.dfes.gov.uk/schemes2/citizenship/</a>	FREE		

**Unit: Changing Family Networks**

Useful reading:

<http://www.jrf.org.uk/knowledge/findings/socialpolicy/433.asp>

Downloadable resources:

<http://www.fgwherts.nhs.uk/Content.asp?id=SXA04E-A77F6825&cat=1186>

Website for children:

[http://www.itsnotyourfault.org/parents\\_behaving\\_oddly.html](http://www.itsnotyourfault.org/parents_behaving_oddly.html)

**Unit: Anti-Social Behaviour**

Westminster Domestic Violence Pack	Westminster Domestic Violence Forum	WDVF	Information pack and DVD/Video available from WDVF website Activities on relationships, self esteem etc.	<a href="http://www.westminsterdomesticviolenceforum.org.uk">www.westminsterdomesticviolenceforum.org.uk</a>	£45.00	2005	N/A
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Year 9

**Unit: Money**

<b>PFEG</b>			<b>pfeg</b> offers a range of advice and resources suitable for pupils of all ability levels, as well as reflecting different social, economic and cultural backgrounds. <b>pfeg</b> supports UK teachers working with children and young people aged 4 to 19.	<a href="http://www.pfeg.org.uk">www.pfeg.org.uk</a>	Some free resources		
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**Unit: Enjoying a Healthy and Active Lifestyle**

British Heart Foundation Website	BHF		Various resources available for teachers	<a href="http://www.bhf.org.uk">www.bhf.org.uk</a>			
Food in schools pack				<a href="http://www.foodinschools.org/">http://www.foodinschools.org/</a>			
Speak to your school sports coordinator							

**Unit: Sexual Health**

Safe and Sound	Julian Cohen	Healthwise	This manual provides a whole school approach to sex and relationships education, which focus on the education, welfare and safety of young people. The activities utilise a variety of approaches to stimulate young people and cover as range	<a href="http://www.hit.org.uk">www.hit.org.uk</a>	£76.00	2006 update?	ISBN: 1 873460 43 0
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			of themes including bodies and body image, families and parenting, contraception, relationships, rights, responsibilities and safety. It includes over 130 learning activities, policy guidance, staff training workshops, programme guidance and planning, guidance on support young people and parent/carer/government/managing committee workshops. A copy of the Contraception Card Game is included with the manual				
L8R	Hi8Us		L8R is a gripping, award-winning interactive drama that allows students to influence the lives of a group of characters as they deal with everything teenage life can throw at them – first-time sex, relationships, pregnancy, parenthood, drugs & alcohol, gangs, bullying, friendships & loyalties, and much more...	<a href="http://www.l8r.uk.net/go/about">http://www.l8r.uk.net/go/about</a>  Also available to view on <a href="http://www.teachers.tv/">http://www.teachers.tv/</a>	High Schools: £380  Special Schools: £260  Annual subscription	A 'live' resource	

**Unit: Illicit Substances**

Life Matters		Tacade	An engaging and interesting way for young people to learn about sexual health, drug, alcohol and tobacco issues. Up to twelve people can play the game at one time. It is an enjoyable way of focusing young people on drug, alcohol and sex and relationship issues.	<a href="http://www.tacade.com/pdfs/publications.pdf">http://www.tacade.com/pdfs/publications.pdf</a>	£56.40		
Drug Deal		<b>Tacade</b>	An interactive way to learn information about drugs. It has been used in both formal and informal settings, with groups, and to support one-to-one work. A highly flexible resource, suitable for age 14 upwards and adults.	<a href="http://www.tacade.com/pdfs/publications.pdf">http://www.tacade.com/pdfs/publications.pdf</a>	£24.95		

<http://www.drugeducationforum.com/practice.asp?cPage=5>

**Unit: Sexual Relationships**

Safe and Sound	Julian Cohen	Healthwise	As above	<a href="http://www.hit.org.uk">www.hit.org.uk</a>	£76.00	2006 update?	ISBN: 1 873460 43 0
L8R	Hi8Us		As above	<a href="http://www.l8r.uk.net/go/about">http://www.l8r.uk.net/go/about</a> Also available to view on <a href="http://www.teachers.tv/">http://www.teachers.tv/</a>	High Schools: £380  Special Schools: £260  Annual subscription	A 'live' resource	

**Unit: Future Options**

Connexions Service				<a href="http://www.connexions-direct.com">http://www.connexions-direct.com</a>			
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**Unit: Human Rights**

QCA Citizenship Unit 3 – Human Rights Unit 16 – Celebrating Human Rights	QCA	QCA		<a href="http://www.standards.dfes.gov.uk/schemes2/citizenship/">http://www.standards.dfes.gov.uk/schemes2/citizenship/</a>	FREE		
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Year 10

**Unit: Work Experience**

**Unit: Body Image**

Safe and Sound	Julian Cohen	Healthwise	As above	<a href="http://www.hit.org.uk">www.hit.org.uk</a>	£76.00	2006 update?	ISBN: 1 873460 43 0

**Unit: Domestic Violence**

Westminster Domestic Violence Pack	Westminster Domestic Violence Forum	WDVF	Information pack and DVD/Video available from WDVF website Activities on relationships, self esteem etc.	<a href="http://www.westminsterdomesticviolenceforum.org.uk">www.westminsterdomesticviolenceforum.org.uk</a>	£45.00	2005	N/A
Where is the Love?	Young Voice	Young	DVD & teaching resource. A young persons	<a href="http://www.young-voice.org">www.young-voice.org</a>	£15.00	2006	

		Voice	guide to understand, prevent and break free of dating violence. 'Where Is The Love' is a project undertaken in partnership with Surrey Youth Development Service to work with young people to address violence and controlling or manipulative behaviour in the dating relationship.				
Respect Pack	Zero Tolerance		The Secondary School Pack is designed for young people aged between 14-16 years, though it is also used with older and younger age groups.	<a href="http://www.zerotolerance.org.uk/campaigns/camp.php?pg=13">http://www.zerotolerance.org.uk/campaigns/camp.php?pg=13</a>	£125		
<b>Unit: Parenting</b>							
NSPCC Pack	NSPCC			<a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a>			
<b>Unit: Stress and Depression</b>							
Depression leaflets & podcast for young people	Young Minds	Young Minds	Range of support around depression and mental health	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>	Free		N/A
Helpline	Youth2Youth	N/A	Local telephone, e-mail, text and IM support service for young people	<a href="http://www.youth2youth.co.uk">http://www.youth2youth.co.uk</a> Helpline Telephone 020 8896 3675	Cost of telephone call	N/A	N/A
It's a Kind of Funny Story	Ned Vizzini	Hylarion, Miramax Books	Story about teenage exam stress, mental illness and suicide	<a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	£7.99	2006	078685197
Youth Pack	Samaritans	Samaritans	Introduces young people to a range of issues that affect emotional growth	<a href="http://www.samaritans.org/default.aspx?page=6940">http://www.samaritans.org/default.aspx?page=6940</a>	Free		N/A
<b>Unit: Diversity in the UK</b>							
QCA Citizenship Unit 1 – Human Rights Unit 3 – Challenging Racism	QCA	QCA		<a href="http://www.standards.dfs.gov.uk/schemes2/ks4citizenship/?view=get">http://www.standards.dfs.gov.uk/schemes2/ks4citizenship/?view=get</a>	FREE		
Talking about Race	Channel 4	Channel 4		<a href="http://www.channel4learning.com/support/programmenotes/netnotes/series/seriesid60.htm">http://www.channel4learning.com/support/programmenotes/netnotes/series/seriesid60.htm</a>			

