

Torbay PSHE and RSHE Curriculum

Empowering Young Minds for Life's Journey

Contents

Torbay PSHE and RSHE Curriculum (RSHE Objectives 2026)	3
Torbay PSHE Units in Years One, Three and Five.....	3
Torbay PSHE Units in Years Two, Four and Six.....	3
The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition).....	4
Torbay Contextual Information	5
Hospital Admissions for Under 18s due to Eating Disorder.....	5
Hospital Admissions for Under 18s due to Alcohol-Specific Conditions.....	6
15 Year Olds Regularly Smoking Tobacco or Regularly Using E-Cigarettes	7
Under 18 Conception Rate for Females Aged 15-17	8
Abortion Rate for Females Aged 15-44.....	9
Unit 1: Happiness, Positivity and Feeling Special.....	10
Unit 2: Emotions, Feelings and Friends.....	13
Unit 3: Choices, Decisions and Democracy	16
Unit 4: Individuality, Independence and Assertiveness.....	19
Unit 5: Being Safe and Asking for Help	22
Unit 6: Growing Up, Staying Healthy and Making Ambitions	25
Unit 1: Citizenship, Responsibility and Leadership	28
Unit 2: Following the Law, Staying Safe and Overcoming Peer Pressure	31
Unit 3: Earning, Saving and Spending	35
Unit 4: Trade, Food Growing and Fairness.....	38
Unit 5: Families, Friendships and Relationships.....	43
Unit 6: Changes, Transitions and Maintaining Positivity	47

Torbay PSHE and RSHE Curriculum (RSHE Objectives 2026)

This follows a spiral curriculum approach which enables children to revisit and deepen their understanding. These are suggested units of learning and should be adapted to reflect the local context of each school and can be reordered to reflect each school's individual curriculum.

Torbay PSHE Units in Years One, Three and Five

	<u>Autumn One Unit 1</u>	<u>Autumn Two Unit 2</u>	<u>Spring One Unit 3</u>	<u>Spring Two Unit 4</u>	<u>Summer One Unit 5</u>	<u>Summer Two Unit 6</u>
<u>PSHE Unit of Learning</u>	Happiness, Positivity and Feeling Special	Emotions, Feelings and Friends	Choices, Decisions and Democracy	Individuality, Independence and Assertiveness	Being Safe and Asking for Help	Growing Up, Staying Healthy and Making Ambitions
<u>PSHE Association Key Theme</u>	Relationships	Relationships	Living in the Wider World	Health and Well-Being	Relationships	Health and Well-Being

Torbay PSHE Units in Years Two, Four and Six

	<u>Autumn One Unit 1</u>	<u>Autumn Two Unit 2</u>	<u>Spring One Unit 3</u>	<u>Spring Two Unit 4</u>	<u>Summer One Unit 5</u>	<u>Summer Two Unit 6</u>
<u>PSHE Unit of Learning</u>	Citizenship, Responsibility and Leadership	Following the Law, Staying Safe and Overcoming Peer Pressure	Earning, Saving and Spending	Trade, Food Growing and Fairness	Families, Friendships and Relationships	Changes, Transitions and Maintaining Positivity
<u>PSHE Association Key Theme</u>	Living in the Wider World	Health and Well-Being	Living in the Wider World	Living in the Wider World	Relationships	Health and Well-Being

These suggested units of learning meet the statutory and non-statutory guidance for Key Stage One and Key Stage Two provided by the DfE; it is recommended 'The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)' is used alongside this to securely meet the statutory requirements alongside wider school opportunities.

The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)

TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW

Teach
SRE

Reception: My body, my relationships

Lesson 1: Caring Friendships

Lesson 2: Being Kind

Lesson 3: Different Families

Lesson 4: My Body My Choices

Year 1: Growing up, staying safe

Lesson 1: Different Friends

Lesson 2: Growing and Changing

Lesson 3: Body Safety (Online and Off)

Lesson 4: Families and Care

Year 2: Differences

Lesson 1: Gender Stereotypes

Lesson 2: Male and Female

Lesson 3: Naming Body Parts

Lesson 4: My Body Belongs to Me

Year 3: Valuing difference and keeping safe

Lesson 1: Body Differences

Lesson 2: Personal Space and Consent

Lesson 3: Families and People who Help Us

Lesson 4: Staying Safe and Getting Help Online

Year 4: Growing up with Respect

Lesson 1: Changes

Lesson 2: What is Puberty

Lesson 3: Healthy Friendships

Lesson 4: Valuing Difference

Year 5: Puberty and personal boundaries

Lesson 1: Talking about Puberty

Lesson 2: The Reproductive System

Lesson 3: Puberty Help and Support

Lesson 4: Respect Boundaries and Being an Upstander

Year 6: Puberty, relationships and reproduction

Lesson 1: Puberty and Reproduction

Lesson 2: Communication and Consent
in Relationships

Lesson 3: Families, Conception and Pregnancy

Lesson 4: Communication and Respect in
Relationships and Online

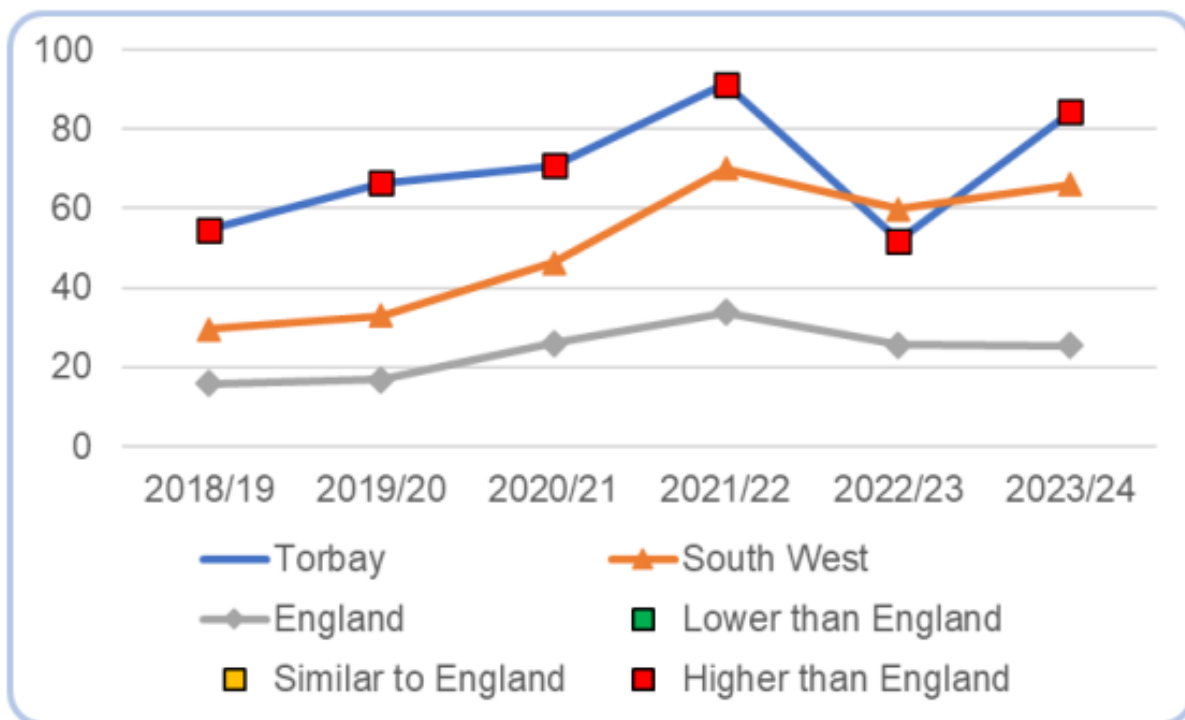
Torbay Contextual Information

Information from the Joint Strategic Needs Assessment

Hospital Admissions for Under 18s due to Eating Disorder

Fig 53: Rate of hospital admissions for those aged under 18 due to primary diagnosis of an eating disorder, per 100,000

Source: Hospital Episode Statistics

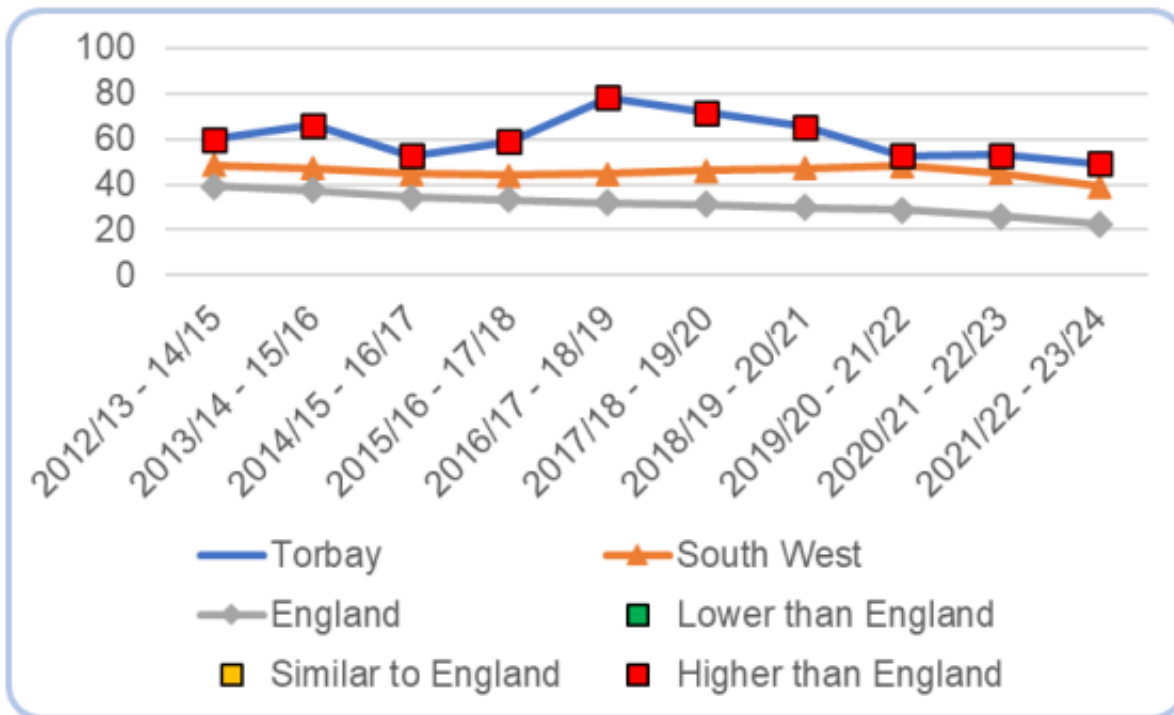


Other than for the year 2022/23 where Torbay is below the South West, the data for Torbay is higher than both the England and South West statistics.

Hospital Admissions for Under 18s due to Alcohol-Specific Conditions

Fig 60: Hospital admissions for alcohol-specific conditions, per 100,000 population aged under 18

Source: OHID – Public Health Profiles (Fingertips), Hospital Episode Statistics for 2021/22 - 23/24

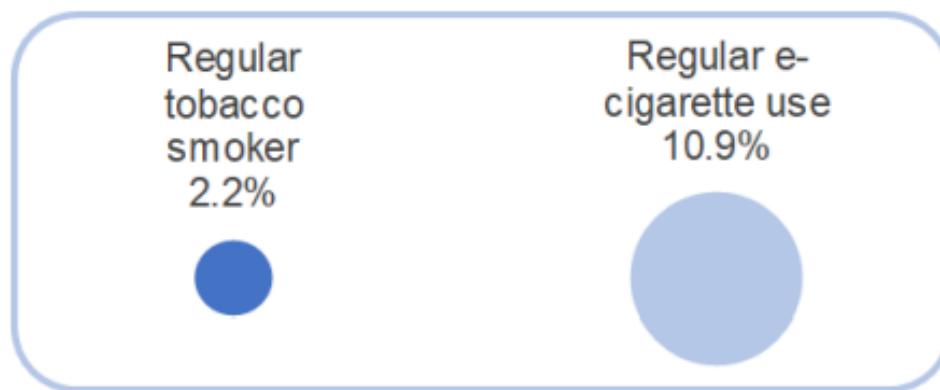


The data for Torbay is higher than both the England and South West statistics.

15 Year Olds Regularly Smoking Tobacco or Regularly Using E-Cigarettes

Fig 61: Percentage of 15 year olds who regularly smoke tobacco or regularly use e-cigarettes – England (2023)

Source: SDD – NHS Digital

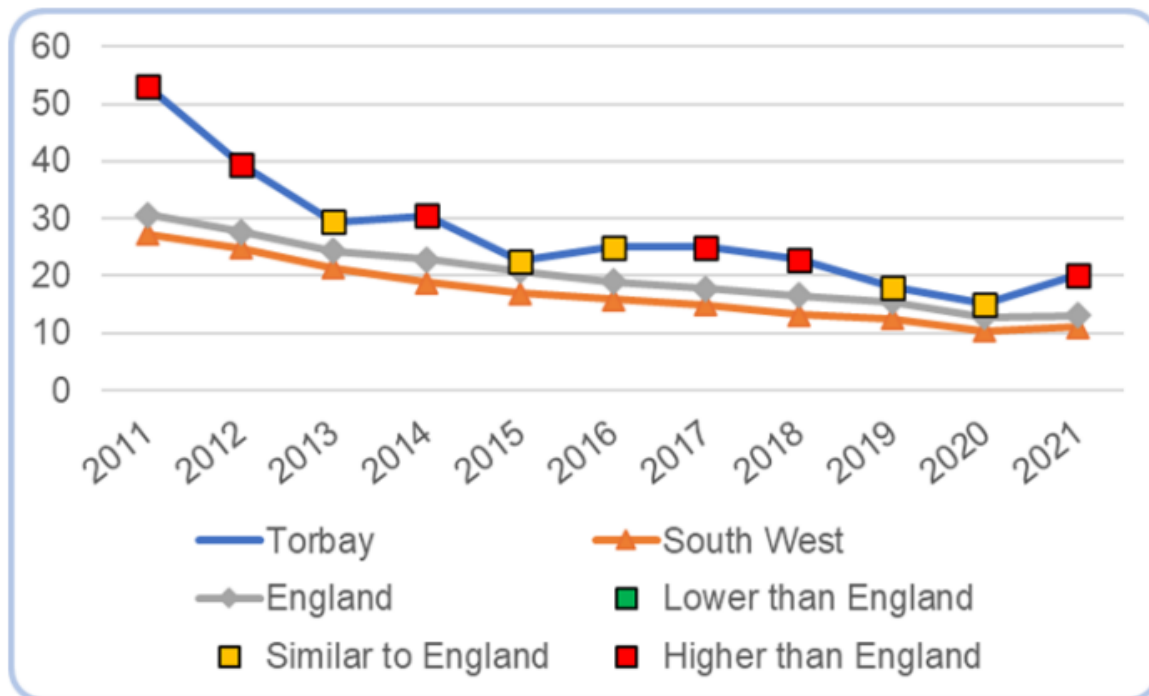


The data shows 2.2% of 15 year olds regularly smoke tobacco and 10.9% of 15 year olds regularly use e-cigarettes.

