

# John Keble CE School

## PSHE Curriculum

**PSHE Intent, Implementation and Impact: EYFS – KS2**

<b>Whole school curriculum intent</b>
Our ambitious, knowledge-rich curriculum has been sequenced to equip our pupils with the knowledge and skills to ensure they are happy, healthy global citizens, ready to take their place in modern Britain. The broad and balanced curriculum is creative, coherent and inclusive and, together with our Christian values, enables the pupils to be self-motivated, independent learners.
<b>Subject specific intent: PSHE</b>
At John Keble school, we aim to provide all pupils with a stimulating and relevant personal, health and social education which provides pupils the opportunity to express both their opinions and questions and listen to other pupils' too on subjects that encompass their own lives, the communities they are a part of, and their responsibilities as they grow. Each focus area is done in the context of our own school vision and values to ensure our children are equipped with the knowledge, skills and values to ensure they are happy, global citizens ready to take their place in modern Britain - in both the physical and online world.
<b>Implementation and impact</b>
We link our PHSE learning to our school values (highlighted in yellow). As you can see from the tables below, , the children study a different focus from the PSHE curriculum each term and every term revisit important learning messages from our computing curriculum also with regular digital safety lessons using resources from Project Evolve. These Digital Safety lessons are written in purple. In the outlines tabled below, statements in red indicate where our curriculum matches the requirements of the National Curriculum. Statements in black indicate additional learning undertaken with our children. Statements in blue are British Values. Learning occurs through shared discussion as well as creative learning tasks in the classroom. When our children leave John Keble school, they will leave with an understanding of the importance of our school values. They will treat others with compassion because they understand that everybody has worth. They will hold the value of trust dear, expecting it of others and acting in such a way that others can trust them. They will value the wisdom that others can bring to their decision making and work to ensure that we live our lives in the spirit of koinonia, understanding that we are inter-connected as a community, both on the local level as well as the national and international. The children at John Keble will uphold our British values, undertaking their responsibilities to ensure that freedom of speech, democracy and the country's ever-evolving diversity are celebrated and flourish. The children will be competent navigators of the real and the virtual world. They will know how to keep themselves safe in both and harness the technology (both current and yet to be invented) to make their chosen futures a happy and successful one.

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Nursery (PRIME AREA)	<p><u>Self-Regulation</u></p> <p>Select from a small range of resources.</p> <p>Wait for a turn, with support of an adult</p> <p>Begin to understand basic rules.</p> <p>Name emotions like 'happy', 'sad' and 'angry'</p> <p><u>Managing Self</u></p> <p>Explore the setting confidently knowing that a familiar person is close by.</p> <p>Can use the toilet with some help</p> <p>Put on coat with support</p> <p><u>Building Relationships</u></p> <p>Enjoy the company of other children and play along</p>	<p><u>Self-Regulation</u></p> <p>Select and use activities and resources with no goal in mind. Share or take turns with the support of an adult.</p> <p>Understand a wider range of rules</p> <p>Identify my own feelings using words like happy, sad, angry.</p> <p><u>Managing Self</u></p> <p>Become increasingly outgoing with unfamiliar people in the safe context of the setting.</p> <p>Able to use the toilet independently</p> <p>Put coat on independently.</p> <p>Take part in pretend play (for example, being 'mummy' or 'daddy'?)</p> <p><u>Building Relationships</u></p> <p>Engage in play with other children.</p> <p>Able to say how someone else is feeling when emotions are clearly visible.</p>	<p><u>Self-Regulation</u></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal.</p> <p>Able to share and take turns with minimal adult support.</p> <p>Able to follow rules with some adult support.</p> <p>I can express a range of emotions and start to talk about them.</p> <p><u>Managing Self</u></p> <p>Show confidence when leaving the setting, exploring new locations.</p> <p>To manage their own toileting needs e.g. using the toilet, washing and drying hands</p> <p>Put coat on independently and zip it up with support.</p> <p>Begin to talk about the food I eat and how to be healthy in my choices</p> <p>Take part in pretend play with others</p> <p><u>Building Relationships</u></p> <p>Engage in play with other children and share ideas during play.</p> <p>Able to talk about how someone might be feeling after an incident (restorative conversation)</p>	<p><u>Self-Regulation</u></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen.</p> <p>Able to follow rules with minimal adult support.</p> <p>Able to say how someone might be feeling and identify ways to fix this if negative</p> <p><u>Managing Self</u></p> <p>Take part in new activities and experiences confidently.</p> <p>Use the toilet independently, usually dry throughout the day and can wash and dry hands thoroughly.</p> <p>Put coat on and zip it up independently</p> <p>I can make healthy choices about food and drink.</p> <p>Take part in pretend play with others, understanding that different people have different roles.</p> <p><u>Building Relationships</u></p> <p>Understand how to share the toys whilst playing or understand how to resolve an issue e.g. if a friend has a toy you want</p> <p>Able to say how someone might be feeling and identify ways to fix this if negative.</p>	<p><u>Self-Regulation</u></p> <p>Select and use activities and resources, to help them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like happy', 'sad', 'angry' or 'worried'</p> <p><u>Managing Self</u></p> <p>Start to handle new experiences with more confidence.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Develop appropriate ways of being assertive during play</p> <p><u>Building Relationships</u></p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Show an understanding of how others might feel and identify how to fix or avoid this if negative (restorative conversations).</p>
Reception (PRIME AREA)	<u>ELG: Self-Regulation</u>	<u>ELG: Self-Regulation</u>	<u>ELG: Self-Regulation</u>	<u>ELG: Self-Regulation</u>	<u>ELG: Self-Regulation</u>
					<b>EARLY LEARNING GOALS</b>

<p><i>(These have been split for extra focus but will be revisited throughout the year in continuous provision and progression will be determined by assessment)</i></p> <p><i>Throughout the year, children will develop PSED through: - Weekly circle times - Restorative conversations - Adult/child interaction</i></p> <p><b>DIGITAL SAFETY</b></p>	<p>Identify whether they are happy/sad/angry using visual prompts.</p> <p>Understand that resilience helps them to achieve what they want to. 'Keep trying and you will be able to do your coat up'.</p> <p>Understand that good listening means looking with your eyes and stopping what you are doing</p> <p><u>ELG: Managing Self</u></p> <p>Understand what the growth mindset behaviour, resilience, is</p> <p>Understand what rules are and identify some 'good' and 'bad' choices.</p> <p>Able to manage their own hygiene when going to the toilet.</p> <p>Able to get dressed independently, including doing up their own coat.</p> <p><i>I know that work I create belongs to me. I can name my work so that others know it belongs to me. (See Project Evolve - copyright and ownership)</i></p> <p><i>I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. (See Project Evolve - self-image and identity)</i></p> <p><u>ELG: Building Relationships</u></p> <p>Understand what turn taking is and how it makes others feel when it is or isn't done.</p>	<p>Identify whether they are happy/sad/angry and identify what they can do to help re-regulate, using visual prompts. Deep breaths, quiet time in the reading corner etc.</p> <p>Talk about how others might be feeling and why.</p> <p>Verbalise what they are trying to achieve and understand that this is their goal.</p> <p>Look at an adult when being spoken to, even when engaged in an activity</p> <p><u>ELG: Managing Self</u></p> <p>Understand what the growth mindset behaviours are (resilience, problem solving, collaboration, autonomy, reflection).</p> <p>Able to identify their own 'good' and 'bad' choices and reflect on these during restorative conversations.</p> <p>Understand how to look after their teeth.</p> <p><i>I can identify rules that help keep us safe and healthy in and beyond the home when using technology</i></p> <p><i>I can give some simple examples of these rules (See Project Evolve - health, wellbeing and lifestyle)</i></p> <p><u>ELG: Building Relationships</u></p> <p>Begin to use turn taking with increasing independence when working and playing with others.</p> <p>Understand that they may have to wait for something that they want.</p> <p>Use a timer to support this.</p>	<p>Identify how they are feeling out of a wider range of emotions (frustrated, confused, excited, worried) and identify ways to support this; might be during a restorative conversation.</p> <p>Talk about how their choices impact others. How are they feeling now?</p> <p>Set their own goals and identify if they need anything to help them achieve it.</p> <p>Able to follow a 2-part instruction when engaged in something else</p> <p><u>ELG: Managing Self</u></p> <p>Understand what the growth mindset behaviours are and identify them in stories that are read to them.</p> <p>Able to identify why certain choices were wrong or right.</p> <p>Know and talk about things that help them to be happy (healthy mind). Including; things they enjoy, peer massage, times of calm, five finger breathing, talking to people they trust.</p> <p><i>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</i></p> <p><i>I can describe who would be trustworthy to share this information with; I can explain why they are trusted. (See Project Evolve - privacy and security)</i></p> <p><u>ELG: Building Relationships</u></p>	<p>Begin to use techniques to regulate behaviour. Deep breaths, moving to calm space instead of hitting.</p> <p>Talk about how their choices impact others and what needs to be done now. 'Sam is sad so I should give him a hug'.</p> <p>Talk through any problems when trying to reach a goal. Reflect on what they might do differently next time</p> <p><u>ELG: Managing Self</u></p> <p>Understand and begin to use the growth mindset behaviours in work and play.</p> <p>Apply their knowledge of 'good' and 'bad' choices and begin to use this to regulate their own behaviour.</p> <p>Understand what healthy food choices are and why they are important.</p> <p><i>I can identify ways that I can put information on the internet (See Project Evolve - online reputation)</i></p> <p><u>ELG: Building Relationships</u></p> <p>Begin to use turn taking and sharing when working and playing with others. May require support.</p> <p>Celebrate the achievements of others. May introduce a 'proud cloud' display to support this.</p> <p>Identify how others are feeling and what they can do to help.</p> <p><i>I can recognise some ways in which the internet can be used to communicate.</i></p>	<p>Identify their own and other feelings and use this and different regulations techniques to manage their behaviour more consistently. Deep breaths, moving to calm space instead of hitting. Talk about goals for next year and what they need to be able to achieve them</p> <p><u>ELG: Managing Self</u></p> <p>Begin to identify the growth mindset behaviours in their own work and play. This may be prompted by an adult.</p> <p>Apply their knowledge of 'good' and 'bad' choices and begin to use this to regulate their own behaviour.</p> <p>Know and talk about a range of things that support their health and wellbeing.</p> <p><i>I can talk about how to use the internet as a way of finding information online.</i></p> <p><i>I can identify devices I could use to access information on the internet. (See Project Evolve - managing information online)</i></p> <p><u>ELG: Building Relationships</u></p> <p>Use turn taking and sharing when working and playing with others.</p> <p>Show sensitivity to their own and to others' needs when making decisions.</p>	<p><u>ELG: Self-Regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p><u>ELG: Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><u>ELG: Building Relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>
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	Understand what kindness is	Identify acts of kindness in others.	<p>Understand what sharing is: giving a portion of something to someone else (time or object) or using something jointly.</p> <p>Identify and use opportunities for acts of kindness. Story opportunity: Have you filled a bucket today?</p> <p>I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. (See Project Evolve - online bullying)</p>	<p>I can give examples of how I (might) use technology to communicate with people I know (See Project Evolve - online relationships)</p>		
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Year	Term	Unit Title	Year	Term	Unit Title
1	Autumn	<p>Families and Change - <b>Koinonia</b></p> <p>I can talk about different types of family                      I understand why families are important                      I know what healthy family life looks like                      I know what to do if my family life is not healthy                      I can name a special person in my family                      I know how people in my family will change                      I can name some family values                      I understand what prejudice is</p>	2	Autumn	<p>Feelings - <b>Worth</b></p> <p>I can recognise feelings                      I know how to communicate feelings                      I can judge whether my feelings and behaviour are appropriate and proportionate                      I know what personal space is                      I understand what empathy is                      I can let go and say sorry                      I know the difference between right and wrong                      I can explain what my worries are</p>
	Spring	<p>Charities and money - <b>Koinonia</b></p> <p>I know how we get money                      I know the difference between needs and wants                      I understand what saving is                      I know what a charity is                      I can fund-raise money for a charity                      I can count the money we raised</p>		Spring	<p>Friendship - <b>Compassion</b></p> <p>I understand mutual respect                      I understand the characteristics of a good friend                      I know what a healthy friendship is                      I know how to choose good friends                      I know how to solve friendship problems                      I understand what bullying is                      I know how to behave online with friends</p>
	Summer	<p>Hygiene - <b>Worth</b></p> <p>I can explain how boys and girls are different                      I can keep clean                      I know how to brush my teeth                      I know how to keep fit                      I know what food is good for my body                      I know what 'well-being' is</p>		Summer	<p>Charities - <b>Koinonia</b></p> <p>I can name some charities                      I understand the importance of charity                      Visit from a charity or to a charity                      I know what a charity does                      I can fund-raise for a charity                      I can count the money we raised</p>
3	Autumn	<p>Identity and Community - <b>Koinonia</b></p> <p>I understand belonging                      I can explore the meaning of 'diversity' and the importance of inclusiveness                      I can recognise positive relationships                      I can explore gender stereotypes                      I can consider what is special and unique about me                      I can reflect on why it is positive to be unique                      I can share my hopes, wishes and dreams</p>	4	Autumn	<p>Safety - <b>Trust</b></p> <p>I know what to do in an emergency                      I know how to interact with unknown adults                      I can judge what physical contact is acceptable or unacceptable                      I know what abuse is and how to report it                      I know how to ask for help and advice                      I understand boundaries                      I know how to keep myself safe in the local area                      I can identify potential hazards in the home                      I feel safe in school</p>
	Spring	<p>Choices - <b>Wisdom</b></p> <p>I can name some relationships I have in my life                      I understand autonomy                      I know the difference between right and wrong                      I know behaviour choices I have                      I can make choices to affect my future                      I can give advice and I can solve problems                      I can identify a Win-Win situation                      I can make positive mental health choices</p>		Spring	<p>Democracy and Globalisation - <b>Koinonia</b></p> <p>I can explain how democracy works                      I can write a school Bill of Rights and class laws                      I can find peaceful solutions to different problems                      I can understand what different communities are around me and how they can help                      I can discuss compromise and resolutions and draw up tips for how to resolve a conflict                      I can consider how I communicate to resolve a conflict                      I can explain what anti-social behaviour is and what makes a good role model                      I can explore how the world is changing                      I can learn about global inequalities                      I can explain what immigration is                      I can identify stereotypes and challenge stereotypical thinking                      I can explain how celebrities can influence us                      I can understand the effect of global branding</p>
	Summer	<p>Health and Prevention - <b>Worth</b></p> <p>I know how to be sun-safe                      I can recognise the signs of illness</p>		Summer	<p>Money - <b>Wisdom</b></p> <p>I know how people can make money                      I understand the range of jobs open to me</p>