Year 11

<b>Unit: Preparation for Adult Life</b>							
QCA Citizenship Unit 2 - Crime Unit 4 – How & why laws are made	QCA	QCA		<a href="http://www.standards.dfes.gov.uk/schemes2/ks4citizenship/?view=get">http://www.standards.dfes.gov.uk/schemes2/ks4citizenship/?view=get</a>	FREE		
Young Citizen's Passport	Tony Thorpe	Hodder Education	This book explains, as simply as possible, those parts of the law that have most relevance to the everyday life of young people in England and Wales. A teachers' resource is also available	<a href="http://www.citizenshipfoundation.org.uk/main/resource.php?s311">http://www.citizenshipfoundation.org.uk/main/resource.php?s311</a>  <a href="http://www.teachcitizenship.co.uk/">http://www.teachcitizenship.co.uk/</a>	£5.99	2008	ISBN: 978-0-340-97446-9
<b>Unit: Sexual Health</b>							
<b>QCA</b> ▪ PSHE Unit 12 Sexuality ▪ PSHE Unit 11 Relationships	QCA	QCA		<a href="http://www.qca.org.uk/qca_7203.aspx">http://www.qca.org.uk/qca_7203.aspx</a>	FREE	2005	
Safe and Sound	Julian Cohen	Healthwise	As previously.	<a href="http://www.hit.org.uk">www.hit.org.uk</a>	£76.00	2006 update	ISBN: 1 873460 43 0
<b>Unit: Consequences of Substance Use and Misuse</b>							
QCA ▪ PSHE Drugs Unit F Managing risk ▪ PSHE Drugs Unit G Giving and receiving support	QCA	QCA		<a href="http://www.qca.org.uk/qca_7364.aspx">http://www.qca.org.uk/qca_7364.aspx</a>		2003	
<b>Unit: Leaving Home</b>							
QCA ▪ Citizenship Unit 5 How the economy functions ▪ Citizenship Unit 6 Business and enterprise ▪ Citizenship Unit 8 Producing the news ▪ Citizenship Unit 9 Consumer	QCA	QCA		<a href="http://www.standards.dfes.gov.uk/schemes2/ks4citizenship/?view=get">http://www.standards.dfes.gov.uk/schemes2/ks4citizenship/?view=get</a>	FREE		QCA

rights and responsibilities							
▪ Citizenship Unit 10 Rights and responsibilities in the world of work							
<b>Unit: Exam Preparation</b>							
<b>Unit: Anti-Social Behaviour</b>							
Respect website			Tackling anti-social behaviour and its causes	<a href="http://www.respect.gov.uk/">http://www.respect.gov.uk/</a>			

September 2008

## Young Peoples Websites

Anti-Bullying Alliance - [www.anti-bullyingalliance.org/hometown.htm](http://www.anti-bullyingalliance.org/hometown.htm)

- An interactive site where you can observe the behaviour of the residents of a town in relation to bullying
- Age 9 upwards

Bank of England - [www.bankofengland.co.uk/education/madeofmoney/index.htm](http://www.bankofengland.co.uk/education/madeofmoney/index.htm)

- Interactive site about how the economy works
- Age 14-16

BBC: Kids' health - [www.bbc.co.uk/health/interactive\\_area/flash\\_grabgrub.shtml](http://www.bbc.co.uk/health/interactive_area/flash_grabgrub.shtml)

- Interactive shopping experience try to balance your diet in 90 seconds!
- Age 9 upwards

British Heart Foundation - <http://www.bhf.org.uk/cbhf/>

- Interactive site covering food and fitness, includes quizzes, competitions and newsletters

British Heart Foundation - <http://www.bhf.org.uk/yheart/>

- Interactive site covering food, fitness and smoking
- Age 11 upwards

ChildLine - [www.childline.org.uk/Just4U.asp](http://www.childline.org.uk/Just4U.asp)

- Interactive childrens page including advice, case studies and fun activities
- Age 7 upwards

The Citizenship Foundation - [www.citizenshipfoundation.org.uk/main/page.php?40](http://www.citizenshipfoundation.org.uk/main/page.php?40)

- Young peoples site with ideas on community projects and politics
- Age 11 upwards

DfES: Bullying: a charter for action - [www.dfes.gov.uk/youngpeople/index.shtml](http://www.dfes.gov.uk/youngpeople/index.shtml)

- Young peoples site with information about bullying, financial support, learning, tests, voluntary work etc
- Age 11 upwards

Equal Opportunities Commission - [www.eoc.org.uk/Default.aspx?page=18408](http://www.eoc.org.uk/Default.aspx?page=18408)

- Information about young peoples rights, sex, work etc
- Age 16 upwards

Frank - [www.talktofrank.com](http://www.talktofrank.com)

- National drugs website with advice and information about all drugs
- Age 10 upwards
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Galaxy-H - [www.galaxy-h.gov.uk](http://www.galaxy-h.gov.uk)

- Interactive site on health issues
- Age 7-11

Home Office: thinkuknow - [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

- Interactive site on cyber safety, includes links to reporting to police
- Age 9 upwards

L8r - [www.l8r.uk.net](http://www.l8r.uk.net)

- Interactive site on sexual health
- Age 11 upwards

Lifebytes - [www.lifebytes.gov.uk](http://www.lifebytes.gov.uk)

- Interactive site about general health issues
- Age 11-14

Mind, body and soul - [www.mindbodysoul.gov.uk](http://www.mindbodysoul.gov.uk)

- Interactive site about general health issues
- Age 14-16

National Children's Bureau - [www.ncb.org.uk/Page.asp?sve=786](http://www.ncb.org.uk/Page.asp?sve=786)

- Young Peoples involvement and having your say
- Age 11 upwards

Naz Project London - [www.naz.org.uk/young/youngintro.html](http://www.naz.org.uk/young/youngintro.html)

- Black and Ethnic Minority Sexual Health website
- 11 upwards

NSPCC - [www.nspcc.org.uk/kidszone](http://www.nspcc.org.uk/kidszone)

- Interactive site covering all aspects of child safety
- Age 7 upwards

The red box - [www.redbox.gov.uk](http://www.redbox.gov.uk)

- Interactive site on the budget
- Age 7-11 or 11 upwards

TheSite.org - [www.thesite.org](http://www.thesite.org)

- Interactive site from Youth Net UK covering all issues relevant to young people
- Age 11 upwards
- 

Welltown - [www.welltown.gov.uk](http://www.welltown.gov.uk)

- Interactive site on health issues
- Age 5-7

For detailed guidance see

- PSHE at key stages 1–4, Guidance on assessment, recording and reporting, 2005, QCA