Under 18 Conception Rate for Females Aged 15-17

Fig 98: Under 18s conception rate per 1,000 females aged 15 to 17

Source: OHID – Public Health Profiles (Fingertips)

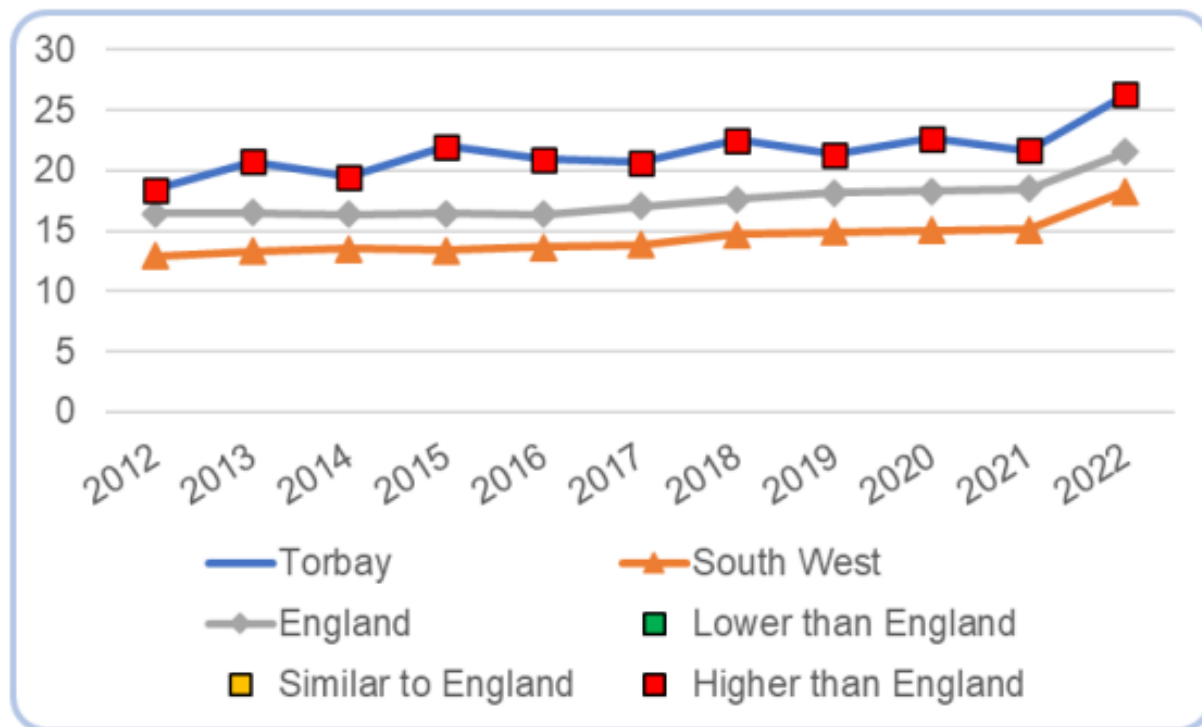


The data for Torbay is higher than South West statistics. For 6 years, the data is higher than England. For 5 years it's similar to England.

Abortion Rate for Females Aged 15-44

Fig 173: Abortion rate, all ages, per 1,000 female population aged 15 to 44

Source: Department of Health & Social Care abortion statistics (2012 to 2020), OHID (2021,2022), ONS mid-year population estimates



The data for Torbay is higher than both the England and South West statistics.

Unit 1: Happiness, Positivity and Feeling Special

PSHE Association Theme: Relationships

Year Group: 1/3/5

The principal aim of this unit of learning is to understand how to build and sustain lasting friendships, families and relationships. The focus is on caring friendships.

Learning Outcomes:

- To reflect on how we and support one another in different contexts.
- To understand different types of feelings, how these can be portrayed and how we can manage these.
- To broaden knowledge of different types of positive role models.

Ideas and Content for Learning:

- Creating class charter, in line with school values
- Understanding different role models within families, school and the local community
- Understanding different types of emotions, how to communicate these and understand these
- Differentiating between positive and negative emotions
- Sharing own emotions
- Managing happy playtimes both in the online and offline world
- Recognising the differences between friendships and relationships

Understand the Impact:

- Sharing ways we can be the best friends we can be.
- Considering how we can share our emotions effectively.
- Reflecting on how we can be the best possible role model.

Making Connections:

- Asking questions about how we can communicate in different ways: online and offline
- Recognising how we can all be thankful in different ways with friends, families and relationships

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

<p>Y1</p> <p>Lesson 1 Thought shower: what makes a happy classroom? Refer to the story “Of the new world” (SEAL/ELSA story). Draw a happy classroom using speech bubbles to show what people are saying. Label all the things that make it a happy school. Discuss children’s ideas and record in a concept-map, spider-gram etc. Devise a class charter: what rules do we need to ensure our class is happy? Consider the online and offline world. Extension activity: role play breaking rules and then the right way to behave</p> <p>Lesson 2 Pairs work: devise questions to ask each other e.g. what’s your favourite food/game/TV programme, what do you like in school, what are you good at etc. Consider protected characteristics within this and how this may look different around the world. Carousel of pairs: interviewing each other using the questions devised. Group work: making paper chains. Each child has four strips of paper on which they write their name and three things that are important to them e.g. things or people they like doing or being with.</p> <p>Lesson 3 Thought shower: what can go wrong in the classroom and how might we feel? Consider online and offline. Pairs work: role-play problems Introduce Calming down strategies Introduce Peaceful problem-solving process. What would this look like online and offline?</p> <p>Lesson 4 Whole class discussion: use variety of photo-cards and feelings detective skills to look at facial expression, body language etc. Ask children to think how a new child to the class might feel and how s/he could be welcomed. Introduce Emotional barometer.</p>	<p>Y3</p> <p>Lesson 1 Thought shower: what makes a happy classroom? Refer to the story “Of the new world” (SEAL/ELSA story). Devise a class charter: what rules do we need to ensure our class is happy? What other rules are needed– for the playground, the dining hall, in assembly, etc.?</p> <p>Lesson 2 Group work: Gifts and talents challenge. Find out about each other’s strengths and skills. Share these within small groups to celebrate each other’s successes.</p> <p>Lesson 3 Read the story “Sami’s new beginning” (SEAL/ELSA story). Thought shower how Sami might have felt, write words on separate pieces of A4 paper and distribute randomly. Re-read story and ask children to hold up their feeling word when Sami might have felt that way. Investigating intensity of feelings: photo-cards from the ‘scared’ family e.g. scared, anxious, nervous etc. When did you feel like this? Discuss calming down strategies.</p> <p>Lesson 4 Thought shower; how can we welcome someone new into our class? Recap on Sami’s story from previous session. Group work: Welcome pack challenge. Make a welcome pack for children new to the school. Focus on group work skills. Present work to rest of class.</p> <p>Lesson 5 Discussion about what makes a happy playtime. Refer to work on class charter in week one. What is friendly behaviour? How do we include everyone? Refer back to Sami’s story. What might have happened to Sami in the playground? Group work: role play. Imagine you are Sami and how you felt. Freeze-frame and role play how to make Sami feel better. Present to class.</p>	<p>Y5</p> <p>Lesson 1 Refer to the story “Of the new world” (SEAL/ELSA story). Give children characters from the story and act out. Discuss apathy and attitude. Thought shower: what kind of attitudes do we want in our classroom? Devise a class charter: what rules do we need to ensure our class is happy and attitudes are positive?</p> <p>Lesson 2 Thought shower: what skills do you feel you have? Produce a personal fact file and identify how you are gifted. Include photographs as well as drawing and writing.</p> <p>Lesson 3 Thought shower: how do you feel when starting something new? Use photo-cards representing ‘scared’ and discuss. Read story ‘A new beginning for Amy’. Draw up a class list of helpful strategies to overcome fear - helpful or hopeful talk. Refer to calming down strategies.</p> <p>Lesson 4 What is a school of nightmares? What would be there? What choices would people make? What might be a school of dreams be like? Dream school challenge: What would the school be like? Timetable? Classroom layout? Trips? Clubs?</p> <p>Lesson 5 Children sit opposite a partner in a carousel (inner circle facing outwards, outer circle facing inwards). Discuss a question or problem e.g. there is not enough space in the playground in winter for football and other ball games take place at the same time. What can we do about it? Discuss in pairs, report back two key points. As a class, compile a list of suggestions from the outcomes of pairs discussion. Children vote on suggestions. This is then put to the school council.</p>
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<p>Lesson 5</p> <p>Thought shower: what makes a happy playtime? What makes a good friend? How can you be friendly?</p> <p>Group work: look at class rules devised under class charter and think of a few examples of how each rule can apply to the playground. Take photographs of children in the class playing at playtime and display in the classroom alongside the class charter.</p> <p>Extension activity: in groups look at a photo of a piece of playground equipment and devise a list of questions about how to use it safely</p> <p>Lesson 6</p> <p>Present to the children a range of playground scenarios involving a problem or decision to be made. Revisit Peaceful problem-solving process.</p> <p>Pairs work: using puppets, children act out problems and devise solutions. Each pairs plays out their solution to the other children who suggest other approaches that the puppets can try out</p>	<p>Lesson 6</p> <p>Thought shower: select a play activity that the children think could be improved or a problem that needs to be resolved E.g. Not enough playground equipment.</p> <p>Group work: devise an action plan e.g. observe use of equipment during a playtime, devise solutions such as writing new instruction cards, devising new games and writing the rules. Each group feeds back to the rest of the class. Secret ballot to decide on the best idea – goes to school council</p>	<p>Lesson 6</p> <p>Thought shower: what is a role-model? Ask for examples of famous people the children might admire. Consider a range of individuals with protected characteristics. What do they admire them for?</p> <p>Pairs work; role play rule-breaking. One pupil to be the teacher and the other the pupil. What does the teacher say? Role-play a younger child breaking a school rule. What would you say? Encourage participation in various schemes around the school e.g. lunchtime 'buddies' scheme, prefect system, helping out in dining hall/infant playground</p>
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Unit 2: Emotions, Feelings and Friends

PSHE Association Theme: Relationships

Year Group: 1/3/5

The principal aim of this unit of learning is to understand different types of emotions, how to communicate these, and how to manage emotions in different scenarios. The focus is on respectful, kind relationships.

Learning Outcomes:

- To reflect on how to communicate my emotions
- To understand how emotions change at different points in relationships, friendships and families
- To broaden knowledge of how to remain safe in the local community and on a wider scale: both online and offline

Ideas and Content for Learning:

- Understanding friendships and managing the positives and negatives of these
- Recognising hazards and knowing how to manage these
- Ensuring there is an understanding of how to stay safe online
- Understanding how to manage conflict in the online and offline world
- Recognising how to administer first aid
- Knowing how to contact the emergency services
- Understanding types of emotions and how these are portrayed
- Communicating emotions
- Helping others process types of emotions and how these change

Understand the Impact:

- Sharing ideas on how to manage emotions
- Considering how we can effectively communicate emotions
- Reflecting on how emotions change and vary

Making Connections:

- Asking questions about how we can deal with emotions
- Recognising how we all have different emotions at different points in our lives