		<p>I understand the importance of sleep  I understand the importance of dental health  I understand the importance of good hygiene  I understand loneliness and its impact on mental health</p>			<p>I understand the cost of living  I understand that you can save and look after money  I know what credit is and understand its effect on lives</p>
5	Autumn	<p>Thinking For Myself - <b>Wisdom</b>  I understand what a stereotype is  I can think critically about sources of information  I know the risks of following the wrong people  I understand institutional racism  I understand institutional sexism  I understand I am my own person</p>	6	Autumn	<p>Relationships Relationships - <b>Worth</b>  I understand what peer pressure is and the possible effects it can have  I can ensure I have healthy, positive relationships with friends and family  I understand stable and caring relationships  I can judge what physical contact is acceptable or unacceptable with my peers  I understand the different ways people say no  I understand permission-seeking  I understand privacy  I understand assertiveness</p>
	Spring	<p>Mental and Physical Health - <b>Worth</b>  I understand the benefits of an active lifestyle  I understand mental well-being and self-care  I know where to seek support if I am worried about my mental or physical health  I know how to plan a healthy meal  I can make a healthy meal  I understand the risks of an unhealthy diet  I know how to deal with common injuries  I know the facts about vaccination</p>		Spring	<p>Respect for Self and Others - <b>Worth</b>  I understand what homophobia is  I can challenge homophobia  I understand what marriage is  I know the importance of respecting myself  I know the importance of respecting others  I know how to communicate respectfully</p>
	Summer	<p>Changes and Self-Image - <b>Worth</b>  I understand puberty in the female body  I understand puberty in the male body  I understand how to keep clean  I understand the media's effect on boys' body image  I understand the media's effect on girls' body image</p>		Summer	<p>Choice and Changes - <b>Hope</b>  I understand the risks of smoking  I understand the risks of alcohol  I understand the risks of drugs  I understand how secondary school will be the same and different to primary school and feel prepared for this change (series of lessons)</p>

Year 1 - Autumn - Families and Change and Digital safety

Lesson number	Learning objective	Pupils will	Vocabulary
1	Digital Safety Privacy and security	I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	
2	I can talk about different types of family	Game – set hoops out of the floor labelled 1, 2, 3, 4, 5+. Call out; “how many pets in your house?” “how many people in your house?” how many bedrooms? How many mobile phones? etc. Pupils move to the correct hoop.  Remind pupils that the game we have played has shown we all have very different families. Suggest this is something we should be proud of as it makes us and our family special – no two families are the same and all families are different.  Explain that the pupils are going to look at some families and talk about why they are special.  Prepare images of different types of families. Set images out on tables around the classroom before the lesson. In small groups of 3 or 4, pupils investigate the pictures and discuss the situation of each family. Prompt the pupils throughout: <i>Who is in the family? How many people? What makes the family special? Do the family look happy/sad? Why?</i> Discuss all the family scenarios together. Resources: And Tango Makes Three by Justin Richardson The Family Book by Todd Parr	household home family member uncle auntie grandmother grandfather sibling only child pet house flat love care
3	I understand why families are important	Children brainstorm in pairs or small groups the things they love about their family.  Share ideas together. Why are our families special and important?  Either - children draw their family and write why they are important - children make cards for their family thanking them for the things that are special and important about them	Love Security Stability Caring relationships
4	I know what healthy family life looks like	Children brainstorm in pairs or small groups times when the people in their family were happy or helped each other. Teacher shares some examples, e.g. family happy when playing a game together, family happy when I help my mum do the washing up, when my hamster died my mum gave me a hug and this helped me. Try to elicit a range of examples of healthy family life. Use pictures if helpful.  Share ideas together. Discuss how it feels when your family is happy/helps each other.  Children draw themselves doing something to help someone in their family or someone in their family helping them. Annotate how the people in the picture feel.	Quality time Protection Commitment in difficult times Care Healthy family life
5	I know what to do if my family life is not healthy	Discuss as a class what we do when we have a problem at school. Brainstorm together a list of things we can do/people we can talk to, e.g. say “I don’t like that”, walk away, count to 10, speak to Miss ___ or Mr ____, speak to my family etc.	Unhappy Unhealthy Unsafe Advice



		<p>Discuss as a class what we do when we have a problem at home. Brainstorm together a list of things we can do/people we can talk to, e.g. say "I don't like that", walk away, count to 10, speak to Miss ___ or Mr ____, speak to my family etc. Talk about how the 2 lists are very similar.</p> <p>You may wish to role play some different scenarios at home and at school and encourage children to practise what they would do or so in each situation, e.g. a friend is being unkind on the playground, a brother is teasing us etc.</p>	
6	I can name a special person in my family	<p>Circle time: Chn to identify and talk about a person who is special to them in their family. CT and TA to model using a range of examples. Talk about what makes someone special – relationships, qualities, shared memories and time spent together etc – link to happy families.</p> <p>Talk about how special people should care for each other</p> <p>Children to draw a picture of a special person in their family and write about why they are special.</p>	<p>special family friendship friend God teacher adult</p>
7	I know how people in my family will change	<p>Circle time – how are you different from last year? How are you different from when you were a baby? How will you become different as you get older? What will happen to your parents as they get older?</p> <p>Talk about how needs might change e.g. babies need feeding/everything done for them, what can children in year 1 do? What about older brothers/sisters? older people might need some more support etc.</p> <p>Ch order pictures of a baby, child, teenager, adult and elderly person. Explain to children that adult women can have babies.</p>	<p>Pregnant Baby Child Teenager Elderly Life cycle change</p>
8	I can name some family values	<p>Can the chn think of any other 'families' they belong to? Explain that sometimes groups that they belong to are described as 'families' e.g. the school family. Are these groups in any way like a family? Which ones and why? Link to the Christian Values – these values which we have in school are good ones to try to have in a family sometimes too, use the Christian values to give some examples and ask pupils to share their own examples too.</p> <p>Ch to draw a picture of themselves and their family showing one of the Christian Values e.g. trust, compassion, koinonia (working together)</p>	<p>values (see Christian values)</p>
9	I understand what prejudice is	<p>Read one or both of the books listed and use these as a starting point to discuss prejudice and conflict, eliciting pupils prior knowledge as starting point for discussion</p> <p>Books: That's My Mum by Henriette Barkow and Tusk, Tusk David McKee</p>	<p>see books</p>
10	Online Relationships	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	
11	Self Image and Identity	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset	
12	Online Relationships	I can explain why it is important to be considerate and kind to people online and to respect their choices.	

Lesson number	Learning objective	Pupils will	Vocabulary
1	I know how we get money	<p>1) Show children some coins and banknotes. Have they ever used money to buy something before? If so, where did they get the money from? (Did someone give it to them? Did any of them earn it by helping with chores at home?). What about our families – where do they get their money from? Introduce the idea of jobs and wages (money which you are given every month or week in return for the work you do) – if appropriate make comparison with pocket money for chores. *</p> <p>2) Show children lots of pictures of adults doing different jobs (nurse, doctor, shop assistant, teacher etc). How many of the jobs can the children name?</p> <p>3) Play a circle game. Invite the children to work with a partner and to invent a mime which shows someone doing a particular job – can others guess which job? If appropriate you may wish to introduce mimes of other (irregular) ways of getting money, for example being given it in a birthday card.</p> <p>4) Children could draw a picture of someone they know and write a sentence which describes how they get their money.</p> <p>*You might want to explain that not all adults can go out to work. Some can't find jobs or are too ill to work or are studying. They will get money through other ways called benefits, grants or loans.</p> <p>*You may need to explain to children that even the money in a bank account accessed through a bank card has to be earned.</p> <p>Resources: My Money, Primary Toolkit (produced by DfE with PFEg). Year 1, Unit 1</p>	money, job, wage, pocket money, chores, coin,
2	I know the difference between needs and wants	<p>1) Tell the children to close their eyes and imagine that they have sailed across the ocean to a new island – there is no-one else there, no shops, no houses etc. What are they going to need in order to survive for one week? Give each group of 4 a set of pictures (food, drink, shelter, bike, computer, sweets etc) and ask them which of these items they would need to survive. As a class discuss the essentials for survival – food, drink, shelter – these are the things we need in life.</p> <p>2) What other things would they like to be sent to them on their island if they were going to stay there for a year? Children might now want to include things like special treat foods, toys to play with etc – these are things that they “want” - they could still survive without them.</p> <p>3) Children to have a sheet split into 2 columns – can they draw (or sort pictures) into each column – wants and needs.</p>	want, need, essential, survival
3	I understand what saving is	<p>1) Make links to previous 2 lessons. Remember we have learnt that we only have a particular amount of money to spend – today I have 10p! I already have everything I need (warm school, glass of water and sandwich at lunchtime etc) so I'm going to spend this 10p on something I want. Tell children what you really want (a cake at the school cake-sale maybe?) costs 50p! Ask children to discuss in pairs – please can they help you? Do they have any ideas? Tell children about times in your life where you have had to wait and be patient to save up for the things you want (e.g. buying a car).</p> <p>2) Children to work in small groups to role-play scenarios where a character really wants something but cannot buy it straight away, e.g. Little Red Riding Hood has asked her Mum for a bike so she can cycle to grandma's but her mum says she doesn't have enough money. What could she do?</p> <p>3) Children could make a piggy bank so that they can begin saving for something they really want.</p> <p><a href="http://www.enchantedlearning.com/crafts/Piggybank.shtml">http://www.enchantedlearning.com/crafts/Piggybank.shtml</a></p>	save, afford, patience, saving, piggy bank

4	Charity Project 1: I know what a charity is	<p>1) Talk to children about what a charity is – a group of people working together to help others. Do a local charity as year 2 will do an international charity.</p> <p>2) Ask a charity to come in and speak to the children about where their money comes from and what they use it for. Children to think of some questions to ask them.</p> <p>3) Talk about fundraising – this is how charities get lots of their money. *You may also wish to make link to saving again – if people have everything they <i>need</i>, they may save some of their money to give to charity.  <a href="http://www.charitychoice.co.uk/charities">http://www.charitychoice.co.uk/charities</a></p>	charity, fund-raising, service
5	Charity Project 2: I can fund-raise money for a charity	<p>1) Show children some videos, posters, pictures etc of how people have raised money for charity (see Children in Need, Comic Relief etc for ideas). As a class brainstorm and decide on a way in which Year 1 could raise money for the chosen charity.</p> <p>2) Teacher to lead children in planning and carrying out their charity fund-raising.</p>	
6	Charity Project 3: I can count the money we raised	<p>1) Link to Maths – children to work in small groups to count up the money they have raised for charity. What is the grand total?</p> <p>2) Link to Literacy – children to write a letter to a chosen charity to be sent with their money explaining how they raised their money and their hopes for how it will be spent. (a visitor could come in to collect?)</p>	
7	Copyright and Ownership	I can explain why work I create using technology belongs to me	
8	Copyright and Ownership	I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’’).	
9	Copyright and Ownership	I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).	
10	Copyright and Ownership	I understand that work created by others does not belong to me even if I save a copy	
11	Managing Information Online	I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).	
12	Managing Information Online	I know / understand that we can encounter a range of things online including things we like and don’t like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	