#### **Online material**

- 'Assessment and reporting arrangements' (on the QCA website, in 'Ages 3-14' under 'Tests and tasks', [www.qca.org.uk](http://www.qca.org.uk))
- 'Assessment for learning' (on the QCA website, in 'Ages 3-14' under 'Assessment for learning', [www.qca.org.uk](http://www.qca.org.uk))
- Drug, alcohol and tobacco education guidance: PDFs of units (on the QCA website, in 'Subjects: PSHE' under 'Teacher and learning', [www.qca.org.uk](http://www.qca.org.uk))
- The Association for Achievement and Improvement through Assessment (AAIA) website, [www.aaia.org.uk](http://www.aaia.org.uk)
- *National curriculum in action*, [www.ncaction.org.uk](http://www.ncaction.org.uk)
- Non-statutory framework for PSHE: see the PSHE pages on *National curriculum online*, [www.nc.uk.net](http://www.nc.uk.net)

#### **Publications**

- *Curriculum guidance for the foundation stage* (QCA, 2000, order reference QCA/00/587)
- *Foundation stage profile handbook* (QCA, 2003, order reference QCA/03/1006)
- *Citizenship at key stages 1-4: guidance on assessment, recording and reporting* (QCA, 2002, order reference QCA/02/944)
- *Citizenship at key stages 1–4: guidance on assessment, recording and reporting* (2002) and on the *National curriculum in action* website ([www.ncaction.org.uk](http://www.ncaction.org.uk))

# Assessment, Recording and Reporting in PSHE

## Why is assessment important?

### Assessment

- should be a planned part of teaching and learning.
- helps to set clear expectations for standards and achievement.
- ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process.
- allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

Improving learning through assessment depends on five key factors.

1. The provision of effective feedback to pupils.
2. The active involvement of pupils in their own learning.
3. Adjusting teaching to take account of the results of assessment.
4. A recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
5. The need for students to be able to assess themselves and understand how to improve

There are clear links between these key factors and the principles, both explicit and underlying, of PSHE. Effective assessment in PSHE is therefore fundamental to enabling achievement of many of the aims of the non-statutory framework.

## What is needed for assessment, recording and reporting in PSHE?

### Assessment

- There is no statutory requirement for end of key stage assessment in PSHE.

### Recording

- Schools are required to keep records for every pupil, including information on academic achievements, other skills and abilities and progress made in school.

### Reporting

- Schools must give brief comments to parents on the pupil's progress in each subject and activity studied. This means that where PSHE is included in the curriculum, schools need to decide the best way to provide a PSHE report. This may be a brief, separate commentary on progress, or as part of the school's report on other activities in the school curriculum.

## What kind of assessment is required?

PSHE offers many opportunities for pupils to get involved in their own learning and progression. All assessment, whether focusing on a particular aspect of learning or synthesising a view of pupils' overall progress, should:

- be planned from the beginning as part of teaching and learning
- be inclusive: reflect the learning and achievements of all pupils, and take account of their range of learning styles and intelligences
- measure what we value about PSHE (for example, showing the ability to make informed choices), not just those aspects that are easy to measure (for example, knowledge of facts)
- not judge the worth, personality or value of an individual pupil or their family
- support the way PSHE is delivered in the school
- involve pupils in improving their own learning and
- lead to an improvement in standards and achievement.

## Including pupils

One of the five principles of effective assessment outlined above is the active involvement of pupils in their own learning. Pupils should be involved in discussions about how their work is assessed, so that they know and can recognise the standards to aim for. Teachers and pupils need to communicate their expectations, progress and attainment. This will enable pupils to set their own targets and plan how they will achieve their learning goals.

Assessing their own work and collecting evidence of their progress and achievement related to these learning goals will enable them to:

- recognise, demonstrate and celebrate their achievements
- know and understand what they have achieved and what they need to develop
- feel confident about their progress
- be rewarded for active participation in school and community life.

As outlined above, assessment complements the learning and teaching progress in PSHE as, done well, it will contribute to the motivation and self-esteem of pupils. This will enhance their understanding and internalisation of some of the values, skills and attitudes at the heart of the PSHE framework.

It is important to note that not all aspects of PSHE should be assessed. Pupils may share their own views and ideas or reflect on aspects of their own behaviour or relationships that, although integral to teaching and learning, would not be appropriate for formal assessment. For example, during or following discussion of a topic, pupils may reflect on how issues relate to their own family or relationships.

## **Managing and coordinating assessment, recording and reporting for PSHE**

### **Coordinating PSHE**

The PSHE coordinator's role is to ensure that appropriate decisions are made about PSHE, working with other senior managers to develop policy, and with other staff to coordinate practice. The coordinator is not responsible for assessing every pupil, but will need to be able to manage a whole-school approach to the assessment and provision of PSHE.

### **Managing assessment**

Assessment in PSHE should be manageable and meaningful. To achieve this teachers and pupils need to decide:

- what to assess
- who should be involved in assessment
- what and how much evidence to gather
- how often to gather evidence
- how to record evidence
- how to feedback, for example oral, comment-only, marking, etc.

### **Contributing to assessment**

#### **Pupils**

- Pupils can contribute through self-assessment and peer-assessment and in partnership with teachers and other adults, including individual and out-of-school activities.

#### **Teachers**

- Teachers can contribute both with and without pupils, assessing progress and achievement in dedicated PSHE lessons or activities.

#### **Other adults**

- People from other organisations, who have worked with individuals or group of pupils as part of PSHE provision, including health professionals, adults from the world of work and community members. Methods of assessment used or types of evidence needed should be agreed in advance with those involved. For example, pupil self-assessment sheets may need to be endorsed or witness statements recorded.

### **Keeping track of progress**

By planning regular opportunities for assessment within the PSHE programme, it is possible for teachers and pupils to keep track of progress and to reflect on and record achievement. Schools may already have processes and materials in place that incorporate (or could incorporate) PSHE, for example log books, progress files, records of achievement or electronic portfolios. Pupils may also include target setting and records of their achievement in PSHE in their individual education plans (IEPs) or individual behaviour plans (IBPs). It should be emphasised that any evidence of this kind must also be clearly linked to purpose.

### **Reporting progress and achievement**

Schools need to decide how to include PSHE in reports to parents and who contributes to the report. There are no specific requirements about what to include in a PSHE report, but reports should include comments on strengths and development needs. They should also focus on what pupils have achieved and what they hope to achieve in the future.

### **Recognising and celebrating achievement in PSHE**

Achievement in PSHE can be recognised and celebrated through, for example, school and community awards and certificates, progress files, qualifications, PSHE assemblies and events.

## Questions for teachers and pupils when planning assessment, recording and reporting

### 1. What are the learning objectives of the session?

### 2. What do we want to achieve?

Set class, group and individual goals/targets, that clearly reference the success criteria including:

- we/I will know and understand more about ...
- we/I will have developed skills to ...
- we/I will have participated in ...
- we/I will have taken action on ...
- we/I will evaluate what I have learnt by ... .

### 3. How will we know what to aim for?

Agree assessment criteria with pupils, teachers and others involved in assessment need to. Criteria should be based on the learning outcomes and expectations of the activities. The school may gradually develop a portfolio of materials that model successful achievement of PSHE criteria and so that examples of good practice can be shared with teachers and pupils. This will help to ensure progression in PSHE.