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

<p>Y1</p> <p>Lesson 1 Thought shower: what are qualities of a good friend? Use photo-cards to illustrate friendship. Consider photos showing friendships from around the world. Whole class activity: giving and receiving friendship tokens (compliments). Read story “Rani and Leroy” (ELSA/SEAL story). Group work: make a ‘wanted – a friend’ poster</p> <p>Lesson 2 Thought shower: what kind of things causes us to fall out with our friends? Ask the children if conflict is always bad? Can arguments be good? Read story ‘Falling out and making up’ (ELSA/SEAL story). Pairs work: role-play how Marsha and Shanaz in the story can make up. Introduce the peaceful problem-solving process. Ask children how they could solve the conflicts with Dino and Dot?</p> <p>Lesson 3 Thought shower: how do we know when we are angry? Use photo-cards to illustrate anger. Read the short story of Angry Arthur(ELSA/SEAL story). Blow up a balloon to illustrate anger triggers and how anger can get out of control. Group work: draw round themselves on a large piece of paper and show how anger might feel and look like. Hot-seating/role-play activity.</p> <p>Lesson 4 Anti-Bullying Week National Focus</p> <p>Lesson 5 Invite a fire officer into school (or visit a local fire station) to talk about ways of keeping safe in the home, fire dangers, safety on Bonfire Night etc. Role-play: what to do in an emergency in school – fire procedures and what to do at home – calling 999.</p> <p>Lesson 6 Thought shower: where and how to play safely. Learn the Green Cross</p>	<p>Y3</p> <p>Lesson 1 Revisiting the skills of friendship: looking and sounding friendly, good listening, giving and receiving friendship tokens, seeing things from another’s point of view. Group work: role-play unfriendly and friendly behaviour. Consider and discuss what is meant seeing another point of view and why this is important. Extension activity: produce a story/poem/comic-strip that illustrates the best friendship token ever received or given.</p> <p>Lesson 2 Thought shower: revisit calming down strategies. Revisit peaceful problem-solving process. Group work: discuss ways of resolving conflicts using 1) win-lose solution, 2) lose-lose solution and 3) win-win solution. Identify key roles within the group – leader, scribe, reporter, timekeeper Group work: evaluate how well the group has worked together. Use the peaceful problem-solving format to discuss any difficulties.</p> <p>Lesson 3 Thought shower: what are the signs of anger? Use photo-cards to look at facial expression and body language. Go through Fireworks of emotions and thought shower ways of putting out the fuse (calming down). Individual activity: label the buckets of water and draw new ones. Make a class display of the ‘fuse’. Show children 5 pieces of string of varying lengths (shortest to longest). Ask children to write on labels things which cause their fuse to be short (tiredness, hunger, mood etc.) and on labels which help lengthen their fuse (a smile, a hug from a friend etc.)</p> <p>Lesson 4 Anti-Bullying Week National Focus</p> <p>Lesson 5 Invite a fire officer into school (or visit a local fire station) to talk about ways of</p>	<p>Y5</p> <p>Lesson 1 Pairs work: think of all your different friends, in and out of school, and online, and whether you like them all in the same way, do you do the same things with all of them etc. Individual work: use Level of friendship scale and ask children to order their friends and family from closest to level of acquaintance. Use initials. Explore how friendships build and are supportive.</p> <p>Lesson 2 Thought shower: recap on anger work from previous year groups Group work: draw up two lists - things that make conflict worse (hotting up) and things that can reduce conflict (cooling down). Or give children a blank grid with ideas which have to be placed in the ‘right’ column. Extension activity: make a display or poster of ideas discussed.</p> <p>Lesson 3 Revisit Fireworks model of anger. Ask the children what the explosion stage might look like? What is a healthy way to express anger? Discuss short and long-term consequences of things we do when angry. Revisit calming down strategies and peaceful problem-solving. Pairs work: rephrasing activity using statements). Introduce idea of assertiveness.</p> <p>Lesson 4 Anti-Bullying Week National Focus</p> <p>Lesson 5 Invite a St Johns Ambulance officer into school to talk about emergency health situations and what to do: reflect on physical health and mental health and how these are viewed the same way</p> <p>Lesson 6 Thought shower: what are all the things you can you do on the internet? Make a list of benefits and risks. What other kinds of technology do we use to communicate that we need to be</p>
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<p>Code. Role play: crossing the road safely and unsafely. Make a role play on road safety Local visitors - Community Road Safety Officer, School Crossing Patrol</p>	<p>keeping safe in the home, fire dangers, safety on Bonfire Night etc. Role-play: what to do in an emergency in school – fire procedures and what to do at home – calling 999.</p> <p>Lesson 6 Thought shower: what are all the things you can you do on the internet? Make a list of benefits and risks. Recognise that the internet is an integral part of daily life by all individuals and that this is a positive and useful thing used by many people. Thought shower: strategies for safe computer use?</p>	<p>careful about? (Chat, instant messaging, webcams, blogs, social networking sites). Thought shower: strategies for safe computer use? Group work: make a SMART ♥ poster</p>
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Unit 3: Choices, Decisions and Democracy

PSHE Association Theme: Living in the Wider World

Year Group: 1/3/5

The principal aim of this unit of learning is to give pupils opportunities to understand what is right and wrong, whilst recognising their role within this and the British Value of the Rule of Law. There is a focus is on respectful, kind relationships.

Learning Outcomes:

- To reflect on my role within society and to identify what I can do to help the world be the best it can be
- To understand what humans need for a happy healthy and safe life
- To broaden knowledge of what is right and wrong, and legal and illegal

Ideas and Content for Learning:

- Role play of scenarios where things are right/wrong morally, ethically, legally etc.
- Discussion around school improvement ideas (linked to School Council)
- Recognition of choices children have made and understanding the impact of these choices
- Speeches, voting and electing/choosing new ideas
- Understanding different laws and the impact of breaking these
- Magistrates Visit
- Action plan for school improvement, e.g., clearing litter around school, new equipment on the playground
- Volunteering

Understand the Impact:

- Sharing changes they have made with reasoning behind this and the lasting impact
- Considering how to help improvements needed in the local context
- Reflecting on why it is important to always make the right choices and the impact of not doing these

Making Connections

- Recognising the impact of charities on a global/national level compared to own impact on the local level within the community
- Understanding there are different social expectations/norms in different areas in Britain/Europe/the World
- Recognising, explaining and implementing the fundamental British Values

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

<p>Y1</p> <p>Lesson 1 Thought shower: why is it important to listen? Group work: active listening role play. Label in groups of 3: 1=speaker, 2=listener, 3=observer. Ask groups to describe what you want or are going to do at the weekend. First round – listener demonstrates poor listening. Swop roles and carry out activity again, this time with the listener demonstrating good listening skills. Feedback to class about how it felt in each role. What is good listening? Make a good listening skills poster for the classroom</p> <p>Lesson 2 Discuss an aspect of school life which might need improvement e.g. in the playground or dining hall. Put 5 different recommendations or issues relating to school life. Which do they think are the most important? Children to hold up numbers 1-5 to represent whether they: strongly agree (1), agree (2), not sure (3), disagree (4), strongly disagree (5). Can use smiley/sad faces. As a class agree on one issue that they would like to feed back to the School Council.</p> <p>Lesson 3 Thought shower: what kind of choices have you made recently? E.g. food/games/what to wear. What influences that choice? Set up 4 stations/tables for children to move around. Each station has a set of objects e.g. table 1 – variety of healthy and unhealthy foods – which would they choose? Why? Table 2 – recycling objects. Table 3 – various exercise equipment e.g. skipping rope/football. Table 4 - £5. Give a variety of options for spending it e.g. sweets/share with siblings/give to charity? Extension activity: in groups write a list of the un/healthy choices or dis/advantages involved and discussed on each table.</p>	<p>Y3</p> <p>Lesson 1 Thought shower: what jobs do you do at home, in class and around the school? Why do these jobs have to be done? Group work: give children a range of pictures illustrating people at work e.g. bus driver, nurses, cook, secretary etc. List the duties involved and skills needed. Make word cards to go alongside each picture. Individual activity: which jobs would you like to do when you're older? Draw a picture of yourself doing one of those jobs.</p> <p>Lesson 2 Ask the children if they know how we are represented in local government? Explain 'represent' by referring to the school council. What sort of job does a councillor do? What is the role of the mayor? If possible, find pictures or photographs of local representatives. Group work: make a list of the services a local council provides and the things a local councillor does. Visit to/from a local councillor</p> <p>Lesson 3 Thought shower: what is debating and voting? Where does this happen? Choose a suitable topic to debate e.g. 'anything boys can do, girls can do better'. Divide class into small groups of 3 or 4 so that half the class is for the motion and half against. Group work: pupils discuss and write down arguments for and against, elect someone to be the speaker for their group. Each group has a turn in presenting their side of the debate. Then the class votes.</p> <p>Lesson 4 Discuss an issue in school or the local community that concerns them e.g. 'there should be more litter bins outside the school gates on the street'. Thought shower an action plan e.g. research the number of bins already and the amount of litter, take to the</p>	<p>Y5</p> <p>Lesson 1 Use photo-card showing 'stealing/shoplifting' to discuss why stealing is wrong and how it affects the victim. Group work: think of other forms of anti-social behaviour and rate them from least to worst, giving reasons (Inc. online-bullying) Each group presents their reasons for why they have rated various crimes in the way they have.</p> <p>Lesson 2 Thought shower: why do we have rules in class and school? Why are laws important in our society? Why do some children in school break the rules? Why do some people in wider society break the law? Group work: identify positive and negative influences in their daily lives e.g. wanting to be like their friends. When does an influence become a pressure? Devise a role play to show how can they help each other resist peer temptation and deter others from behaving in unacceptable ways?</p> <p>Lesson 3 Discuss the role of the magistrate in the legal system. Invite in a member of Magistrates in the Community. Discuss a story from the local paper of a crime that has been committed. Group work: role play being the magistrate – what approach would you take? (Discourage children from being punitive only). Give the verdict. Do you agree with the magistrates' decision?</p> <p>Lesson 4 Suggest a range of motions for the class to debate and vote for one e.g. 'This House believes lessons should be optional/the summer holidays are too long/it's better to be happy than rich' etc. In groups pupils discuss and write down arguments for and against, elect someone to be the speaker for their</p>
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<p>Lesson 4 Thought shower: what do we need to be healthy and happy people? Introduce three or four different toy animals. Ask the children to identify the needs of each animal. Group work: make a list, with words or pictures, of the similarities and differences between animals' and humans' basic needs. Cover both physical health and mental health.</p> <p>Lesson 5 Thought shower: which animals would make suitable pets? Use pet care accessories to show how different pets need to be looked after. Individual activity: draw a pet animal and surround it with words and pictures to illustrate the needs of the animal and our responsibilities towards it. Extension activity: think of all the wild animals living near the school grounds/local countryside. Children identify simple rules for behaviour in these areas e.g. putting litter in bin, leave birds nests alone.</p> <p>Lesson 6 Thought shower: what does volunteering mean? Why do people volunteer? What groups do children know of? Who looks after animals when they are ill? Tell children it against the law to mistreat an animal. Focus on the work of an animal welfare group e.g. RSCPA, WWF and discuss the work they do. Visit websites, investigate e.g. European pet passport scheme, unfamiliar pets around the world, endangered species, zoos Group work: discuss/role-play or interview. What make a good home for a pet? Give the children a selection of pets that need a home and a number of different families that are looking for a pet. Which pet would suit which family?</p>	<p>school council, find out addresses to write to in the local council, what they would like to happen etc. Group tasks: putting the action plan in place. Pupils elect themselves for roles e.g. observing the area, devising a questionnaire going to the school council, researching the local council, writing a letter to the council.</p> <p>Lesson 5 Compile a range of information sources about local and community issue e.g. newspaper articles, leaflets. Invite in an organisation e.g. Neighbourhood Watch, Crimestoppers to talk about their work and how children can participate</p> <p>Lesson 6 Research charities in the local area and decide on one to raise funds for (could be linked to whole school project or work with Yrs. 5/6 on summer fete) Group work: devise an action plan – devising ways of raising money, how to promote event, how to get support from others. Evaluate and celebrate the fund-raising event after it has taken place</p>	<p>group. Each group has a turn in presenting their side of the debate. Then the class votes.</p> <p>Lesson 5 Thought shower: how can our school grounds and facilities be improved? What would you like to see? How do you think others across the school feel? Devise an action plan. Group work: devise questionnaires to be given out across the school – for pupils and staff. Pupils could buddy up with Yr. 1&2 classes to go through questionnaires. Group work: write a persuasive letter to the school council/Head/governor outlining the changes proposed. Write a speech for assembly to support the proposals.</p> <p>Lesson 6 Research charities in the local area and decide on one to raise funds for (could be linked to whole school project or work with Yrs. 3/4 on summer fete) Group work: devise an action plan – devising ways of raising money, how to promote event, how to get support from Others. Evaluate and celebrate the fund-raising event after it has taken place.</p>
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Unit 4: Individuality, Independence and Assertiveness

PSHE Association Theme: Health and Well-Being

Year Group: 1/3/5

The principal aim of this unit of learning is to recognise safe and sensible choices to make and why this is important. There is a focus on respectful, kind relationships. There is a focus on Being Safe. There is a focus on Personal Safety.