Lesson number	Learning objective	Pupils will	Vocabulary
1	I can explain how boys and girls are different.	<p>Discuss physical differences between boys and girls.                      Label pictures of a boy and a girl as a class.                      Explain that these are private parts and introduce NSPCC pants rule / show video.                      Children can make own pants poster                      NSPCC Pants Campaign  <a href="https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf">https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf</a>  <a href="https://www.youtube.com/watch?v=fn6AVSZk008">https://www.youtube.com/watch?v=fn6AVSZk008</a></p>	boy girl gender penis testicles vulva
2	I can keep clean	<p>Ask children what does it mean to be clean?                      Elicit meaning of not dirty.                      Talk about how we stay clean (washing) and different parts of the body that we wash – we wash to get rid of germs and smells and things fresh and healthy.                      Circle time format children to talk about having a shower/bath at home and their mum/dad washing their clothes/sheets/etc.                      Talk about in school, importance of washing hands, why/when.                      In the winter, talk about sneezing and coughing, covering our mouths.                      Altogether practise washing hands (link to National Hand washing day)                      Children could colour in a hand template one hand with germs and one hand clean after we have washed it.                      Children could sequence pictures about how to wash hands  <a href="http://www.carex.co.uk/kids-zone">http://www.carex.co.uk/kids-zone</a>                      You Tube Crawford the Cat Washes his hands</p>	clean body wash shower bath change fresh smell
3	I know how to brush my teeth.	<p>Show children You tube video about Crawford the Cat brushing his teeth                      Role play /act out the steps in brushing your teeth.                      CT could bring in props and some children could brush their teeth.                      Sequence cards 1-4 from Sparklebox                      You could contact a charity or dental workshop for schools and see if they could assist the lesson.                      You tube video Crawford the Cat brushing teeth  <a href="http://www.sparklebox.co.uk/3931-3940/sb3934.html#_VTkRlk1wbIV">http://www.sparklebox.co.uk/3931-3940/sb3934.html#_VTkRlk1wbIV</a> – Cards about teeth brushing – sequence them</p>	brush teeth toothbrush tap water
4	I know how to keep fit	<p>Ask children what lesson at school helps us to keep fit?                      Children could go into playground and do a mini circuits / games / sports activity for examples of exercises.                      Talk about how we can keep fit on the way to/from school – walking, scootering, biking, jogging, walking a dog                      Use YouTube video to practise stretches and keeping fit activities. Show Crawford the Cat does his exercises to give children other ideas.                      Interview with PE teacher about how we stay fit.                      Children could make a keep fit diary and fill it in over the week about what they do to keep fit at home.                      You tube- Have Fun Teaching – Stretching Song                      You tube – Crawford the Cat does his exercises</p>	fit healthy exercise sport PE
5	I know what food is good for my body	<p>Sorting activity for healthy foods and not so healthy foods.                      CT could take pictures of different options in the dinner hall at lunch time and talk about which are healthier.                      Make sure children know it is ok to eat the not so healthy foods – just not all the time.                      CT could bring in some different healthy foods and children could taste.                      Children could keep a food diary about what they eat for a week and use that to talk about healthy choices.                      CT could invite some parents into class and children could share what they know about healthy eating.  <a href="https://www.tes.co.uk/article.aspx?storycode=6086267">https://www.tes.co.uk/article.aspx?storycode=6086267</a> various activities including a venn diagram to sort  <a href="http://www.twinkl.co.uk/resource/t-t-2399-healthy-eating-lunch-activity">http://www.twinkl.co.uk/resource/t-t-2399-healthy-eating-lunch-activity</a> - pictures and pack lunches to sort</p>	food healthy unhealthy fruit vegetable junk food meat sweets

		<a href="http://www.twinkl.co.uk/resource/t-t-2400-healthy-eating-meal-activity">http://www.twinkl.co.uk/resource/t-t-2400-healthy-eating-meal-activity</a> -pictures to put on a plate to make a healthy meal <a href="http://www.twinkl.co.uk/resource/t-t-3980-healthy-eating-food-bingo">http://www.twinkl.co.uk/resource/t-t-3980-healthy-eating-food-bingo</a> - healthy eating bingo	
6	I know what 'well-being' is	<p>Introduce to children the fancy word 'Well-being' talk about what it means. What does the word 'well' mean? Good, happy, nice and 'being' is you – so what does it take to make our bodies happy?</p> <p>Make sure all children know we need sleep, food, shelter and water.</p> <p>Children to make a poster – bubble in the middle to write the words 'well-being' and children can draw pictures for what we need. Talk about we can make choice to help this.</p> <p><a href="https://www.youtube.com/watch?v=inJ6PcRvdOo">https://www.youtube.com/watch?v=inJ6PcRvdOo</a> – Sesame Street You tube the Ten Commandments of Health</p>	well-being sleeping eating resting drinking shelter
7	Health, Wellbeing and Lifestyle	I can explain rules to keep myself safe when using technology both in and beyond the home.	
8	Online Bullying	I can describe how to behave online in ways that do not upset others and can give examples.	
9	Online Reputation	I can recognise that information can stay online and could be copied.	
10	Online Reputation	I can describe what information I should not put online without asking a trusted adult first.	
11	Online Relationships	I can give examples of when I should ask permission to do something online and explain why this is important.	
12	Online Relationships	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	

Lesson number	Learning objective	Pupils will	Vocabulary
1	Digital Safety Privacy and security	I can explain how passwords can be used to protect information, accounts and devices I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	
2	I can recognise feelings	How do people's faces and body's look when they have different feelings? How can we help people with their feelings? Volunteers act out being happy/sad/angry/worried/embarrassed etc. Teacher elicits how we know that person is feeling that emotion. What changes in their body/face/voice can you see? Are they comfortable or uncomfortable feelings? Children choose needs cards for when they feel angry/sad/worried Independent activities; cut and match images of emotions to corresponding scenarios; i.e. lost parent at supermarket – feeling tearful/ worried/ scared. Plenary: 3-4 volunteers to share how they might 'problem-solve' overcoming the negative feelings, i.e. talking to a trusted adult, asking for help, walking away from a friend who is not being kind etc.	happy, sad frustrated, scared, angry, excited, surprised, worried, embarrassed comfortable/uncomfortable feelings
3	I can recognise feelings	Can I identify my own emotions? Can I identify other people's emotions? Ask for a volunteer to lay on a large sheet of paper and draw around their body. Once complete, ask for other volunteers to label/ draw where on the body they might feel certain emotions; love, anger, hunger, joy, jealousy, confusion etc and assess students' answers. Discuss and explore how we might identify these feelings in other people, what may give away their hunger? What might be a clue to show they're feeling pain? Independent tasks: Identify what makes me feel the following: Excited..... Loved..... Worried.... Angry..... Calm.....	Angry, worried, silly, sick, scared, frustrated, hot, cold, jealous, hungry, confused, pain
4	I know how to communicate feelings	How do we feel when we hold feelings inside? Teacher blows up a balloon and asks children if they've ever felt so full of a feeling they didn't express that they just felt like they were going to explode! (T can pretend that they are about to pop the balloon). Talk about how talking about feelings can make us feel calmer (model slowly releasing air from the balloon). Role play situations e.g. losing a football match, being let out of a game. Ch use stems Stems: I feel ..... when ..... I don't like it when ..... I need .....	
5	I can judge whether my feelings and behaviour are appropriate and proportionate	Can I identify a big problem? Can I identify a little problem? Can I distinguish between both? Can I react appropriately? Read 'My Big Shouting Day' or 'The Selfish Crocodile.' Discuss whether the characters' emotions were sensible or whether they overreacted.  Watch/ read aloud the 'big deal little deal' video	Behaviour, reaction, sensible, silly, appropriate, inappropriate, overreaction, manageable, unmanageable, problem-solving,

		<p><a href="https://www.youtube.com/watch?v=W3iflowPdtQ">https://www.youtube.com/watch?v=W3iflowPdtQ</a></p> <p>Explore 0-5 scale: How could we react appropriately to the following scenarios: a friend taking my pencil case? Is it a big problem (5 on the scale) or a small issue I can manage (1 on the scale)? Provide other scenarios and practice assessing severity of each. What can I do in this instance, teach breathing techniques, walking away, seeking support, restorative approach etc.</p> <p>Independent activity: Cutting and matching a range of 'problems' to a number on the 0-5 scale.</p> <p>Plenary: if I've overreacted, how can I try and fix things afterwards? Is it too late? What could I do? What could my friends do to help?</p>	
6	<p>I know what personal space is</p> <p>(this could be two lessons)</p>	<p>Why is it important to respect personal space? Children draw a smiley face on one side of a paper plate and a sad face on the other side. They stand in two lines a few metres apart with everyone having a partner who they face. One line of children walk towards their partner. When the partner feels they are too close, they turn the plate on to the "sad face".</p> <p>Elicit a discussion about how different people have different needs regarding their personal space, and that it is important to respect them so that they feel comfortable.</p> <p>Ask children what they would do if someone who they didn't want to hug, wanted to hug them (e.g. Mr Twit). What could they say? Who should they tell? Explain that they have the right not to hug someone if they don't feel comfortable.</p> <p>Elicit who it is acceptable and not acceptable to hug or be hugged by. Explain that hitting is never acceptable. Explain that private parts are private too (use NSPCC Pants campaign)</p> <p>Resources: Paper plates NSPCC Pants Campaign <a href="https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf">https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf</a> <a href="https://www.youtube.com/watch?v=fn6AVSZk008">https://www.youtube.com/watch?v=fn6AVSZk008</a></p>	<p>Physical contact Personal space Uncomfortable Uncomfortable Acceptable unacceptable</p>
7	<p>What are my worries?</p>	<p>Why do we worry? What can I do if I am worried? -We often worry because we are afraid of something or someone. Activity – children to write about what worries them. After share some of their writing by reading to the class or Circle Time discussion about worries. Examples in case children are not confident such as: we might be expected to do something we think we can't do, worried about someone that is ill, afraid to face up something we have done wrong, we might be being bullied.</p> <p>2- Read and discuss book "The Huge Bag of Worries"</p> <p>Resources: The Huge Bag of Worries By <a href="#">Virginia Ironside</a> and Frank Rodgers <a href="https://www.youtube.com/watch?v=FSn5DIAxZg">https://www.youtube.com/watch?v=FSn5DIAxZg</a></p>	<p>Scared Worried Not confident Afraid Bullied Doubt</p>
8	<p>Self-image and identity:</p>	<p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>	
9	<p>Online relationships:</p>	<p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p>	
10	<p>Do I understand what empathy is?</p> <p>Definition of "empathy": the ability to identify with and understand somebody else's feelings or difficulties</p>	<p>Can you imagine what someone else might be thinking or feeling? 1-Explain what empathy is. Discuss if children agree that children who can empathise enjoy better relationships with others and greater well-being through life. 2-Teacher to provide an image of a shoes or a pair of shoes with eyes (see through other people's eyes) Activity: Children to write about feelings, emotions that other children might feel. Present solutions to help changing feelings. 3- Children to cut pictures from magazines or newspapers or draw them and make cards with it. Or the teacher to provide different pictures that can express emotions. Activity 3.1 Ask the children to select a card and tell a story about a time they saw someone else exhibiting the emotion displayed. How they felt? What they did? (or what they could have done)</p>	<p>happy, sad frustrated, scared, angry, excited, surprised, worried, embarrassed</p>

		<p>4- Circle time- teacher to take photos of staff expressing different emotions. Activity: children to describe how they think these people are feeling. Discuss with the class and see if the other groups can add anything else.</p> <p>5- Discuss the book story – “Stand in my Shoes”. What bothers this person? What makes this person happy?</p> <p>Reading books: Hodgeheg, Elmer, Katie Morag and the Two</p> <p><u>Stand in My Shoes</u> is written by Bob Sornson and illustrated by Shelley Johannes.</p>	
11	Can I let go and say sorry?	<p>Can I accept responsibility for what I say, what I do and how I interact with others so that positive relationships may develop?</p> <p>Do I understand when something isn't fair?</p> <p>Do I know and use fair ways to share and take turns? Can I tell someone how I feel? can I talk to someone about what has annoyed me?</p> <p>- Role play- developing vocabulary to express thoughts, feelings and experiences – Activity- children are involved in solving everyday problems through play, create different situations and divide them into groups. The skills they learned will help them deal with conflict when it arises.</p> <p>2- Using puppets- Activity- Ask the children to gather in the carpet. Present a problem or several different problems and use the puppets as a way of children solving it. Children are given the time necessary to solve their own problems, with occasional question prompts if necessary, for example ‘What could s/he do?’, ‘What could s/he say? “. Children to identify fair and unfair behaviour, recognise mistakes and react appropriately.</p> <p>McBratney, S. I'm Sorry (2001) Picture Lions</p> <p>Mosley, J. Quality Circle Time <a href="http://www.circle-time.co.uk">www.circle-time.co.uk</a></p> <p><a href="https://www.youtube.com/watch?v=P44jq-EgpdQ">https://www.youtube.com/watch?v=P44jq-EgpdQ</a></p>	<p>I need</p> <p>I feel</p> <p>Sorry</p> <p>Share</p> <p>Turn</p> <p>Blame</p> <p>Problem</p> <p>Solve</p> <p>Fair</p> <p>Turn</p> <p>Rules</p> <p>Listening without interrupting</p>
12	Do I know the difference between right and wrong?	<p>Who decides what is right or wrong?</p> <p>The difference between right and wrong can tell us?</p> <p>What to do and what we are allowed to do?</p> <p>What happens if people do things that are wrong?</p> <p>1. Class discussion with children about the difference between what is right and wrong, fair and unfair.</p> <p>Children to divide a sheet in two write examples of right and wrong - e.g. share out toys, hit other children, being kind to your younger brothers or sisters, sharing your toys with friends, doing your homework on time, stealing your brother or sisters clothes, breaking other peoples toys, bullying someone who is smaller than you, talking in class and disturbing other students.</p> <p>If people do things wrong they might have to:</p> <p>Apologise, may get punished, for serious incidents like stealing, may get into trouble with the police.</p> <p>2. Children can draw a picture expressing they feel if they are treated unfairly? They may feel undervalued and left out.</p> <p><a href="https://www.youtube.com/watch?v=f74rawHBfac">https://www.youtube.com/watch?v=f74rawHBfac</a></p> <p><a href="https://www.youtube.com/watch?v=ZzzF1l3bNk4">https://www.youtube.com/watch?v=ZzzF1l3bNk4</a></p> <p>“Excuse me” by Brian Moses and Mike Gordon</p>	<p>Sharing</p> <p>Listen</p> <p>Friends</p> <p>Right</p> <p>Wrong</p> <p>Apologise</p> <p>Fair</p> <p>Unfair</p> <p>Equality</p> <p>Left out</p>