### 4. How will we know what we have achieved?

Establish and agree clear targets and goals with pupils and to ensure there are regular opportunities for feedback on progress and achievement. Feedback may be teacher–pupil, pupil–pupil or pupil–teacher.

### 5. Who will help us to achieve our goals and measure our success?

Identify assessment partners, for example: ourselves; our peers; our teachers; other adults or a combination of any or all of the above.

### 6. What do pupils know already about the topic or issue?

Find out what pupils already know through:

- ‘draw, reflect and write’ activities
- using ‘response partners’ (talking to another child to clarify understanding)
- recording individual or group discussion
- quizzes
- recording results of a group or class brainstorming session
- a personal reflection/diary entry.

### 7. What kinds of teaching and learning activities will we plan?

Consider activities for individuals and groups of pupils, taking account of different teaching and learning styles. Ask pupils to think about the audience when planning their activity. For example:

- planning a talk or presentation
- designing a display or website
- producing resources for younger pupils
- demonstrating skills through role play or simulation
- writing articles for school or local newspapers
- making a video of an event
- participating in a class or school health forum
- recording an interview with community members
- planning a visit
- arranging for a visiting speaker.

Groups may work together to identify individual contributions.

### 8. How will we ensure progression?

Consider ensuring progression, for example, through: reviewing activities and selecting evidence of achievement to include in a PSHE portfolio or other record.

**9. What evidence can we collect to show what we have learnt/achieved?**

Consider collecting evidence such as:

- a recording of a talk or presentation
- a display or website
- a reflections diary, logbook or portfolio
- observation of taking part and contributing to discussions and debate
- resources produced for younger pupils
- a video of participation in role-play, simulations or a health forum meeting
- a quiz, board game or card game that we have produced
- articles for school or local newspapers
- a recording of an interview with school or wider community members
- evidence of planning a visit or arranging for a visiting speaker
- photographs of an event
- written work
- self-assessment sheets.

Evidence must clearly link to purpose, and be collected in keeping with the school's general approach to and policies on evidence and recording.

**10. How will we report progress and achievements to parents?**

Consider reporting, for example, through:

- each pupil developing a personal statement, endorsed by a teacher
- formal reports produced by specialist teachers, as a distinct part of a subject report
- an overall report from form tutors
- regular meetings (formal and informal) with parents.

**11. What do we want to do next?**

Consider taking next steps such as:

- identifying other issues to explore
- identifying skills and knowledge to develop
- setting personal or group targets to achieve
- a plan the next phase of a project.

## Promoting Inclusion in PSHE

The tables below look at the issues relevant to groups of learners. Staff should use it as a starting point when thinking about inclusion for their teaching group and their needs in relation to the PSHE curriculum area being covered.

### Learners with difficulties in communication, language and literacy

These may include learners with:

- severe language and communication disorders;
- hearing impairments (including those who use British Sign Language as a first language);
- specific learning difficulties (such as dyslexia);
- English as an additional language.

These learners may be working at any level of attainment within the national curriculum

#### Key questions

- Have we made it possible for these learners to use alternative means of communication, such as signing, using symbols or communicating through ICT?
- Are there accessible materials for these learners at all levels of attainment?
- Do the assessment arrangements enable these learners to demonstrate their understanding and attainments?
- Have we identified the different paths that learning may take for some of these learners?
- How far can these learners demonstrate their competence using their first language?

### Learners from ethnic minority groups

Schools should be free from bias in terms of race, culture, religion or language. They should also recognise the value of cultural diversity and its benefits for all learners.

#### Key questions

- Have we provided approaches and resources that are culturally relevant for all groups? Have we taken into account and valued the diversity of the learners' backgrounds? Have we avoided *indirect discrimination*, for example: acknowledging diversity rather than assuming a homogeneous population; reflecting a range of perspectives rather than prescribing a white, Eurocentric view of the world; acknowledging different faiths and beliefs instead of favouring one religion to the exclusion of others?
- Have we avoided *direct discrimination*, for example by avoiding using racist language and stereotypical images?
- Have we acknowledged the achievements and contributions of people from a variety of ethnic groups in our work?
- How can we monitor and research the effect of our work on the achievement of learners from minority ethnic groups?
- What action can we take if learners from a particular minority ethnic group underachieve?
- Do we positively promote the notion of a multicultural society in our work?

### Learners of either sex and from different social groups

We know from research that boys and girls have preferred learning styles; that they make different career choices and that as groups they perform differently in qualifications. We also know that social background is an important influence on the way individuals may approach learning.

#### Key questions

- Does our work cater for the different learning styles of individuals?
- Are materials and procedures free from gender discrimination and stereotyping?
- Have we promoted approaches to teaching and learning that interest, motivate and engage individuals of different ages and from different backgrounds?
- Have we made sure that the demands made on language skills, particularly reading and writing, do not de-motivate particular learners?
- Is there a balance between open-ended, process-based assessment and assessment based on memorising facts or rules at speed?
- How can we make sure that learners have opportunities to develop their understanding and skills of formal assessment techniques?
- Is there a balance between practical and theoretical approaches to learning?

### **Learners with disabilities, sensory impairments or ill health**

These learners may be working at any level of attainment within the national curriculum

#### **Key questions**

- Have we developed essential learning materials and resources for learners who are unable to see?
- Are there tactile materials, Braille text, taped materials for assessments? What other resources may be necessary to support learning for a visually impaired person?
- Have we planned for learners who are unable to hear sounds clearly or not at all?
- Have we developed materials for the hearing impaired at all levels of attainment that match their language development? Do we provide special assessment papers for hearing-impaired learners?
- How can we help to compensate learners with limited mobility for the learning opportunities they have missed in the wider world?
- Have we made it possible for disabled learners to use technological aids, or alternative means of communication, in assessment?
- Have we allowed for the greater length of time, physical effort and concentration required by these learners to complete a task?
- Do we value the additional learning activities, such as mobility, Braille and therapy, carried out by these learners?

### **Learners of all attainments**

We need to make sure that whatever level learners are at, they have an equal chance to take part in education and have their progress recognised.

#### **Key questions**

There are two types of project:

1. *work aimed at a complete cohort* of learners within a given time span
2. *work aimed at a specific group* of learners

#### **1 Work aimed at a complete cohort**

- Have we met the needs of learners with significant learning difficulties with a range of approaches and resources?
- Have we met the needs of gifted and talented learners with a range of approaches and resources?
- Have we provided opportunities for all learners to progress systematically?
- Have we planned for those learners who will stay at the same level of attainment for some time?

#### **2 Work aimed at a specific group**

- Is our target group clearly defined?
- Is the level of demand appropriate for the target group?
- Are the entry and exit points clear – for example, the level below and the level above the outcome the learners are working towards?
- Have we identified the skills, knowledge and understanding the learners will need at the outset?
- Have we identified the possible progression routes for this group?
- Are there links between this activity and other work that is going on in the curriculum e.g. science? Do we make this explicit?
- Do we continue to focus our work on the same group of learners?
- Could we develop similar opportunities for learners of other attainments?

