

John Keble CE School

PSHE Curriculum

PSHE Intent, Implementation and Impact: EYFS – KS2

Whole school curriculum intent

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.

Subject specific intent: PSHE

Our curriculum aims 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.

Implementation and impact

PSHE at John Keble is delivered through a carefully sequenced, whole-school programme that is bespoke to our pupils and rooted in our school vision and values. The curriculum is structured around six termly focus areas, ensuring full coverage of statutory Relationships, Sex and Health Education (RSHE) requirements, alongside the non-statutory citizenship guidance. Learning is drawn from high-quality, evidence-informed resources, including the PSHE Association and One Decision schemes of work, and is adapted to meet the specific needs of our community. Lessons are revisited and built upon over time to support progression, with key themes such as relationships, wellbeing, safety (including online safety), and economic understanding revisited across year groups. Teaching is discussion-led and inclusive, providing pupils with regular opportunities to explore, question and reflect. Pupils engage in a range of activities including collaborative dialogue, scenario-based learning and real-life application. British Values and our school values are explicitly woven throughout the curriculum, ensuring pupils understand their role within local, national and global communities. Digital safety is embedded within the curriculum through regular, planned teaching, ensuring pupils develop the knowledge and skills to navigate the online world safely and responsibly.

As a result of this curriculum, pupils leave John Keble as confident, reflective and responsible individuals who are well-prepared for life in modern Britain. They demonstrate a secure understanding of how to keep themselves physically and mentally healthy, build positive relationships and make informed, safe choices both offline and online. Pupils show respect, empathy and tolerance towards others, underpinned by a clear understanding of equality, diversity and British Values. They are able to articulate their thoughts, manage their emotions and engage thoughtfully with the world around them. By the end of Key Stage 2, pupils have developed the knowledge, skills and attributes needed to be active, responsible citizens, equipped to contribute positively to their communities and to navigate future challenges with confidence and integrity.

	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. 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>






<p>Reception (PRIME AREA)</p> <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>DIGITAL SAFETY</p>	<p><u>ELG: Self-Regulation</u></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 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)</p> <p>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)</p> <p><u>ELG: Building Relationships</u></p>	<p><u>ELG: Self-Regulation</u></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 can identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p>I can give some simple examples of these rules (See Project Evolve - health, wellbeing and lifestyle)</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><u>ELG: Self-Regulation</u></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 can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>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)</p> <p><u>ELG: Building Relationships</u></p>	<p><u>ELG: Self-Regulation</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 can identify ways that I can put information on the internet (See Project Evolve - online reputation)</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 can recognise some ways in which the internet can be used to communicate.</p>	<p><u>ELG: Self-Regulation</u></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 can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet. (See Project Evolve - managing information online)</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>EARLY LEARNING GOALS</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>
---	---	--	--	---	--	---



	<p>Understand what turn taking is and how it makes others feel when it is or isn't done.</p> <p>Understand what kindness is</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 acts of kindness in others.</p>	<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>		
--	---	--	--	--	--	--

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self awareness and belonging, Difference and worth and Racial justice	Economic world	Digital safety	Social justice (Eco fair) and Healthy lifestyles (planting and growth)	Citizenship/law	Transitions and Social justice & charity work
Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance Citizenship - non statutory			John Keble Statutory Mapping Document		

British Values

These were established by the coalition Government in 2014. Previously, schools had been required to 'respect' these values, but as a result of changes brought in by this Government, all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so.

	<p>Democracy: This refers to the system where people have the right to vote and influence decisions within the country. It also includes the understanding that everyone's opinion matters and that people should be free to express their own views.</p>
	<p>The Rule of Law: This principle emphasizes the importance of laws and rules that protect everyone in society. Everyone, including the government, must abide by the law to ensure a safe and secure environment for all.</p>
	<p>Individual Liberty: This value highlights the freedom to make personal choices and exercise one's rights, such as freedom of speech and belief, as long as these actions are within the law.</p>
	<p>Mutual Respect: This involves treating all individuals with dignity and courtesy, regardless of their background or beliefs. It's about showing respect to others and valuing their individuality.</p>
	<p>Tolerance of Others: This means accepting and respecting that people have different beliefs, opinions, and lifestyles, even if they don't share the same values. It's about fostering an environment where diversity is respected and no one is harmed or discriminated against due to their differences.</p>

Lesson number	Learning objective and RSE links	Pupils will	Vocabulary	British values	
1	Identify people who are important to me.	<ul style="list-style-type: none"> ● Ask: Who are the people that help you or are important to you? ● Children think-pair-share: Talk to a partner for 2 minutes. Volunteers share with the class. ● Explain: Today, we'll learn about people who care for us and how they help us. ● Play the following video / read the book: Storytime – Love Grows Everywhere by Barry Timms ● Discuss <ul style="list-style-type: none"> ○ Who cared for each other in the story? ○ What does love look like in the story? ○ What do the families do to show love and care? ● Chn Draw ONE way the family in the story cared for each other ● Children reflect on someone very important in their own life. <ul style="list-style-type: none"> ● Draw or say who it is ● Explain why this person is important? ● Describe how they help or care for you. 	respect relationships belong important care family safe	Individual Liberty Mutual Respect Tolerance of Others	
2	Identify different kinds of families.	<ul style="list-style-type: none"> ● Share the following case study <i>Amira is six years old. She lives in a small house with her uncle, Uncle Samir. Amira's parents work in another country, so her uncle takes care of her every day. Uncle Samir helps Amira get ready for school. He cooks dinner and reads her a bedtime story every night. They love to go to the park together on weekends. Amira says Uncle Samir gives the best hugs and always makes her feel safe. Even though Amira doesn't live with her mum and dad, she talks to them on the phone and draws pictures to send them. She says her family is full of love.</i> ● Ask <ul style="list-style-type: none"> ○ Who is in their family? ○ Is their family the same or different to yours? ○ Do they seem happy and cared for? ● Show different images of families (e.g., nuclear family, single-parent, adopted, same-gender parents, extended). ● Ask: What do you already know about families? Children turn and talk to a partner, then share with the class. Explain that families come in all shapes and sizes. Emphasise that all families should be full of love, care, and safety. ● Play the following video / read the book. Storytime – Families, Families, Families! by Suzanne Lang (10 mins) Ask children to look and listen for the different kinds of families in the book. ● Ask <ul style="list-style-type: none"> ○ What kinds of families did you see? ○ Were any of them like your own? ○ What do all families seem to have in common? ○ What does it mean to be a family? ○ Are there things that all families have in common? 	Different Sibling Adopted Foster Step brother / sister	Individual Liberty Mutual Respect: Tolerance of Others	
3	Identify positive features of family life, including special days, celebrations, and spending time together.	<ul style="list-style-type: none"> ● Share the following case study <i>Zara is six years old. On Sunday, her whole family came to her house for a special day. It was her grandpa's birthday! Zara helped her dad blow up balloons and hang decorations in the kitchen. Her mum baked a big chocolate cake with strawberries on top. Zara made a birthday card with a picture of her grandpa wearing a party hat. When her grandpa arrived, everyone shouted, Happy Birthday! They sang songs, played games, and ate delicious food. Zara gave her grandpa a big hug and said, This is the best day ever! At bedtime, Zara said, I love when our family is all together.</i> ● Discuss: <ul style="list-style-type: none"> ○ What is happening in the story? ○ What special things do they do as a family? ○ Do you do anything like this with your family? 	Family Special Celebrate Tradition Festival	Individual Liberty Mutual Respect: Tolerance of Others	

		<ul style="list-style-type: none"> Discuss different ways families spend time together: meals, holidays, birthdays, games, prayers. Highlight that every family is different and that's OK. Play the following video / read the book Stella Brings the Family Discuss: <ul style="list-style-type: none"> Who did Stella invite? What makes Stella's family special? How did her friends and teacher respond? Chn to identify special days they spend with their family and draw / write about it. 							
4	Recognise the importance of treating people with respect.	<ul style="list-style-type: none"> Show children a picture of children in different settings, e.g., classroom, library, playground, home Ask <ul style="list-style-type: none"> Who can you see in the picture? Where do you think they are? (Classroom, library, playground, home) What lesson might they be doing? What is your favourite lesson? Are the children behaving well? How can you tell? Is everyone listening to the teacher? What are our rules about sitting on the carpet? How do I expect you to behave? What would you expect to see if someone wasn't listening or behaving well? Why do we need to use our listening skills? Why is it important to be polite and behave well in the classroom? Discuss what respect means and why it's important. Use simple examples children can relate to. Play the following video / read the book: Teach Your Dragon Respect by Steve Herman <ul style="list-style-type: none"> After reading, ask questions What did Diggory do that was respectful? What did he do that wasn't respectful? How did others feel about Diggory's behaviour? What can we learn from Diggory? Chn In pairs, sort cards into Respectful or Disrespectful piles. <table border="1" data-bbox="631 823 1496 1069"> <thead> <tr> <th>Respectful Cards</th> <th>Disrespectful Cards</th> </tr> </thead> <tbody> <tr> <td> Listening carefully when someone is talking Waiting patiently for your turn Using kind words like please and thank you Helping a friend who is sad Keeping your hands and feet to yourself Raising your hand before speaking </td> <td> Shouting out answers without waiting Interrupting when someone else is talking Calling people names or being mean Not sharing toys or materials Not listening to the teacher Pushing or being rough with friends </td> </tr> </tbody> </table> Discuss why each behaviour fits in each category. Ask: <ul style="list-style-type: none"> True or False: You should show respect to everyone. Is it respectful or disrespectful to shout out answers in class? How can we behave respectfully in a quiet place like the library? 	Respectful Cards	Disrespectful Cards	Listening carefully when someone is talking Waiting patiently for your turn Using kind words like please and thank you Helping a friend who is sad Keeping your hands and feet to yourself Raising your hand before speaking	Shouting out answers without waiting Interrupting when someone else is talking Calling people names or being mean Not sharing toys or materials Not listening to the teacher Pushing or being rough with friends	Respect Polite Listen Quiet Behaviour Kind Waiting Sharing	The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	
Respectful Cards	Disrespectful Cards								
Listening carefully when someone is talking Waiting patiently for your turn Using kind words like please and thank you Helping a friend who is sad Keeping your hands and feet to yourself Raising your hand before speaking	Shouting out answers without waiting Interrupting when someone else is talking Calling people names or being mean Not sharing toys or materials Not listening to the teacher Pushing or being rough with friends								
5	Identify ways of being kind	<ul style="list-style-type: none"> Share the following case study <i>Liam saw his friend Emma sitting alone at lunch. He went over and asked if she wanted to play. Emma smiled and said yes. Liam shared his toys with her during playtime.</i> <ul style="list-style-type: none"> What did Liam do to be kind? How do you think Emma felt? Can you think of a time someone was kind to you? Show pictures of people being kind and unkind Ask: <ul style="list-style-type: none"> What do you already know about kindness? Children can share ideas or point to pictures that show kindness. 		Democracy The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others					

		<ul style="list-style-type: none"> ● Discuss simple ways to be kind (helping, sharing, saying nice things). ● Play the following video / read the book: Be Kind by Pat Zeitlow Miller and Jenn Hill <ul style="list-style-type: none"> ○ What did the characters do to be kind? ○ How did being kind affect others? ○ Why is kindness important? ● Draw a time when someone was kind to you and write a sentence about it. 			
6	Understand the importance about caring about other people's feelings	Follow the online lesson: Friendship		Democracy The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	
7	Recognise and name different emotions	Follow the online lesson: Jealousy		Democracy The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	