Lesson number	Learning objective	Pupils will	Vocabulary
1	I understand mutual respect	<p>Introduce the idea of mutual respect – we both treat each other kindly and equally. Quick 5min matching activity in small groups to develop knowledge and understanding of the term; which other words mean the same as respect? (envelopes containing the following cut up symbols: appreciate, listen to, accept, reject, tease, admire, compliment, cherish, include)</p> <p>Play mutual respect game with partners: When being respectful, if one partner says hi, the other says hi back. Both partners can ask to borrow something and the other partner will agree etc.</p> <p>Then, play disrespect game: Partner A continues to be respectful, but Partner B stops respecting them.</p> <p>Have a class discussion about this. Has anyone ever been in a friendship like this? How does it feel? Match symbols of facial expressions to each scenario (assessment opportunity: understanding of own/ others’ emotions i.e. jealousy, anger, worry, excitement)</p> <p>Resources Mutual respect ppt, visuals for envelope sorting activity. Emotion visuals</p>	Mutual respect
2	I understand the characteristics of a good friend	<p>Recap mutual respect. Ch talk about what makes a good friend. Use characteristic cards either sorted in partners, on tables or with the whole class. Sort cards into ‘characteristics of a good friend’ and ‘Not characteristics of a good friend’ Have plenty of discussion on this. Independent activities: good friend recipe. Cut and stick qualities (CIP visuals such as good listener, honest, trustworthy, brave, kind, caring, funny etc) onto a pan/ pot/ jar template. Plenary: ask for 3-5 volunteers to share their friendship recipes and explain which of the other children in the class have these qualities, i.e. ‘Michael is a brave friend, he moves the spiders out of the way when we dig the soil outdoors’ Resources: Characteristic cards Friendship recipe symbols sheet (A4) and jar/ pan/ pot template.</p>	<p>Truthfulness Trust Trustworthiness Loyalty Shared interests Qualities Recipe</p>
3	I know what a healthy friendship is	<p>Recap what makes a good friend and what mutual respect means. Recap examples of someone not being a good friend. Teacher acts with TA being in a friendship group and leaving someone out. Discuss how the T/TA should have reacted. Is it kind to exclude people? Ch role play this and do the right thing. Explore the following rights: I have the right to be respected I have the right to be included I have the right to say no if I don’t want to join in/ take part Do children agree/ know their rights? Can they think of others? (assessment opportunity: self-esteem) What can I do if I feel my rights are not being respected? Teacher acts with TA uncomfortable friendships e.g. demanding money/sweets, telling a friend to be mean to someone etc. Again, discuss and role play. Agree problem-solving strategies to some of the scenarios and display these in class. Refer back to as necessary Teacher/ TA to scribe students’ responses to how they plan to address/ judge/ identify when a friendship is not making them happy. Who can I talk to? What can I say? Who can I join in with instead? (intention is to identify circle of support and action plan if needed)</p>	<p>Healthy friendship Excluded Lonely Ganging up Trust Problem solving Rights</p>
4	I know how to choose good friends	<p>TTYP – How did you become friends with your friends? Elicit the kind of things can we do to begin and keep friendships. E.g. Join a club or a team. Meet a neighbour. Seek out a friend at school. Make contact with the person you would like to know better. Find ways to spend time with him/her. Talk about yourself, sharing more information as time goes by. Talk on the phone, write text and/or instant message or e-mail notes to your friend.</p>	<p>Secure Security Choice</p>

		Thinking about last week's learning about healthy friendships, how can we make sure we are choosing good friends for ourselves? How do we know who to trust? See how they treat other people, look at their behaviour, ask questions to see what we have in common etc	
5	I know how to solve friendship problems	TTYP – What sorts of problems can friendships have? Elicit some ideas. Explain that it is possible to work through friendship problems. The upset person needs to tell their friend why they are upset. The friend who hurt them needs to apologise and try to do better. Explore a range of 'upsetting' scenarios. How can we react appropriately/ sensibly? Recap 0-5 scale: What would be a sensible reaction to my teacher asking me to wait an extra five minutes during lunch to finish an activity? Is it a big problem (5) or a small issue I can manage (1)? Provide other scenarios and practice assessing severity of each. What can I do in this instance, teach breathing techniques, walking away, seeking support, restorative approach etc. Introduce stem sentences – It upset me when you ..... I'm sorry. Next time I will ..... Practice this as a circle time with real problems children have had.	Repair Relationship Violence Ups and downs
6	I understand what bullying is	Identify and develop awareness of what 'bullying' means. Part 1- Circle Activity Use scenario cards. Put the cards on the floor in the middle of the circle. We are going to work in pairs. I want each pair to pick one card. Think about what is happening in this picture. Do you think that it is bullying? Scenario cards: 1) a girl pulling another girls hair. 2) someone calling someone else 'stupid'. 3) some boys not playing with another boy. 4) some children laughing at a child who has fallen over. 5) one girl keeping all the toys for herself. 6) a boy giving special birthday cakes to everyone except one boy who is in a wheelchair. Drawing templates Talk about this in your pair and then we will talk about it together. Give each pair a chance to talk about each of the scenarios and then ask them to feed back to the group. 1) What is happening? 2) Can you make a face that shows me how the children in your picture feel? 3) Is it bullying? Feed in at this point what type of bullying this might be.. Emphasise that none of these situations would be bullying if they only happened once, although this might make us feel upset and we might need adult help to sort it out. Also emphasise that falling out with your friend is rarely bullying. Empahize that it is persistent, repeated and different to 'one off' incidents. Part 2- Independent tasks: Draw a picture/ write a sentence about how you would solve the problems Once back on the carpet with their drawings, go around the circle and ask the pairs to explain what they would do to sort out the situation they have been given. Make a list together on the board to tell us what we should do if we think bullying is happening. A suitable list might be... • Tell an adult. • Go and find a different friend to play with. • Explain to someone how you are feeling. • Talk to people at you trust. • Say that you don't like the way the other person is behaving, and what you'd like to see happen instead. • Say that you don't think that's very kind. • Know that it is not your fault. <a href="#">I can explain what bullying is, how people may bully others and how bullying can make someone feel.</a>	
7	<a href="#">Online Bullying</a>	<a href="#">I can talk about how anyone experiencing bullying can get help.</a>	

8	Online Bullying	I can explain why anyone who experiences bullying is not to blame	
9	Self Image and Identity	I can explain how other people may look and act differently online and offline.	
10	Online reputation	I can explain how information put online about someone can last for a long time.	
11	Online reputation	I know who to talk to if something has been put online without consent or if it is incorrect.	
12	Online reputation	I can describe how anyone's online information could be seen by others.	

Lesson number	Learning objective	Pupils will	Vocabulary
1	I can name some charities	1) How many charities can the pupils name? 2) Give children logos or pictures from different charities – can they work out what are/what they do? 3) Sorting charities into different groups according to what they do (animals, children, disaster etc) 4) Designing your own charity: name, slogan, who do they help and how, how do they fundraise money	charity, fund-raising, community value, compassion, contribute, share
2	I understand the importance of charity	Read and discuss Mark 12:41-44 – The Widow's Offering. Jesus said it was important to share what we have with others even if not a lot. Children can role play and retell story/write prayers. Learn about zakat which is one of the 5 pillars of Islam and means paying an alms or charity to help needy/poor.	
3	Visit from a charity or to a charity	Arrange a visit to a charity shop or ask someone who works for a charity to come in and speak to the children about where their money comes from and what they use it for. Children to think of some questions to ask them in advance.	
4	Charity Project 1: I know what a charity does	Explain to children that this year we are going to be raising money for a national charity (perhaps RNIB, RNLI) – contrast with year 1 charity work (local charity). Find out about different national charities and choose one as a class. Children to use laptops to find out a little more about what the charity does.	charity, fund-raising, service
5	Charity Project 2: I can fund-raise for a charity	1) Show children some videos, posters, pictures etc of how people have raised money for charity (see Children in Need, Comic Relief etc for ideas). As a class brainstorm and decide on a way in which Year 2 could raise money for the chosen charity. 2) Teacher to lead children in planning and carrying out their charity fund-raising.	
6	Charity Project 3: I can count the money we raised	1) Link to Maths – children to work in small groups to count up the money they have raised for charity. What is the grand total? 2) Link to Literacy – children to write a letter to chosen charity to be sent with the money explaining how they raised their money and their hopes for how it will be spent.	
7	Online Relationships	I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	
8	Online Relationships	I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.	
9	Managing Online Information	I can explain why some information I find online may not be real or true. I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).	
10	Health, Wellbieng and Lifestyle	I can say how those rules / guides can help anyone accessing online technologies	
11	Copyright and Ownership	I can recognise that content on the internet may belong to other people.	
12	Copyright and Ownership	I can describe why other people's work belongs to them	

Lesson number	Learning objective	Pupils will	Vocabulary
1	Digital Safety Privacy and security	I can describe simple strategies for creating and keeping passwords private I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others	
2	I understand belonging	Introduce Christian value of Belonging and discuss with children where they belong to Children to make mind maps on scrap paper (their class, their school, clubs, their family, their religion, their country, place of worship etc). Move into circle time, ask children to pick one of their communities they belong and explain why it makes them feel happy/special. Does this community strengthen our sense of belonging, if so, how? Ensure all children know the feeling of belonging is very important to happiness – finish with a discussion about the question how we can make others feel like they belong?	family houses school clubs teams places of worship, special
3	I can explore the meaning of 'diversity' and the importance of inclusiveness	Diversity in our school, local area and around the world Show & read quote by Desmond Tutu to the class: 'Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, [or] gender...' Archbishop Desmond Tutu, February 2004 What do you think Desmond Tutu means by this? What does 'no outsiders' mean? – Who might feel like an outsider in different situations? Why? What does it mean to include someone? Discuss 'inclusiveness' and 'diversity' Pair ch'n randomly and ask them to name 3 different things that is different about their partner compared to themselves (5 mins) CT & TA model – (note possible differences on board: e.g. talents/skills, different languages, culture, religion) Discuss the fact that we are all different makes our school and community diverse and interesting; we can learn from each other. Why is it important to include everyone? Discuss ways in which we do this at school. Design school poster promoting our diversity and inclusiveness (use key vocabulary) CT model Plenary: Ask pupils to consider how we can include others more in this class, and to write one answer on a small piece of paper. Put the answers in a hat and distribute them anonymously across the class at the end of the lesson. Ask pupils to try and work on that method of including others this week as many times as they can, and we will discuss the impact in the next session	diversity, school, local community, World, identify, belonging, equality, included, excluded, difference, culture team, koinonia
4	Self image and identify:	I can explain what is meant by the term 'identity'	
5	I can recognise positive relationships	On strips of coloured card, children write a positive feeling e.g. happy, loved, understood (aim for a variety). Choose ch with good words to stand at the front holding their words for all the class to see. Discuss how a positive relationship (at this age, this refers to relationships with family members and friendships) makes us feel those feelings. Ask for examples of positive relationships that children in the class might have. Discuss what else makes a relationship healthy (e.g. honesty, loyalty). Do the reverse with negative emotions (without asking for personal examples). What can we do if we have a negative relationship with someone in our life? (try to discuss the problems, avoid them, spend more time with people who make you feel good)	Positive Negative healthy unhealthy emotion relationship Feelings Comfortable uncomfortable
6	Online relationships	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	
7	Online relationships	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	