Learning Outcomes:

- To reflect on the importance of being safe for oneself and others
- To understand what a safe and sensible choice is
- To broaden knowledge of different types of risks and the impact of these on self and others

Ideas and Content for Learning:

- Identifying likes and dislikes
- Recognising different emotions and how these can be triggered
- Relaxation strategies
- Strategies for standing up for myself
- Strategies for being assertive whilst respectful
- Understanding what bullying is and how to manage this: both online and offline

Understand the Impact:

- Sharing strategies for being assertive and overcoming peer-pressure
- Considering how our actions impact on others
- Reflecting on how we are all individual and special with consideration of the protected characteristics

Making Connections

- Recognising how we overcome emotions to be as positive as we can be
- Evaluating what is and is not safe

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

<p>Y1</p> <p>Lesson 1 Whole class activity: pass the magic mirror. Hold a mirror up to each child's face so they see their reflection. Ask them what is so special in the mirror? Introduce idea of being unique but also having things in common with others. Consider and discuss protected characteristics as appropriate. Pairs work: find two things you and your partner both like e.g. "I like football and so does Abdul" Whole class activity: create a class chart of hobbies</p> <p>Lesson 2 Thought shower meaning and examples of 'boost-ups' and 'put downs'. Group work: make up and role-play a situation where someone uses put-downs about someone's ability and how someone else boosts their self-confidence Explore the concept of privacy and its implications for both children and adults</p> <p>Lesson 3 Whole class listening: children are invited to bring in something from home e.g. toy, teddy bear, photo, to show to rest of the circle and talk about themselves for a minute. Practice talking with a partner first.</p> <p>Lesson 4 Read story: 'The Wobbly Tooth'. Thought shower: if Jamina came to our school what would she worry about? Pairs work: look at the worries and come up solutions Introduce worry-box and its use. Use a catastrophe scale (0-10) to help children gain perspective: is it worth tears or could you blow it away with the wind?</p> <p>Lesson 5 Look at and discuss photo-card 'relaxed' from whole school resources. Look at and discuss Feeling detective poster. Pairs work: cut up and pictures on the How are you feeling? Resource Sheet and put in order of most relaxed to</p>	<p>Y3</p> <p>Lesson 1 Circle Time: "I am individual because ..." Activity: draw a badge, shield or coat of arms to illustrate their identity Create a fingerprint pictures where the fingerprint shows favourite things unique to self. Consider protected characteristics.</p> <p>Lesson 2 Changing places game: There's a chair to my right ... Pairs work: prepare a 'Good to be me' interview. Thought shower questions as a whole class first e.g. what things have you done recently that you are proud of? Explore the concept of privacy and its implications for both children and adults Explore how it isn't always ok to keep a secret if it links to staying safe.</p> <p>Lesson 3 Warm-up: place a 'present' in the centre of the circle. Individual round: "I would like there to be ... in my present". Look at and discuss photo-card 'surprised'. Thought shower other words for 'surprised'. Pairs work: ask children to discuss how they might feel in certain situations (write situations on board). Feedback few example to circle. Ask for actions/behaviours that might go with the feelings. Pass the present around the circle, saying: "I would give ... to ..."</p> <p>Lesson 4 Use photo-cards 'hopeful' and 'disappointed' and explore how characters might be feeling. Use Feelings detective poster to explore vocabulary further. Group work: Hopeful and hopeless challenge - make a poster turning hopeless into hopeful thoughts</p> <p>Lesson 5 Thought shower: when might we want to hide our feelings?</p>	<p>Y5</p> <p>Lesson 1 Pairs work: pupils sit opposite a partner in a carousel. Provide them with a problem to solve to allow them to select their own issue e.g. there is not enough space in the playground for football and other games at the same time. What can we do about it? Report back two key points from their pair and compile into class list of suggestions. Pupils vote on suggestions. Share both online and offline examples. Explore the concept of privacy and its implications for both children and adults Explore how it isn't always ok to keep a secret if it links to staying safe.</p> <p>Lesson 2 Pairs work: label each pair 'agree' or 'disagree'. Create statements with the class and ask pupils to come up with reason for agreeing or disagreeing. Each pair feeds back 'we agree because ...' or 'we disagree because ...' Play some music and ask pupils to move around the room. When the music stops, read out one of the statements and ask them to find someone who disagrees with the statement. They need to try and persuade the other person they are right.</p> <p>Lesson 3 Thought shower some of the risks we often take. Discuss risks inherent in online scenarios. Write statements on sticky notes and read out. Ask pupils to order them according to risk. Change the criteria for ordering the risks to very worthwhile and not worthwhile. Pairs work: discuss something you might try that involves taking a risk to extend their skills or improve their work. Consider online and offline. Explore how each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p>
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<p>least relaxed. Relate this to learning something new or difficult. Explore how everyone's body belongs to themselves and the differences between safe and unsafe touch.</p> <p>Lesson 6 What are the hazards we may find at home? What are the hazards we may find at school? Explore hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p>	<p>Group work: devise a role-play to present to others situations where children might or might not choose to hide their feelings e.g. when you are playing cards and you have the card someone else needs to win, when you fall over in front of a group of older children Explore how each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact.</p> <p>Lesson 6 Present scenarios to the class e.g. your friend wants you to go to the cinema and you don't want to. How do you handle the situation? Read story of Lion, Mouse, Fox and Human and discuss. Introduce terms 'aggressive', 'passive', 'assertive'. Which characters in the story display which behaviours? Discussion: which approach would be most effective in finding a solution that everyone felt ok about?</p>	<p>Lesson 4 What is peer pressure? Thought shower examples e.g. buying the same kind of trainers as other children in the class because of the fear of being laughed at if has different ones. Discuss how peer pressure can be positive and negative and is about trying to persuade others to do things, for right or wrong. Refer back to activity on agreeing and disagreeing. Group work: Standing out from the crowd memory activity</p> <p>Lesson 5 Revisit types of behaviour – aggressive, passive, assertive Ask pupils how much they think is understood through words, the way words are spoken or body language? Mime/role play: expressing anger without words, saying a sentence where the words do not match the 'tone.'</p> <p>Lesson 6 What are the hazards within our school community? Within Torbay? Refer to PDPN contextual data. Explore hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p>
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Unit 5: Being Safe and Asking for Help

PSHE Association Theme: Relationships

Year Group: 1/3/5

The principal aim of this unit of learning is to give opportunities to develop understanding of managing different types of emotions, whilst also reflecting on people who can safely help support with these. There is a focus on Being safe. There is a focus on health protection and prevention. There is a focus on Basic First Aid.

Learning Outcomes:

- To reflect on how we always have to take responsibility for our own actions
- To understand there are many people who can help us at a community, national and global scale
- To broaden knowledge of people who can help us in different situations and who we can trust

Ideas and Content for Learning:

- Creating barometers for different emotions
- Artwork of those who are close to us
- How would I feel if... writing/art/discussion/performance
- Visits from Local Emergency Services
- Understanding different agencies who can help us
- Agony Aunt/Uncle
- Exploring emotions through photos

Understand the Impact:

- Sharing names of people who can keep us safe
- Considering how we all react differently and can feel different emotions
- Reflecting on how we can help each other and signpost others to supportive individuals/agencies

Making Connections

- Recognition of different types of emotions at different ages in different contexts and the causes of these
- Creating links between how there are trusted individuals in different contexts, i.e., school, home, clubs, healthcare etc.

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

<p>Y1</p> <p>Lesson 1 Show children pictures from books, magazines, posters, internet of people in the community, people at work and roles people play in helping us inc. school staff. Thought shower: what is the role of these key individuals? What would happen if those people were not there? Do they wear special clothes or uniform? Why? What ways do they help us? Group work: What jobs do our families do? How do these help people? Extension activity: invite a member of the local community into school to talk about their job.</p> <p>Lesson 2 Use photo-cards to illustrate love, friendship, care. Individual task: draw someone who is close or important to them. Use the photo-cards to show 'jealous' and 'proud' Read story "Amy's bad day" (ELSA Story). How was Amy feeling? Use Emotional barometer to indicate whether feeling proud or jealous in response to scenarios. Pairs work: use How would I feel .. resource sheet for discussion</p> <p>Lesson 3 Explore a range of emotions and how these can feel bigger and worse sometimes. Use line of dominoes, knocking one over at a time to illustrate how feelings can get out of hand and affect our behaviour. Consider the impact of physical health and mental health. Thought shower; what should you do in the following situations. Use poster Feelings, thoughts and behaviour. Write ideas on board. Extension activity: make a feelings display.</p> <p>Lesson 4 Use photo-cards 'lonely' and 'included' to explore feeling of loneliness, belonging and acceptance.</p>	<p>Y3</p> <p>Lesson 1 Class visit to a local police station or visit from Local Police Officer. Prepare questions beforehand e.g. What crimes do children commit most often? What happens when a suspect is brought to the police station? Who looks after the police dogs? Follow-up group work in class: what three things did you learn on your visit about the role of the police and how they keep the community safe? Design and make a poster.</p> <p>Lesson 2 Discuss the idea of feeling guilty and why. Thought shower: does guilt have a purpose? Could it alert us to the fact that there is a problem we may need to solve? Pairs work: sort out scenarios on Taking responsibility - into two piles – one where you would expect the person to feel guilty and one where the person is not responsible and therefore should not feel guilty Group work: How can the characters make amends? Role play solutions.</p> <p>Lesson 3 Listen to the interactive story of Jack and the Beanstalk. Introduce the notion of 'conscience'. In groups, give a name to your conscience. Conscience alley drama work: half the class have to try and persuade a child to make an unwise choice (eg. staying up to watch TV late at night) while the other half try to persuade them to do the right thing. Extension activity: read the story of Pinocchio. Thought shower: what's the difference between physical hurt and mental hurt of emotions/ feelings? Ask children if the 'sticks and stones' expression is true? Pairs work: give children two blank cards to write one hurtful thing and one healing thing. Take in and shuffle up, then hand out randomly. Ask the children to line up with the most hurtful cards one end and the most healing cards the other end. Fold the line in on</p>	<p>Y5</p> <p>Lesson 1 Thought shower: what kind of clubs, activities or facilities exists in your area? What would you like to see? What about places to go for advice or if you wanted to talk confidentially? Who would you talk to? Put up four large sheets of paper around the room with headings e.g. 'about school/home/ friendships/physical health and mental health'. Pairs work: write on sticky notes an idea of a problem somebody might need to get help with and put under appropriate heading. Group work: research/investigate facilities for young people in the local area. Create a fact file of local information e.g. names, addresses of youth clubs, sports clubs, library, national help-lines etc.</p> <p>Lesson 2 Thought shower: what are the physical and emotional effects of feeling embarrassed? Use photo-cards 'embarrassed' and Feelings detective poster. Come up with own ideas for embarrassing situations. Scaling activity using a blushometer Group work: how can we help each other? Come up with strategies and role-play in groups.</p> <p>Lesson 3 Thought shower: what do we do or say to make each other feel good? Explain put-downs and then ask for examples. Put 2 large different coloured hoops (PE hoops) in centre of circle and give props to two children to look after – stars and pebbles to represent boost ups and put downs. Read a story about working with others and when put downs or boost ups are identified children put star or pebble in appropriate hoop. Discuss afterward how that person might have felt. Explore impact on mental health and physical health.</p> <p>Lesson 4</p>
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<p>Group work: Feeling Lonely challenge. How could you help others? Extend ideas to include feeling sad, hurt etc. Extension activity: Dear Diary. Write to the problem page of a magazine. Imagine and write the editor's reply.</p> <p>Lesson 5 What is Water Safety? Why is this important? How can we stay safe by the sea in Torbay? Refer to Royal Life Saving Society Resources.</p> <p>Lesson 6 Who are the emergency services? Why are the important? How do they help us? How to make a clear and efficient call to emergency services if necessary. Concepts of basic first aid, for example, dealing with common injuries and ailments.</p>	<p>itself so the most hurtful are opposite the most healing. Starting with the least hurtful, read out words and put the hurtful ones in the bin.</p> <p>Lesson 4 Is the sun safe? Is the sun unsafe? Explore safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>Lesson 5 What is Water Safety? Why is this important? How can we stay safe by the sea in Torbay? Refer to Royal Life Saving Society Resources.</p> <p>Lesson 6 How do we contact the emergency services? How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents. Concepts of basic first aid, for example, dealing with common injuries and ailments, including head injuries.</p>	<p>Discuss the feelings associated with being very angry with someone for a long time. Read story Forgiveness (ELSA story). Pairs work: should Sacha forgive Kelly? Record ideas why she should or should not in a 3 minute time period, then take a vote of hands across the class. Discuss what we often take into account when deciding to forgive someone. Ask children about self-forgiveness.</p> <p>Lesson 5 What is Water Safety? Why is this important? How can we stay safe by the sea in Torbay? Refer to Royal Life Saving Society Resources.</p> <p>Lesson 6 What are the ways we contact the emergency services? In an emergency? In a non-emergency? How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Concepts of basic first aid, for example, dealing with common injuries and ailments, including head injuries.</p>
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Unit 6: Growing Up, Staying Healthy and Making Ambitions

PSHE Association Theme: Health and Well-Being

Year Group: 1/3/5

The principal aim of this unit of learning is to develop an understanding of changes in humans and how to look after self: physically and mentally. There is a focus on Physical health and fitness. There is a focus on health protection and prevention. There is a focus on Developing bodies.

Learning Outcomes:

- To reflect on how we can be the most effective and responsible citizen
- To understand the changes in the human body
- To broaden knowledge of how to be healthy

Ideas and Content for Learning:

- 'The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)' – to support the R(S)HE curriculum
- Healthy balanced diet, with consideration for a healthy lifestyle
- Overcoming barriers
- Reaching and achieving goals: personally and academically
- Maintaining happiness
- Being an effective role model

Understand the Impact:

- Sharing ways we can help each other achieve our goals
- Considering how we change throughout our lives
- Reflecting on how we can as individuals be happy

Making Connections

- Recognising changes in humans over time and between genders
- Asking questions about suitable goals and how to achieve these

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

Y1	Y3	Y5
<p>Lesson 1 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 2 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 3 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 4 Whole class discussion: share different types of toothbrush, toothpaste, adverts from magazines. Ask the children what kind of toothbrush they use? How many times a day do they clean their teeth? <i>NB. This is contextual issue in Torbay.</i> Pairs work: write a list or draw pictures of all the different ways in which we look after our teeth. Trip/Virtual Trip: visit to a local dentist or visit from dental nurse.</p> <p>Lesson 5 Whole class activity: run on the spot for 1 minute, check pulse rate. Ask children how they feel and why? What does the pulse tell us? What other kinds of exercise do you do? What makes good health – physical health and mental health? Do we have a choice about our lifestyles? Explore the early signs of physical illness, such as weight loss, or unexplained changes to the body. Group work: conduct a survey and make a bar chart that represent the different ways children keep themselves healthy e.g. eating fruit and vegetables, playing with friends, relaxation, good amounts of sleep Extension activity: keep a journal over the week of what foods children eat during the school day. Ask them to discuss which foods are healthy and</p>	<p>Lesson 1 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 2 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 3 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 4 Whole class activity: recap on ways of keeping healthy (keeping fit, healthy eating, relaxation). Introduce idea of relaxing and leisure time and ask for examples. Consider physical health and mental wellbeing. Explore the early signs of physical illness, such as weight loss, or unexplained changes to the body. Make a collage of ways of relaxing after school, at weekend and in the holidays. Extension activity: draw a picture/symbol on a piece of card to remind them of their special place, to be used as a reminder to relax if feeling worried, upset or angry. <i>NB. This is contextual issue in Torbay – Figure 53, Eating Disorders</i></p> <p>Lesson 5 Thought shower all the ways in which we keep healthy and happy – mental health and physical health (good food, exercise, sleep, relaxation, feeling happy) Focus on the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. Whole class activity: role play around choices. Imagine you are a TV advertiser or a business person and you are trying to persuade people to buy or do something which they know is unhealthy (e.g. buy new sort of sweets,</p>	<p>Lesson 1 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 2 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 3 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 4 Recap on what constitutes a healthy lifestyle – consider physical health and mental health (healthy eating, exercise, rest, leisure). Explore the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. Individual activity: give each pupil a large circle divided into 24 sections to represent a typical day. As a whole class decide on a colour code to represent various activities e.g. blue for sleeping, red for school time, green for playing. Pupils colour in own chart according to how they spend their day. Whole class discussion: what is a healthy balance of activities? <i>NB. This is contextual issue in Torbay – Figure 53, Eating Disorders</i></p> <p>Lesson 5 Whole class activity: Read the story of The Farmer and the Fourth Son and discuss. Create a display about the skills needed to be an effective learner. What did the fourth son in the story do? (listened well, observed others, practiced hard etc.) Individual thinking: “one skill I have as a learner is ...</p>