Year 1 - Autumn 2 - Economic world


Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	To understand what money is and why people use it.	<ul style="list-style-type: none"> Show real or toy coins and notes. Ask: what do children notice? Read the story: The Day We Had No Money Ask: What was the problem when there was no money? Why didn't swapping always work? How does money make life easier for people? Can you think of something you would buy if you had £1? Give chn a sheet with simple toys and prices next to them . chn to match the item with the price. Activity: Money sorting game (match coins to prices on toy shop items). Plenary: If you found £1, what could you do with it? Share ideas. 	money, coins, notes, buy, sell, pay	Democracy Individual liberty Rule of law	
2	To understand that people earn money by working.	<ul style="list-style-type: none"> On the slides, show some pictures of different people and different jobs. E.g, doctor, pilot, farmer, teacher etc. Main: Class discussion — Why do people work? discuss tis question and create a mind map on your board with lots of reasons. Activity: Create a People Who Help Us poster Plenary: Circle time — What job would you like to do when you grow up and why? 	job, work, earn, pay, shop, teacher, doctor	Democracy Individual liberty Rule of law	
3	Understand different ways we can get money	Follow the online lesson: Working in our World		Democracy Individual liberty Rule of law	
4	To understand the difference between things we need and things we want.	<ul style="list-style-type: none"> Starter: Show items (e.g., food, water, teddy, tablet, clothes). Ask: Could we live without it? As a class discuss what is important to keep us healthy and happy. Share images of various things. Give chn a selection of images and ask them to sort them into wants and needs Reflect: If you could only choose 3 things to take on an island, what would they be and why? 	need, want, choice, food, toys, home	Democracy Individual liberty Rule of law	
5	To understand that we can help others by sharing what we have.	<ul style="list-style-type: none"> Read the Rainbow Fish or watch here Ask: <ul style="list-style-type: none"> Why do you think Rainbow Fish didn't want to share his shiny scales at first? How did sharing his scales change Rainbow Fish's friendships? Have you ever shared something with someone? How did it make you feel? Discuss how we can help others at school and in the community (e.g., food bank, charity shop, helping a friend). Activity: Design a Helping Hands poster — each finger labelled with a way to help others. Plenary: Reflection circle — One way I can share or help this week is... 	share, help, donate, charity, fair, kind	Democracy Individual liberty Rule of law	
6	Identify strengths and interests that are suited to different jobs.	<ul style="list-style-type: none"> Read the case study and allow chn to discuss. Mum, when I grow up, I want to be a baker, said Sam. Look, I can crack an egg without getting the shell in the bowl, and I'm really good at mixing. Yes, and you also make very yummy cakes, replied Mum. I think you'll be a super baker! Ask <ul style="list-style-type: none"> What job does Sam want to do when he grows up? Name ONE thing Sam is good at that will be helpful if he becomes a baker. Ask chn to discuss and feedback all the different types of jobs they can think of. Collect ideas on a mind map. 	Strengths Interests Likes Dislikes Jobs	Democracy Individual liberty Rule of law	

		<ul style="list-style-type: none"> • Tell chn: The children at Wriggleton Primary School have been wondering about the jobs they would like to do when they grow up. Read each card carefully with a partner and try to match each child up with a job that suits them. • <table border="1" data-bbox="645 146 1503 437"> <tr> <td data-bbox="645 146 1070 437"> <ol style="list-style-type: none"> Mia – Loves helping people feel better, enjoys giving hugs and listening to friends. Leo – Loves animals and enjoys taking care of pets and wildlife. Aisha – Loves drawing, painting, and making colourful things. Max – Loves building things and fixing broken objects. Ruby – Enjoys reading stories and telling others about them. </td> <td data-bbox="1070 146 1503 437"> Job Cards Teacher Artist Vet Builder Nurse </td> </tr> </table> • Ask chn to match each child up with the job that suits them best. • Mia → Nurse (because she likes helping people feel better) Leo → Vet (because he loves animals) Aisha → Artist (because she enjoys drawing and painting) Max → Builder (because he enjoys building and fixing things) Ruby → Teacher (because she enjoys reading stories and sharing them) 	<ol style="list-style-type: none"> Mia – Loves helping people feel better, enjoys giving hugs and listening to friends. Leo – Loves animals and enjoys taking care of pets and wildlife. Aisha – Loves drawing, painting, and making colourful things. Max – Loves building things and fixing broken objects. Ruby – Enjoys reading stories and telling others about them. 	Job Cards Teacher Artist Vet Builder Nurse			
<ol style="list-style-type: none"> Mia – Loves helping people feel better, enjoys giving hugs and listening to friends. Leo – Loves animals and enjoys taking care of pets and wildlife. Aisha – Loves drawing, painting, and making colourful things. Max – Loves building things and fixing broken objects. Ruby – Enjoys reading stories and telling others about them. 	Job Cards Teacher Artist Vet Builder Nurse						

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	Explain why we need rules.	<ul style="list-style-type: none"> Begin the lesson with a game of Simon Says. Then ask: <ul style="list-style-type: none"> What are the rules of Simon Says? How did you know what to do? What else could Simon say? Who can give me some ideas? Are the rules of Simon Says always true? Could you tell your teacher to wriggle like a worm in a maths lesson? Why or why not? Ask chn what are rules and why do we need them? Explain: We have rules to tell us how to behave in different situations. There are lots of different types of rules: House rules tell us how we need to behave at home. Classroom rules tell us how we need to behave in the classroom. Safety rules tell us how to stay safe at home, at school, and in our local community We also need rules whenever we play a game or a sport. These rules tell us how to play, win, or lose a game. So what would happen if we didn't have rules? Play the picnic game. Explain the rules of the picnic game to the chn. You have picked a secret rule and the chn need to guess it. Each child will suggest an item to take on a picnic. Say yes or no to your student's suggestions depending on whether they satisfy the secret rule. For example, if the rule is only to pack yellow foods, the students could pack bananas, cheese, lemons, etc. Watch the following stor:y What if Everybody Did That? by Ellen Javernick Ask: <ul style="list-style-type: none"> What would happen if everybody behaved like that in the story? Would the world be better or worse if we had no rules? Plenary: chn to discuss one home rule, one school rule, and a final rule of your choice. Why do we need this rule? What would happen if you broke it? 	Rules	Rule of law: Respect: Individual liberty:	
2	Describe how people use the internet in their daily lives.	<ul style="list-style-type: none"> Read the case study aloud. Happy birthday, Jasmine, said Mummy. Yes, happy birthday, said Mama. I hope you like your gift. A tablet? For me? Wow! grinned Jasmine. Can I play with it? Yes, replied Mummy, you can use it, but first we need to agree on some rules. Ask: <ul style="list-style-type: none"> What gift did Mummy and Mama give to Jasmine? What is a tablet? Do you think Jasmine liked her gift? How do you know? What things can you do on a tablet? What are rules? Why is it important to set rules before using a tablet? Introduce the topic of how we use the internet in everyday life.show pictures of some digital and non digital devices. Discuss why they are useful Watch the following story: Storytime: Once Upon a Time Online by David Bedford and Rosie Reeve (read aloud or use a video link). Discuss what digital devices the characters use. Task Create a timetable for Mr Wolf to help him stop hogging the laptop and spending too much time online using his timeline: Lunchtime, bedtime, visit pigs, gaming time, bath time, dinner time, online learning. Decide the best time for each task. Plenary Look at the pictures of digital devices. Can you name them all? Choose one device and describe one thing you can do with it online. Why do we need to balance time spent on digital devices with time spent outside? 	Online Laptop Digital device	Rule of law: Respect: Individual liberty:	
3	Recall TWO or more ways we can keep ourselves safe online.	<ul style="list-style-type: none"> Read the case study aloud. Hasad was on his tablet when a message popped onto the screen. It said ONLY! in big red letters, and it had a yellow button that said Buy Now. 	Online safety Internet Tablet	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> Children discuss the challenge questions with a partner. <ul style="list-style-type: none"> What is the message trying to sell? What will happen if Hasad clicks on the Buy Now button? What should he do? Is it okay to click on the Buy Now button? Why or why not? Introduce the topic of staying safe online. Watch the following story: Storytime: Chicken Clicking by Jeanne Willis and Tony Ross <ul style="list-style-type: none"> What were some of the things that Little Chick bought when she went online? Were the animals pleased with all their presents? How do you know? What about the farmer and the farmer's wife? What did they think about the parcels that kept arriving? Did Little Chick ask the farmer before she used his computer? Why is it important to always ask an adult before we go online? Whose money was Little Chick spending each time she paid for things? What do you think the farmer will say when he gets the bill for all of Little Chick's parcels? What information did Little Chick post about herself online? Was this a good idea? Why or why not? Why is it dangerous to post pictures or information about ourselves on the internet? What could go wrong? What happened when Little Chick went to meet the friend she met online? What do you think might have happened next? Do you think the Hungry Wolf really wanted to be friends with the tasty chicken? Is it ever okay to meet up with someone in the real world who we met on the internet? Why or why not? What was the meaning of this story? Explain: The little chick made a lot of mistakes when she went online. She didn't ask for permission before using the computer. She spent another person's money without asking. She posted pictures and information about herself online. Then she met up with a stranger who turned out to be the Big Bad Wolf. The internet is a very dangerous place when you behave like Little Chick. Never send pictures or give out information about yourself online. This includes your real name, age, or any other information that could be used to find you. If anyone ever asks you for this information, or asks to meet you, you must tell a trusted adult immediately. After all, you could be talking to the Big Bad Wolf. 	Online shopping		
4	Know who and how to ask for help	Follow the online lesson: online bullying			
5	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	<ul style="list-style-type: none"> Ask chn what is a password. Display different things you can do using technology and ask if I need a password. Show example passwords and ask if they are good or bad passwords. Discuss who we should / shouldn't share our passwords with. Ask chn what is meant by personal Ask children what does the word information mean Share two pictures on the board ask children can you think of any things that are personal information or just information Explain: sometimes people will ask us for personal information that we don't want to share. It's really important for us to know who we should speak to if we are worried. Task - complete the hands with your trusted adults 	Password personal information trusted adult safe share technology	Individual Liberty	
6	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services)	<ul style="list-style-type: none"> Introduce the activity by asking an open question - 'who are the people that you know?' ACTIVITY 1 - Using 'Who do you know?', ask the children to draw 3 or 4 people they know they should also add some information about: What information they know about them (eg I know where they live, I know their parents, I know they go to school x) What they are like (eg their character - kind, loving, caring, they look after me etc). 	Communicate technology icon app	Individual Liberty	

		<ul style="list-style-type: none"> ● Using slide 2, discuss the word 'communicate'. What does it mean, what are synonyms for it/words associated with it? Use the space on slide 3 to record suggestions or use suggestions to create a word cloud using a free website eg www.wordclouds.com This could then be printed and displayed. ● Discuss how children communicate with people they know. ask : <ul style="list-style-type: none"> ○ Do any children have friends/family abroad? ○ How do they communicate with them? ○ What technology do they use to communicate? (it may be useful to revisit the word 'technology' and specifically technology used for communication. ● Slide 3 can be used if this is required. It may be useful to reuse slide 3 as a prompt to discuss which technologies might require adult support - both in terms of technical set-up, eg typing URLs, plugging things in etc but also to ensure safe and appropriate communication. ● For the next task, the children will be displaying their understanding of the elements needed within a basic communication app eg video button, camera button, voice call, keyboard, emojis etc. ● Use slide 4 to discuss the icon examples - what are they for? Which ones would be useful? Which ones do they already use? ● ACTIVITY 2 - Using 'Let's Design!' (blank screens template), children should choose one screen (or use their own) to design an app used to communicate. ● Prompt the children to consider what they would need eg video icon, keyboard, voice message, camera icon, contacts list etc 			
--	--	--	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	To know how to wash hands appropriately	Follow the online lesson: Washing hands		Individual liberty: Democracy	
2	Eco fair prep	<ul style="list-style-type: none"> • Each year group are to plant seeds to be sold by JLT at the Eco Fair. • Please see the following document to see what you will be sowing:  Seeds • Each class must sow and care for the plants until they are ready to be sold. • Each year group should produce 20 pots. • Soil can be found in the shed in the outdoor classroom. Pots and seeds will be given to you. • Please plant in the outdoor classroom. • Planting does not need to be done during the PSHE slot but it MUST be done this week. • Please print off enough copies of your plants instructions so they can be given with the plant when sold. 			
3	Understand why we need to brush our teeth.	Follow the online lesson Brushing teeth		Individual liberty: Democracy	
4	Understand why we should look after living things	Follow the online lesson Living in our world		Respect:	
5	Describe how we can be responsible when caring for living things.	<ul style="list-style-type: none"> • Read the following scenario and ask the chn the questions. Have you seen Patch? asked Dad. She needs to go for a walk. She's asleep in her bed, said Tom. She still needs a walk, said Dad. Up you get, Patch! Okay, said Tom. I will feed her when you get back. <ul style="list-style-type: none"> ○ What kind of animal is Patch? ○ In what ways do Dad and Tom take care of her? ○ Why does Patch need a walk? ○ Would it be okay to let her stay in bed? ○ What does it mean to be responsible for taking care of a family pet? • Display some images of different things we need to look after: animals, plants, classroom, playground, people. • Ask chn to discuss some of the things they need. • Encourage the idea that all living things have needs. • Discuss examples: <ul style="list-style-type: none"> ○ Food ○ Water ○ Shelter ○ Care ○ Kindness • Ask: <ul style="list-style-type: none"> ○ Is a toy a living thing? Why not? ○ What happens if a living thing does not get what it needs? • Read / watch the story Don't Let Them Disappear – Chelsea Clinton (Read selected animals only watch 1:46 -6:16 - Giraffes, gorillas, blue wales rhinos.) 	Living things Endangered animals Needs Responsible	Rule of law: Respect: Individual liberty:	