8	I can explore gender stereotypes	<p><b>Gender stereotypes</b>  Explain what gender stereotypes are. Ask ch. for examples. Show gender stereotypes slides.  Why do we tend to see boys and girls in a stereotypical way? What sort of images things do boys like and what sort of things do girls like? What would it be like to break some of the gender stereotypes? How would other people react?  Ask pupils to consider if they are stereotyped in any way in this class, e.g. are they the class clown, the shy one, the chattering one. Ask pupils to consider how they can break the gender stereotype or their class stereotype in some way for this week.  On post-its, identify a stereotype that you are aware of and explain how that stereotype can be broken e.g:  An example of a stereotype is that only girls do ballet. However, I disagree because there are lots of famous male ballet dancers.</p>	Stereotypes, gender, girl, boy, feminine, masculine
9	I can consider what is special and unique about me	<p><b>Being special and unique</b>  Ask pupils to consider the ways in which they are different, and the special, unique things they bring to this classroom. Write some examples on the board. Highlight that some may be skills or talents, such as being good at writing or singing, and some might be about their personality, such as making people laugh, being a good listener, being kind. Some people might bring something special because of their background, culture, family, etc. Ask pupils to complete 'I'm a Star' decoration, thinking about the unique and special thing they bring to the class, decorating the star accordingly.</p>	unique, special, skills, personality
10	I can reflect on why it is positive to be unique	<p><b>Sense of self</b>  - Ask ch'n to feedback on the effect of being inclusive. Was it successful? Has anyone noticed anything different in this class? Was it things we already did, or did we have to make more of an effort? What was that like? How did it make us feel when someone tried to include us?  With pupils seated in a circle, start the session with a 'no outsiders circle', asking pupils to consider the person next to them and say, "I like [name] because he/she is [positive way in which they're different from them]", moving around the circle until everyone has been included.  CT &amp; TA model</p>	sense of self, self-image, self-esteem, positive, confidence, pride
11	I can share my hopes, wishes and dreams	<p><b>Wishes, hopes and dreams</b>  Explain the difference between hopes and dreams.  Ask ch. to think about a dream for themselves and a hope for someone else.  Ch complete 'Hopes and Dreams' bubbles  Share  Can we help other people achieve their dreams?</p>	wishes, hopes, dreams
12	<b>Online Bullying:</b>	<b>I can describe appropriate ways to behave towards other people online and why this is important.</b>	

Lesson number	Learning objective	Pupils will	Vocabulary
1	I can name some relationships I have in my life	Children brainstorm on a piece of paper the people that they see regularly. Encourage them to think outside of the box a little bit as well e.g. the shop-keeper, the bus-driver, a friend of their mum's as well as their own friends and family. Give children the friend relative stranger table. Ch write in each person into the table. Discuss what a stranger is, but how an acquaintance can also be a stranger too. Talk about how someone might be a friend to you, but a family member for someone else. Talk about how a relative you haven't met very much can be a stranger. Keep this table for next week.	Friend Family Relative Stranger Acquaintance
2	I understand autonomy	Recap last week's lesson on friends/family/acquaintances etc. Ask ch. who are the people on their table from last week that are allowed to hug them if they want to be hugged (point out that they can refuse a hug even to these people if they want – their bodies belong to them). Discuss why it would be strange for a stranger person to hug them. What strategies can they use if someone tries to hug them (e.g. Firstly being polite, secondly shouting NO and telling an adult). Talk about respecting personal boundaries – no means no, uncomfortable faces means no. Reiterate that their private parts are private and that any contact there is never OK and they need to tell an adult if it happens (this is taught in KS1 too) Write these strategies on a post-it for the reflection book	Autonomy Friend Family Relative Stranger Acquaintance boundaries
3	I know the difference between right and wrong	Moral dilemmas – 'would you rather' discussions in pairs. Groups of 3 – suggest solutions for moral dilemmas – give 3 reasons. Ask pupils to make up their own moral dilemmas for other groups to solve. See choices ppt, and identify choices using thumbs up and thumbs down. Examples will include rocking on chair, pulling a peer's hair, teasing, helping a newcomer, taking a belonging which isn't ours, asking a lonely friend to join in with a game, keeping a secret and giving up. What are the consequences of each image? Who will they affect? How will the others be affected positively/ negatively? How can these characters change their attitude/ actions/ decisions? What might they say? Who are they helping/ harming? Ch. to fill in thought bubbles. SEN to match to each image alongside facial expression images.	Morality Behaviour Choices Reward Consequence Attitude Wisdom
4	I know behaviour choices I have	Read the story 'The Fourth Son'. Ask the children which son they would like to be. Ask the children to consider the story, focusing on the fourth son and what evidence there is that he is a good learner. Role play idea: Hold a town meeting where a traveller/mayor wants to find out about the 'good learner' that they have in the town. Children in role as super helpers advise about what makes a good learner. Post-it notes identifying what the ch. believe makes a good learner from the story for reflection book. Identify the six most important pebbles of learning and create them for a display. Group presentations at the end of the session. (communication and lang development) SEAL Going for Gold story – The Fourth Son	Attitude Respect Listening
5	I can make choices to affect my future	Ask: Who do I want to be? Think ahead 50 years – what certificates and achievements will you have earned? What will you have done in your life that will make you feel happy and proud of yourself? Pictures of famous people – what did these people do in order to achieve their dreams or goals? What characteristics do they have? What choices did they make? Read Oh the places you will go by Dr Seuss. Explain to the children that they need to make good choices in order to achieve their dreams. (never give up. keep trying, don't be lazy, accept opportunities etc Oh the Place You'll Go – Dr Seuss – moving onto bigger and better things	Role models Goals Jobs Careers Aspirations Employment Dreams Role models Opportunities
6	Online reputation	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	
7	Changel can give advice	Explain what advice is and what can happen if wrong advice is given. Display the scenario cards and go through them one at a time and talk about what advice you would give. What would be good advice and what would be bad advice. Discuss and explore what constitutes 'bad advice' and 'good advice' Why? How could we show more compassion towards them? What if we were in their position, would we make the same choices?	Mature Comfortable and uncomfortable feelings Up and down Thoughtfulness

		Ch. to write the advice they would give in a specific scenario for the reflection book.	Empathy									
8	Online Bullying:	I can give examples of how bullying behaviour could appear online and how someone can get support.										
9	I can solve problems	<p>“Hotting up” and cooling down strategies – what inflames conflict and what de-escalates it?          Agree on a class list of problem solving strategies and display in class. Type up as a class contract and sign. Refer back to regularly and encourage students to hold one another accountable (by giving advice, recap last week’s learning) to the ‘contracts’ they’ve signed.          Make some sorry cards for the classroom and keep in a special place for use.          Role play a range of scenarios and share suitable strategies.</p>	Conflict Resolution Peace Apology Scenario Solution Problem solving									
10	I can identify a Win-Win situation	<p>Win-Win role play –          A. Pupils work in groups to act out the following scenario. Ask them to freeze the action where the argument is heating up: Claire is in secondary school, has a big test coming up, and has just settled down to study. Amy, her younger sister, comes home from school, turns on music loudly, and starts dancing. Claire gets up and orders Amy to turn off the music. Amy protests, saying she never gets to have fun, and turns the music up.          B. Ask the class to describe what’s going on. What does Claire need? What does Amy need? If Claire won, what would she get? How would she feel? If Amy won, what would she get? How would she feel?          C. Show students the following diagram of ways the conflict could come out.</p> <table border="1" data-bbox="546 596 1512 833"> <tr> <td></td> <td><b>Amy gets what she needs</b></td> <td><b>Amy doesn't get what she needs</b></td> </tr> <tr> <td><b>Claire gets what she needs</b></td> <td>Win-Win</td> <td>Win-Lose</td> </tr> <tr> <td><b>Claire doesn't get what she needs</b></td> <td>Lose-Win</td> <td>Lose-Lose</td> </tr> </table> <p>D. Ask for ideas about how this conflict might come out. Have two students role-play one of the endings that is suggested. The two can be the student who suggested the ending (if s/he wants to do it) and a volunteer or two volunteers that you choose.          E. Discuss where the ending is located on the chart. Does Amy get what she wants? Does Claire? Then what kind of an ending is that?          F. Continue with other endings. Role-play at least one ending for each category.          G. When the students have arrived at a win-win ending to role-play, spend some time drawing out as many win-win solutions as they can come up with. Go for quantity. Point out that most conflicts have many win-win solutions depending on what is acceptable to both parties.</p>		<b>Amy gets what she needs</b>	<b>Amy doesn't get what she needs</b>	<b>Claire gets what she needs</b>	Win-Win	Win-Lose	<b>Claire doesn't get what she needs</b>	Lose-Win	Lose-Lose	compromise resolution
	<b>Amy gets what she needs</b>	<b>Amy doesn't get what she needs</b>										
<b>Claire gets what she needs</b>	Win-Win	Win-Lose										
<b>Claire doesn't get what she needs</b>	Lose-Win	Lose-Lose										
11	I can make positive mental health choices	<p>Start lesson with a reflection          Revise knowledge about healthy eating and exercise.          Food guidelines – 5 fruits/veg a day          5 a day for exercise          Ask for a volunteer to lay on a large sheet of paper and draw around their body. Once complete, ask for other volunteers to label/ draw where on the body they might feel certain emotions; love, anger, hunger, joy, jealousy, confusion etc and assess students’ answers. Discuss and explore disagreements – do we all have to feel the same way? Why? Why not? How can we respect other people’s way of feeling? How can we respect other people when we’re feeling anger/ frustration etc? Explore emotions, actions and thoughts which affect our behaviour.          Explore mental health and highlight its importance; as important as physical health if not more. Identify who we can talk to if we don’t think our mental health is very good – create a circle of support ‘reminder’. Who do I love? Who loves me? Who makes me feel special? Who can I trust? Who can I ask for help/ advice? Who can I help/ advise? What about 5 a day for the mind? Can children make some suggestions of what these might be? NHS guidelines</p>	Food Diet Balance energy Exercise Relaxation Mental health Emotions Feelings									



		<ul style="list-style-type: none"> <li>- connect, be active, keep learning, give to others, be mindful</li> <li><a href="http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx#Evidence">http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx#Evidence</a></li> <li><a href="http://wellbeingforliving.co.uk/5-a-day-for-the-mind/">http://wellbeingforliving.co.uk/5-a-day-for-the-mind/</a></li> </ul> <p>Mental health PPT visuals and labels of feelings to add to real size body drawing.</p> <ul style="list-style-type: none"> <li>- Circle of support template</li> </ul>	
12	Online Relationships	I can explain how someone's feelings can be hurt by what is said or written online.	

Lesson number	Learning objective	Pupils will	Vocabulary
1	I know how to be sun-safe	About safe and unsafe exposure to sun, and how to reduce the risk of sun damage, including skin cancer Staying safe in the Sun by Sian Smith	
2	I can recognise the signs of illness	How to recognise early signs of physical illness such as weight loss or unexpected changes to the body	
3	I understand the importance of sleep	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn <a href="http://www.sleepforkids.org">www.sleepforkids.org</a>	
4	I understand the importance of dental health	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	
5	I understand the importance of good hygiene	Teacher models sneezing/going to the toilet and then NOT washing their hands. They pick up a pen, play with it and then ask, "Who wants my pen?" Hopefully, children will have a horrified reaction.  Use this to talk about how we can get tummy problems from bacteria because of not washing hands after using the toilet/ not washing hands before eating AND that we can spread viruses that make us feel tired and full of cold. Teach children a few actions e.g. washing hands, coughing into armpit. Then play a game where the teacher shouts out, for example, "went to the toilet!", "about to eat lunch", "going to sneeze". Children do the action with the best response. E.g. "went to the toilet" – children act washing hands The Tooth Book by Dr Suess	Bacteria Virus Health routines
6	I understand loneliness and its impact on mental health	Isolation and loneliness can affect children and that it is very important to discuss their feelings with an adult and seek support <a href="http://www.redcross.org.uk">www.redcross.org.uk</a>	
7	Copyright and ownership:	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	
8	Managing information online:	I can explain what autocomplete is and how to choose the best suggestion. I can demonstrate how to use key phrases in search engines to gather accurate information online.	
9	Managing information online:	I can explain how the internet can be used to sell and buy things	
10	Managing information online:	I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed); I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened; I can explain the difference between a 'belief', an 'opinion' and a 'fact'. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc	
11	Health well being and lifestyle:	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	
12	Health well being and lifestyle:	I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	