(Adapted from QCA website)

## **Teaching and learning activities for pupils' participation in assessment**

### **Sides**

Similar to the Continuum except there is no middle ground. Pupils have to decide to agree or disagree with a statement. They then discuss their opinion with someone on the same or the opposite side.

### **Agony aunt/uncle**

Small groups of three to four. Each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary problem or letter. Groups may wish to share their solutions.

### **Consequences**

Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences, both positive and negative.

### **Fishbowl**

One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally, or to look for specific things. They could have a checklist of things to look for.

### **Diamond 9**

Small groups are given prepared cards (nine or more), each with a statement relating to an issue for discussion, e.g. 'The qualities of a good friend'. Each group arranges the cards in the shape of a diamond to represent their views on the relative importance of each statement.

### **Tour**

Groups of pupils prepare visual material in the form of posters to display on the wall. Pupils then tour the displays and discuss the materials.

### **Matching**

This activity requires cards to be made up which can then be matched together by the pupils. For example, drug cards may be matched to the substances' effects and risks.

### **Wordstorm**

Pupils offer spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

### **Draw and write**

Pupils are asked to draw and/or write in response to a specific question, e.g. 'How do you keep yourself healthy?'

### **Continuum**

An imaginary line is drawn down the room. Pupils are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view. If the possibility of polarised views is undesirable, or if pupils are less confident, 'islands' rather than a line can be used.

### **Debate**

A motion is decided on for discussion. Two opposing views are then presented to the pupils with relevant information or supporting evidence. After a question-and-answer session and discussion, the group votes for or against the motion.

### **Rounds**

All pupils are given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.

### **Mind map**

A useful technique for planning and reviewing. Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.

**Circle time**

A mechanism for structured discussion where all participants sit in a circle – representing a non-divisive and safe environment within which to discuss an issue or idea.

**Graffiti**

Pupils are asked to write comments/opinions/facts onto a large piece of paper that can then be displayed. Alternatively, each pupil may be given a piece of card, which can then be part of a 'wall' to which they all contribute.

## The Foundation Stage Profile

Throughout the foundation stage, as part of the learning and teaching process, practitioners need to assess each child's development in relation to the stepping stones and early learning goals that form part of the *Curriculum guidance for the foundation stage*. These assessments are made on the basis of the practitioner's accumulating observations and knowledge of the whole child. By the end of the final year of the foundation stage, the Foundation Stage Profile will provide a way of summing up that knowledge.

### Six areas of learning

The *Curriculum guidance for the foundation stage* sets out six areas of learning covering children's physical, intellectual, emotional and social development. All six of these areas of learning are included in the Profile:

1. personal, social and emotional development;
2. communication, language and literacy;
3. mathematical development;
4. knowledge and understanding of the world;
5. physical development;
6. creative development.

A record of children's development across all of these areas provides a picture of the whole child at the end of the foundation stage.

### Contributors to the assessment process

As judgements are based on observational evidence gathered from a wide range of learning and teaching contexts, it is expected that all those adults who interact with the child in the setting will contribute to the process and that account will be taken, both of assessments made during the first year of the foundation stage, and of information provided by parents. The word parents is used to refer to mothers, fathers, legal guardians and the primary carers of children in public care.

### Previous practitioners

Earlier parts of the foundation stage may have been spent in a nursery class, within the setting, or in a different setting, for example a nursery school, playgroup or day nursery. Some children will have experienced a range of settings during the year and may have had a number of carers, including members of their extended family and childminders. In the case of some of these settings, written records of progress, including photographs, examples of what children have produced and information provided by parents, such as a baby record book or development diary kept by the family, may be received or be available on request. Practitioners should take account of such records, and of any formal or informal discussions with those involved with children in the previous year.

### Parents

Parents have a unique knowledge of aspects of their children's development, which is central to the assessment process. An essential feature of parental involvement is an ongoing dialogue, continuing from the partnership already begun by previous practitioners. This is based on one of the key principles of the foundation stage, that 'parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence'. With reference to parents as partners in the assessment process, the foundation stage emphasises the following features of good practice:

- practitioners use a variety of ways to keep parents fully informed about the curriculum, such as brochures, displays and videos, which are available in the home languages of the parents, and through informal discussion;
- parents and practitioners talk about and record information about the child's progress and achievements, for example through meetings or making a book about the child, to which the child can contribute.

### Children

There are many ways in which children should be involved in the assessment process, including discussions about likes, dislikes and achievements, selecting work or photographs for an end of foundation stage booklet, writing or drawing comments (e.g. a 'smiley face' to indicate enjoyment of a story or activity) in their home/school diaries, or recording views on tape or video. The views which children express at this stage are influenced by a variety of factors. For example, children's likes and

dislikes may appear to change in different situations, when they are affected by the responses of others. The importance of involving children in the assessment process is to enable them to develop their ability to express preferences and make choices, begin to understand that their views are respected and develop as autonomous learners.

### **Talking with children about their learning**

A useful way of assimilating and giving value to children's knowledge and views about their interests and progress is to arrange a discussion between individual children and practitioners, recording the outcome on tape, video, or in writing. A possible starting point could be to ask the child to draw, talk about or select a photograph of their favourite activity

### **Other contributors**

It is likely that children will meet and interact with a number of adults working in or visiting the setting during the year. Learning support, additional language support or special needs support assistants should all take a full part in observing, discussing and contributing to the recording of children's progress. Those who work regularly with the children are likely to be directly involved in observing activities and recording assessments. The views of other adults may also contribute to the assessment process. For example,

- lunchtime supervisors may observe some aspects of children's development
- an individual child may form a close bond with a student or voluntary helper
- support staff from outside agencies, for example visiting teachers and speech therapists, may provide useful information about progress in a particular area of learning.
- Other adults who are involved in children's lives, including after-school care staff, childminders and relatives, may make important contributions.

To summarise, when finalising assessments towards the end of the year, practitioners should take account of the views of all those who have contributed during the year, as well as their own accumulated knowledge and any relevant evidence, including written notes, tapes/videos and examples of children's work.

### **The Assessment Scales for Personal, Social and Emotional Development**

The early learning goals in the curriculum guidance were not devised as assessment criteria. The Foundation Stage Profile captures the early learning goals as a set of 13 assessment scales, each of which has nine points. Early learning goals are presented individually or have been split or combined, where appropriate, for ease of use.

The first three points describe a child who is still progressing towards the achievements described in the early learning goals, and are based mainly on the stepping stones in the curriculum guidance. Most children will achieve all of these three points before they achieve any of the early learning goals, but there may be some exceptions to this pattern.

The next five points are drawn from the early learning goals themselves. These are presented in approximate order of difficulty, according to evidence from trials. However, the points are not necessarily hierarchical and a child may achieve a later point without having achieved some or all of the earlier points.

The final point in each scale describes a child who has achieved all the points from 1–8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the level of the early learning goals.

### **Dispositions and attitudes**

1. Shows an interest in classroom activities through observation or participation.  
The child shows curiosity, displaying a brief interest in activities, by watching or listening for a short time or by joining in, sometimes with adult support.
2. Dresses, undresses and manages own personal hygiene with adult support.  
With some support, the child is able to dress and undress for outdoor or physical activities.
3. Displays high levels of involvement in self-chosen activities.  
Through a widening range of activities the child shows high levels of involvement, for example becoming involved in a self-chosen activity, which s/he perseveres to complete. If interrupted, s/he would be keen to return to the activity.