		<ul style="list-style-type: none"> ● Ask <ul style="list-style-type: none"> ○ Why are these animals in danger? ○ How do you think they feel? ○ What could people do to help? ● If time: chn to create an awareness poster about one animal from the story. 			
6	Explain why plastic is a problem and how we can all help.	<ul style="list-style-type: none"> ● Read the following scenario and ask the chn the questions. ● Mum and Kim went to a café. ● What would you like to drink? said the man. ● A tea, please, replied Mum. ● Can I have milk with a straw? asked Kim. ● Yes, I will get you a paper one, said the man. ● Plastic straws are bad for the planet. <ul style="list-style-type: none"> ○ What did Mum and Kim ask for? ○ Why did Kim get a paper straw? ○ Why are plastic straws bad for the planet? ○ What is a living thing? ○ What living things do you already know? ● Ask chn: <ul style="list-style-type: none"> ○ What is plastic ○ Where have you seen plastic before? ● Use picture prompts on the slides to show chn different types of plastic ● Encourage children to think beyond the images. ● Explain: Plastic is useful but does not break down easily. Some plastic ends up in rivers and oceans ● This can harm animals and the planet <ul style="list-style-type: none"> ○ Is plastic always bad? ○ What happens if plastic is dropped on the ground? ● Read / watch A Planet Full of Plastic – Neal Layton <ul style="list-style-type: none"> ○ What happens to plastic in the ocean? ○ How do animals feel? ○ What could people do differently? ● If time, ask chn to create a plastic/pollution-themed leaflet reflecting the need to reuse plastic or find alternatives for plastic. ● Recap at the end and ask the following questions: <ul style="list-style-type: none"> ○ Why plastic is a problem ○ How we can all help ○ What is ONE thing you can do to reduce plastic? 	Plastic Pollution Landfill Rivers Oceans	Rule of law: Respect: Individual liberty	

Lesson number	Learning objective	Pupils will	Vocabulary		
1	Identify rules that apply in different situations, e.g. at home or school.	<ul style="list-style-type: none"> ● Play Simon Says. Give instructions such as: <ul style="list-style-type: none"> ○ Simon says touch your nose ○ Simon says clap twice ○ Jump up and down ○ Simon says sit down ○ (Some instructions without Simon says.) ● Ask: <ul style="list-style-type: none"> ○ What were the rules of Simon Says? ○ How did you know what to do? ○ What else could Simon say? ○ Are Simon Says rules always true everywhere? ○ Could we tell the teacher to wriggle like a worm in a maths lesson? Why not? ● Explain: Different places have different rules. ● Show or describe simple pictures such as: <ul style="list-style-type: none"> ○ washing hands ○ walking in school corridor ○ tidying toys ○ stopping at a road ● Ask: <ul style="list-style-type: none"> ○ Where might this rule be used? ○ Why do we have this rule? ● Explain clearly: <ul style="list-style-type: none"> ○ Rules help: ○ keep us safe ○ help people be fair ○ help everyone learn and play together ● Ask chn for some examples and share : <ul style="list-style-type: none"> ○ School rules ○ listening to the teacher ○ walking in corridors ○ Home rules ○ bedtime ○ tidying toys ● Ask: <ul style="list-style-type: none"> ○ Are home rules always the same as school rules? ● Explain: We are going on a picnic, but we can only bring things that follow a secret rule. ● Example rule: yellow foods ● Children suggest items. ● Teacher says yes or no depending on the rule. <ul style="list-style-type: none"> ○ Examples: ○ bananas ✓ ○ cheese ✓ ○ lemons ✓ ○ apples ✗ ● Ask: <ul style="list-style-type: none"> ○ What do you think the rule is? ● Once guessed, explain that rules help us know what is allowed. ● Share some pictures of the following and ask chn to identify the rule, if its a school or home rue and why is the rule important. 	rule fair safe home school community Choice consequences	Rule of law Mutual respect	

		<ul style="list-style-type: none"> ○ wash hands ○ raise your hand to speak ○ brush teeth ○ walk in corridors ○ wear seatbelt ● Watch the story: What If Everybody Did That? <ul style="list-style-type: none"> ○ What would happen if everyone ignored the rules? ○ Why are rules important? ● Explain that rules help everyone stay safe and happy. ● Chn to work with a partner and identify <ul style="list-style-type: none"> ○ One home rule ○ One school rule ○ One rule of their choice ● Share some and ask: <ul style="list-style-type: none"> ○ Why do we need this rule? ○ What might happen if everyone broke it? ● Example: ● Running in corridors → people could get hurt. 			
2	Identify that some rules are made to keep us safe	Follow the lesson plan from cbbcf and PSHE Association: Lesson 1 Plan.pdf	rule film programme age rating symbol child-friendly family-friendly U / PG British Board of Film Classification	Rule of Law Individual Liberty Mutual Respect	
3	Identify what do if they feel something is unsafe, such as asking for help	Follow the lesson plan from cbbcf and PSHE Association: Lesson 2 Plan.pdf	programme show safe viewing choices parental controls worried upset scared trusted adult	Rule of Law Individual Liberty Mutual Respect	
4	Know how and understand the importance of preventing accidents	Follow the online lesson: Water Spillage		Rule of Law Individual Liberty	
5	Know that even small fires can be dangerous	Follow the online lesson: Petty Arson		Rule of Law Individual Liberty Mutual Respect Democracy	

6	Know why it's important to stay safe when crossing the road.	Follow the online lesson: Staying Safe - Road safety		Rule of Law Tolerance Mutual Respect Democracy	
---	--	--	--	---	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	To understand what helping others means and recognise kind actions.	<ul style="list-style-type: none"> • Ask the class: <ul style="list-style-type: none"> ○ What does it mean to help someone? • Take a few verbal responses • Show simple images such as: <ul style="list-style-type: none"> ○ Helping tidy up ✓ ○ Sharing toys ✓ ○ Pushing someone ✗ ○ Ignoring someone who is upset ✗ • Chn decide: <ul style="list-style-type: none"> ○ Thumbs up = helping ○ Thumbs down = not helping • Key Teaching Point • Helping means doing something kind to support others • Watch Kindness For Kids How To Show Kindness Video How To Be Kind Elementary-Middl... • Read / Watch: Have You Filled a Bucket Today? • Discussion Questions <ul style="list-style-type: none"> ○ Who helped someone in the story? ○ What did they do? ○ How did it make others feel? ○ How do you feel when someone helps you? • Emphasise: Helping makes people feel happy, safe, and cared for • Task: Chn to draw a picture of something they do to help others • Chn complete: I can help by... • Examples: <ul style="list-style-type: none"> • Helping tidy up • Sharing toys • Being kind to a friend • Chn to share with others: I can help by... • Reflection Questions <ul style="list-style-type: none"> ○ Why is helping important? ○ How does helping make people feel? • Key Message: Helping others makes our classroom a happy and safe place. 	help, kind, share, care, friend	Individual Liberty Mutual Respect Tolerance of Others Rule of Law Democracy	
2	To identify people who help in our community.	<ul style="list-style-type: none"> • Show objects or images one at a time: <ul style="list-style-type: none"> ○ Stethoscope → Doctor ○ Fire hose → Firefighter ○ Police badge → Police officer ○ Book → Teacher • Questions to Ask <ul style="list-style-type: none"> ○ Who might use this? ○ What do they do? ○ How do they help people? • Key Teaching Point Helpers have jobs where they take care of people and keep us safe • Introduce key helpers: <ul style="list-style-type: none"> ○ Doctor ○ Nurse ○ Firefighter ○ Police officer 	helper, job, community, care	Individual Liberty Mutual Respect Tolerance of Others Rule of Law Democracy	

		<ul style="list-style-type: none"> ○ Teacher ● Discussion Questions ● What does this person do? ● Who do they help? ● Why are they important? ● Emphasise: These people help our community (our local area) ● Task: Match Helpers to Their Jobs ● Example matches: <ul style="list-style-type: none"> ○ Doctor → Helps sick people ○ Firefighter → Puts out fires ○ Teacher → Helps children learn ○ Police → Keeps people safe ● Ask chn to explain: ● Why is this job important? ● Introduce Charities ● Explain simply: Some people help others as their job, and some people help through charities. Charities are groups of people who help others. ● Give simple examples: <ul style="list-style-type: none"> ○ Helping animals ○ Helping people who need food ○ Helping sick people ● Activity: Role-Play Helping Scenarios ● Children act out simple scenarios: <ul style="list-style-type: none"> ○ Helping someone who is hurt ○ Helping tidy the classroom ○ Helping a lost child ● Reflection Questions <ul style="list-style-type: none"> ○ Who helped in your role play? ○ How did they help? ○ Why is helping important? 			
3	To learn how to keep safe in the sun.	Refer to PSHE Association - Sun Safety lesson  Lesson 3 Sun Safety Lesson Plan and Resources.pdf	sun, safe, benefits, harmful, protect, UV rays	Individual Liberty Mutual Respect Rule of Law	
4	To understand that change is a normal part of life.	<ul style="list-style-type: none"> ● Show pictures: baby → child, small plant → big plant ● Ask: <ul style="list-style-type: none"> ○ What has changed? ○ What is different now? ○ What stayed the same? ● Key Teaching Point ● Change happens all the time as we grow ● Discuss: moving to a new class ● Ask: <ul style="list-style-type: none"> ○ What might be different in your new class? ● Chn suggest: <ul style="list-style-type: none"> ○ New teacher ○ New classroom ○ New routines ● Ask: <ul style="list-style-type: none"> ○ What might stay the same? ● Chn suggest: 	change, new, different, same, feelings	Individual Liberty Mutual Respect Tolerance of Others	

		<ul style="list-style-type: none"> ○ Same school ○ Same friends ○ Same subjects ● Watch the following video and ask: 📺 Rose learns about school transition - animated transition st... <ul style="list-style-type: none"> ○ Why do you think Rose was worried about her time in year 1 being over? ○ What kind of teacher do you think Miss Brain is? ○ Rose describes Alice as being the bee's knees — what does that mean? ○ Why do you think Rose was worried about going into year 2? ○ What does Rose's mum mean when she says growing as a person? ○ Would you like Miss Rix as your teacher? Why, why not? ○ Why can moving up and moving on sometimes be tricky? ○ Why do you think it's more fun being a little older? ○ Why do you think some children are worried about moving year groups? ○ How do you feel about moving up to the next year group? ● Plenary ● Chn share: One feeling about moving to a new class 											
5	To recognise and talk about feelings linked to change.	<ul style="list-style-type: none"> ● Show emoji or feeling cards. Chn to guess the emotion ● Ask: <ul style="list-style-type: none"> ○ What feeling is this? ○ When might you feel like this? ● Key Teaching Point ● We all feel different emotions at different times ● Revisit last week's lesson and ask <ul style="list-style-type: none"> ○ How might we feel about a new class? ● Record answers such as: <ul style="list-style-type: none"> ○ Excited ○ Happy ○ Nervous ○ Worried ○ Calm ● Teacher Questions <ul style="list-style-type: none"> ○ Why might someone feel excited? ○ Why might someone feel worried? ● Key Teaching Point ● Change can bring lots of different feelings ● Share the following feelings and ask chn to sort feelings into: <table border="1" data-bbox="546 1027 1525 1254" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Comfortable</th> <th style="width: 50%;">Uncomfortable</th> </tr> </thead> <tbody> <tr> <td>happy</td> <td>worried</td> </tr> <tr> <td>calm</td> <td>nervous</td> </tr> <tr> <td>excited</td> <td>scared</td> </tr> </tbody> </table> 	Comfortable	Uncomfortable	happy	worried	calm	nervous	excited	scared	excited, nervous, worried, happy, calm	Individual Liberty Mutual Respect Tolerance of Others	
Comfortable	Uncomfortable												
happy	worried												
calm	nervous												
excited	scared												
		<ul style="list-style-type: none"> ● Discussion <ul style="list-style-type: none"> ○ Are all uncomfortable feelings bad? ○ Can we feel more than one feeling? ● Key Teaching Point ● Some feelings feel easier than others ● All feelings are okay ● Chn to draw their own emoji about who they are feeling about moving to a new class. 											

		<ul style="list-style-type: none"> ● Key Message <ul style="list-style-type: none"> ○ Everyone feels differently about change ○ All feelings are valid ● 3. Plenary (10 minutes) ● Listen to the YouTube Feelings Song for Kids Happy, Sad & Angry Bubble Pop Friends ● Sentence Activity ● Reflection Questions <ul style="list-style-type: none"> ○ Is it okay to feel nervous? ○ What can help if we feel worried? ● Key Message <ul style="list-style-type: none"> ○ Talking about feelings helps us understand them 			
6	Prepare for new class	Class swap activity. Please refer to class swap information and specific transition requirements for SENd chn in your current / new class.			