Lesson number	Learning objective	Pupils will	Vocabulary
1	Digital Safety Privacy and security	I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe strategies for keeping personal information private, depending on context. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	
2	I know what to do in an emergency	Visit from police/fire-brigade/ambulance or visit the local fire station.  Role play an emergency situation and calling 999, use the script found here: <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Assembly-kits/First-aid">http://www.redcross.org.uk/What-we-do/Teaching-resources/Assembly-kits/First-aid</a> Pupils to have a turn as both caller and phone operator. CT and LSA to model. Perhaps give some possible scenarios for pupils to choose between. Highlight the importance of practising this skill as most pupils will use it at least once in lifetime, in high-stress situation.  Other resources/lesson ideas available on Red Cross website if you wish to extend this further. <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Assembly-kits/First-aid">http://www.redcross.org.uk/What-we-do/Teaching-resources/Assembly-kits/First-aid</a>  <a href="http://www.redcross.org.uk/Microsites/LifeLiveltPrimary/Popups/section_4_2_1.aspx">http://www.redcross.org.uk/Microsites/LifeLiveltPrimary/Popups/section_4_2_1.aspx</a>	Police Fire Ambulance Neighbours 999
3	I know how to interact with unknown adults	TTYP – What is a stranger? Children will probably define as somebody they've never met, but CT should stress that most people we interact with are strangers really.  CT should stress that most adults are kind, but that we need to be wary/careful of adults we don't know if they try and talk to us. TTYP – What should we do if an adult we don't know talks to us? What if they carry on after we ask them to stop? (politely say sorry I'm not allowed to talk to strangers, walk away, ask a person in a uniform for help, tell parent/teacher ASAP)  Role play a stranger talking to them on the bus/in the park and children rehearse the "script"  CT should say that safe adults never ask children for help or offer to show them something cool – they would always ask another adult for help instead. Role play an adult asking for help to find a lost dog/an adult offering to show a child a new puppy. Children rehearse the "script"	- Unknown Interact Stranger Acquaintance
4	I can judge what physical contact is acceptable or unacceptable	TTYP – What is an acquaintance?  Give pairs or small groups of children the physical contact cards for them to sort under the three piles: acceptable, not acceptable and depends in terms of physical contact with (for example) a family member, a friend, acquaintance. After each "round" of sorting, discuss as a class, focusing especially on "it depends".  Ensure at the end of the lesson that children know that their body is their own and that they shouldn't do anything with it that they don't feel comfortable with. They should tell an adult they trust if a situation is uncomfortable.	Physical contact acquaintance Acceptable Unacceptable Autonomy Feelings judgement
5	I know what abuse is and how to report it	Arrange visit from NSPCC Speak out, Stay Safe programme or cover the content as detailed here: - What is abuse - How to recognise feelings of being unsafe - How to report concerns (to adults at school, at home and/or Childline)  <a href="https://learning.nspcc.org.uk/services/speak-out-stay-safe/#heading-top">https://learning.nspcc.org.uk/services/speak-out-stay-safe/#heading-top</a>	- Abuse NSPCC Concern Unsafe

6	I know how to ask for help and advice	<p>TTYP – In what situations might you need to ask for help and advice?</p> <p>What are some serious situations in which you might want to talk to an adult (elicit genuinely serious problems e.g. a member of their family hurting them or someone else, someone breaking into the home etc).</p> <p>Role play asking for help with sentence stems on the board</p> <p>TTYP – What would you do if the adult you're trying to talk to doesn't listen or doesn't help?</p> <p>Role play this too.</p> <p>Plenary – Recap Childline number and remind children that they can call this number for advice anytime, anonymously</p> <p>Sentence stems for asking for help, e.g. "I'm worried about ____", "I need to talk to you about something ____", "I don't feel safe when/because ____".</p>	<p>Advice</p> <p>Help</p> <p>Confidence</p> <p>Concerns</p> <p>abuse</p>
7	I understand boundaries	<p>TTYP: What is a boundary? Talk about geographical boundaries/lines between countries and boundaries between people. Link back to previous work around what is ok with different people, e.g. would you hug your mum, a teacher, a friend, a stranger? Who would you kiss? Who would see you naked? Talk about how we have different boundaries with different people and model some examples.</p> <p>Talk about how boundaries can be physical (e.g. hugs, kisses), personal space (e.g. how close you stand to someone or taking photos without asking first) or language (e.g. you might use certain words with your friends and other words with teachers).</p> <p>Discuss: Who sets boundaries?</p> <p>YOU have to set your own boundaries. TTYP: Why can this sometimes be difficult?</p> <p>Introduce the idea of "I messages", e.g. I feel ____ when ____ because ____.</p> <p>Children in groups role play or discuss different scenarios and rehearse how they might set boundaries in a firm but polite way, e.g. an auntie you don't know very well keeps trying to kiss you and you don't like it, a stranger tries to take a photo of you, a friend is leaning on your desk and you don't like it etc. Practice using I messages.</p>	<p>Scenarios</p> <p>Boundary</p> <p>Physical boundary</p> <p>Personal space</p>
8	I know how to keep myself safe in the local area	<p>1) Go on a walk in the local area – chn draw or list potential hazards, take photographs. Back in class chn discuss what they observed people doing that was unsafe, the hazards they observed and possible advice for avoiding these.</p> <p>2) Create a poster with road safety rules or Be Bright Be Seen poster.</p>	<p>Road safety</p> <p>Pedestrians</p> <p>Pavement</p> <p>Traffic lights</p> <p>Zebra crossing</p> <p>Hazard</p>
9	I can identify potential hazards in the home	<p>Use pictures of household equipment and discuss uses and dangers of not using them correctly, e.g. kettle, iron, saucepans, medicine child-proof caps etc.</p> <p>Sorting activity – tray of sweets, medicines, matches etc. and ask children to put into hazardous and non-hazardous categories and give reasons why. Encourage them to think about how a usually non-hazardous item could become dangerous if used in a certain way etc.</p> <p>If time create a poster with rules for staying safe at home.</p>	<p>Gas</p> <p>Electricity</p> <p>Iron</p> <p>Medicines</p> <p>Kettle</p> <p>Matches</p>
10	I feel safe in school	<p>Explore with pupils or give questions to different groups:</p> <p>What is safe?</p> <p>What is a risky activity?</p> <p>Who knows what it feels like to feel safe?</p> <p>Who can think of examples when it's fun to feel scared? (Eg rollercoaster etc.)</p> <p>What are our body signs that help us know it is not safe?</p> <p>Where do we feel this in our body?</p>	<p>Safety</p> <p>Support</p> <p>Help</p> <p>Esafety</p>

		<p>Write the headings "Safe", "fun to feel scared", "risking on purpose", "personal emergency" on the board. Ask them for general activities as examples for each heading. Ensure they understand that the middle two are OK. Take one from each heading to demonstrate:</p> <ul style="list-style-type: none"> <li>• that in most cases there is a choice, some degree of control and a time limit, which may help people cope with the ones that aren't just safe.</li> </ul> <p>Who do you go to if you are feeling unhappy? Unsafe? Ill? Inside school and outside school? What does the school do to protect you?</p>	
11	Self image and identify:	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	
12	Online relationships:	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	

Lesson number	Learning objective	Pupils will	Vocabulary
1	<p>Can I explain how democracy works?</p> <p>Can I write a school Bill of Rights and class laws?</p>	<p>What is our school council for? When we voted for our representatives, what are you looking for? Who do you trust to represent you? Why? Chn in school council explain how it works.</p> <p>What is democracy? - Link Humanities study of Ancient Greece. Originated in Ancient Greece. Chn should be able to describe how democracy began in ancient Athens. Values behind democracy: Justice, freedom. - Discuss our democratic society today and how it works - voting</p> <p>What is the difference between a right and a responsibility? A right is a freedom that is protected, such as the right to free speech and religion (absolute rights). A responsibility is a duty or something you should do, such as recycling or doing your homework. Voting is both a right and a responsibility.</p> <p>Write School Bill of Rights together. How can we make our school a peaceful place? Discuss the responsibilities each student has to uphold and protect their rights. Write class laws that protect students' rights. For example, a right might be to express opinions and a class law might be to always be quiet and respectful when someone expresses his or her opinions. Include: What does it mean to be a responsible citizen?</p> <p>Create classroom display</p>	<p>democracy responsible citizen justice peace freedom rights responsibilities</p>
2	<p>Can I find peaceful solutions to different problems?</p>	<p>In pairs or groups, select a problem to discuss a solution to, and then perform how one might react (in an inappropriate way) – CT &amp; LSA model. And then how they think the problem should be solved in a short drama to the rest of the class.</p> <p>Ext. Chn generate own 'What if...?'</p>	<p>peace problem-solving inappropriate helpful justice fairness equality</p>
3	<p>Can I understand what different communities are around me and how they can help?</p>	<p>Discussion: What problems have you faced or you think other children of your age face? Where can you go for help?</p> <p>Communities - School – Who would you feel comfortable talking to at school? - Family - Friends – family friends - Child-line (show website – information) - Health &amp; Social services - Religious communities – possibly ask Father Michael or Andrew to come in to discuss the church community and how they help vulnerable people in society</p> <p>Design a poster showing different communities and how people can seek help/comfort from them</p> <p>Father Michael or Andrew to come in to discuss the church community and how they help vulnerable people in society</p> <p>Information child-line website</p> <p>Local community information/ services</p>	<p>help problems communities support comfort</p>
4	<p>Can I discuss compromise and resolutions and draw</p>	<p>Show children possible outcomes for lesson – which ones do they already think they are good at? Can they share why with the class?</p>	<p>compromise resolutions</p>

	up tips for how to resolve a conflict?	<p>Do they think there are any particularly they would like to do better and need to focus on this lesson?</p> <p>Show these important points on IWB: Don't try to solve problems when you are angry. Think through what you are feeling and why, what is the problem and what you want to happen before you meet the other person to sort out the conflict.</p> <p>When you meet: remember that you are meeting to solve a problem, not to have another go at each other; take it in turns to talk it through; use 'good listening' and don't interrupt; try to see the situation from the other person's point of view; use calming words, actions, or ways of speaking; be prepared to say sorry for what you have done; be ready to accept a 'peace offering' and to compromise when working out a win-win solution; use a peer mediator if you need help to find a solution that works for everyone.</p> <p>Which are you prepared to do? What do you need to work on?</p> <p>Discuss: Mutually beneficial arrangements (win-win). Agreeing to disagree (tolerance &amp; respect)</p> <p>Role play Create tips for how to resolve a conflict What can I say or do that is likely to make a difficult situation better or worse? Eg. 'I can see it from your point of view;' 'I really want to make things better..', 'OK, I'm sorry. I know I was out of order.'</p>	mutually beneficial tolerance respect constructive criticism mediator
5	Can I consider how I communicate to resolve a conflict?	<p>Model the language: I feel ... (the feeling you get)when you ... (the action of the other person that is annoying you) because ... (the effect on you or the other person)</p> <p>Draw up things we might say in an argument</p> <p>Likely responses. Use: I feel ___ when ___ because ____.</p> <p>Likely response of the other person</p> <p>Use 'I messages' resource table</p>	communication feelings responses
6	Can I explain what anti-social behaviour is and what makes a good role model?	<p>Anti-social behaviour – visit from Magistrates in the community/PCSO/role model</p> <p>Making wise CHOICES</p> <p>Sue Kaiser – Magistrates in the community</p>	Anti-social behaviour, magistrates, role models, choices
7	Can I explore how the world is changing?	<p>Statement on IWB – 'The world is getting smaller.' – What do you think is means?</p> <p>Discuss in terms of communication and transport</p> <p>What has changed in terms of communication over the last few decades / centuries?</p> <p>How has this affected the way we live?</p> <p>What has changed in terms of transport?</p> <p>What are the implications?</p> <p>How might the world change over the next decade/century?</p> <p>Activity: Draw a futurist image or design a future invention</p> <p>IWB – Key questions</p> <p>Examples of different forms of communication (Timeline – When was it developed?) Images of previous forms of transport &amp; communication</p>	Globalisation, communication, transport, decade, century

8	Can I learn about global inequalities?	<p>What does inequality mean?          What does it mean to be a 'rich' / 'poor' country?          Introduce terms: developed &amp; developing          Discuss global poverty: Why do some countries have more money than others? (natural resources &amp; disasters, power, war etc.)</p> <p>In pairs, ch'n research and compare a 'developed' and 'developing' country in terms of:</p> <ul style="list-style-type: none"> <li>- Healthcare</li> <li>- Education</li> <li>- Provision for vulnerable people</li> </ul> <p>CT model</p> <p>Pairs feedback what key differences to class</p> <p>Write reflection/prayer –</p> <ol style="list-style-type: none"> <li>1. Focus on Christian value of thankfulness             <ul style="list-style-type: none"> <li>- Reflecting on why we are so lucky to live in this country</li> </ul> </li> <li>2. Focus on what we can do to help</li> </ol> <p>Look at roles of charities          For research: IPADS/laptops/books</p> <p>Comparison template          -</p>	Equality, inequalities, global, rich, poor, nation, country, developed, developing, independence, global, supply, demand, poverty, natural resources & disasters, power, war, charities
9	What is immigration? Why do people move? What is good about immigration?	<p>What is immigration?          Why do people move?          Why do people want to move to this country?          (Link back to previous lesson – benefits in terms of healthcare and education offered in developing countries)</p> <p>How does it positively impact a country?          Discuss: diversity – languages, cuisine, cultural festivals, skills</p> <p>Activity: Ch'n choose a country they would like to emigrate to - write a 'trump' card/advert for themselves- what would they bring/offer to the country? Why would the natives want them to live there?          CT model</p> <p>Share          IWB - Questions</p> <p>Model 'Trump' card / advert</p>	Immigration, pros, cons, diversity, culture, inclusion
10	Can I identify stereotypes and challenge stereotypical thinking?	<p>Read 'John and Ellen's Day'          In pairs, children answer questions about which person did what.</p> <p>Share – tally responses on the board          Discuss responses that may have stemmed from gender stereotypes          Explain the meaning of the word stereotype – a fixed, oversimplified image / idea that many people have about a particular person or thing.</p> <p>Divide the board with a vertical line – label 1 column man, the other woman          Ask pupils to write words/phrases that they associate with men/women          Discuss</p> <p>Give ch'n 'Challenging stereotypes' grid – each box contains the name of a group of people who are often stereotyped.          Ch'n complete with what they think the stereotype might be.</p>	Media, combat, stereotypes, discrimination