4. **Dresses and undresses independently and manages own personal hygiene.**  
The child shows personal independence, putting on outdoor clothes, washing hands or pouring out drinks at snack-time.
  5. **Selects and uses activities and resources independently.**  
When taking part in self-initiated or adult-instigated activities, the child selects resources from the range provided and can add to these by choosing from other resources which are accessible. The child selects activities independently from a range provided or from other appropriate activities that are accessible.
  6. **Continues to be interested, motivated and excited to learn.**  
The child engages in a range of activities. S/he displays motivation to learn, through attentiveness and perseverance. S/he may show excitement when anticipating and participating in some of these.
  7. **Is confident to try new activities, initiate ideas and speak in a familiar group.**  
When new classroom activities are introduced, the child is confident to try them. S/he initiates ideas, either by trying things out individually, or by making suggestions when working in a small group. The child speaks confidently in a familiar group, for example asking and answering questions during book-sharing sessions or describing some of her/his experiences to other children. This may be demonstrated in small groups, for example the child describing to the group a model s/he has made in a construction activity, or in larger group situations such as circle time.
  8. **Maintains attention and concentrates.**  
The child is attentive and able to concentrate well, for example listening attentively while the practitioner describes the range of interesting activities on offer or reads a story aloud. (NB Levels of concentration are likely to be affected by the suitability of activities, in terms of their challenge and relevance.)
- The child has achieved all the early learning goals for dispositions and attitudes. In addition, the child:
9. **Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.**  
When taking part in a range of challenging activities, the child sustains very high levels of involvement, often showing reluctance to leave an activity until reaching an outcome which s/he considers satisfactory. The challenging activities include some instigated by the practitioner as well as those initiated by the child.

## **Social development**

1. **Plays alongside others.**  
The child plays alongside others, sometimes using the same materials or resources.
  2. **Builds relationships through gesture and talk.**  
Relationships are sustained or initiated through talk, which may consist of single words or short phrases. Communication can also be accompanied by the child's use of body language, such as facial expressions and gestures, to build relationships (for example smiling or handing a toy to another child).
  3. **Takes turns and shares with adult support.**  
Depending on the activity and the availability of adult support, the child works as part of a group for short periods of time, for example playing ring games such as pass the parcel and card games such as picture dominoes or pairs.
  4. **Works as part of a group or class, taking turns and sharing fairly.**  
When working as part of a large or small group, the child takes turns and shares fairly, for example waiting patiently for a turn to feed a baby animal, or sharing the resources when playing in the sandpit.
  5. **Forms good relationships with adults and peers.**  
The child forms good relationships with others, including adults and children within the setting. For example, when children and practitioners from other classes visit, s/he is friendly and welcoming. When selecting food at dinner time the child will speak to the adult serving the meals with some awareness of courtesy.
  6. **Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.**  
The child knows the classroom rules and can offer explanations about why it is important to try to keep to them. For example, s/he would understand that running in the classroom could cause an accident.
  7. **Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.**  
The child's behaviour indicates that s/he is developing awareness of the need to respect and value others. S/he enjoys sharing information about her/his own culture and beliefs and shows interest and enjoyment in cultural and religious differences.
  8. **Understands that s/he can expect others to treat her or his needs, views, cultures and beliefs with respect.**  
The child has a positive self-image and shows that s/he is comfortable with her/himself.
- The child has achieved all the early learning goals for social development. In addition, the child:
9. **Takes into account the ideas of others.**  
The child works collaboratively with others, listening to their ideas. S/he takes appropriate account of these ideas, at times showing a willingness to change or adapt plans in response to constructive suggestions from other children.

## **Emotional development**

1. **Separates from main carer with support.**  
On arrival for the daily session, the child needs support in identifying a person or activity to provide initial security.
2. **Communicates freely about home and community.**  
The child may talk about significant personal events or bring objects or a home/school book to share with the group.
3. **Expresses needs and feelings in appropriate ways.**

- The child expresses needs and feelings appropriately, sometimes with adult support.
4. **Responds to significant experiences, showing a range of feelings when appropriate.**  
The child responds appropriately to experiences showing a range of feelings, with only occasional need for adult support.
  5. **Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.**  
The child can communicate needs, views and feelings verbally, for example stating that s/he is unable to see the book during a story session, or confidently explaining that s/he does not want to handle the bread dough, because of its texture. When taking part in a range of activities, the child listens to the ideas and suggestions of others. S/he observes and hears the needs and feelings which they express, for example during 'circle time'. S/he may also alert an adult to another's needs, for example telling the practitioner when another child is upset. Although aware, s/he does not always respond to the needs of others.
  6. **Has a developing respect for own culture and beliefs and those of other people.**  
Through the celebration of cultural and religious events and a range of other activities, the child begins to develop respect for own and others' cultures and beliefs. The child may demonstrate through his/her behaviour an understanding that different artefacts, rituals, events, etc are precious or important to different families, communities or cultures.
  7. **Considers the consequences of words and actions for self and others.**  
In discussions, for example at 'circle time', the child shows a developing awareness of the consequences of words and actions. The child is normally able to reflect this awareness in his/her actions and behaviour.
  8. **Understands what is right, what is wrong, and why.**  
The child shows understanding of the difference between right and wrong in familiar situations, for example understanding why it is right to do certain things. S/he is beginning to be able to control her/his behaviour to reflect this understanding.  
The child has achieved all the early learning goals for emotional development. In addition, the child:
  9. **Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.**  
The child displays her/his sense of identity by clearly articulating likes, dislikes and preferences. S/he expresses emotions, such as pleasure or anxiety, fluently and appropriately, and demonstrates self-discipline and self-regulation in consistent and appropriate ways.

Further guidance on the assessment process can be found in the Foundation Stage profile at [www.qca.org.uk/ca/foundation](http://www.qca.org.uk/ca/foundation)

## Early Learning Goals for the Foundation Stage

The Early Years Foundation Stage (EYFS) brings together: *Curriculum Guidance for the Foundation Stage* (2000), the *Birth to Three Matters* (2002) framework and the *National Standards for Under 8s Daycare and Childminding* (2003), building a coherent and flexible approach to care and learning. All providers are required to use the EYFS to ensure that whatever setting parents choose, they can be confident that their child will receive a quality experience that supports their development and learning.

For further information please go to the following link: <http://www.standards.dfes.gov.uk/eyfs/>

## Comparison tables for early learning goals, PSHE framework for key stage 1 and end of key stage 1 statement - QCA

The table below shows how the end of key stage statements for key stage 1 can progress from the early learning goals for personal, social and emotional development in the foundation stage. It shows a 'best fit' comparison between the early learning goals, relevant part of the PSHE joint framework for key stage 1 and the end of key stage 1 statement. It does *not* show a direct comparison or equivalence, but aims to clarify progression for information only. Early years teachers will be assessing progress on the basis of the stepping stones and early learning goals. In these tables, only the early learning goals that relate directly to the PSHE framework at key stage 1 are shown. For the full breadth of early learning goals for personal, social and emotional development, see pages 32–43 of *Curriculum guidance for the foundation stage*.