Lesson number	Learning objective	Pupils will	Vocabulary	British values	Spiritual Development
1	Identify qualities that are important in a good friend.	<ul style="list-style-type: none"> ● Share the following case study: ● Leila and Priya have been best friends since Year 3. They always sit together at lunch, share secrets, and walk home from school together. One day, Priya finds out that Leila has thrown a birthday party over the weekend — but she wasn't invited. On Monday morning, Leila walks into the classroom smiling and talking about how much fun the party was. Priya feels confused and hurt. She doesn't say anything at first, but throughout the day she becomes quiet and avoids Leila. Later that afternoon, Leila notices that Priya is upset. She asks if something's wrong, but Priya just shrugs and walks away. ● Discuss: <ul style="list-style-type: none"> ○ How do you think Priya is feeling? Why? ○ Why might Leila have left Priya out of the party? Was it on purpose? ○ What could Priya do to deal with the situation in a healthy way? ○ What could Leila do now that she knows Priya is upset? ○ If you were a friend to both Leila and Priya, how could you help them? ○ What qualities make someone a good friend in this situation? ● Promptchn to share what they think makes a good friend. ● Create a quick mind map on the board with class input. ● Introduce core concepts: Trust, Respect, Honesty, Loyalty, Empathy, Support. - link to school values - and ask chn for real-life examples of each trait. ● Play the following video / read the book: A Perfect Fit by Naomi and James Jones ● Discuss: <ul style="list-style-type: none"> ○ What did the characters learn? ○ How did friendship play a role? ● Provide children with a list of friendship traits. Chn to choose 6 traits that are most important and order them 1-6 ● Plenary – Two Truths and a Lie. Chn write 3 statements about friendship (2 true, 1 false). Partner swap and guess the false one. 	Supportive Friend Kind Caring	The Rule of Law Individual Liberty Mutual Respect:	
2	Identify ways that we can show respect to others.	<ul style="list-style-type: none"> ● Share the following case study: Ava is working at her desk when Mia comes over and starts playing music loudly on her tablet without asking. Ava looks frustrated but doesn't say anything. ● Ask: <ul style="list-style-type: none"> ○ <i>Was this respectful?</i> ○ <i>What does respect mean to you?</i> ● Record ideas on the board (mind map or list) Define respect: kindness, listening, fairness, politeness ● Give real-life examples of respectful actions at school and home. Include body language and tone of voice as part of respectful behaviour ● Play the following video / read the book: Do Unto Otters by Laurie Keller ● Discus: <ul style="list-style-type: none"> ○ What did the otters teach us about respect? ○ What would happen if someone didn't follow the Golden Rule? ● Students discuss the lesson 2 scenarios in pairs or small groups ● Look at the following case studies ● Feed back what they discussed and then ask: <ul style="list-style-type: none"> ○ Is the person being respectful? ○ Why is that respectful or disrespectful? ○ How does the Golden Rule apply? ● Share the following case study: <i>Jerry is your new neighbour. He plays loud music every night and never says hello.</i> ● Draw a speech bubble and write a kind/polite reply to Jerry 	Politeness Body language kindness, listening, fairness, Tone of voice Interrupting	The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	

3	Explain how words can affect people in positive and negative ways.	<ul style="list-style-type: none"> Share the following case study: At playtime, Mia is playing on the swings. Her friend Sam runs over and says, "Wow, you're really good at swinging high!" Mia smiles and feels happy inside. She swings even higher and laughs. A few minutes later, another child, Ben, walks by and says, "Ha! You look silly on the swing." Mia suddenly feels upset. She doesn't feel like swinging anymore. Discuss <ul style="list-style-type: none"> How did Sam's words make Mia feel? How did Ben's words make her feel? Why do you think words can change how someone feels inside? What kind of words could we use to help people feel good, like Sam did? Complete the following activity: Toothpaste Activity. In this activity, chn will be working in teams. Each team will be given a paper plate and a tube of toothpaste. Ask chn to squeeze the contents of the toothpaste onto the paper plate. Then, they need to work as a team to get the toothpaste back into the tube. Ask: <ul style="list-style-type: none"> How did the tube look different before and after the activity? Were you able to put the toothpaste back inside? Did the toothpaste leave a lasting mark on the paper plate? What does this activity tell us about the impact of our words? Can you identify any lasting damage to the tube? Can we really take back unkind words? Why is it important to think carefully about the words we use before we say them? Play the following video / read the book : Words Are Not for Hurting by Elizabeth Verdick Discuss things that arise in the book. Students discuss the lesson 3 scenarios in pairs or small groups Ask: <ul style="list-style-type: none"> Pick out the unkind words (e.g., ugly, slow, weird, babyish, stupid). Why are they hurtful? How could you respond? (e.g., ask them to stop, tell a trusted adult, report if online, walk away, block if on a device). Why? (e.g., Calling someone ugly can make them feel bad about something they can't change, or Saying someone is slow might make them feel left out and not good enough.) Mila thinks we should be more careful about what we say online than in real life. What do you think? Do you agree? Draw a speech bubble and write a reply to Mila. Is she right, or is she wrong? Give a reason for your answer. 	Unkind words Hurt feelings Hurtful behaviour	Democracy The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	
4	Understand that feelings can be shown without words	Follow the online lesson Body language		Democracy The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	
5	Understand why we should care about people's feelings	Follow the online lesson Bullying		Democracy The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others Individual liberty	
6	To learn that everyone is equal, regardless of	<ul style="list-style-type: none"> Show the two images on slide 11 and ask pupils to put their hands up to answer the questions: <ul style="list-style-type: none"> How are the animals similar? How are the animals different? 	Special Equal	Individual Liberty Mutual Respect: Tolerance of Others	

	<p>their similarities and differences.</p>	<ul style="list-style-type: none"> ● Briefly agree some similarities and differences as a class before asking pupils to independently complete the baseline assessment activity, using slide 12. Ask pupils to: <ul style="list-style-type: none"> ○ Draw two children about their age. ○ Label or write around the children all the ways in which they are similar (using one colour pencil). ○ Label or write around the children all the ways in which they are different (using a different coloured pencil). ● Wonderful me [slide 13]. Using Resource 1: Wonderful me, ask pupils to reflect privately on some of the things that make them special or unique. They should do this by writing or drawing in response to the sentence starters on the sheet. ● Once pupils have had time to respond, explain that there are no right or wrong answers and that everyone has likes, dislikes, and things that they are good at; this is part of what makes each person special and unique (different from others). ● Tell the class that these things can change over time and in different situations. For example, a child might really like playing a particular playground game in year 1 but prefer a different game in year 2. ● Similarities and differences [slide 14] ● Explain that a person's likes and dislikes can be similar or different to others' likes and dislikes. Ask pupils to pair up with someone else in the class and share some of the things they recorded on Resource 1: Wonderful me. Can they find anything similar or the same in their responses? Are any of their answers different? ● Remind the class to be sensitive about the feelings of others when they do this and to let their partner choose what they want to share. ● Emphasise that two people, both in school and outside of school, will usually have some things about them that are the same and some things that are different. Some similarities and differences can be seen (like eye colour or height) while others can't be seen (like what people like to eat, or games they like to play) but still exist. Explain that we find out about these similarities and differences by what people say and do rather than how they look. ● Feeling different [slides 15–17]. Play the following video / read the book: Giraffes can't dance by Giles Andrea and Guy Parker-Reece. As a class, use questioning to discuss some of the ways in which the giraffe is special and different and to emphasise that all the animals are equal. For example: <ul style="list-style-type: none"> ○ What makes Gerald special (or unique)? E.g., his long neck, good at munching shoots of trees, he is brave when he walks to the dance floor ○ How is Gerald different to the other animals? E.g., looks different – long neck, spotty pattern, can't run around easily, doesn't dance the same as the other animals ○ How did the other animals laughing at Gerald make him feel? E.g., useless, sad and alone ○ Does it matter that Gerald dances in a different way? No – he turns out to be an amazing dancer when he finds the right music ○ What was it that made him happy in the end? The cricket helped him see that anyone can dance – they just need the right music! ○ Was Gerald more or less special than any of the other animals because he couldn't dance? No – he was just as special. ● Using slide 16, ask pupils what they think the narrator means when they say, 'But sometimes when you're different you just need a different song'. ● Using slide 17, reinforce that even though the animals all danced in a different way, they were all equally important. Emphasise that this is the same with the class, and in the wider world; everybody is equal – whatever their similarities or differences. ● Reflection and endpoint assessment activity [slides 18-19]. Ask pupils to revisit their independent baseline activity from the beginning of the lesson and add in any new ideas about the similarities and differences between the two children, using a different coloured pen or pencil. ● Finally, show the word 'special' on the board and ask pupils if they can say a sentence which includes this word (e.g., 'We are all special'). They should think about what they have learned today. Repeat for the word 'equal' (e.g., 'Everybody is equal'). Pupils could put their hand up to share the sentence with the class or speak with a partner. 			
--	--	--	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values	Spiritual Development																								
1	Explain why money has changed over time.	<ul style="list-style-type: none"> Read the case study aloud and ask chn to discuss the questions with a partner It's playtime at Sunnysdale School! Amira has a shiny red toy car. She really wants a bouncy ball to play catch with. Ben has a blue bouncy ball, but he doesn't want a toy car — he wants some stickers. Liam has a sheet of stickers, but he doesn't want a bouncy ball or a car — he wants a storybook. Ruby has a storybook, but she really wants... a shiny red toy car! Oh no! How can everyone get what they want? <ul style="list-style-type: none"> Ask: Can Amira and Ben make a trade? Why or why not? What could Amira do to get the bouncy ball in the end? What is the problem with trying to swap things like this? Ask: <i>What do you already know about money?</i> Record prior knowledge on the board (mind map or list). Explain that long ago, people didn't have money – they had to trade things instead. Show the following table. Can chn workout who can swap to make sure each person gets what they want. <table border="1" data-bbox="539 671 1458 1123"> <thead> <tr> <th>Character</th> <th>Has</th> <th>Wants</th> </tr> </thead> <tbody> <tr> <td>Amira</td> <td>A shiny red toy car</td> <td>A bouncy ball</td> </tr> <tr> <td>Ben</td> <td>A blue bouncy ball</td> <td>Some stickers</td> </tr> <tr> <td>Liam</td> <td>A sheet of stickers</td> <td>A storybook</td> </tr> <tr> <td>Ruby</td> <td>A storybook</td> <td>A shiny red toy car</td> </tr> <tr> <td>Ella</td> <td>A teddy bear</td> <td>A skipping rope</td> </tr> <tr> <td>Max</td> <td>A skipping rope</td> <td>A football</td> </tr> <tr> <td>Sophie</td> <td>A football</td> <td>A teddy bear</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Discuss: <ul style="list-style-type: none"> Is each person happy with the trade? What if someone trades for something they don't really want, just to swap again later? What are the problems with the barter system? (Examples: not everyone wants what you have, trades can take a long time, hard to divide things fairly, etc.) What if no one wants what you have? Is it fair? Is it easy to trade with everyone? 	Character	Has	Wants	Amira	A shiny red toy car	A bouncy ball	Ben	A blue bouncy ball	Some stickers	Liam	A sheet of stickers	A storybook	Ruby	A storybook	A shiny red toy car	Ella	A teddy bear	A skipping rope	Max	A skipping rope	A football	Sophie	A football	A teddy bear	Money Currency Banknote Barter system	Rule of law: Respect: Individual liberty:	
Character	Has	Wants																											
Amira	A shiny red toy car	A bouncy ball																											
Ben	A blue bouncy ball	Some stickers																											
Liam	A sheet of stickers	A storybook																											
Ruby	A storybook	A shiny red toy car																											
Ella	A teddy bear	A skipping rope																											
Max	A skipping rope	A football																											
Sophie	A football	A teddy bear																											
2	Identify the best payment method in different situations.	<ul style="list-style-type: none"> Read the case study aloud and ask chn to discuss the questions with a partner 	Cash Banknote Coins	Rule of law Respect: Individual liberty:																									