		<p>Ask ch'n if they can come with questions to challenge these stereotypes – 'What about...'  E.g. Young children are noisy! Challenge with 'Always?' 'Every child?'</p> <p>What problems can stereotyping cause?</p> <p>Plenary:  Challenge question: How does the media contribute to the formation of/help combat stereotypes and discrimination?</p> <p>John and Ellen's Day</p> <p>Questions sheet</p> <p><u>Challenging stereotypes grid</u></p>	
11	How do celebrities influence us?	<p>Celebrity – someone who is famous  Usually for a skill/talent that bring entertainment to lots of people.</p> <p>What impact do celebrities have on us?  Why do companies use celebrities to sell products?</p> <p>Who is your role model and what do you admire them for?  On A4 paper ch'n draw role model and explain why they admire/look up to that person</p>	Influence, celebrity, charity, service, role model
12	Can I understand the effect of global branding?	<p>Slideshow of parts of brand labels –  Can ch'n identify them?</p> <p>In pairs, children choose a brand to research and find out about their aims/ mission statement</p> <p>Present information to the class  Slideshow of parts of brand labels</p> <p>IPADS</p>	Brand, global, aims, mission statement

Lesson number	Learning objective	Pupils will	Vocabulary
1	Copyright and Ownership	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	
2	Copyright and Ownership	I can give examples of content that is permitted to be reused and know how this content can be found online.	
3	I know how people can make money	<p>1) Start the lesson with the question: “Where does money come from?” Discuss one-off sources of money such as winning a competition or inheriting it from a relative. Conclude the discussion by saying that most people earn money by doing a job.                      Explain that one of the first ways people earned money was by growing more crops than they needed and selling the surplus. Explain that this coincided with the appearance of the first towns, where people were able to sell goods, and allowed other people to make things, e.g. agricultural tools or pots which they were able to sell. Explain that this eventually led to the main forms of employment by which people earn money today.</p> <ul style="list-style-type: none"> <li>• Farmers and craftspeople</li> <li>• People with a special skill or trade – tradespeople</li> <li>• People who sell their labour – employees</li> <li>• People who are employed by the government or local councils to provide a service – public servants like teachers or doctors</li> <li>• People who set up and run their own business – entrepreneurs</li> </ul> <p>Pupils to complete and discuss worksheet 1 in pairs and also discuss people who get money from other sources such as pensions, unemployment benefit and so on.</p> <p>2) Divide the class into two teams, and play the Money for life whiteboard quiz  <a href="https://teachers.natwest-pocketmoney.com/Whiteboard-game-money-for-life.html">https://teachers.natwest-pocketmoney.com/Whiteboard-game-money-for-life.html</a></p> <p>Worksheet 1  <a href="https://teachers.natwest-pocketmoney.com/Whiteboard-game-money-for-life.html">https://teachers.natwest-pocketmoney.com/Whiteboard-game-money-for-life.html</a></p>	employee, employer, job, career, salary, inheritance, benefits, pension, public servants, tradespeople, craftspeople
4	I understand the range of jobs open to me	<p>Make links with children's time spent on IntoUniversity scheme: what career opportunities are available to them on leaving University?</p> <p>1) Give children a list or photos of different jobs/careers. How many different ways can they find to sort/categorise these jobs? Can they explain their different systems? Ask children if they can sort into “jobs” and “careers”; discuss their understanding of the distinction between these two.</p> <p>2) Link to IntoUniversity task – chn to use ipads or laptops to research different jobs. Can they find a job for every letter from A-Z? If they come across a job they hadn't heard of before, what can they find out about it?</p> <p>3) Ask visitors who do different jobs (full-time, part-time, self-employed, graduate etc) to come in and speak to the children about their job, what they like about it, how they got it etc. Ask children to prepare in advance some key questions to ask the visitors.</p> <p>4) Children to use Prospects website to choose 5 different careers and find out what qualifications or experience they would need to be able to get this job. Produce a table or leaflet presenting what they have found out.</p> <p>5) Split the class into pairs, and give each pair a copy of both pages of the worksheet. Tell pupils that they need to discuss and agree which job goes with which average salary. Bring the class back together and go through their responses to the activity. Show them the correct average salaries for the different jobs.</p> <p>Chief Executive of BP.....£4,300,000                      Prime Minister.....£142,000                      Managing director of a business.....£112,000                      Doctor.....£82,000                      Airline pilot.....£72,000</p>	Job, career, vocation, university, salary, employee, employer, qualifications

		<p>Train driver.....£42,000  Nurse.....£27,000  Postal worker.....£20,000  (Source: Office of National Statistics, 2012)  <a href="http://www.prospects.ac.uk/types_of_jobs.htm">http://www.prospects.ac.uk/types_of_jobs.htm</a></p> <p>Natwest Pocket Money Worksheet 1 (attached)</p>	
5	I understand the cost of living	<p>Average UK monthly salary is £1700 a month. Discuss what this means – salary after tax has been paid. The money they get per month for doing their job. Average means lots of people earn less than this and lots earn more. Link back to last week’s lesson.</p> <p>Ask children to brainstorm in groups all of the things they might need/want to buy in a month.</p> <p>After a while remind them to check they have remembered: rent, gas&amp; electricity, water, petrol/transport costs, phone, internet, food.</p> <p>Give children the following average UK spend prices and they can use ipads to look up other things. Ask them to calculate how they would spend their £1800.</p> <p>Gas and electricity £100  Water £30  Rent £500 (more if you live in London!)  Food £400  Transport/car £200  1 takeaway £30  New clothes £50  Phone £30  Internet £30  A holiday abroad £2000  Swimming £30 for a family  Cinema £40 for a family  TV license £125  Council tax £150</p> <p>Discuss the task – what was difficult/easy? What choices did you have to make? What would happen if you were sick and couldn’t work? What about if you had to pay for an extra like a broken oven or a school trip? Did you have enough leftover? What would happen if you ran out of money?  ipads</p>	
6	I understand that you can save and look after money	<p>1) Ask pupils if any of them have savings and discuss pros and cons of saving. Highlight that the main issue with saving and spending is that there is a choice about what you use your money for. Explain that pupils are going to play a game which gives them a chance to choose what they would do with their pocket money. Introduce the game. Explain that the objective is to try to get as many points as possible. Share rules from Lesson Plan 2 and Resources 2 and pupils play game in groups of 4.</p> <p>2) Pupils play “Saving the day” game in laptops in pairs  <a href="https://teachers.natwest-pocketmoney.com/saving-the-day-intro-1.html">https://teachers.natwest-pocketmoney.com/saving-the-day-intro-1.html</a></p> <p>3) If many pupils in the class receive pocket money, allowance or money for chores you could set up spending/saving diaries, mini bank accounts or similar. See Natwest Pocket Money resources for suggestions</p> <p>Lesson Plan 2 and Resource 2  <a href="https://teachers.natwest-pocketmoney.com/saving-the-day-intro-1.html">https://teachers.natwest-pocketmoney.com/saving-the-day-intro-1.html</a></p>	Saving, costs, cheap, expensive, spending, earning

7	I know what credit is and understand its effect on lives	1) Start the lesson by asking how pupils' families pay for shopping at the supermarket. Highlight that often in shops people pay with a card. Explain the similarities and differences between the two types of card (see table on Lesson Plan 3). Pupils to use calculators to solve the problem laid out on the Worksheet 3. Tell pupils that the Williams family are looking forward to a summer holiday in Spain. They have to make a final payment of £600 to finish paying for the holiday. Explain that to afford all their payments, some of them may have to be made with a credit card. Lesson Plan and Worksheet 3	Credit, debit, debt,
8	Online reputation	I can describe how to find out information about others by searching online.	
9	Online Bullying:	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	
10	Online Bullying:	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	
11	Managing information online:	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	
12	Health, wellbeing and lifestyle	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	

Lesson number	Learning objective	Pupils will	Vocabulary
1	Digital Safety Privacy and security	I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.	
2	I understand what a stereotype is	Teacher displays two pieces of sugar paper with 'only boys...' 'only girls...' ask children to complete the sentences with their own ideas. After a few minutes, choose a few to discuss. Are they true?  Explain to children what stereotypes are. Can they think of any others? Explain that they are unfair, often negative and destructive because they limit people's opportunities in life. Choose some examples from the list e.g. only boys...like football. How would that impact on a girl who wanted to be a footballer? Only girls...cry. How would that impact on a boy who was upset about something?	Stereotype Destructive
3	Online Relationships	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	
4	I know the risks of following the wrong people	Class discussion on good role models and the sorts of friends we should follow.  Follow the lesson plan in section 3 of the Ben Kinsella Trust.  At the end, explain the children the risks of joint enterprise – if they hang out with people who have a knife, and someone gets hurt, they could also be charged with the crime. Section 3 of The-Ben-Kinsella-Trust—supporting-lessons.docx	Joint enterprise
5	I understand institutional racism	Ask children to define racism. Have they or their family experienced racism? Why is racism so wrong?  Institution - an organization founded for a religious, educational, professional, or social purpose Display the definition above. Elicit some institutions e.g. the police, schools, the media etc.  Explain to children that institutional racism is when organisations are racist. The individual people who work there might not be, but the way the organisation is set up means that it might benefit certain groups, but not other groups of people.  Example: the media. Ask children to reflect on what stories they often see about black men on the news/in the papers. Are these stories representative and fair? Link back to work on stereotypes  As a class, elicit other examples of institutional racism.	Institutional racism Media stereotypes
6	I understand institutional sexism	Ask children to define sexism. Have they or their mums, sisters etc experienced sexism? Why is it so wrong? Recap stereotype learning  Recap learning on institutional racism. Elicit what institutional sexism is. Similarly to institutional racism, institutional sexism is when organisations are sexist and set up to benefit men, but not women.  Example: the film industry. Ask children to list the last five films they watched with their partner. Ask children to write the main character, their gender and their role. What roles do women seem to have in TV and films? Discuss this. Link back to institutional racism.  As a class, elicit other examples of institutional sexism.	Institutional sexism Stereotypes media

7	I understand I am my own person	Display advice letter. Elicit the two issues Jo is having with his/her boyfriend. Write these up on the board and have a class discussion one at a time. Children write response back to Jo. Advice letter	Autonomy control
8	Online Relationships	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	
9	Online Bullying:	I can explain how to block abusive users.	
10	Online Bullying:	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	
11	Self image and identity	I can explain how identity online can be copied, modified or altered.	
12	Self image and identity	I can demonstrate how to make responsible choices about having an online identity, depending on context.	

Lesson number	Learning objective	Pupils will	Vocabulary
1	I understand the benefits of an active lifestyle	<p>TTYP – What is physical health?</p> <p>Introduce concept of an “active lifestyle” inc what it looks like (regular exercise built into daily and weekly routines).                      What are the physical and mental benefits?                      Discuss then risks of a sedentary lifestyle and list on board.                      Fill in Making my lifestyle more active sheet (teacher model first)</p>	<p>Active                      Inactive                      Sedentary                      Obesity                      Regular exercise routine</p>
2	I understand mental well-being and self-care	<p>TTYP – What is mental wellbeing?                      (Things to look for are Mind’s definition below:                      You care about yourself and you care for yourself. You love yourself, not hate yourself. You look after your physical health – eat well, sleep well, exercise and enjoy yourself.                      You see yourself as being a valuable person in your own right. You don't have to earn the right to exist. You exist, so you have the right to exist.                      You judge yourself on reasonable standards. You don't set yourself impossible goals, such as 'I have to be perfect in everything I do', and then punish yourself when you don't reach those goals.")</p> <p>TTYP – Why is self-care important? (stress individual worth). How can we care for ourselves? Link to physical health – physical health can help with our mental health</p> <p>Introduce the different areas of self-care listed on the self-care techniques sheet. Model filling it in. Children complete</p>	<p>Mental health                      Wellbeing                      Self-care</p> <p>Physical health                      Worth</p>
3	I know where to seek support if I am worried about my mental or physical health	Follow 01 Talking Mental Health Lesson Plan or do one of the other activities e..g circle of support	Big feeling overwhelmed
4	I know how to plan a healthy meal	Follow the lesson plan in nutritious diet document	Nutrition Nutritious Protein Fat carbohydrate
5	I can make a healthy meal	Recap previous week’s learning to prepare a salad/wrap with lots of vegetables	Nutrition Nutritious Protein Fat carbohydrate
6	I understand the risks of an unhealthy diet	Follow poor nutrition smart notebook.	Obesity Tooth decay Mental health
7	I know how to deal with head injuries	<p>Use lesson plan and presentation for teaching about head injuries</p> <p>If the PSHE budget allows, it might be worth inviting St John’s Ambulance to run a session with year 5 to cover the following three lessons.</p>	
8	I know how to deal with burns and scalds	Use lesson plan and presentation for teaching about burns and scalds	
9	I know how to deal with minor bleeding	Use lesson plan and presentation for teaching about minor bleeding	
10	I know the facts about vaccination	Follow vaccination power point	Vaccination Herd immunity

11	Managing information online:	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	
12	Health well-being and lifestyle:	I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	



Lesson number	Learning objective	Pupils will	Vocabulary
<p>Note for teachers: boys and girls should be taught about both genders' experience of puberty and body image, but in single sex classrooms. However, the keeping clean lesson for boys should be delivered only to boys, and the keeping clean lesson for girls should be delivered only to girls. Parents have no right to remove children from PSHE lessons.</p>			
1	I understand puberty in the female body	See puberty PowerPoint and resources	Pubic hair Menstruation Sweat glands Hormones discharge
2	I understand puberty in the male body	See puberty PowerPoint and resources	Pubic hair Sweat glands Hormones Wet dreams
3	I understand how to keep clean	See keeping clean Smart Notebook for either boys or girls	
4	I understand the media's effect on boys' body image	See body image - boys Smart Notebook	
5	I understand the media's effect on girls' body image	See body image - girls Smart Notebook	
6	Online reputation	I can search for information about an individual online and summarise the information found.	
7	Copyright and ownership	I can give examples of content that is permitted to be reused and know how this content can be found online.	
8	Managing Information Online	I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.	
9	Managing Information Online	I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	
10	Managing Information Online	I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful	
11	Managing Information Online	I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	
12	Managing Information Online	I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).	