Early learning goals	PSHE framework	End of KS1 statement
<p><b>Behaviour and self-control</b></p> <ul style="list-style-type: none"> <li>Understand what is right, what is wrong and why.</li> </ul> <p><b>Self-confidence and self-esteem</b></p> <ul style="list-style-type: none"> <li>Respond to significant experiences, showing a range of feelings when appropriate.</li> </ul>	<p><b>Developing confidence and responsibility and making the most of their abilities. Pupils should be taught:</b></p> <p><b>1a</b> To recognise what they like and dislike, what is fair and unfair and what is right and wrong</p> <p><b>1b</b> share their opinions on things that matter to them and other people and explain their views</p> <p><b>1c</b> to recognise, name and deal with their feelings in a positive way</p> <p><b>1d</b> to think about themselves, learn from their experiences and recognise what they are good at.</p>	<p>Children can identify and name some feelings and express some of their positive qualities.</p> <p>They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions.</p>
<p><b>Self-care</b></p> <ul style="list-style-type: none"> <li>Dress and undress independently and manage their own personal hygiene.</li> </ul>	<p><b>Developing a healthy, safer lifestyle. Pupils should be taught:</b></p> <p><b>3b</b> to maintain personal hygiene</p>	<p>[Children] can explain ways of keeping clean and they can name the main parts of the body.</p>
<p><b>Self-confidence and self-esteem</b></p> <ul style="list-style-type: none"> <li>Have a developing awareness of own needs, views and feelings and be sensitive to the needs, views, feelings of others.</li> <li>Have a developing respect for their own cultures and beliefs and those of other people.</li> </ul> <p><b>Behaviour and self-control</b></p> <ul style="list-style-type: none"> <li>Consider the consequences of their words and actions for themselves and others.</li> </ul> <p><b>Sense of community</b></p> <ul style="list-style-type: none"> <li>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</li> </ul>	<p><b>Developing good relationships and respecting the differences between people. Pupils should be taught:</b></p> <p><b>4b</b> to listen to other people and respect the differences and similarities between people</p> <p><b>4c</b> to identify and respect the differences and similarities between people</p> <p><b>4a</b> to recognise how their behaviour affects other people and can choose to modify their behaviour to promote good relationships with others</p> <p><b>4d</b> that family and friends should care for each other</p> <p><b>4e</b> that there are different types of teasing and bullying, that bullying is wrong, to deal with bullying and how to get help to deal with bullying</p> <p><b>4c</b> to identify and respect the differences and similarities between people.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others.</p> <p>They can identify and respect differences and similarities between people and explain different ways that family and friends should care for one another.</p>

## Key Stage 1

The following description describes the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the Key Stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation.

### End of Key Stage Statement for PSHE

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

(QCA 2005)

### End of Key Stage Statement for Citizenship

Most children have knowledge and understanding about becoming informed citizens. They:

- talk about and consider topics and issues, including moral and social dilemmas with others
- begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules
- begin to show understanding of values, for example honesty, tolerance, respect and concern for others.

Most children demonstrate skills of enquiry and communication. They:

- respond to simple questions and explain their own views and ideas in pairs and to the class
- listen to the views of others.

Most children demonstrate skills of participation and responsible action. They:

- take part in class and school citizenship activities, demonstrating they can play and work cooperatively and take and share responsibility
- make real choices and know how to ask for help.

(QCA 2002)

KS1 End of Key Stage Statements – Assessment Criteria	Year 1						Year 2					
	EA – Rules and relationships	BH – Healthy Choices	SS - Outdoors	R – Change, Loss & Bereavement	EH – Friendship and bullying	PC - Environment	EA – Child Protection	BH – Hygiene	SS – Substance Use and Misuse	R – Growing Up	EH – Similarities and Differences	PC - Community
This table demonstrates how each unit of work contributes towards the end of key stage statements. These may be considered as assessment criteria when reporting on pupil progress												
1. Children can identify and name some feelings and express some of their positive qualities.				0	0		0					
2. They can demonstrate that they can manage some feelings in a positive and effective way.				0	0				0			
3. They begin to share their views and opinions					0	0						
4. They can set themselves simple goal		0										
5. Children can make simple choices about some aspects of their health and well-being		0					0	0				
6. They can explain ways of keeping clean and they can name the main parts of the body.							0		0			
7. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations			0				0	0				
8. They can explain that people grow from young to old.				0					0			
9. Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.					0							
10. They can recognise the effect of their behaviour on other people, and can cooperate with others	0		0		0							
11. They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another				0					0	0		
12. Children can talk about and consider topics and issues, including moral and social dilemmas with others						0						
13. Children begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules	0							0		0		
14. Children begin to show understanding of values, for example honesty, tolerance, respect and concern for others.										0		
15. Children can respond to simple questions and explain their own views and ideas in pairs and to the class												0
16. Children listen to the views of others.												0
17. Children take part in class and school citizenship activities, demonstrating they can play and work cooperatively and take and share responsibility						0						0
18. Children make real choices and know how to ask for help.			0							0		

## Key Stage 2

The following description describes the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the Key Stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation.

### End of Key Stage Statement for PSHE

Children can demonstrate that they recognise their own worth and that of others (*for example by making positive comments about themselves and classmates*). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (*for example the transition to secondary school*). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (*for example by knowing the importance of a healthy diet and regular exercise*). They can identify some factors that affect emotional health and well-being (*for example exercise or dealing with emotions*). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (*for example discussing issues connected to personal safety*).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (*for example marriage or friendships*), and can show ways to maintain good relationships (*for example listening, supporting, caring*). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

(QCA 2005)

### End of key stage statement for Citizenship

Most children have knowledge and understanding about becoming informed citizens. They:

- investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice
- show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness
- show understanding of values, for example honesty, tolerance, respect and concern for others.

Most children demonstrate skills of enquiry and communication. They:

- take part in simple discussions and debates on topical issues that affect themselves and others
- talk and write about their opinions explaining their views
- ask and respond to questions and listen to the view of others
- understand that people may have different views on issues and use imagination to understand other people's experiences.

Most children demonstrate skills of participation and responsible action. They:

- take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices
- meet and talk with different adults from the community, for example nurse, police officer, councillor
- begin to recognise that their actions affect themselves and others around them.

(QCA 2002)

KS2 End of Key Stage Statements Assessment Criteria	Year 3					Year 4					Year 5					Year 6								
	EA – Rights & Responsibilities at School	BH – Nutrition	SS – Staying Safe Outdoors	R – Other Peoples Lives	EH – Self Esteem	PC - Jobs	EA – Rights & Responsibilities at Home	BH – Being Active	SS – Recognising Dangerous Situations	R – Accepting Differences	EH – Assertiveness	PC - Environment, Recycling	EA – Smoking	BH – Being healthy	SS – Staying safe	R – Relationships	EH – Feelings: Anger and Conflict	PC - Politics	EA – Financial capability	BH – Puberty and Reproduction	SS – Substance Use and Misuse	R – Inequalities	EH – Taking Risks	PC - Community Action
This table demonstrates how each unit of work contributes towards the end of key stage statements. These may be considered as assessment criteria when reporting on pupil progress																								
1. Children can demonstrate that they recognise their own worth and that of others					0		0			0							0							
2. They can express their views confidently and listen to and show respect for the views of others.	0								0	0							0							
3. They can identify positive ways to face new challenges									0															
4. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.													0						0					
5. They can talk about a range of jobs, and explain how they will develop skills to work in the future.						0													0					
6. They can demonstrate how to look after and save money.																			0					
7. Children can make choices about how to develop healthy lifestyles		0					0					0	0											
8. They can identify some factors that affect emotional health and well-being					0		0																	
9. They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.								0								0					0			
10. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.												0									0			
11. They can identify and explain how to manage the risks in			0					0				0		0						0		0		



### Key Stage 3

The following description describes the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation.