		<ul style="list-style-type: none"> • Every week, Anika puts her one and two pence coins into a penny jar. As the jar fills, it gets heavier and heavier! After a few months, the jar is full. Anika takes the jar to the bank and swaps it for a five-pound note and three one-pound coins. • How much money was in the penny jar? • In what ways is it easier to pay with pounds than using pennies? • Anika wants to spend her money on a bus ticket that costs two pounds and ten pence. Should she pay with pounds, pennies, or a mixture of both? Give a reason for your answer. • Show pictures of people paying in different ways: <ul style="list-style-type: none"> ○ A shopper with coins ○ Someone tapping a card ○ A phone payment ○ Buying something online • Ask: <ul style="list-style-type: none"> ○ What's happening in each picture? ○ Have you seen grown-ups paying like this? ○ What do you think is happening when someone 'taps' a card? • Record children's ideas on the board (mind map: <i>Ways to Pay</i>) • Introduce different payment methods with chn. • Explain <ul style="list-style-type: none"> ○ Cash = coins and notes ○ Card = debit or credit, often contactless ○ Online = using computer or phone ○ Other = vouchers, gift cards • Discuss: Do we always use the same method? • Show chn pictures of the below situations and discuss possible methods of payment. <table border="1" data-bbox="636 694 1456 1145"> <thead> <tr> <th>Situation</th> <th>Possible Payment Methods</th> </tr> </thead> <tbody> <tr> <td>Buying an ice cream at the park</td> <td>Cash</td> </tr> <tr> <td>Shopping in a supermarket</td> <td>Card or cash</td> </tr> <tr> <td>Buying a toy online</td> <td>Online</td> </tr> <tr> <td>Paying for the bus</td> <td>Contactless card</td> </tr> <tr> <td>Giving a birthday gift</td> <td>Gift card</td> </tr> <tr> <td>Buying a snack from a vending machine</td> <td>Coins or contactless</td> </tr> <tr> <td>Paying for a big TV</td> <td>Card or online</td> </tr> </tbody> </table> • After matching, ask: <ul style="list-style-type: none"> ○ Why did you choose that payment method? ○ Encourage reasoning: <i>Because it's quick, Because you can't use coins online, Because I might not have enough cash.</i> 	Situation	Possible Payment Methods	Buying an ice cream at the park	Cash	Shopping in a supermarket	Card or cash	Buying a toy online	Online	Paying for the bus	Contactless card	Giving a birthday gift	Gift card	Buying a snack from a vending machine	Coins or contactless	Paying for a big TV	Card or online	Pounds Sterling Debit card Credit card Contactless Mobile pay		
Situation	Possible Payment Methods																				
Buying an ice cream at the park	Cash																				
Shopping in a supermarket	Card or cash																				
Buying a toy online	Online																				
Paying for the bus	Contactless card																				
Giving a birthday gift	Gift card																				
Buying a snack from a vending machine	Coins or contactless																				
Paying for a big TV	Card or online																				
3	Identify different ways adults and children get money.	<ul style="list-style-type: none"> • Read the case study aloud and ask chn to discuss the questions with a partner • Sacha works at the local pet shop. He takes care of the pets, stocks the shelves, and takes payments from customers. On the last day of the month, Sacha's boss pays money into his bank account. Sacha uses this money to pay his bills, buy food, and go out with his friends. Sacha is careful not to spend all his money; he always puts some of it into a savings account. <ul style="list-style-type: none"> ○ What does Sacha do to earn money? ○ Identify THREE ways that Sacha spends his money. ○ Why doesn't Sacha spend all his money? 	Job Bank Salary Cash	Rule of law: Respect:																	

		<ul style="list-style-type: none"> ● Ask <ul style="list-style-type: none"> ○ What is a job? Give an example. ○ Why do people go to work? ○ How do people get paid for working? ○ Where do people keep their money? ○ How do people get money? ● Explain: There are lots of different ways people can make money. One way is by having a job: you get paid for going to work. The amount of money a person earns from their job is called a salary. Every month, your salary gets paid into your bank account. Sometimes people are given cash (banknotes and coins) instead. ● Other ways that people can get money include: <ul style="list-style-type: none"> ○ Winning a prize ○ A gift on your birthday ○ Doing small jobs or chores to help around the home ○ Older people who no longer have a job get money from the government called a pension. ● Ask: So why might I have to wait to buy things? ● Explain: Sometimes you may not have enough money to buy what you want. You might have to save up a small amount each week until you have enough. Adults often save to pay for holidays or days out. It isn't only adults who can save money: children can save money too! Doing extra jobs or chores for a parent or guardian is a great way to earn extra pocket money. ● Share: Kulveer wants to buy a new computer game for his Z Box. The game that he wants costs £40. Kulveer's mom says that she will pay him extra pocket money if he does some jobs around the home. Each week, he can choose 3 tasks. ● Share: <table border="1" data-bbox="539 719 1458 884"> <tr> <td>Walk the dog £2</td> <td>Wash the car £5</td> <td>Water the plants £2</td> <td>Dry up £2</td> </tr> <tr> <td>Make your bed £1</td> <td>Hoover the house £3</td> <td>Take the bin out £2</td> <td>Feed the pets £2</td> </tr> </table> <ul style="list-style-type: none"> ● Ask chn: <ul style="list-style-type: none"> ○ What is the smallest amount Kulveer can save each week? ○ What is the largest amount Kulveer can save each week? ○ What is the fastest way to save all the money? ○ How long will it take? ○ What tasks will Kulveer need to do? 	Walk the dog £2	Wash the car £5	Water the plants £2	Dry up £2	Make your bed £1	Hoover the house £3	Take the bin out £2	Feed the pets £2	Prize Gift Chores Pension Interest	Individual liberty:	
Walk the dog £2	Wash the car £5	Water the plants £2	Dry up £2										
Make your bed £1	Hoover the house £3	Take the bin out £2	Feed the pets £2										
4	Describe how we can manage our money to save	<ul style="list-style-type: none"> ● Read the case study aloud and ask chn to discuss the questions with a partner ● Sam is saving up to buy a new bike. He needs to save pounds. Sam sold his old bike for 50 pounds, and his grandma gave him 30 pounds for his birthday. Sam's mum has agreed to pay him 5 pounds pocket money week if he waters the plants every night after school. <ul style="list-style-type: none"> ○ What does Sam want to buy? How much money does he need to save? ○ How much money has Sam saved so far? ○ How long will it take Sam to save all the money? ● Watch the following video and answer these questions: <ul style="list-style-type: none"> ●  A Story About Saving Kids & Money Channel NewsAsia <ul style="list-style-type: none"> ○ 1. True or false: Mamma Mole told the moles to save an earthworm a day. ○ 2. True or false: Biggy and Belly saved lots of earthworms. ○ 3. True or false: Baby saved the most earthworms. ○ 4. Why did Baby save his earthworms? ○ 5. Why was Belly sad when winter arrived? ○ 6. How did Baby save enough worms for winter? ○ 7. What does this story tell us about the importance of saving? 	Spending Saving Sharing	Rule of law: Respect: Individual liberty:									

		<ul style="list-style-type: none"> Give chn the item list of things, things that people often pay for using savings. Ask them to put the cards into order from the most important to the least important. For each one, explain what might happen if you didn't have any money in savings. 			
5	Explain why we can't always have the things that we want.	<ul style="list-style-type: none"> Read the case study aloud and ask chn to discuss the questions with a partner Tyler has a pet dog called Patch. Every day, Tyler feeds him, puts fresh water in his bowl, and lets him outside for toilet breaks. Tyler and Patch love each other very much, and they both enjoy going on long walks. When Patch is sick, Tyler gives him lots of cuddles and takes him to see the vet. <ul style="list-style-type: none"> What does Tyler do when Patch is sick? Name THREE things that Patch needs to stay happy and healthy. Does Tyler take good care of Patch? Give a reason for your answer. Ask chn: <ul style="list-style-type: none"> What is a want? What is a need? What is the difference? Can you think of any examples? Explain: We all have things that we want. Children often want toys, games and sweets. Adults often want holidays, a new car, or simply some peace and quiet. A need is something that we must have to live a happy, healthy life. Our needs include things like: <ul style="list-style-type: none"> Suitable clothing Healthy food Medical care Somewhere to live Access to toilets Love and support Watch or read It's no Money Day - be sensitive to the make up of your class. Some chn may use a food bank <ul style="list-style-type: none"> 1. True or false: Mum is very careful with money. 2. True or false: There are lots of fun things that you can do on a no-money day. 3. What does Mum eat for breakfast? 4. Do you think that Mum really isn't hungry? 5. Look at the picture of the jars (Omins 43 seconds). Name ONE thing Mum is saving for. 6. What is the 'everything-else' jar for? 7. What is a foodbank? 8. What is a donation? 9. Why do families go to foodbanks? Ask chn to imagine that you are the little girl in the story. What would you buy with your 'everything-else' jar? Draw a jar in your book and fill it with pictures of the things your family want and need. For each item, add a label and say if it is a want or a need. 	Want Need Food bank	Rule of law: Respect: Individual liberty:	
6	understand that money can create different feelings in different people.	<ul style="list-style-type: none"> Share the scenario about Andeep and Laura helping Andeep's dad. Discuss how they are being paid and if it's fair. Share another scenario about some children who have baked and what they should do with any profit they make. Who should get the money? Should some people get more than others? Should they share it equally? There are no right answers here, although pupils should consider the feelings of all those involved. Show the following feelings on the board: sad, happy, excited, jealous, angry, guilty, worried, regretful. You could explore these feelings by relating them to money, but it would also be good to get the children to discuss other situations where they might experience these feelings. 	Fair Guilty Jealous Regretful	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none">• Share another scenario about going to the zoo. Discuss what Laura could spend the money on. She could buy a toy in the shop for herself or for Andeep or an ice cream.• When the chn learn that Aura's wallet is gone, Discuss how Laura could feel. Worried, sad, angry, disappointed, regretful? She might even feel some jealousy as Andeep still has his money. Does Andeep make Laura feel better by offering to help.• After looking for the wallet, Andeep dad offers to give her £5. Discuss how Laura could feel now. She might be much happier but might be still disappointed at losing her wallet. She might also feel guilty because Andeep's dad will give her £5 and he's already paid her entrance fee to the zoo.• Share a selection of situations and chn to discuss the feelings for each one.			
--	--	--	--	--	--


Lesson number	Learning objective	Pupils will	Vocabulary																							
1	Explain the role of the internet in everyday life.	<ul style="list-style-type: none"> Read the scenario aloud: Every Saturday, Alex video calls her grandma, Nanny Nora. Alex loves chatting to Nanny Nora and today she has some news. Look what I've got! says Alex proudly, holding up her swimming badge. I swam 25m all by myself! Well done, says Nanny Nora. I knew you could do it! Ask chn: What does Alex do every Saturday? What is a video call? Have you ever been on a video call? How does it work? Why do you think Alex video calls her grandma? Are video calls a good thing? Why? Allow partner talk before taking class feedback. Briefly discuss what pupils already know about the internet, how they use it, and what it helps people do. Introduce the topic by discussing what the internet is, how we use it in everyday life, and how it helps us communicate, learn, shop, and share information. Encourage pupils to give examples from their own experiences. Task One – Video Clip & Discussion. Play a short video clip that explains or shows people using the internet. Ask pupils to listen carefully and then answer: <ul style="list-style-type: none"> What did you learn from the video? What examples of internet use did you notice? Why is the internet helpful in these situations? Task Two – Back to the 90s Puzzle. Explain that pupils will compare life before and after the internet. <table border="1" data-bbox="636 826 1478 1353"> <thead> <tr> <th data-bbox="636 826 916 884">Modern-Day Activities</th> <th data-bbox="916 826 1196 1353"></th> <th data-bbox="1196 826 1478 884">990s Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="636 884 916 967">A. Online shopping</td> <td data-bbox="916 884 1196 1353"></td> <td data-bbox="1196 884 1478 967">Looking information up in a book or encyclopedia</td> </tr> <tr> <td data-bbox="636 967 916 1050">B. Sending an email</td> <td data-bbox="916 967 1196 1353"></td> <td data-bbox="1196 967 1478 1050">Buying things by going to a shop in person</td> </tr> <tr> <td data-bbox="636 1050 916 1133">C. Watching videos online</td> <td data-bbox="916 1050 1196 1353"></td> <td data-bbox="1196 1050 1478 1133">Posting a letter to someone</td> </tr> <tr> <td data-bbox="636 1133 916 1216">D. Using a search engine</td> <td data-bbox="916 1133 1196 1353"></td> <td data-bbox="1196 1133 1478 1216">Renting a DVD or video from a shop</td> </tr> <tr> <td data-bbox="636 1216 916 1299">E. Messaging a friend</td> <td data-bbox="916 1216 1196 1353"></td> <td data-bbox="1196 1216 1478 1299">Playing games on a console with no internet connection</td> </tr> <tr> <td data-bbox="636 1299 916 1353">F. Online gaming</td> <td data-bbox="916 1299 1196 1353"></td> <td data-bbox="1196 1299 1478 1353">Phoning or writing a note to a friend</td> </tr> </tbody> </table> Plenary – Debate (5 minutes). Present the claim: Doris doesn't like the internet. She thinks things were much better before everything went online. Ask pupils to respond in writing by drawing a speech bubble and completing: Do you agree or disagree with Doris? Why? Give at least one reason for your viewpoint. 	Modern-Day Activities		990s Activities	A. Online shopping		Looking information up in a book or encyclopedia	B. Sending an email		Buying things by going to a shop in person	C. Watching videos online		Posting a letter to someone	D. Using a search engine		Renting a DVD or video from a shop	E. Messaging a friend		Playing games on a console with no internet connection	F. Online gaming		Phoning or writing a note to a friend	<p>Internet Online Digital device Tablet Computer</p>	<p>Rule of law: Respect:</p>	
Modern-Day Activities		990s Activities																								
A. Online shopping		Looking information up in a book or encyclopedia																								
B. Sending an email		Buying things by going to a shop in person																								
C. Watching videos online		Posting a letter to someone																								
D. Using a search engine		Renting a DVD or video from a shop																								
E. Messaging a friend		Playing games on a console with no internet connection																								
F. Online gaming		Phoning or writing a note to a friend																								