Year 6 – Autumn 1 Relationships and Digital Safety- Big Question: Is a right ever more important than a responsibility?

Lesson number	Learning objective	Pupils will	Vocabulary
1	Digital Safety Privacy and security	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates.	
2	I understand what peer pressure is and the possible effects it can have	1) Begin with a discussion starting from pupils' ideas about what peer pressure might be. What might a friend or peer ask you to do that may go against your beliefs or values? What forms does peer pressure take? (List different ways people might be pressurised – split into spoken and unspoken pressure). Why do people give in to peer pressure? What feelings can result from being pressured? Explore pupils' suggestions for ways to say "no" or get out of a situation without causing offence. 2) Use scenario cards and ask pupils in small groups to role play different peer pressure situations, rotating around so all pupils have the opportunity to experience being pressurised. Ask pupils to find different ways to end the situations.	peer pressure behaviour acceptable responsibility influence negative positive
3	I can ensure I have healthy, positive relationships*  *Focus mostly on friendships/family relationships	First, discuss the different types of relationships we have Do a carousel with a different one of the following questions on each table <ul style="list-style-type: none"> <li>• What are the qualities of a healthy relationship?</li> <li>• What rights and responsibilities do people have within different relationships?</li> <li>• How can people identify and resist unhelpful pressure and influence in a relationship?</li> <li>• What personal boundaries must there be in relationships?</li> <li>• How can people resolve upsetting relationship situations?</li> <li>• How can people end a relationship safely and responsibly?</li> <li>• Where and how can people get help for themselves or others if they think they are in an unhealthy relationship, or need help?</li> </ul>	Positive Healthy Personal boundaries Relationship Pressure
4	I understand stable and caring relationships	<b>TTYP</b> – What do stable romantic relationships look like? Why is stability in this sort of relationship important? What does a caring romantic relationship look like? If a relationship is not stable or caring, what could the impact be on children? <b>Display agony aunt letter</b> – what should James do? (encourage ideas about talking to another adult they trust)	Stable caring
5	Online reputation	I can explain the ways in which anyone can develop a positive online reputation.	
6	I can judge what physical contact is acceptable or unacceptable *A similar lesson is taught in year 4. The focus in this lesson should lean towards peer pressure from friends/boy or girlfriends/classmate	Give pairs or small groups of children the physical contact cards for them to sort under the three piles: acceptable, not acceptable and depends in terms of physical contact with (for example) a boyfriend/girlfriend*, a friend, a classmate. After each "round" of sorting, discuss as a class, focusing especially on "depends" .Ensure at the end of the lesson that children know that their body is theirs and that they shouldn't do anything with it that they don't feel comfortable with. They should tell an adult they trust if a situation is uncomfortable. Secondary school is a time when many girls, especially, are groped by classmates. In an age-appropriate way, they need to know that this isn't okay or a joke or something to accept.  *It is important that children know that they are too young for the sort of boyfriend/girlfriend relationships portrayed in the media and that they should feel comfortable resisting peer pressure to kiss etc.	Physical contact acquaintance Acceptable Unacceptable Autonomy Feelings judgement
7	Online relationships	I can explain how sharing something online may have an impact either positively or negatively	

8	I understand the different ways people say no	<p>Give children a scenario e.g. I want to borrow your new pen. Children brainstorm on tables all the different ways they might say no to me without actually using the word 'No' e.g. body language, hesitation, excuses (my mum doesn't let me lend pens) etc.</p> <p>Introduce the idea of a hard no (No!) and a soft no (the above) and ensure that children understand, if it's not a 'Yes!' then it's a no.</p> <p>TTYP – Have you ever been in a situation where you used a soft no or heard a soft no? Were you listened to/did you listen? How can we become more aware of soft nos and respect them?</p> <p>Plenary – How can body language help us understand if someone says yes but they really mean no? When might that happen?</p>	Soft no Hard no
9	Online relationships:	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	
10	I understand permission-seeking	<p>Recap previous two lessons</p> <p>TTYP – What should you do if you likes someone and want to hold their hand/hug them? What should you do if you want to use someone's pen? What should you do if you want an adult to let you go to the park after school?</p> <p>Teach asking for permission. Display stem sentences – Would it be okay if I .....? Can I .....?</p> <p>TTYP – What should you do if you ask for something, and that person says no?</p> <p>Role play using role playing cards with different situations and accepting somebody's no</p>	Consent Permission
11	I understand privacy	<p>TTYP – What is privacy? Who has a right to privacy?</p> <p>Children to work in pairs to create a list of situations in which we should be private and situations in which we shouldn't.</p> <p>Discuss as a class some of the ideas on the children's lists. Ensure that you discuss how it is not always right to keep secrets if they relate to being safe e.g. an abusive relationship</p> <p>TTYP – Should we expect different levels of privacy from different people? E.g. It's okay for a parent to check our phone but not a friend or partner.</p>	Privacy Secrets Abusive
12	I understand assertiveness	Ask the pupils to brainstorm times when they have felt angry or upset with someone. Explore the distinction between aggressive, passive and assertive behaviour. Role play, as a class, some different scenarios asking pupils to demonstrate aggressive and passive behaviour (e.g. someone has taken something that belongs to me, someone keeps leaving me out of situation etc). Discuss the disadvantages of both of these approaches to some situations. Introduce the idea of "I-statements" as a form of assertiveness - ("I feel ____ when you ____ because _____"). Give pupils some different scenarios and ask them in pairs, using role play and discussion, to come up with some possible "I-statements" which could be used in these situations.	assertive assertiveness opinion point of view

Lesson number	Learning objective	Pupils will	Vocabulary
1	I understand what homophobia is	Talk through anti-homophobia lesson 1 in resources folder.	Homosexuality Heterosexuality Homophobia Gay Lesbian Bisexual Asexual Transgender choice
2	I can challenge homophobia	Talk through anti-homophobia lesson 2 in resources folder.	
3	Online Relationships	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.	
4	I understand marriages and civil partnerships	<p>TTYP – What is a marriage? What is a civil partnership? A civil partnership is similar to a marriage: a relationship which gives legal recognition and added rights as well as responsibilities. ... In England, Wales and Scotland, both opposite and same-sex couples can marry in a civil or religious marriage ceremony. Both types are considered to be lifelong.</p> <p>TTYP – What do you think the benefits of a formal and legal relationship contract might be? - Why is the idea that such a relationship is life-long? Children make a list of characteristics that a life-long partner should have e.g. good with money, kind etc.</p>	<p>Marriage</p> <p>Civil partnership</p>
5	Self Image and Identify	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	
6	I know the importance of respecting myself	<p>Display this definition of respect: <i>Respect: Treating all people (including yourself, as well as people with whom you disagree) in a way that demonstrates that all people are important and that their feelings and thoughts are valuable.</i></p> <p>TTYP – Do you agree with this definition? Class discussion- How can you treat yourself in a way that demonstrates you are important and valuable? How does that link to your own happiness? How should you expect to be treated by other people? Children write vows to themselves</p>	<p>Self-respect</p> <p>Self-care</p> <p>Boundaries</p>
7	I know the importance of respecting others	<p>TTYP – What are ways that people are different from each other (physically, personality, background, gender, race, sexuality, religion, make different choices, likes/dislikes)</p> <p>Class discussion – When people are different from us, how can it make us feel? (we can feel judgement for our own choices, maybe fear etc – be very open and honest about this but stress that it is our own issue to deal with).</p> <p>TTYP – How should we treat everyone, including those who are different from us? <i>Respect: Treating all people (including yourself, as well as people with whom you disagree) in a way that demonstrates that all people are important and that their feelings and thoughts are valuable.</i></p> <p>Class discussion on courtesy and manners Children make a good manners/how to treat others poster.</p>	<p>Respect</p> <p>Authority</p> <p>Beliefs</p> <p>Preferences</p> <p>Manners</p> <p>Courtesy</p> <p>backgrounds</p>
8	Online Bullying:	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	
9	Online Bullying	I can explain how someone would report online bullying in different contexts.	

10	I know how to communicate respectfully	<p>Recap – What have we learned about respect this term? How does how we communicate fit into this?  <i>Respect: Treating all people (including yourself, as well as people with whom you disagree) in a way that demonstrates that all people are important and that their feelings and thoughts are valuable</i></p> <p>Students are asked to consider how particular language or behavior would make someone feel, and to think of respectful alternatives.</p> <ul style="list-style-type: none"> <li>o Step 1: Read or display the statements further below.</li> <li>o Step 2: After each statement, ask students to offer ideas on how the statement would make the other person feel. Write these feelings on the board.</li> <li>o Step 3: Ask students to offer a respectful alternative to each (if there is an alternative)</li> </ul> <p>Statement 1: “That’s a stupid idea. What is wrong with you?”  Statement 2: “You’re so rude. Who shows up 30 minutes late without even texting?”  Statement 3: “I already decided where we are going later so I don’t need your opinion.”  Statement 4: “Why were you talking to that guy/girl between classes? You know you’re only allowed to talk to me.”</p>	<p>Respect</p> <p>Manners</p> <p>Courtesy</p>
11	Managing information online:	I can describe how some online information can be opinion and can offer examples.	
12	Managing information online	I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news).	

Lesson number	Learning objective	Pupils will	Vocabulary
1	<b>I understand the risks of smoking</b>	See PowerPoint plan and resources in folder	
2	<b>I understand the risks of alcohol</b>	See PowerPoint plan and resources in folder	
3	<b>I understand the risks of drugs</b>	See PowerPoint plan and resources in folder	
4	Health well-being and lifestyle:	I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	
5	Managing information online	I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.	
6	Copyright and ownership	I can demonstrate how to make references to and acknowledge sources I have used from the internet	
7	Managing information online	I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.	
8	Health well-being and lifestyle:	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	
9 - 12	Transition to secondary school - Create a worry box to collect children's concerns regarding secondary school prior to week 9 The final four lessons should be planned based on these concerns. Use transition resources and resources from local secondary schools to plan these lessons.		

Additional Digital Safety Lessons

Year	Self Image and identity	Online Relationships	Online Reputation	Online Bullying	Managing information online	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
1	No additional lessons. All lessons mapped out across the year.							
2		<p>L4-I can explain who I should ask before sharing things about myself or others online.</p> <p>L5 - I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>L6 - I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p>						
3		<p>L1 - I can describe ways people who have similar likes and interests can get together online.</p> <p>L5 - I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p>	L1 - I can explain how to search for information about others online					
4	L2 - I can explain how my online identity can be different to my offline identity.	L1 - I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)		L3 - I can recognise when someone is upset, hurt or angry online	L1 - I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and	L1-I can explain how using technology can be a distraction from other things, in both a positive and negative way. L2 - I can identify times or situations		

					<p>that my decisions are respected by others.</p> <p>L2 - I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>L3 - I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>L5 - I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p>	<p>when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>		
5		<p>L3 - I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>L4 - I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p>		<p>L3 - I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p>L4 - I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>L5 - I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>L6 - I can describe how what one person perceives as playful</p>	<p>L1 - I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.</p> <p>L8 - I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p>	<p>L1- I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>L3 - I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals</p> <p>L4 - I can explain how and why some apps and games may request or take payment for additional</p>		<p>L1 - I can assess and justify when it is acceptable to use the work of others</p>



				joking and teasing (including 'banter') might be experienced by others as bullying.		content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.		
6	L2 - I can explain the importance of asking until I get the help needed		L2 - I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.		L1 - I can explain how search engines work and how results are selected and ranked. L2 - I can explain how to use search technologies effectively. L7 - I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. L8 - I understand the concept of persuasive design and how it can be used to influences peoples' choices.	L2 - I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. L3 - I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).	L4 - I can describe simple ways to increase privacy on apps and services that provide privacy settings L5 - I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing) L6 - I know that online services have terms and conditions that govern their use.	L1 - I can demonstrate the use of search tools to find and access online content which can be reused by others.