<p>unhealthy and how the meal could be healthier. <i>NB. This is contextual issue in Torbay – Figure 53, Eating Disorders</i></p> <p>Lesson 6 Whole class activity: our dreams. Sentence completion: “when I grow up I want to be ...” Whole class activity: the miracle learner. Ask the children individually to think of a simple goal they would like to achieve to help them become healthier e.g. eat more fruit, being able to run faster, keep skipping for longer etc. Pairs work: share your goals and help each other come up with at least two steps to achieve it. How do you keep going towards a goal without giving up? How can we help each other keep going? Whole class activity: devise evaluation questions for the end of the plan. Extension activity: Devise a plan to learn something new, at home or school <i>NB. This is contextual issue in Torbay – Figure 53, Eating Disorders</i></p>	<p>stay up late and watch more TV) and won’t help wellbeing and sleep. What kind of arguments would you use? How would your audience resist the pressure? How do you feel when you make the right choices?</p> <p>Lesson 6 Whole class activity: making excuses. Divide into two columns on flip chart – barriers I can change and barriers I can’t change. Pairs work: children come up with excuses or reasons for not making healthy choices (e.g. I’m no good at sport, I’m too busy to do a sport, I haven’t got time to relax, I don’t want to discuss my feelings, we haven’t got a garden, I don’t like vegetables etc.). Sort into barriers I can and can’t change. Discuss and explore each excuse. Individual round: one goal I’m going to achieve in order to be healthy is ... Extension activity: work out and write/draw the small steps I will need to take in order to reach that goal.</p>	<p>Lesson 6 Ask pupils for names of a few famous people e.g. Harry Kane, Barak Obama, JK Rowling. Why are they famous? What did they have to do to succeed and reach their goals? (Work hard, study, be focused, have a plan, get support etc.) What qualities would they have needed? Explain terms patience, perseverance, resilience. What do you think they said when they felt like giving up? Pairs work: think of a time when you found something really difficult and you felt like giving up but you kept going and reached your goal. Tell your partner about it. Why was it difficult? What helped you to keep going? How did you feel when you reached your goal? How did you reward yourself when you reached your goal?</p>
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Unit 1: Citizenship, Responsibility and Leadership

PSHE Association Theme: Living in the Wider World

Year Group: 2/4/6

The principal aim of this unit of learning is to develop an understanding of how our World is shaped, how it is organised and led. To understand the history of our World and how it has become the world we live in today, whilst considering the future impact of our current way of living. There is a focus on Being safe.

Learning Outcomes:

- To reflect on how to be an effective citizen in a local community and at a greater scale
- To understand the way countries around the world are led and managed in different ways, with consideration for the British Values
- To broaden knowledge of the impact of our actions in the future in terms of climate change and sustainability

Ideas and Content for Learning:

- Creating class charters
- Understanding protected characteristics
- Understanding the role of the community in a supportive and collaborative approach
- Recognising the differences between democracy and dictatorships
- Recognising the impact of climate change and our role within this

Understand the Impact:

- Sharing examples of being part of a community
- Considering how the British Values shape our country and life in Modern Britain
- Reflecting on how they can be environmentally friendly and sustainable

Making Connections

- Asking questions about the similarities and differences between Britain and other countries in terms of leadership
- Asking questions about the similarities and differences between how climate change is impacting countries differently with predicted impacts

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

Y2	Y4	Y6
<p>Lesson 1 Group work: role-play 1) an unhappy classroom and 2) a happy classroom. Present to the class, Which is best? Discuss rules needed to help make and keep the classroom a happy place. Record and ask children to provide pictures for each of the rules.</p> <p>Lesson 2 Thought shower: things that make us special and unique. Consider protected characteristics. Individual work: ask children to draw or write about one thing they would take with them to the dream school, one thing they would leave behind, one new thing they would create especially to take. Share with a partner. Change partners several times so several opportunities for sharing arise.</p> <p>Lesson 3 Thought shower: what does community mean? Family, school, neighbourhood, groups, clubs e.g. brownies/cubs, church Go on a walk to the local high street and take photos of the shops, facilities e.g. post office, library, doctors, train station. Why do we need these things in our community? What do we like about these things? What would we change? Make an individual or class collage of the local community using information and images gathered. Consider if we were running a social action project, what could we do to initiate change.</p> <p>Lesson 4 Read together story from Nationwide Education website 'Wasteway'. Use as basis for discussion around where energy comes from and ways of saving energy. Do a walk around the school and discuss ways of saving energy e.g. turning off lights, turning off taps, keep heating on a timer. Pairs/group work: write a story about a day without energy.</p>	<p>Lesson 1 Group work: produce own charter for the classroom. Each group selects a representative to create a final class charter. Children sign the charter and produce pictures, signs, symbols, photos to make the charter accessible to everyone.</p> <p>Lesson 2 Give children some background information about Parliament and draw comparisons with decision-making in the class or school e.g. school council Look up word 'democracy' in a dictionary and write down meaning in their own words. As a class, discuss and agree a definition. Using local newspapers, children find examples of democracy e.g. in decision-making.</p> <p>Lesson 3 Thought shower: ways of saving energy in the home – heating, insulation, compost. Why? Discuss alternative sources of energy e.g. solar heating. Discuss idea of carbon footprint. Pairs/group work: research via internet and/or books, then produce an information leaflet on how to save energy in the home and saying why.</p> <p>Lesson 4 Discuss how water is used in school and at home and how it might be wasted. Imagine being a child in Africa and only having a certain amount of water – how would they use it and ration it? Pairs work: draw a picture to show, or write a few sentences about, ways of saving water. Extension activity: visit from a water company.</p> <p>Lesson 5 Thought shower: what do you know 'climate change' or 'global warming'? Show video(s) on www.ourplanet.org.uk. Discuss what is climate change? What has caused it? Discuss what carbon emissions are and</p>	<p>Lesson 1 What makes a dream school? What makes it a nightmare school? Why might it have become like that? Group work: dream school activity. Prepare a presentation for the rest of the class. Pairs work: come up with 2 or 3 basic rights people should have in their classroom. Feedback and categorise. What are the promises you make (i.e. rules) to match these rights?</p> <p>Lesson 2 Recap on meaning of 'democracy' and its importance. Do a mock democratic vote for House Captains. Discuss how to make it fair. How are voting systems made fair? Ban a common word e.g. 'Miss' for a short while – how does it feel to not be allowed to use it? Discuss freedom. What freedoms do we have and why? Compare countries that have/do not have democracy and how power is influenced e.g. UK vs. Zimbabwe/North Korea.</p> <p>Lesson 3 Go on a walk and take photos of environmental problems in the local community e.g. litter, traffic congestion and discuss reasons. Or invite in a guest speaker e.g. Groundworks UK/WWF to talk about biodiversity, endangered species and protecting wildlife. Or research websites about environmental problems and our responsibilities.</p> <p>Lesson 4 Show video(s) on www.ourplanet.org.uk. Discuss what is climate change? What has caused it? Discuss what carbon emissions are and where they come from. What effect has it had? Discuss the impact this has had on citizen's lives and the wildlife. What are the alternative sources of energy? Pairs work: make up a story board for younger ones about animals' habitats being threatened, rainforests disappearing, polar bears being</p>

<p>Lesson 5 Recap on story 'Wasteway' from previous session. Thought shower: what does re-cycling mean? Why re-cycle? Show images of landfill sites if possible. Discuss what can be re-cycled and where. Group work: give each group a bag of items e.g. clothing, food, packaging, paper, garden waste, plastic bags and ask them to sort into a range of re-cycling facilities inc. landfill. Individual work: draw pictures of items under two headings –'recyclable' and 'non-recyclable.'</p> <p>Lesson 6 Thought shower: what is pollution? What causes pollution? Encourage research e.g. BBC website. Do a pollution survey around the school e.g. litter count, car count, monitor air pollution Group work: make an information leaflet about pollution and its causes.</p>	<p>where they come from. What effect has it had? Discuss the impact this has had on citizen's lives and the wildlife. Pairs work: write a few sentences about climate change Group work: make a save our planet poster.</p> <p>Lesson 6 Show video(s) again from previous session and recap on discussion. Which part of the world is most affected by climate change and why? Pairs/group work: create own story about how a superhero saves the planet from environmental disaster.</p>	<p>threatened etc. and how climate change has brought this about.</p> <p>Lesson 5 Continuation of previous week. Read story to younger children.</p> <p>Lesson 6 Thought shower: what does 'responsibility' mean? What kinds of things are you personally responsible for? What things in the classroom are we collectively responsible for? Around the school? Pairs work: research into G8 and Kyoto on a child-friendly website. What was their purpose? Write 10 facts. Group work: Card game: - What can we do? (Oxfam Education). Discuss and decide on an option for action. Make a pledge – what are you going to do to make a change?</p>
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Unit 2: Following the Law, Staying Safe and Overcoming Peer Pressure

PSHE Association Theme: Health and Well-Being

Year Group: 2/4/6

The principal aim of this unit of learning is to recognise what is legal and illegal. To understand how peer pressure may feel but that we have take responsibility for our choices and actions. This unit focuses on drugs, alcohol, tobacco and vaping. There is a focus on Personal Safety.

Learning Outcomes:

- To reflect on what peer pressure is and how to manage this: both online and offline
- To understand what is legal and illegal: with consideration for the Rule of Law
- To broaden knowledge of the lasting impact of drugs, alcohol, tobacco, vaping and smoking

Ideas and Content for Learning:

- Organising different types of medicines
- Differentiating safe and unsafe drugs
- Recognising the impact of smoking and vaping
- Understanding the dangers of knives
- Recognising the difference in use and misuse
- Knowing what to do if you know of illegal activity

Understand the Impact:

- Sharing strategies for overcoming peer pressure in the online and offline world
- Considering how to make own choices which are safe and legal
- Reflecting on the consequences of our actions

Making Connections

- Recognising the long-term effects of tobacco, vaping, alcohol and drugs
- Recognising the impact of illegal choices on victims, their families and loved one