2	Describe how we can stay safe online.	<ul style="list-style-type: none"> Share the case study: Hamza loves to draw comics. He always starts by making a fact file about each superhero. Hamza draws a picture, then writes down important information: Crusher Age: 23 Likes: music Dislikes: dancing Superpower: strength Weakness: sunlight Ask pupils: How old is Crusher, and what is his superpower? Is there anything on Crusher's fact file that might be dangerous if a baddie found out? Why is it important for Crusher to keep some information private? What could go wrong if personal details are shared? Allow partner talk before class discussion. Introduce the concept of personal data by discussing: What personal information is (name, age, address, school, passwords, photos, etc.) Why some information is safe to share and some is not How keeping information private helps keep us safe online Encourage pupils to give examples from real life (e.g., not sharing their address on a game). Introduce the concept of personal data by discussing: What personal information is (name, age, address, school, passwords, photos, etc.) Why some information is safe to share and some is not How keeping information private helps keep us safe online Encourage pupils to give examples from real life (e.g., not sharing their address on a game). Play this video clip about online safety or personal data. After watching, ask: What did the video teach us about staying safe online? What examples of unsafe sharing did you notice? What should you do if someone asks for personal information online? Task Superhero Case Studies Explain that chn will look at superhero profiles and decide whether they contain unsafe personal information. <table border="1" data-bbox="636 874 1480 1090"> <tr> <td data-bbox="636 874 913 1090"> STAR BLAZE Age: 10 Favourite game: Galaxy Quest Online School: Oakfield Primary Superpower: Fire blasts Weakness: Cold weather </td> <td data-bbox="913 874 1196 1090"> SHADOW SPRINT Hobby: Running in Riverside Park Lives: 14 Maple Road Superpower: Super speed Weakness: Loud noises </td> <td data-bbox="1196 874 1480 1090"> TECH TITAN Online name: TechTitan2020 Password: titan123 Superpower: Controls machines </td> </tr> </table> <ul style="list-style-type: none"> Has the superhero shared any personal information? If so, what? How could sharing this information be harmful or dangerous? How would you change the profile to make it safer? Write a few sentences explaining why it is important to keep personal information private online. 	STAR BLAZE Age: 10 Favourite game: Galaxy Quest Online School: Oakfield Primary Superpower: Fire blasts Weakness: Cold weather	SHADOW SPRINT Hobby: Running in Riverside Park Lives: 14 Maple Road Superpower: Super speed Weakness: Loud noises	TECH TITAN Online name: TechTitan2020 Password: titan123 Superpower: Controls machines	Personal data Online profile	Rule of law Respect: Individual liberty:	
STAR BLAZE Age: 10 Favourite game: Galaxy Quest Online School: Oakfield Primary Superpower: Fire blasts Weakness: Cold weather	SHADOW SPRINT Hobby: Running in Riverside Park Lives: 14 Maple Road Superpower: Super speed Weakness: Loud noises	TECH TITAN Online name: TechTitan2020 Password: titan123 Superpower: Controls machines						
3	Describe how we can search for information safely online.	<ul style="list-style-type: none"> Read aloud the following case study: Orla was using her tablet when suddenly a message popped up on her screen. It said that Orla had won a prize. That's odd, thought Orla. I didn't even enter anything! Ask pupils: Do you think Orla has really won a prize? Should Orla click the link to get the prize? Why or why not? What do you think is really going on with Orla's tablet? What should you do if something like this pops up on your screen? Introduce the topic by explaining: 	Online safety SafeSearch Advert	Rule of law Respect: Individual liberty:				

		<ul style="list-style-type: none"> • Not everything we see online is true • Some websites are safe and reliable, others are not • Pop-ups and prize messages can sometimes be tricks or scams • We should always check information with a trusted adult or use child-friendly search tools • Encourage pupils to give examples of times they searched for something online. • Play the following online-safety video about using the internet safely. • After watching, ask: <ul style="list-style-type: none"> • What did the video teach us about staying safe online? • What clues showed something was unsafe or untrustworthy? • What should we do if we are unsure about a website or message? • Task – Look at the following sequence and ask chn to put them in the correct order for searching online. <ul style="list-style-type: none"> • Think before you click • Ask an adult for help • Use safe search tools • Check more than one website • Look for signs a site is trustworthy <p>Plenary – Safety Rules</p> <ul style="list-style-type: none"> • Working with a partner, pupils create their Top 5 Online Safety Rules about searching online. 			
4	Explain why we need to be careful when looking for information online.	<ul style="list-style-type: none"> • Share the following case study: Amira wants to find out how the Great Fire of London started. She opens Google on her tablet and types Great Fire of London into the search bar. A list of websites appears on the screen — but Amira knows she needs to be careful. Not every website will give her the right information. • Discuss with pupils: <ul style="list-style-type: none"> • Why might some websites give the wrong information? • Have you ever searched for something online and found different answers? • Why is it important to check where information comes from? • What could happen if someone used the wrong information? • Briefly explore pupils’ prior knowledge: <ul style="list-style-type: none"> • Where they usually find information online • What makes a website trustworthy • Whether they know that search engines sometimes show adverts, unreliable pages, or incorrect results • Explain that: <ul style="list-style-type: none"> • Search engines show lots of different websites • Some websites are trustworthy and accurate • Others may contain mistakes, opinions, or even information designed to mislead • We must learn how to check whether information is true • Invite pupils to give examples of places they trust for information (e.g., teacher, library book, children’s encyclopaedia Websites like BBC Bitesize). • Who Can You Trust? Share the following examples and get the chn to discuss. <ol style="list-style-type: none"> 1. School Website This is our school’s website. Teachers write the information. Can you trust it? ✓ Yes / ✗ No 2. Children’s News Website (like Newsround) This website is made for children. It tells real news in simple words.Can you trust it? ✓ Yes / ✗ No 3. A Random YouTube Comment Someone you don’t know wrote this. It might not be true. Can you trust it? ✓ Yes / ✗ No 4. A Museum Website A museum teaches people facts about history and real things. Can you trust it? ✓ Yes / ✗ No 5. A Blog Written by Someone You Don’t Know This is someone’s own page. They can write anything they want. Can you trust it? ✓ Yes / ✗ No 6. An Ad That Says ‘YOU WON A PRIZE!’ This pop-up message is trying to make you click. It is not safe. Can you trust it? ✓ Yes / ✗ No 	Advert Popup	Rule of law Respect: Individual liberty:	

		<ul style="list-style-type: none"> • Discuss : Look at each source. Which ones are likely to have good, reliable information? Which sources might be unsafe, misleading, or trying to trick you? What should you do to stay safe when choosing which website to read? Write a sentence explaining what you should do if you're unsure whether information online can be trusted. • Play the following video about how to stay safe when looking for information online • Poster Activity: Good vs Bad Information Sources. Chn to create a poster showing how to search safely online. • Suggestions include: <ul style="list-style-type: none"> • Some websites get things wrong • Some websites try to trick people • Anyone can post information online — even if it's not true • False information can lead to wrong decisions 			
5	I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened and how they might get help.	<ul style="list-style-type: none"> • Ask chn: What do you like to do online? Is there anything online you don't like? Why? • invite children to share apps, games, or videos they use. • Explain: Today we will learn what to do if something online makes us feel sad, worried, uncomfortable or frightened. • Show different online activities (videos, games, messages, searching online). • Explain that different things online can make us feel different emotions. • Introduce the feelings key (happy / sad / worried / scared / excited). • Brief discussion: <ul style="list-style-type: none"> • How might you feel if you got a message from someone you don't know? • How might you feel if a funny video popped up? • Activity 1 — How Does Going Online Make You Feel? • Resource: How Going Online Makes You Feel activity sheet • Children colour-code each online activity using the feelings key. • This can be done: <ul style="list-style-type: none"> • Individually or as a whole-class display using coloured stickers • As a class, discuss each one: <ul style="list-style-type: none"> • What feeling did you choose? Why? • Use children's ideas to highlight that everyone feels differently online. • Emphasise: <ul style="list-style-type: none"> • Some online things are safe and fun. • Some things can make us feel unsure or upset. • Mini-Teaching: Who Can Help? (3–5 minutes) • Ask: <ul style="list-style-type: none"> • Who can you talk to if something online makes you feel sad or worried? • Encourage children to name real adults in school and at home. • Explain how to ask for help clearly. • Activity 2 — Getting Help (10 minutes) • Resource: Getting Help sentence stems () • Children choose an online activity card (e.g., seeing a scary picture, getting a new message, losing a game, seeing a pop-up). • They pair the activity with a sentence starter such as: <ul style="list-style-type: none"> • I saw ____ and it made me feel ____. • I need help because ____. • I'm worried about ____. • Children practise saying their sentence to a partner or in a small role-play. • Focus on using the correct feelings vocabulary. • Plenary <ul style="list-style-type: none"> • Quick-fire questions: <ul style="list-style-type: none"> • What should you do if something online makes you feel sad or scared? • Who can you get help from? 	online, internet, safe, unsafe, worried, sad, scared, uncomfortable, feelings, help, trusted adult, message, pop-up, picture, video, stranger, ask for help	Rule of law Respect: Individual liberty:	

		<ul style="list-style-type: none"> • What could you say to ask for help? • Why is it important to talk to a trusted adult? 			
6	Recap of KS1 learning	Follow the online lesson:: computer safety		Rule of law Respect: Individual liberty:	

Lesson number	Learning objective	Pupils will	Vocabulary		
1	Understand how to keep yourself and others healthy	Follow the online lesson Healthy eating		Individual liberty: Democracy	
2	Eco fair prep	<ul style="list-style-type: none"> • Each year group are to plant seeds to be sold by JLT at the Eco Fair. • Please see the following document to see what you will be sowing:  Seeds • Each class must sow and care for the plants until they are ready to be sold. • Each year group should produce 20 pots. • Soil can be found in the shed in the outdoor classroom. Pots and seeds will be given to you. • Please plant in the outdoor classroom. • Planting does not need to be done during the PSHE slot but it MUST be done this week. • Please print off enough copies of your plants instructions so they can be given with the plant when sold. 			
3	Know, understand and be able to practise simple safety rules about medicine	Follow the online lesson Medicine		Democracy	
4	Describe a healthy bedtime routine.	<ul style="list-style-type: none"> • Read the following scenario to the chn and ask the questions: Last night, Zain stayed up late to read his new Dog Man book. He didn't feel sleepy at the time, but now he feels awful. He's grumpy, tired, and his head hurts. He keeps getting his maths questions wrong, too. What's going on? thinks Zain. I'm usually great at maths! <ul style="list-style-type: none"> ○ What did Zain do last night? ○ How did staying up late affect Zain the next day? ○ Why is Zain struggling with his maths? ○ What could he do to feel better? • Ask: <ul style="list-style-type: none"> ○ What time do you go to bed? ○ What do you do before you go to sleep? • Explain: A bedtime routine is a set of steps we follow every night. Routines help our bodies and brains get ready for sleep. When we sleep, we give our bodies a rest so that we can recharge our batteries for the following day. While your body is resting, your brain is still busy, sorting through everything you learned. • Did you know that you grow taller when you are asleep? Your body also heals and repairs itself. If you have a bad cold, your body works hard to fight it off while you sleep. <div data-bbox="1014 1217 1417 1444" data-label="Image"> </div> <ul style="list-style-type: none"> • Introduce the following characters to chn. . 	Bedtime routine Sleep Relax	Rule of law Respect	

		<ul style="list-style-type: none"> Explain: Meet Sally Snooze. She is a super sleeper. Meet Reggie Rest. He finds it hard to get to sleep. Let's look at what they do before bed and decide who has been making good choices. Give chn the sheet with the following opinions on. Chn need to sort them in to the correct box of healthy and non healthy choices <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Healthy bedtime choices (Sally Snooze)</th> <th style="width: 50%;">Unhealthy bedtime choices (Reggie Rest)</th> </tr> </thead> <tbody> <tr> <td> Brushing teeth Putting on pyjamas Reading a calm book Having a warm bath Turning off screens Going to bed at the same time each night Listening to a bedtime story </td> <td> Playing video games before bed Watching TV in bed Eating sugary snacks late at night Running around just before bedtime Staying up very late Using a tablet in bed </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Recap with chn: <ul style="list-style-type: none"> Do we do the same things every night? How does your body feel when you are tired? 	Healthy bedtime choices (Sally Snooze)	Unhealthy bedtime choices (Reggie Rest)	Brushing teeth Putting on pyjamas Reading a calm book Having a warm bath Turning off screens Going to bed at the same time each night Listening to a bedtime story	Playing video games before bed Watching TV in bed Eating sugary snacks late at night Running around just before bedtime Staying up very late Using a tablet in bed			
Healthy bedtime choices (Sally Snooze)	Unhealthy bedtime choices (Reggie Rest)								
Brushing teeth Putting on pyjamas Reading a calm book Having a warm bath Turning off screens Going to bed at the same time each night Listening to a bedtime story	Playing video games before bed Watching TV in bed Eating sugary snacks late at night Running around just before bedtime Staying up very late Using a tablet in bed								
5	Understand the importance of being responsible and how our actions / choices can affect others	Follow the online lesson: Hoax calling		Democracy Mutual respect					
6	Recognise how we can help look after our planet	Follow the online lesson: Looking after our world		Mutual respect					