#### **End of Key Stage Statement for PSHE**

Pupils can reflect on their achievements and strengths in all areas of their lives, and recognise their own worth. They show respect for differences between people. They can recognise and identify positive ways of managing strong emotions (*for example talking with a friend or teacher about their feelings on divorce or falling in love*). They can plan realistic targets for key stage 4, and start relating career plans to qualifications and skills (*for example in their choice of course options*). They can demonstrate competency in managing their personal finances (*for example by joining a school saving scheme*).

Pupils understand how to stay physically and mentally healthy. They can make informed choices to maintain their health and well-being (*for example by being well-informed about alcohol, tobacco and legal and illegal drugs*). They can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They have developed effective ways of resisting negative pressure, including from their peers (*for example knowing where to get help, showing resilience*).

Pupils recognise difference and diversity (*for example in culture, lifestyles or relationships*), and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (*for example that related to gender, race, disability, etc*). They can recognise and discuss the importance of relationships to sexual activity (*for example in terms of human reproduction, using contraception and sexually transmitted infections including HIV*) and to marriage, parenthood and family life. They know that relationships change over time, and how to negotiate within relationships (*for example agreeing a curfew time with a parent or carer*).

(QCA 2005)

KS3 End of Key Stage Statements Assessment Criteria	Year 7						Year 8						Year 9					
	EA – Our Class	BH – Puberty & Nutrition	SS – Substance Use & Misuse	R – Relationship with Self & Others	EH – Personal Safety	PC – School Politics	EA – Money	BH – Sexual health	SS – Bullying	R – Relating to Adults	EH – Changing Family Networks	PC – Anti Social Behaviour	EA – Enjoying a Healthy & Active Life	BH – Sexual Health	SS – Illicit Substances	R – Sexual Relationships	EH – Future Options	PC – Human Rights
This table demonstrates how each unit of work contributes towards the end of key stage statements. These may be considered as assessment criteria when reporting on pupil progress																		
1. Pupils can reflect on their achievements and strengths in all areas of their lives, and recognise their own worth.	0			0					0			0					0	
2. They show respect for differences between people.				0		0			0	0		0				0		0
3. They can recognise and identify positive ways of managing strong emotions		0									0		0					
4. They can plan realistic targets for key stage 4, and start relating career plans to qualifications and skills																	0	
5. They can demonstrate competency in managing their personal finances							0											
6. Pupils understand how to stay physically and mentally healthy.		0	0		0			0					0	0	0			
7. They can make informed choices to maintain their health and well-being		0	0		0			0					0	0	0			
8. They can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances.			0		0				0			0	0		0			
9. They have developed effective ways of resisting negative pressure, including from their peers				0								0			0			
10. Pupils recognise difference and diversity and can demonstrate understanding and empathy towards others who live their lives in different ways.						0			0		0							0
11. They can assertively challenge prejudice and discrimination												0						0
12. They can recognise and discuss the importance of relationships to sexual activity and to marriage, parenthood and family life.	0							0		0				0		0		
13. They know that relationships change over time, and how to negotiate within relationships				0					0	0				0		0		

## Key Stage 4

The following description describes the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the Key Stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation.

### End of Key Stage Statement for PSHE

Pupils can assess their personal qualities, skills and achievements and use them to set future goals (*for example in public performance, in challenging physical activities*). They can present themselves confidently and use praise and criticism effectively. They can identify the range of post-16 options available to them and can use careers advice and support networks to plan and negotiate their career pathways, setting realistic targets. They can use some of the financial tools and services available to them for managing their personal finances (*for example using bank machines, identifying different types of bank and savings accounts*).

Pupils can recognise the short- and long-term consequences of personal health choices and make decisions based on this knowledge. They know some of the causes, symptoms and treatments of mental and emotional health disorders such as stress and depression, including the link between eating disorders and self-image, and can identify strategies for preventing and addressing these. They can assess the risks and benefits associated with lifestyle choices such as sexual activity, and make safer choices based on this assessment. They know where to find professional health advice and are confident in seeking it (*for example from their GP or other support services*).

Pupils can recognise the diversity of ethnic and cultural groups. They can take the initiative in challenging and giving support in connection with offensive behaviour (*for example by seeking help from the appropriate authorities*). They can develop relationships with a range of adults (*for example during work experience*). Pupils can talk about relationships, feelings and emotions, and can identify ways of managing these in connection with family events (*for example the arrival of a new baby or parental separation*). They understand the importance of different relationships and associated responsibilities, including those of marriage, parenthood and family life.

(QCA 2005)

KS4 End of Key Stage Statements Assessment Criteria	Year 10						Year 11					
	EA – Work experience	BH – Body Image	SS – Domestic Violence	R – Parenting	EH – Stress & Depression	PC – Diversity in the UK	EA – Preparation for Adult Life	BH – Sexual Health	SS – Consequences of Substance Use	R – Leaving Home	EH – Exam Preparation	PC – Anti Social Behaviour
This table demonstrates how each unit of work contributes towards the end of key stage statements. These may be considered as assessment criteria when reporting on pupil progress												
1. Pupils can assess their personal qualities, skills and achievements and use them to set future goals	0						0					
2. They can present themselves confidently and use praise and criticism effectively. They can identify the range of post-16 options available to them and can use careers advice and support networks to plan and negotiate their career pathways, setting realistic targets.	0						0					
3. They can use some of the financial tools and services available to them for managing their personal finances							0		0			
4. Pupils can recognise the short- and long-term consequences of personal health choices and make decisions based on this knowledge.		0	0	0	0			0	0			
5. They know some of the causes, symptoms and treatments of mental and emotional health disorders such as stress and depression, including the link between eating disorders and self-image, and can identify strategies for preventing and addressing these.		0			0				0		0	
6. They can assess the risks and benefits associated with lifestyle choices such as sexual activity, and make safer choices based on this assessment.			0						0			0
7. They know where to find professional health advice and are confident in seeking it		0	0		0			0	0			
8. Pupils can recognise the diversity of ethnic and cultural groups.						0						0
9. They can take the initiative in challenging and giving support in connection with offensive behaviour						0						0
10. They can develop relationships with a range of adults	0									0		0
11. Pupils can talk about relationships, feelings and emotions, and can identify ways of managing these in connection with family events			0	0	0	0		0		0		
12. They understand the importance of different relationships and associated responsibilities, including those of marriage, parenthood and family life				0				0				