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

<p>Y2</p> <p>Lesson 1 Discussion: remember a time when you felt unwell. How did you feel? Did you take medicine? Who gave you the medicines? Is it safe to take medicines when you are not ill? Show a range of empty medicine boxes (with labels still on) e.g. Calpol, Junior Aspirin, asthma inhaler, tissues, etc. Pairs/group work: on an outline of the human body, children decide whether the medicines they have discussed go inside or on the outside of the body, then write or stick pictures of them in the appropriate place. Role play: being at the hospital.</p> <p>Lesson 2 Thought shower: range of substances kept in the home e.g. bleach, glue, cleaning fluids, aspirin, toiletries etc. Bring in empty containers with labels still on or show pictures. Discuss what they are used for and that can be harmful if not used properly. Sorting activity: divide into 3 piles – safe to touch, unsafe to touch, don't know. Discuss which substances should be locked away or used only by adults. Explain labels and warning signs. Explain what to do if there is an accident with one of these substances and where is safe storage. Pairs work: write a story or role-play a situation where a younger child has found a household substance. They explain its purpose and safe use.</p> <p>Lesson 3 Thought shower: show pupils an empty cigarette packet. Ask pupils to think of how they feel when someone they know smokes/vapes? Ask pupils why they think people smoke even when they know it is not healthy? Introduce the idea of being dependent on something and the idea of a habit. Group work: make a 'say no to smoking and vaping' poster. <i>NB. This is contextual issue in Torbay – Figure 61, Smoking/Vaping</i></p> <p>Lesson 4</p>	<p>Y4</p> <p>Lesson 1 Thought shower: examples of risks that children have taken recently and the consequences. Categorise e.g. health, safety, belongings. Opinion islands activity: give children a list of general risks e.g. trying new food, lending a possession, not brushing teeth, drinking alcohol etc. and ask them to place themselves in one of the opinion islands marked 'very risky' or 'slightly risky'. Give reasons. Group/pairs work: consider scenarios of risk-taking behaviour e.g. a girl who eats sweets and chocolate all the time. Make a balance sheet – 2 columns 'what I'd gain from taking this risk' and 'what I'd lose from taking this risk' – and discuss whether the risk is worth taking. Individual work: children set a goal to change their behaviour/improve their physical health and mental health. <i>NB. This is contextual issue in Torbay – Figure 60, Alcohol</i></p> <p>Lesson 2 Explain what a drug is: any substance that alters the way in which the body functions. Some medicines are drugs but not all drugs are medicines. All drugs can be dangerous if not used properly. Group work: provide large sheet of paper with word 'DRUGS' in middle. Children write all the words or names they know associated with the word. Each group to feedback. Summarise key points. What further information would they like to know? Write questions or concerns on a separate sheet of paper and put in question box for next session.</p> <p>Lesson 3 Recap on learning from previous session. Answer questions from question box. Discuss what has been learnt in Science about smoking/vaping and in previous years PSHE. Groups/pairs work: write down three reasons why they think people start to</p>	<p>Y6</p> <p>Lesson 1 Thought shower: examples of risks that children have taken recently and the consequences. Read a well-known story in which the character took a risk which had negative consequences e.g. Little Red Riding Hood, Three Billy Goats Gruff and Rumpelstiltskin. Explore the pressures and influences the character was under. Where does pressure come from? Variety of sources –TV, advertising, friends. Individual activity: make a story board or cartoon strip about a time when they felt pressurised into doing something they did not want to do. Share work with a partner and discuss how to respond to pressure from others. Role-play a scenario where someone else is under pressure and they help them cope.</p> <p>Lesson 2 Recap on what a drug is (see Yrs. 3 and 4). Thought shower: words or names for drugs. Identify legal and illegal drugs. Why are laws made to restrict the use of drugs? Group work: decide whether a new drug e.g. A medicine or something that goes in a drink should be legal or illegal. Describe the drug – what it looks like, how it is taken, how it makes people feel, long and short-term effects etc. Class debate: each group says why their drug should be totally banned or whether there should be laws to regulate the drugs' use or sale, punishments for breaking the law etc. Class vote. Individual activity: reflect on what they have learnt about drugs, write down any further questions to go in the question box.</p> <p>Lesson 3 Recap on learning from previous session. Answer questions from question box. Discuss what has been learnt in Science about smoking and in previous years PSHE. Thought shower: why do people start smoking?</p>
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<p>Thought shower: using a range of empty bottles (but with labels still on) of beer, wine, alco-pops, lemonade, water, soft drinks etc.</p> <p>Ask which contain alcohol and group into alcoholic and non-alcoholic drinks. Ask what happens to people when they drink alcohol? When might people drink alcohol? What does it do to the body if someone drinks too much alcohol? Consider hospital admissions. <i>NB. This is contextual issue in Torbay – Figure 60, Alcohol</i></p> <p>Lesson 5</p> <p>Individual activity: draw pictures and label things they feel or know they have to keep safe from e.g. ghosts, bullies, the dark, cars, strangers. Thought shower some ideas and feelings first. Sharing drawings as a class: why are these things scary or dangerous. Group work: role play a scary situation and practicing key messages e.g. Not wandering off with older children or people they don't know, saying 'no' or 'please help me', telling a safe adult.</p> <p>Lesson 6</p> <p>What are the risks in school? At home? In Torbay?</p> <p>How to recognise risk and keep safe around roads and water. Which roads are close to home? To school? How do we stay safe near the sea/when at the beach? Refer to Royal Life Saving Society Resources.</p>	<p>smoke /vape and why it is hard to stop. Put up two posters – 'agree' and 'disagree' – at opposite ends of the room. Each group/pair reads out one of their suggestions and the rest of the class stand by the relevant poster. Ask for reasons why they are standing there.</p> <p>Explore the risks of nicotine addiction. Role play – what would you do if someone offered you a cigarette/vape? Practice saying no. <i>NB. This is contextual issue in Torbay – Figure 61, Smoking/Vaping</i></p> <p>Lesson 4</p> <p>Thought shower: favourite drinks and names of alcoholic drinks. Why do some people choose to drink alcohol? What are some of the positive and negative effects? Do children know the legal age for buying alcohol? Explore concept of use and misuse. Consider when a hospital visit and admission happens due to alcohol misuse. Group/pairs work: make an information leaflet recording the short and long-term effects of drinking alcohol, the effects on the body, health, feelings and behaviour. <i>NB. This is contextual issue in Torbay – Figure 60, Alcohol</i></p> <p>Lesson 5</p> <p>Thought shower; what different groups do we belong to? What's the difference between a 'group' and a 'gang'? Why do people join gangs? Do all gangs bully?</p> <p>Group work/role play different situations where one person is under pressure from a gang or a group to do something they do not want to do e.g. stealing, giving away a possession. As appropriate, consider county lines.</p> <p>Lesson 6</p> <p>What are the risks in Torbay? Refer to contextual information shared at PDPN. How to recognise risk and keep safe around railways, including level crossings. What do the signs look like? When can and can't you cross? Refer to Royal Life Saving Society Resources.</p>	<p>Pairs work; write a letter to an agony aunt about the pressure to smoke/vape – pressure from friends to join in, pressure to look more 'grown up', belief that smoking will help stress, curiosity etc. Present to class and discuss ways of resisting pressure. Explore the risks of nicotine addiction, including nicotine pouches. <i>NB. This is contextual issue in Torbay – Figure 61, Smoking/Vaping</i></p> <p>Lesson 4</p> <p>Recap on previous learning about alcohol. Discuss reasons for drinking or not drinking – social, religious. Explore measures and concept of drinking responsibly, recommended daily units for men and women, what binge drinking means. Explore how excessive alcohol results in hospital admissions, procedures and potentially long-term health impacts. Group work: devise a story or role-play to explore what happens when group of friends go out, some of whom drink. Show why some people want to drink and some don't, how to resist pressure from others, feelings and reactions involved, how the drinker feels after the event. Present to class and discuss ways of resisting pressure. <i>NB. This is contextual issue in Torbay – Figure 60, Alcohol</i></p> <p>Lesson 5 – <i>If contextually relevant/needed</i></p> <p>Thought shower: in which jobs would you use knives? Explain the purpose of using knives in the workplace – to make the job easier. Knives carried for any other reason can only cause havoc. It is illegal to carry a knife. Group discussion: why would someone want to carry a knife? How is it risky? What are the possible consequences to – the self, to the school, to family, to friends? Each group to come up with excuses why someone caught carrying a knife has done so. Discuss: what do you need to do if you thought or knew someone had a knife at school without putting yourself at risk? What other strategies are there for staying safe?</p>
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		<p>Lesson 6</p> <p>What are the risks in Torbay? Refer to contextual information shared at PDPN. How to recognise risk and keep safe around roads, railways, including level crossings (previously covered in Y2), and water, including the water safety code (previously covered in Y4). Refer to Royal Life Saving Society Resources.</p>
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Unit 3: Earning, Saving and Spending

PSHE Association Theme: Living in the Wider World

Year Group: 2/4/6

The principal aim of this unit of learning is to develop an understanding of how money is earned and how there are things this must be spent on (bills etc.) compared to things we choose to spend it on.

Learning Outcomes:

- To reflect on how we must take responsibility of our money
- To understand the role of the bank and how they can advise us
- To broaden knowledge of what costs money and how much money this is in comparison to a monthly income

Ideas and Content for Learning:

- Recognising regular and irregular sources of income
- Understanding how to keep money safe
- Understanding what a bank is and their supportive initiatives
- Developing understanding of what bills are and the % of income spent on these
- Understanding different jobs have different incomes
- Role play different business ventures

Understand the Impact:

- Sharing ideas for earning money/career ambitions
- Considering the importance of budgeting and how to do this
- Reflecting on what money is spent on

Making Connections

- Reflecting on the rich-poor divide around the world
- Reflecting on how different families have different circumstances and incomes
- Reflecting on the role of charities in supporting those with low incomes and the morality of this

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

<p>Y2</p> <p>Lesson 1 Thought shower: regular sources that money can come from (jobs, pocket money) and irregular sources (birthdays, gifts). What do children buy with their money? What do adults have to spend money on? Group work: devise own money and make notes and coins out of paper. Set up a shop in the home corner and role-play buying and selling items using new currency.</p> <p>Lesson 2 Ask children what the safe way to bring money to school is? Demonstrate to children putting money in a sealed, named envelope. Model to children the procedure of giving it to the office or teacher. Discuss how parents/carers can also pay via online secure systems between home and school, for example, Parent Pay. Why do we do this? Ask children what do we keep money in at home? Discuss how this may be sent electronically by parents/carers. Group work: children look at newspapers, magazines and publications that advertise banks and building societies. Make a list of the different places where you can keep money. What are the advantages of keeping money in these places? Create a bank in the home corner.</p> <p>Lesson 3 Show children a range of plastic coins of varying value – 1p, 5p, 10p, 50p, £1. Ask them which is worth the most and why? Set up a shop with items labelled with a range of prices. Hand out randomly a selection of plastic coins of varying values. Pairs work: what would you like to buy from the shop? Have you got enough money to buy what you want? What can you do if you can't afford it? (Encourage the idea of saving and waiting rather than borrowing). Group work: role play going to the shop.</p> <p>Lesson 4</p>	<p>Y4</p> <p>Lesson 1 What is the role of a bank? Explore the concept of money and the value of money. Children to research different items they would like to buy and how much these would cost individually and in total.</p> <p>Lesson 2 Ask children to take on the role of a bank. They are going to keep a record of one of their account holders who has £50 but keeps no records. Read out a list of their purchases (which exceed £50) and ask children to record their spending. Ask children why it is important for this person to keep a record of how much money they have. What might happen if the person continues to not keep a record?</p> <p>Lesson 3 Thought shower: what do your parents/carers have to spend money on? I.e. the essentials - food, bills, mortgage/rent etc. Are there non-essential ways of spending money? Pairs work: divide a piece of paper into 3 columns headed 'essential', 'non-essential' and 'luxury'. Make a list of all the things in your bedroom which would fit in each column. How do we make the distinction between the 3 categories? Emphasise personal and family values and lifestyle.</p> <p>Lesson 4 As a whole class, create a character of the same age as the children and make a class list of what the character could spend money on, how much these items cost and whether they are regular or occasional purchases/luxury items. Add up total cost of items and give character a pocket money amount that is less than this. What can the character do if they don't have enough money? Group work: imagine the character wants to buy an expensive luxury item e.g. an iPhone which costs £800. Write a financial plan for the character – how they can save money over the weeks to</p>	<p>Y6</p> <p>Lesson 1 Look up job adverts to get an idea of the range of earnings in various jobs and professions. Dragons' Den project: introducing the idea. Show footage of TV programme. Discuss how to make a business plan, following broad headings planning, costing, finance, sales, marketing. Designing a product and ways of marketing it. Group work: thought shower tasks to be done and divide into roles e.g. treasurer, designer, researcher, marketing.</p> <p>Lesson 2 Dragons' Den project: preparing the product. In groups costing their product – how long will the product take to make? How much will it cost to make? Research for cheapest materials. How will they advertise it? Where will they sell the product? Research cost of similar products. Decide on price to charge which represents 'value for money'.</p> <p>Lesson 3 Inside the Dragons' Den: groups have to persuade the dragons the investment is worth it. Dragons could be volunteers from the local financial community e.g. local bank volunteers, teachers, governors or parents. Group work: prepare a power point presentation. Dragons ask questions under headings – general, planning and organisation, sales and marketing.</p> <p>Lesson 4 Group discussion: evaluate how the project went. How successful was the group in achieving its aims? What were the obstacles to success along the way? How would you do it differently in the future? How well did the group work together? Group work: write a short piece for the school newsletter/ website about the project and how it went.</p> <p>Lesson 5</p>
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<p>Ask children to think back to previous week's activity. Was the item they chose to buy from the shop a necessity? Or a luxury? Display a range of needs and wants on interactive whiteboard e.g. food shopping, cinema trip, skateboard, electricity bill, clothing etc. and ask children to classify.</p> <p>Pairs work: divide a piece of paper into two columns – wants and needs – and write a list or draw pictures in each.</p> <p>Lesson 5</p> <p>Show 2 pictures – one of someone looking very rich, the other average or poor. Ask what makes us happy, as children and adults? Do these things cost money?</p> <p>Group work: prepare a presentation to the class around the idea of what makes us happy.</p> <p>Lesson 6</p> <p>Recap on previous session and reflect on the idea of helping others less wealthy or fortunate. Explain what a charity does and give examples. Show websites e.g. Age Concern, CAFOD</p> <p>Class vote: present two or three local charities to the children and explain what they stand for. Class vote on which one to raise money for. Work out how much they might hope to raise and how to do it. Create a coin trail of 1p and 2p with the aim of reaching a particular length as way of showing the children how they are doing towards their goal.</p>	<p>get the item? How can they earn extra money?</p> <p>Groups present plan to class and discuss its advantage and disadvantages.</p> <p>Lesson 5</p> <p>Thought shower: recap on how our families spend and use money – mortgage, food, travel. Does everyone have this money? In the UK? In other countries? What happens if you don't have money? How do you feel towards people less fortunate than ourselves? Discuss the work of a well-known charity e.g. Age Concern, CAFOD. What does it do? How does it help people in other countries? What might poverty mean in a poorer country?</p> <p>Group work: look in local and national papers and magazines for adverts for charities. Write a list of their names and what they do.</p> <p>Lesson 6</p> <p>Decide on a local charity to raise money for (could be whole school event) and how.</p> <p>Group work: come up with ideas to raise money and write a plan. Present plan to class.</p>	<p>Thought shower: what kind of things do you need money for at each major life stage? Draw 4 columns on flip chart and write ideas under headings - at school? at college? with a young family? When retired?</p> <p>Thought shower: how do we pay for schools, hospitals, police etc.? Who pays for your pension? Who pays if your house burns down?</p> <p>Pairs work: write key terms e.g. taxation, pension, insurance etc. on flip chart and ask pupils to look up and write a definition</p> <p>Lesson 6</p> <p>Thought shower: What does being rich mean? Being 'poor'? Why do some people have more money than others? Discuss global poverty: why do some countries have more money than others? (Natural resources, power, war, drought etc.). Explore the terms developed and developing countries. What is the role of a charity? Show websites e.g. Age Concern, CAFOD.</p> <p>Pairs work: research and write a list of both UK and international charities. Choose one charity and research further into the work it does. Write a few lines and present to the class.</p> <p>Could link to work in other year groups on choosing a charity to fund-raise for.</p>
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Unit 4: Trade, Food Growing and Fairness

PSHE Association Theme: Living in the Wider World

Year Group: 2/4/6

The principal aim of this unit of learning is to recognise the world needs to work together to trade food grown in different part of the world. To understand the role of Fairtrade in preventing disproportionate earnings. There is a focus on Physical health and fitness. This unit focuses on healthy eating.