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	Be able to recognise how drivers can be distracted	Follow the online lesson: Texting Whilst Driving		Rule of Law, Individual Liberty	
2	Recognise risky situations	Follow the online lesson: Staying Safe		Rule of Law, Individual Liberty	
3	Identify situations when emergency services are needed	<ul style="list-style-type: none"> ● Share the following case study scenario about someone needing help. <ul style="list-style-type: none"> ○ Sam is playing in the park when he sees an adult lying on the ground. The person is not responding when Sam calls to them. ● Ask: <ul style="list-style-type: none"> ○ What do you think is happening? ○ Is this an emergency? ○ What could Sam do to help? ○ Who could he call? ● Chn to share ideas. ● Ask: <ul style="list-style-type: none"> ○ What is an emergency? ○ What number do we call for emergency services? ○ Who are the emergency services? ○ When might we need them? ● Clarify that 999 is the emergency number in the UK. ● Explain that sometimes people can become seriously injured, unwell, or unable to breathe, and they need help quickly. ● Discuss the three emergency services: <ul style="list-style-type: none"> ○ Police – help keep people safe and deal with crime ○ Fire Service – help with fires and rescues ○ Ambulance – help people who are injured or unwell ● Explain situations that may be emergencies: <ul style="list-style-type: none"> ○ Someone is not responding ○ Someone has breathing difficulties ○ Someone is choking or cannot breathe ○ Someone is seriously injured or very unwell ● Remind chn: ● If you are ever unsure whether something is an emergency, it is okay to call 999 for help. ● Also explain what information the operator may ask for: <ul style="list-style-type: none"> ○ What has happened ○ Where you are ○ Who needs help ● Share the following scenarios. Chn to decide if they are: Emergency – call 999 or not an emergency <ul style="list-style-type: none"> ○ Someone is choking ○ A cat is stuck in a tree ○ A person is not breathing ○ Someone has a small paper cut ○ A person has fallen and cannot get up ○ Someone has breathing difficulties 	Emergency Emergency services Choking Breathing difficulties Injured Unwell Police Fire Ambulance	Rule of Law, Individual Liberty, Mutual Respect,	

		<ul style="list-style-type: none"> ● Class discussion afterwards to check answers. ● Watch a short video showing how to call emergency services YouTube Teaching Children to Call 999 ● Ask: <ul style="list-style-type: none"> ○ What number did the person call? ○ Who answered the call? ○ What questions did the operator ask? ○ Why is it important to stay calm? ● If time: chn practise making emergency calls. ● In pairs: <ul style="list-style-type: none"> ○ One child is the caller ○ One child is the operator ● Example scenarios: <ul style="list-style-type: none"> ○ 1. Someone is choking at home. ○ 2. A person has collapsed in the park. ○ 3. Someone is having breathing difficulties. ○ 4. A person is seriously injured. ● Operator script example: <ul style="list-style-type: none"> ○ Emergency services. Which service do you need? ○ What has happened? ○ Where are you? ○ Is the person breathing? ● Plenary ● Debate Question: Nusheen thinks it is her mum's job to call 999 in an emergency. ● Ask: <ul style="list-style-type: none"> ○ Do you agree or disagree? ○ Can children call 999 if they need to? ○ I think Nusheen is wrong because if there is an emergency and no adult is there, a child should call 999 to get help. 			
4	Recognise that children have rights.	<ul style="list-style-type: none"> ● Read the letter from Hansel describing how he and Gretel are trapped by a witch and need help. <ul style="list-style-type: none"> ○ Dear Year 2, If you are reading this letter, we are in trouble. Gretel and I went for a walk in the forest and got lost. We came across a scrumptious house made of brightly coloured sweets. A malicious witch invited us in, but now she has trapped us and won't let us go. Come quick! We in the heart of the forest, you can't miss the house, it's made out of sweets. Be careful when you get close, send help! From Hansel. ● Ask <ul style="list-style-type: none"> ○ What is happening to Hansel and Gretel? ○ Do you think this is fair? ○ What might they need to help them? ● Explain that the class will investigate whether the children in the story are being treated fairly or unfairly ● Show chn a series of scenarios depicting Hansel and Gretel in difficult situations. ● Examples include: <ul style="list-style-type: none"> ○ Children not being allowed to attend school ○ Children looking unhappy or unloved ○ Children sleeping outside with no proper shelter ○ Children searching in bins for food ● Ask: <ul style="list-style-type: none"> ○ What is happening in the picture? 	Rights Shelter Protection Safe Loved Education	Mutual Respect Rule of Law Individual Liberty	

		<ul style="list-style-type: none"> ○ Is this how children should be treated? ○ What might be missing? ● Encourage chn to identify that something is wrong in each situation. ● Explain that children have rights, which are things that every child should have to live safely and happily. ● Introduce key rights: <ul style="list-style-type: none"> ○ Right to shelter – a safe place to live ○ Right to protection – adults should keep children safe from harm ○ Right to feel safe ○ Right to be loved and cared for ○ Right to education – the opportunity to learn at school ● Use simple actions to help pupils remember each right: <ul style="list-style-type: none"> ○ Shelter – make a roof shape over the head ○ Protection – cross arms in front of the body ○ Safe – hug arms around the body ○ Loved – make a heart shape with hands ○ Education – point to head to show learning ● Repeat the actions together to reinforce understanding. ● Explain that pupils will write their own scroll about children’s rights. ● Demonstrate how a scroll is a piece of writing that can be rolled up. ● Instructions: <ul style="list-style-type: none"> ○ Begin with a formal opening such as: ○ Dear Sir or Madam ○ To whom it may concern ○ Write about some of the children’s rights learned in the lesson. ○ Examples pupils might include: ○ Children have the right to shelter. ○ Children have the right to protection. ○ Children have the right to feel safe and loved. ○ Children have the right to education. ● Pupils may decorate their scrolls or roll the paper to resemble a scroll if materials are available. ● Plenary ● Review the key learning by asking: <ul style="list-style-type: none"> ○ What is a right? ○ Can you name one right that children have? ○ Why are rights important for children? ● Summarise that all children should be treated fairly and have their rights respected. 			
5	To identify people who help keep the school safe.	<ul style="list-style-type: none"> ● Ask <ul style="list-style-type: none"> ○ Who helps our school run smoothly every day? ○ Can you think of adults in school who help keep everyone safe? ● Explain that all these people are part of the school community and each person has a responsibility that helps the school work well. ● Identifying Key Roles ● Introduce several important roles within the school community: <ul style="list-style-type: none"> ○ Teachers – help children learn and keep classrooms safe. ○ Headteacher – leads the school and helps make important decisions. ○ Lunchtime supervisors – help keep pupils safe during lunch and playtime. ○ Caretakers – maintain the school building and make sure it is safe to use. ● Discuss each role briefly and ask chn how that person helps keep the school safe. ● Example questions: <ul style="list-style-type: none"> ○ How do teachers help keep you safe in the classroom? ○ What might a caretaker do to keep the school building safe? ○ Why are lunchtime supervisors important? 	Community Responsibility	Mutual Respect: Rule of Law: Democracy:	

		<ul style="list-style-type: none"> ● Activity: School Community Map ● Chn to draw a map or picture of their school and add the different people who help keep the school safe. ● They can label where each person might work, for example: Teacher in the classroom ● Headteacher in the office ● Lunchtime supervisor in the playground ● Caretaker around the building ● Plenary ● ils to share examples from their drawings. ● Discuss: <ul style="list-style-type: none"> ○ How does each person help keep the school safe? ○ Why is it important that everyone follows the school rules? ● Summarise that the school community works together, and everyone has responsibilities that help make the school a safe place to learn. 			
6	To recognise what is fair and unfair.	<ul style="list-style-type: none"> ● Give one child several stickers while giving none to the rest of the class. ● Ask pupils: <ul style="list-style-type: none"> ○ Is this fair or unfair? ○ Why do you think that? ● Discuss briefly that fairness means treating people equally and kindly, while unfairness can make people feel upset or excluded. ● Fair or Unfair Game ● Designate two areas of the classroom: <ul style="list-style-type: none"> ○ One side labelled Fair ○ One side labelled Unfair ● Explain that pupils will hear different situations and must move to the side of the room that shows what they think. ● Read the following scenarios: <ul style="list-style-type: none"> ○ Someone pushes in the line at lunch time. ○ Two children share playground equipment and take turns. ○ One child refuses to let others join a game. ○ Children take turns using a toy. ● After each scenario ask why they chose their side. ● Discuss what would make the situation fair if it was unfair. ● Encourage pupils to use key vocabulary such as fair, unfair, sharing, and taking turns. ● Plenary ● Bring pupils back together for a short discussion. ● Ask questions such as: <ul style="list-style-type: none"> ○ Why is fairness important? ○ How can we make sure we are fair to others in school? ○ How does sharing help everyone feel included? ● Summarise that fairness helps people feel respected, included, and happy in the school community. 	Fair Unfair Sharing	Mutual Respect: Rule of Law: understanding Democracy:	

Lesson number	Learning objective	Pupils will	Vocabulary		
1	To understand what a charity is	<ul style="list-style-type: none"> ● Show images such as: <ul style="list-style-type: none"> ○ Food bank ○ Animal shelter ○ Shop ● Ask ● What is happening in this picture? <ul style="list-style-type: none"> ○ Who is being helped? ○ Is this helping for money or helping for kindness? ● Key Teaching Point ● Some people help others because they care, not to make money ● Show pictures of the below actions and ask chn to decide if they are charity or not charity. ● Examples: <ul style="list-style-type: none"> ○ Donating food → Charity ○ Buying toys in a shop → Not charity ○ Helping animals → Charity ○ Selling clothes → Not charity ● Teacher Questions <ul style="list-style-type: none"> ○ Why is this a charity? ○ How do you know? ○ Who is being helped? ● Key Teaching Point ● Charities help people, animals, or the environment. They are not focused on making money ● Build a class definition together: <ul style="list-style-type: none"> ○ A charity is a group of people who help others. ● Extend if appropriate: <ul style="list-style-type: none"> ○ ...by giving support, money, or care. ● Chn to create a poster with the class definition on. ● Chn could add: <ul style="list-style-type: none"> ○ Charities help... ● Examples: <ul style="list-style-type: none"> ○ People who need food ○ Animals ○ The environment ● Plenary ● Reflection Questions <ul style="list-style-type: none"> ○ Why are charities important? ○ Who might need help? ● Key Message: Charities help people and make the world better 	charity, help, donate, support	Individual Liberty Mutual Respect Tolerance of Others	
2	To understand why charities are needed.	<ul style="list-style-type: none"> ● Show examples: <ul style="list-style-type: none"> ○ Food ○ Water ○ Toys ○ TV ○ Home ○ Sweets ● Ask chn to sort into: ● Need (must have to live) 	need, want, just, unjust, injustice support	Individual Liberty Mutual Respect Tolerance of Others	Our school definition of injustice is the absence of God's Kingdom

		<ul style="list-style-type: none"> ● Want (nice to have) ● Teacher Questions <ul style="list-style-type: none"> ○ Do we need this to live? ○ What happens if we don't have it? ● Key Teaching Point <ul style="list-style-type: none"> ○ Needs are things we must have ○ Wants are things we would like ● Be very mindful of the chn in your class and the situations they may be going through before you deliver the scenarios. Some chn might be homeless or lack food. ● Introduce simple scenarios: <ul style="list-style-type: none"> ○ A child has no food ○ A family has no home ○ A sick animal needs help ● Discussion Questions <ul style="list-style-type: none"> ○ What is happening? ○ What does this person/animal need? ○ How might they feel? ○ Is this just or unjust? ● Key Teaching Point <ul style="list-style-type: none"> ○ Some people do not have their basic needs ○ This is injustice ○ Our school definition of injustice is: the absence of God's Kingdom ○ Charities help support people in these situations ● Explain: Charities help people and animals when they don't have what they need. ● Examples: <ul style="list-style-type: none"> ○ Food banks → give food ○ Animal charities → care for animals ○ Homeless charities → provide shelter ● Class Discussion <ul style="list-style-type: none"> ○ Why are charities important? ○ Who do they help? ● Chn can share how they can help support people and charities: ● I can help by... <ul style="list-style-type: none"> ○ Being kind ○ Donating ○ Helping others ● Key Message <ul style="list-style-type: none"> ○ Everyone deserves their basic needs ○ We can all help in small ways ○ Charities support people when things are unjust 			
3	To participate in a helping my school community event.	<ul style="list-style-type: none"> ● Use the Getting involved KS1 Citizenship Primary - BBC Bitesize online lesson. ● As a class, decide on something you, as a class, want to do for the school community. ● Suggested ideas although class teachers have the autonomy to think of their own: <ul style="list-style-type: none"> ○ helping do a litter pick around the school; ○ putting on a class performance to families about something you want to help - like saving the bees; ○ reading stories to children in the nursery / reception; ○ a talent show to entertain families / other classes. 	charity help support donate volunteer community	Mutual Respect Tolerance of Others Individual Liberty	
4	To identify feelings about moving to a new class and understand that	Refer to PSHE Association lesson plan Lesson 4 and 5 Lesson plan.pdf	same, different, change, strategy, help, support	Individual Liberty Mutual Respect	

	change can bring different emotions			Tolerance of Others	
5	To understand what will change/stay the same and develop strategies to manage transition.	Refer to PSHE Association lesson plan Lesson 4 and 5 Lesson plan.pdf	same, different, change, strategy, help, support	Individual Liberty Mutual Respect Tolerance of Others	
6	Prepare for new class	Class swap activity. Please refer to class swap information and specific transition requirements for SENd chn in your current / new class.			