Learning Outcomes:

- To reflect on the importance of Fairtrade to individuals at a local, commercial and global scale
- To understand how food is grown and traded around the world with impact on producers
- To broaden knowledge of food miles and the environmental sustainability of this

Ideas and Content for Learning:

- Understand the Fairtrade symbol and the significance of this
- Recognise where foods are grown
- Recognise the cost of foods and who receives the most money
- Understand the cost of foods
- Understand the sustainability of growing some foods
- Research into the earnings of farmers around the world

Understand the Impact:

- Sharing knowledge of where foods are going and the financial and environmental costs of this
- Considering how diets can be adapted to minimise environmental damage
- Reflecting on the fairness of earnings from the farmer to the seller

Making Connections

- To recognise the impact of food miles on global warming
- To identify the differences over time as families now grow less of their own food to different periods of time

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

<p>Y2</p> <p>Lesson 1 Present two shopping baskets to the pupils with items such as chocolate, sugar, coffee beans, wheat, rice, oranges etc. Ask what the difference between the contents of the two bags might be? (One bag contain things grown by farmers in the Britain, the other bag contains things grown by farmers overseas). Food we often like to eat comes from warmer countries. Take out each item and identify the country of origin from the label. Make a list of the countries mentioned. How can we plan and prepare healthy food? Group work: give each group one of the food items and ask them to find the country it was made in on a large world map display. Write a list of products and the name of the country where they are produced.</p> <p>Lesson 2 Thought shower: when do you celebrate in your family? (Birthdays, Christmas, Eid, Diwali etc.). What do you wear? Who is with you? Did you play games? Did you sing song or listen to music? What kind of foods do you eat? Use pictures/photographs of special events or invite some of the children to come in special dress and talk about how they celebrate in their family. Prepare some interview questions together as a class based on thought shower. Divide children into pairs and take turns in asking and answering questions relating to a special event or celebration in their family. Draw a picture of you celebrating a special event with your family. Compile pictures into a class display or collage.</p> <p>Lesson 3 Make a list of foods associated with special days e.g. Christmas, Eid, Diwali – turkey, Christmas pudding, nuts, cakes, sweets, biscuits etc. When do we eat or give chocolate? - Easter eggs, Valentines Day, birthdays etc. What does chocolate contain? (Cocoa, milk,</p>	<p>Y4</p> <p>Lesson 1 Ask the children: how many of you like chocolate? How much do you eat? Every day or once a week? Show pictures and prices of chocolate – ask why do they differ? How much chocolate do we consume in the UK each year? -average £72 per person – which is more than a cocoa farmer in Ghana would earn in whole year. Ask the children if this is fair? Explain most farmers are poor because they are not paid a fair price for their cocoa. Most of money spent on chocolate doesn't go to farmer but shop that sells it, to factory to manufacture the bar, packaging, distribution and selling costs. Group work: draw a diagram or picture flow chart to show the role of the shop, the factory and other involved in the business in transforming the cocoa beans into the chocolate bar we buy in the shop. Encourage children to think of the chocolate as a 'product' and that there are other aspects to the industry.</p> <p>Lesson 2 Thought shower times when children have felt something was unfair. What happened? Why was it unfair? Explore meaning of ethics and morality/right and wrong. Group work: make a list of other fair trade objects – look at Cafod website interactive game Kidz Zone – Fair Trade Supper – for ideas. Write a few sentences about the principles behind fair trade.</p> <p>Lesson 3 Thought shower: what other items are sold under fair trade principles in the UK? Who are the consumers? What kind of power does a consumer have? Show Cafod's power point story of Anna's shop to illustrate why Fair Trade goods might be more expensive. Class debate: divide the class into two halves and then into small groups. Each group provides arguments for or against the motion – "fair trade</p>	<p>Y6</p> <p>Lesson 1 Thought shower: what do you know already about international trade? What does it mean to be a 'rich' country or a 'poor' country? Ask for examples. Present a shopping basket with a selection of items that are grown overseas. Include empty wrappers of vegetables and fresh fruit grown in other countries and shipped in. Where do they come from originally? Is this the same as where they were manufactured? Locate places on a world map. Group work: on photocopy of world map ask children to find the main countries where cocoa is grown (Ghana, Ivory Coast, Indonesia, Nigeria, Brazil, Ecuador) and colour green. Then find countries where chocolate is produced (Switzerland, Austria, Ireland, GB, Norway, Denmark, Germany, Belgium etc.) and colour red. Ask them to discuss the countries coloured in and what they notice about the position of these countries. Discussion: talk about the North/South divide– factories tend to be concentrate in northern Europe in the richer industrialised parts of the world; countries that produce raw materials often have limited facilities to manufacture goods and therefore earn less money. Introduce concept of interdependence between nations and the way that trade is based on a principle of mutual need.</p> <p>Lesson 2 Discussion: who is involved in the cocoa-trading chain? – role of farmers, cocoa buyers, importers, chocolate companies, shops, government. What do these roles involve? Group work: assign each member of the group one of the roles. Ask the children if they think all these people get a fair share or if some make more money than others? Who do they think makes the most money? The least money? Divide £1 into amounts to represent who should</p>
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<p>sugar) Why is it seen as so special? Sweet and velvety, seen as indulgent in developed countries or as a treat, many people think it is delicious. (When did chocolate first appear in cakes -1828 – before this chocolate was drunk). If health and safety regulations allow, make chocolate rice crispy cakes – melt chocolate chips (the smaller the better) in a bowl of hot water and stir in rice crispies or cornflakes. Allow to cool and set in a fridge if possible.</p> <p>Lesson 4 Ask the children: how many of you like chocolate? How much do you eat? Every day or once a week? Is chocolate healthy for you? What else has chocolate in it other than chocolate bars? In the UK we spend on average £72 per person on chocolate every year! Conduct a class survey of how much chocolate they eat over a week and which types they prefer. Group work: collect pictures and images of chocolate and chocolate products from magazines and papers and make a collage.</p> <p>Lesson 5 Using a world map or globe, show the countries where chocolate comes from – Ivory Coast, Ghana, Indonesia, Nigeria, Brazil etc. Give facts about chocolate – cocoa beans are grown on trees, in pods. They start off green and turn yellow when ripe. When ripe, farmers pick them open and take out the white seeds (cocoa beans). Seeds are left to ferment in plantain leaves for 7 days until turn brown and start to develop chocolatey smell, then laid out in sun to dry for another week. Write a few sentences about where chocolate comes from and how it is grown.</p> <p>Lesson 6 Recap on work from previous session about average amount of money spent on chocolate in UK. If we are spending all that money on chocolate, do you think cocoa farmers are rich or poor? Invite discussion, then explain most</p>	<p>products are expensive and not worth it”.</p> <p>Lesson 4 Thought shower: where do we get our news from? Name as many sources of communication as possible. Group work: present children with several different versions of the same event in another country from a range of newspapers. Look for dis/agreement between the papers about the facts. Look for similarities and differences in the way the story is presented. Discussion: what is bias? Is there any bias in the way the story is reported? Is bias right or wrong in a news item? Introduce concept of audience. Group work: write a newspaper article about the Fair Trade movement/farmer’s cooperative in one of the main cocoa-producing countries.</p> <p>Lesson 5 How can we plan and prepare healthy meals? Can you create a healthy meal plan for a day? A week? What are the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay). What are the risks of an inactive lifestyle? Who could you speak to if you are worried about your own or others health? <i>NB. This is contextual issue in Torbay – Figure 53, Eating Disorders</i></p> <p>Lesson 6 Discuss what a stereotype is (a mental picture of someone or a group). Give examples e.g. girls like pink, boys like blue. Class debate: divide the class into two halves and then into small groups. Each group provides arguments for or against the motion - ‘chocolate makes us fat’ or ‘chocolate is bad for you’ or ‘chocolate appeals more to women than to men?’</p>	<p>get which amount. Is this fair? In groups come up with reasons why this trading chain can be unfair and to whom. Not a just system of exchange between those with the raw materials and those with the economic power to buy, process and market them.</p> <p>Lesson 3 Recap on where cocoa beans are grown – which countries? Where is chocolate manufactured? What does manufacturing mean? Transportation from hot countries where grown to countries like UK where manufactured affects the environment. Recap on other foods from shopping basket (session 1) that are imported. Distance food travels from field to plate is called ‘food miles’. Half the vegetables and 95% of fruit eaten Britain is imported– mainly by plane and then lorry, both of which give off large carbon emissions. Most Fair Trade produce is freighted by ship which takes longer and is more expensive but less harmful to the environment. Write own definition of ‘food miles’. Look up on google or related websites. Research which foods that are grown locally in the UK and at which time of year. Make a class display of footprints with pictures of foods, names of countries and flags – to represent where different foods come from. Include items of food that are produced locally in the UK.</p> <p>Lesson 4 Thought shower: what is your favourite food? Do you have enough to eat? Why are some children hungry? Explain about 800 million people around the world suffer from lack of food even though there is enough food in the world to feed everyone. Reasons – poverty, bad weather and poor crops, war, disease. How can we plan and prepare healthy meals at home? For communities around the world? Ask the children if they can think of countries at war? Locate them on world map. Explain main reasons for hunger and starvation. Write 10 sentences about why food shortages happen.</p>
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<p>farmers are poor because of not receiving a fair price for their cocoa. Explain/draw a diagram or picture flow chart the role of the shop, the factory and the cocoa buyers in transforming the cocoa beans into the chocolate bar we buy in the shop. Encourage children to think of the chocolate as a 'product' and that there are other aspects to the industry i.e. processing, packaging, advertising, selling, distribution etc. Ask the children why this it is not fair that they receive such a low wage? Show power point presentation from Fair's fair assembly or Divine Chocolate website. Explain terms cooperative and fair trade principles. Draw the Fair trade logo and write a sentence about what it stands for.</p>	<p>Relate to work on Fair Trade – what images do you have of chocolate-producing countries.</p>	<p>What are the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). What are the risks of an inactive lifestyle? What is obesity? How does an inactive lifestyle impact this? Who could you speak to if you are worried about your own or others health? <i>NB. This is contextual issue in Torbay – Figure 53, Eating Disorders</i> <i>NB. This is contextual issue in Torbay – Figure 60, Alcohol</i></p> <p>Lesson 5 Ask the class if they think it is fair that 80% of the world's resources are controlled by 20% of the world's population, most of whom live in rich countries. Who owns the world's resources? Are the world's resources finite or in short supply? Group discussion: how should we use resources and the environment? What responsibility do we have to each other? How can we help and support each other? Each group makes a presentation of their discussion and argument to the rest of the class. Look at a website of an international aid agency e.g. Christian Aid, War on Want, Oxfam to show the work they do to alleviate suffering in other countries and discuss.</p> <p>Lesson 6 Give children a number of statements and ask if fact, opinion or mixture of two e.g. cheese is a food make from milk; cheese is very tasty; London is the best city in Europe; London is the capital of England. Try some more difficult statements e.g. around 800 million people in the world do not get enough to eat although there is more than enough food to feed everyone; it is unfair that some countries are very rich whilst others are not. Ask how do we get our news? TV, paper, radio, internet, word of mouth etc. Do they all give the same version of</p>
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		<p>the news? What is local news about, national news, international news?</p> <p>Would an editor of a newspaper write the same story for a child as for an adult?</p> <p>Give examples of headlines from several papers. Which makes them want to read on? What makes a headline grabbing?</p> <p>Group work: give children a short news article and ask them to come up with an exciting headline. Write each one up on the board and vote for best one.</p>
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Unit 5: Families, Friendships and Relationships

PSHE Association Theme: Relationships

Year Group: 2/4/6

The principal aim of this unit of learning is to understand there are differences between individuals which are and are not visible, whilst also understanding everyone has different perceptions and beliefs, with a building understanding of protected characteristics and the Equality Act. The focus is on understanding families and people who care. There is a focus on General Wellbeing.

Learning Outcomes:

- To reflect on similarities and differences between humans which are and are not visible, with consideration for protected characteristics
- To understand different stereotypes that can be formed
- To broaden knowledge of different identities around the world with an understanding of the protected characteristics

Ideas and Content for Learning:

- Collage of different identities with an understanding of the protected characteristics
- Recognising people we can trust who we do know (parents/carers etc.) and who we do not know (paramedics, police etc.)
- Understanding the protected characteristics
- Exploring languages used around the world
- Understanding reasons why friendships may change over periods of time

Understand the Impact:

- Sharing differences between people on a local, national and global scale
- Considering how to overcoming stereotypes
- Reflecting on own beliefs, how these have been formed and how to manage these moving forwards

Making Connections

- Reflecting on how an individual's upbringing can impact on their beliefs about families, friendships and relationships.
- Understanding the stereotypes that can be formed around the world and the impact of these, e.g., wars, dictatorships etc.

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

Y2	Y4	Y6
<p>Lesson 1 Read a story e.g. Wheels by Shirley Hughes. Ask the children to think about the main character's special people and what makes them special. Ask the children to describe the people who are special to them e.g. family members, adults in schools, neighbours and their relationship with that person. What makes those people special? What do they do? What do they say? Draw a portrait of someone special and label it with words that describe how they are special e.g. My granddad takes me to the park.</p> <p>Lesson 2 Give each child a large piece of paper with three concentric circles drawn on it – one small, one medium, one large. Draw and label themselves in the small circle in the middle. Second circle – draw and label special people who are the most likely they would go to for help (likely to be closest friends and family). Large circle – people they might go to if others not available. Outside the large circle, draw and label people they do not know well but who give advice and support in particular situations (nurse, police officer etc.). Explore how marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Thought shower examples of when you might need help. When would you solve a problem yourself and tell an adult what happened? Pairs work: role play and problem solving (problem in a hat). Devise simple scenarios when children might ask for or give help e.g. you have fallen over in the playground, the work is too difficult, someone has been nasty to you etc. Children role play scenarios including suggestions of ways of dealing with the situation.</p> <p>Lesson 3 Use photo-cards which represent 'lonely' and 'included' to explore</p>	<p>Lesson 1 Thought shower: what do we all have in common as people? What makes us different? Consider protected characteristics. Explore how every family setup can look different, both within school and the wider world, and that families are characterised by love and care. Pairs work: find 3 things that are different and 3 things that are the same between us, e.g. physical appearance, likes, culture, race, gender, disability, religion etc. Which are visible differences and which are not? What would it be like to live in a world where everybody looked and acted the same? What are the benefits to us of difference? List the things you like most about living in a world where there is so much variety.</p> <p>Lesson 2 Game: the tangled web. Throw a ball of wool around the circle or class to show how we are all interconnected and to illustrate similarities and differences. Create a class collage called 'the human race' to illustrate and celebrate the richness of diversity and the range of protected characteristics. Use pictures and images from magazines and newspapers – faces, foods, buildings. Explore change and loss and how this can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</p> <p>Lesson 3 Group work: cooperation jigsaws. Make up five sets of puzzles for five groups. Aim is to complete puzzles as quickly as possible, in silence and without asking for pieces. Review how they felt about this activity in the group and as a whole class. List key attributes of effective group work.</p> <p>Lesson 4</p>	<p>Lesson 1 Ask children what they understand of 'identity'. Consider protected characteristics. Ask the children what is meant by Britain. Consider life in Modern Britain and the British Values. Refer to large map. Ask them what languages are spoken in England, Wales, Scotland and Ireland; what religious groups there are; what ethnic differences exist in terms of customs, beliefs, dress, food etc. What represents Britain (flag, national anthem, money, foods etc.). Pairs discussion and feedback to class: What benefits are there of living in a society with so many different identities? What would it be like to live in a society where everyone was the same? Individual writing: write ten things that would describe the Britain to a visitor or someone new to the country. Include at least one statement about the richness and diversity of Britain. Explore change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</p> <p>Lesson 2 Remind children of the meaning of the word 'relationship' as a connection between people. Explore how marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Emphasise there are different levels of relationship depending on how well you know someone. Also different types of families – with two parents, one parents, other relatives etc. Explore how every family setup can look different, both within school and the wider world, and that families are characterised by love and care. Make up a fictitious family tree to show how relationships are formed. Make the distinction between relatives and friends and acquaintances. Discuss: what makes a good friend or a happy</p>

<p>feelings of loneliness, belonging and acceptance. Thought shower all the words and phrase they associate with theme.</p> <p>Explore how stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</p> <p>Pairs work: think of an object you would take with you if you had to go away – one that would remind you of the places and people left behind. Describe it to your partner and then write 3 sentences – 1) Who would you give the object to if you had to leave it behind? 2) What instructions you would give for the person to find it? 3) How would you feel without it?</p> <p>Lesson 4</p> <p>Discuss what 'family' means? Who makes up your family? Make a list of key words, stressing there are different kinds of family. Draw a picture of your family including yourself. Discuss and explore how every family is different but all are special. Explore how every family setup can look different, both within school and the wider world, and that families are characterised by love and care.</p> <p>Pairs work: make a list of ways in which families, including the children themselves, care for and look after each other.</p> <p>NB. Be sensitive to the range of children's family or living circumstances.</p> <p>Lesson 5</p> <p>Read the story 'Granny had to go'. Recap on the main elements of the story. What do you think Malik said to his granny? What do you think Granny said to him? Why did Malik say bad things to his granny? Did Granny going away mean she didn't love him? Explore change and loss.</p> <p>Make a class story sack to go with the story e.g. 3 puppets to represent characters, dual-language, airline tickets, telephone etc. Invite children in groups of 3 to act out the story in front of the rest of the class. Create a list of reasons why people might leave</p>	<p>Divide class into groups of 3. Ask two of the children to talk together in pairs in whispers, taking turns to be the one who is excluded by the other two.</p> <p>Discuss in groups how it felt to be excluded. Repeat activity with pairs teasing the other about an imaginary difference.</p> <p>Class discussion: make a list of feelings words to describe how they felt as 'victim'. Why does teasing happen? Why is it morally wrong to make fun of someone because of race, religion, gender, disability etc.</p> <p>Explore how stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. Focus on how to seek advice if family relationships feel unsafe or unhappy.</p> <p>Pairs discussion: what would you do if someone made fun of your family? Discuss strategies to combat prejudice e.g. assertive language 'I don't like that!' or telling an adult.</p> <p>Lesson 5</p> <p>Recap on meaning of 'stereotype' from previous unit.</p> <p>Group work: give children a list of jobs or roles people do in the community e.g. nurse, doctor, soldier, drug taker, teacher, bus driver, judge, ballet dancer. Ask them to discuss each one in terms of whether they think it is a male or female role. Ask for reasons.</p> <p>Agree/disagree activity: place signs on the floor or wall – agree, disagree, not sure. Ask children to stand by the sign that represents their answer e.g. women are better at caring for babies than men, boys shouldn't cry, men are stronger than women, boys are funnier than girls, men should earn the money and women stay at home etc.</p> <p>Ask for reasons why they have placed themselves in which position. Ask them to persuade someone else to change their mind with a reasoned argument. Give consideration for protected characteristics.</p> <p>Lesson 6</p> <p>Thought shower the range of jobs that people do.</p>	<p>family? What qualities do we look for in others? How does people's behaviour demonstrate these qualities.</p> <p>Reflect on what a good relationship between means.</p> <p>Pairs work: devise a recipe for a happy relationship (whether family or friend) e.g. One cup of laughter, two teaspoons of trust etc.</p> <p>Lesson 3</p> <p>Read the story 'Don't judge a book by its cover'. Discuss various ways of stereotyping.</p> <p>Lesson 4</p> <p>Thought shower: ways in which people say or do things that make them feel good. Thought shower some common put-downs. Link to work on prejudice and stereotyping. Consider protected characteristics. Emphasise how put-downs are a major source of conflict in school and generally in society. Read the story 'Pick me up, don't put me down'.</p> <p>Focus on how to seek advice if family relationships feel unsafe or unhappy.</p> <p>Lesson 5</p> <p>Discuss with the children reasons why friendships might have to come to an end (friends move away, we change as we grow older, we fall out etc.). Often we feel a sense of loss.</p> <p>Whole class discussion: devise a story board of the facts of the story. Discuss key questions – do we stay friends even when we don't want to in order not to hurt someone's feelings? Is it possible to break friends but still be friendly? If so, how do we do this?</p> <p>Lesson 6</p> <p>What is forgiveness? What does this mean? When would we show this? Explore why it is important to forgive people and how this can make each person feel. Create a storyboard where forgiveness is shown and the characters move forwards in a positive, supportive and reflective approach.</p>
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<p>someone, something or a place. How might this feel and how hard might it be? What would you miss if you have to move to another country? Focus on how to seek advice if family relationships feel unsafe or unhappy.</p> <p>Lesson 6 Ask children about the different places they have visited or been on holiday to, lived in or where they have relatives. Locate on a world map. What might life be like for children in those places? Show photos of children from around the world – choose a story from Oxfam website e.g. Caroline’s story in Uganda or Life of a refugee in Chad. Discussion: how are we the same? How are we different? Do all children go to school? How would you feel if you had to work instead of going to school? Write a few lines or draw pictures to illustrate ‘a day in the life of ...’ (one of the children on the website).</p>	<p>Group work: give each group a list of settings e.g. school, supermarket, hospital, theatre, restaurant, leisure centre and ask them to draw or list at least four people who have different jobs within that setting. Feedback and discussion: what are the most important jobs? Which job would they like to do? Which job would you least like to do? What sort of skills might be needed for various jobs? How do people develop these skills? Possibly invite someone from the local community or a careers officer to come in and talk about skills needed within a particular setting.</p>	
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Unit 6: Changes, Transitions and Maintaining Positivity

PSHE Association Theme: Health and Well-Being

Year Group: 2/4/6

The principal aim of this unit of learning is to understand there are differences between individuals which are and are not visible, whilst also understanding everyone has different perceptions and beliefs, with consideration for the protected characteristics. There is a focus on General Wellbeing. There is a focus on Developing bodies.

Learning Outcomes:

- To reflect on emotional changes and changes to our feelings as we grow up
- To understand the physical changes to the human body over time
- To broaden knowledge of how we can aim for and achieve our ambitious goals

Ideas and Content for Learning:

- 'The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)' – to support the R(S)HE curriculum
- Managing feelings activities
- Understanding individual identities now and in the future, with consideration of the protected characteristics
- Identifying dreams, hopes and ambitions

Understand the Impact:

- Sharing achievable goals and the smart targets to achieve these
- Considering how individuals change over time and the impact this has on others
- Reflecting on how we react to scenarios and how we can manage this

Making Connections

- Identifying changes we have already experienced
- Asking questions about different changes

Initial Learning Activity Ideas (Credit to [Healthy Schools Ealing](#))

Y2	Y4	Y6
<p>Lesson 1 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 2 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 3 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 4 Ask children to bring in two photos of themselves from a younger age. Discuss the idea of an identity card or passport. Use the photos children brought in as a starting point. Discuss what sort of things they could write on a form. These will be things that don't change, or at least not very much, over a number of years e.g. eye colour, skin colour, birth marks, name, date of birth, country of birth etc. Contrast with things that will change in the future. Individual passports.</p> <p>Lesson 5 Are all changes quick and easy? Physical changes and growth can happen without us realising but sometimes learning a new skill can take time. Refer back to Going for goals and the work done on how we learn. How does a baby learn to speak, to walk? Group work: in groups of three, one child interviews another to find out how they have changed in their likes and dislikes, friends, clothes, interest etc. The third person writes down all the changes listed. Swap roles. Discussion: which changes are ones you can't do anything about? Which changes can you choose? Which changes can you make happen? Categorise the changes: place three hoops around the room/in the middle of the circle and ask children to move</p>	<p>Lesson 1 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 2 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 3 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)</p> <p>Lesson 4 Recap on previous session about the life cycle. Individual task: draw or write four wishes, hopes or dreams for the future. Divide a piece of paper into 4 columns with headings – a physical change, a practical achievement, a personality trait (the kind of person they would like to be) and a change in lifestyle. Discuss and share examples before writing. Pairs work: share what you are looking forward to about growing up. Explore the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family.</p> <p>Lesson 5 Play a single note on a musical instrument repeatedly until the children show signs of boredom and restlessness. Show the children a sheet of paper with only one colour. Ask them to hop or repeat another movement monotonously. Ask them what would it be like to live in a world without change? Why might change be sometimes good? Group work: Each group take one of the changes and discuss as many positive aspects as possible.</p> <p>Lesson 6 Play the belonging game and discuss afterwards. Agree/disagree statements:</p>	<p>Lesson 1 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition) <i>NB. This is contextual issue in Torbay – Figure 98, Under 18 Conception</i> <i>NB. This is contextual issue in Torbay – Figure 173, Abortion</i></p> <p>Lesson 2 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition) <i>NB. This is contextual issue in Torbay – Figure 98, Under 18 Conception</i> <i>NB. This is contextual issue in Torbay – Figure 173, Abortion</i></p> <p>Lesson 3 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition) <i>NB. This is contextual issue in Torbay – Figure 98, Under 18 Conception</i> <i>NB. This is contextual issue in Torbay – Figure 173, Abortion</i></p> <p>Lesson 4 Follow The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition) <i>NB. This is contextual issue in Torbay – Figure 98, Under 18 Conception</i> <i>NB. This is contextual issue in Torbay – Figure 173, Abortion</i></p> <p>Lesson 5 Ask the children what they have learnt about change. Thought shower comfortable and uncomfortable feelings. Remind pupils that change can take away much of our feeling of belonging and therefore affect security and confidence. Explore how emotions with affect everyone at different times and that this is normal and not a sign of a mental health condition. Explore the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with</p>

<p>to one of them according to their response. Identify one particular thing you would like to get better at and make a plan.</p> <p>Lesson 6 What are the benefits of physical activity? time outdoors? and helping others? Explore how this helps health, wellbeing and happiness. Discuss the importance of promoting general wellbeing and physical health. Discuss the importance of self-care and enjoying your own hobbies, clubs, sports, arts etc. Also consider and link to Y1 learning on loneliness and feelings of isolation if just doing things on own.</p>	<p>ask children to move along an imaginary line in response to questions about how they think they might feel in certain situations e.g. having to go to a different school, moving home etc. Ask for reasons for responses and for as many feelings words as possible. Discuss how family/friends can support, whilst contrasting to potential feelings of loneliness and isolation. Discuss links between anger and fear/embarrassment/hurt. Why is change sometimes scary and uncomfortable? Refer back to the need for belonging as shown in the belonging game. In the context of family and friendships. What is important to you? What do you do for yourself and your own self-care? Why is this important? Individual work: pupils draw pictures of themselves in all the groups they belong to (family, school, street, clubs, religion etc.) Discuss the importance of promoting general wellbeing and physical health.</p>	<p>friends and family, as well as hobbies, interests and community participation.</p> <p>Lesson 6 Discuss what we mean by the 'gifts' pupils will be taking with them to their new class or new school. Whole class activity: write the name of each child at the top of a blank A4 piece of paper and attach small photo of child in centre (or children draw themselves). Number the children. Each child passes the sheet to the child with the next number. Each child writes something positive that the child whose name is on the sheet will bring to their new class or school. Discuss the importance of promoting general wellbeing and physical health. Explore the importance of self-care and doing things for yourself.</p>
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