Lesson number	Learning objective	Pupils will	Vocabulary	British values	Spiritual Development
1	Recognise and respect that all families are different.	<ul style="list-style-type: none"> ● Share the following case study: ● Toby lives with his grandma and their pet dog, Minnie. For as long as Toby can remember, it has just been the three of them. Toby loves his family very much. Grandma is kind, caring, and she gives the best hugs! Minnie is like Toby's shadow. When Toby arrives home from school, he gets showered in a million sloppy doggy kisses. Have you missed me, Minnie? Toby will say as Minnie's tail frantically wags back and forth. Toby, Grandma and Minnie spend lots of time together. They love to go on long walks, but there's nothing better than snuggling up on the sofa together. <ul style="list-style-type: none"> ○ Name each member of Toby's family. ○ Do Toby's family members love each other? How do you know? ○ What is a family and how do we know when we belong to one? ● Task: Draw and label a quick sketch of what comes to mind when you think of the word family. Who will you draw? Is it a family that you know, or is it your idea of what a family looks like? ● Share vocab and definitions <ul style="list-style-type: none"> ○ Two-parent family A family where a child lives with both of their parents. ○ Single-parent family A family where a child lives with just one parent, such as only their mum or only their dad. ○ Blended family A family where one or both parents have children from previous relationships, and they all come together to make a new family. ○ Foster family A family where a child lives with adults who are not their birth parents, but who look after them and keep them safe, often for a short or long time. ● Play the following video / read the book: Watch the video A Family is a Family is a Family, by Sara O'Leary ● Independent practice - reflection Draw a picture of your family. What type of family do you come from? Label your image with three reasons why your family is special. ● Plenary: Re-visit your sketch from earlier in the lesson. What do you think about the image now? Is it still what you think a 'typical family' looks like or would you change it in some way? Is there such a thing as a 'typical family'? 	Two-parent family Single-parent family Blended family Foster family	Rule of law Respect: Individual liberty: Tolerance:	
2	Identify different ways that people in caring relationships look after each other.	<ul style="list-style-type: none"> ● Share the following case study: ● Daniel and Jessica adore their pet puppy, Doogal. At only a few months old, Doogal needs a lot of care. Daniel gets Doogal his breakfast every morning, while Jessica takes him for a quick walk with Mum before school. Doogal is still being trained, so it's Dad's job to let him out for a toilet break in the middle of the night. Doogal is very loving, but he needs constant supervision. Jessica's favourite trainers were chewed last week, and the week before it was Mum's new nail file! Despite all the chewing and sleepless nights, the family agrees: Doogal is worth the effort! <ul style="list-style-type: none"> ○ In what ways do Daniel and Jessica's family take care of Doogal? ○ Do you think it's easy to take care of a puppy? Give a reason for your answer. ○ Why do Daniel and Jessica's family think that Doogal is worth the effort? ● Ask: What is a caring relationship and how do people care for others? ● Look at each of the following scenarios in turn and discuss them. <ol style="list-style-type: none"> 1. Sam falls over in the playground and hurts his knee. His friend Mia runs to get a teacher and stays with Sam until help comes. 😊 <i>Discussion prompt:</i> How did Mia show she cared for Sam? 2. Amira is feeling nervous about her first swimming lesson. Her dad holds her hand, tells her she'll do great, and waits at the poolside to cheer her on. 😊 <i>Discussion prompt:</i> How did Amira's dad show he cared? 3. Tom is struggling to carry his heavy bag. Ella notices and helps him carry it into the classroom. 😊 <i>Discussion prompt:</i> What did Ella do to show kindness? 	Physical need Emotional need	Respect: Individual liberty:	

		<p>4. Mrs. Green, an elderly neighbour, finds it hard to carry her shopping bags. Jay and his mum offer to help her bring them inside. 😊 <i>Discussion prompt:</i> Why is helping neighbours a caring thing to do?</p> <p>5. Lily's little brother is upset because he lost his toy. Lily comforts him with a hug and helps him look until they find it. 😊 <i>Discussion prompt:</i> How did Lily care for her brother?</p> <p>6. It's raining at home time and some children don't have umbrellas. The teacher lends them spare raincoats so they don't get wet walking home. 😊 <i>Discussion prompt:</i> Why was this a caring action?</p> <ul style="list-style-type: none"> Ask: What does it mean to care for someone, and what would you advise someone to do if they didn't feel cared for at home? Plenary: Draw around your hand. Inside of each finger and your thumb write down one new thing you've learned today. 			
3	Define compassion in your own words.	<ul style="list-style-type: none"> c It was a warm summer's day. Mrs Dosanjh was teaching when a large, bad-tempered wasp entered the classroom through a crack in the window. The angry insect darted back and forth in a desperate search for the exit. The children shrieked as the tiny, stripy creature buzzed around their heads. A student named Tony Pierce prepared to strike the wasp with his topic book when Mrs Dosanjh bellowed, Stop it at once, Tony! Calmly, Mrs Dosanjh opened the windows before gently coaxing the wasp towards the cool, refreshing breeze. A wasp, Mr Pierce, is a living thing. I'd ask you to consider that before squashing one in future. <ul style="list-style-type: none"> What happened when the wasp entered Mrs Dosanjh's classroom? What did Mrs Dosanjh mean when she reminded Tony that a wasp was a 'living thing'? Why is it important to treat all living things with care and respect? Ask: What actions can we all take to care for animals, plants, and the environment? Have you ever heard the word compassion? What do you think it means? How might it link to how we treat people, animals, or the planet? Chn to match the terms to the correct definitions. <ul style="list-style-type: none"> Compassion Caring about someone else's feelings and wanting to help when they are sad, hurt, or struggling. Empathy Trying to imagine how another person feels, as if you were in their shoes. Taking Action Doing something to help, not just thinking about it – for example, helping a friend pick up their books if they drop them. Kindness Using gentle words and actions to make people feel good, safe, and valued. Support Being there for someone when they need help, encouragement, or comfort. <p>Play the following video / read the book: Watch the Lion and the Mouse by Jerry Pinkney. Discuss what is happening throughout the book. It is just a picture book.</p> <ul style="list-style-type: none"> Look at each of the following scenarios in turn and discuss them. <ol style="list-style-type: none"> Lucy sees a tiny kitten stuck on a fence, meowing. She carefully helps it down and brings it to her mum. Compassion shown: Noticing the kitten is scared and helping it feel safe. Tom's friend is crying because he lost his toy. Tom sits with him, listens, and offers a tissue. Compassion shown: Understanding his friend's feelings and being there to comfort him. Maya notices her little brother struggling to tie his shoes. She kneels down, shows him slowly, and encourages him. Compassion shown: Seeing someone struggle and helping them without being asked. During group work, Ella sees a classmate struggling to write a sentence. She offers to help by showing a trick to make it easier. Compassion shown: Offering help to someone who is finding something difficult. Jack sees a new student sitting alone at lunch. He invites the student to play with him and his friends. Compassion shown: Noticing someone feels lonely and including them. 	Compassion Empathy Taking Action Kindness Support	Respect: Individual liberty: Tolerance:	

		<p>6. Amira sees a bird with a broken wing in the garden. She tells an adult and helps make a safe place for it until help arrives.</p> <p>Compassion shown: Caring for animals and taking action to keep them safe.</p>			
4	Identify situations where you should ask others for permission.	<ul style="list-style-type: none"> Share the following case study: <ul style="list-style-type: none"> Charlotte is excited to be getting her hair cut. It's been almost a year since her last trim, and her hair is almost down to her waist. I'd like a short bob, please, Charlotte tells Clara, her hairstylist. A big change! Clara replies, then ties Charlotte's long, flowing locks into a loose ponytail. Clara takes her scissors and gets ready to make the first cut. You know there's no going back once I cut this, Clara says, checking one last time. Go for it! says Charlotte excitedly. You have my permission. <ul style="list-style-type: none"> What does Charlotte mean when she says, You have my permission, to Clara? Why do you think Clara checked that it was okay to cut Charlotte's hair before starting? What if Charlotte changes her mind at the last moment - what should she say to Clara? Ask <ul style="list-style-type: none"> What does the word permission mean? When might we need to ask permission for something? Why is it important to ask for permission sometimes? What is consent? Why is it important? Play the following video / read the book: How to Hug a Pufferfish and discuss. Chn sort lesson 4 scenarios into showing permission and not asking for permission. Chn to justify and feedback their reasonings. 	Consent Permission	Respect: Individual liberty: Tolerance:	
5	Explain why personal boundaries are important and what to do if we ever feel unsafe.	<ul style="list-style-type: none"> Share the following case study: Siblings Afan and Eman were playing tag in the garden. The two children cheerily ran back and forth, taking turns to call out, Tag, you're it! As each child was tagged, a gentle touch became a push, a push became a shove, and before long, Afan and Eman were wrestling. Stop it! cried Afan. You're hurting me - let go! I'll stop when you say I'm the winner! sniggered Eman That's enough! scolded Mum. Eman, if someone says stop, you stop immediately. You never touch another person without their permission. <ul style="list-style-type: none"> What game were Afan and Eman playing? Why did their mum stop the wrestling? How did the game go too far? Explain why we should never touch another person's body without their permission. Ask <ul style="list-style-type: none"> What rules do you have at home when you go out to play? Do you have to stay in the garden, or is it okay to play on your street? Are there any parts of the school that you aren't allowed to visit? What other boundaries do you have? Why do you think we have boundaries? Discuss these stories: <p>Story 1: Maya and the Playground Stranger Maya was playing on the swings when a stranger asked her to come over and look at something in his bag. Maya felt unsure, so she said, No, thank you, and ran to tell her teacher. Lesson: It's important to trust your feelings and say no if something doesn't feel right. Always tell a trusted adult if you feel unsafe. Discussion Prompt: How did Maya protect her personal boundary? Who could she tell?</p> <ul style="list-style-type: none"> Story 2: Jack and the Hug Jack's classmate wanted to give him a big hug, but Jack didn't feel comfortable. He said, I'd rather not, thank you. His friend smiled and gave him a high-five instead. Lesson: Everyone has the right to their own personal space. It's okay to say no politely. Discussion Prompt: What could Jack do if his friend didn't listen? How can we respect other people's boundaries? Story 3: Lily and the Secret Lily's older cousin asked her to keep a secret that made her feel worried. Lily didn't want to keep it, so she told her mum what happened. Her mum helped her stay safe. Lesson: You don't have to keep a secret if it makes you feel unsafe. Telling a trusted adult is the right thing to do. Discussion Prompt: Why is it important to share concerns with someone you trust? 	Privacy Boundaries Personal boundaries	Respect: Individual liberty: Tolerance:	

		<ul style="list-style-type: none"> • Ask chn to discuss when it is and isn't okay to share: Discuss how sometimes it's okay to share personal information with trusted people but not strangers. <ul style="list-style-type: none"> ○ Favourite colour ✓ ○ Birthday 🎂 ✓ ○ Home address ● ○ Passwords ● ○ Pet's name ✓ ○ Family phone number ● ○ Favourite hobby ✓ ○ School timetable ● <p>Plenary: Boundary Song</p>			
6	Understand personal boundaries	https://schools.1decision.co.uk/resources/primary-resources/primary-resources-5-8/relationships-5-8/relationships-5-8-tou-ch - correct terminology is used here for the body parts. It's important that chn hear these		Respect: Individual liberty: Tolerance:	

Lesson number	Learning objective	Pupils will	Vocabulary	British values	Spiritual Development
1	Identify examples of different jobs and careers people do.	<ul style="list-style-type: none"> ● Read the scenario and allow chn to answer the questions: ● Latoya's family run a successful dry-cleaning business. Latoya's dad is the manager. He makes all the important business decisions and tells everyone else what to do. Latoya's mum works on the accounts. She keeps records of all the money coming in and out of the business, and she makes sure that everyone gets paid. Latoya's auntie works in the dry cleaners full-time. She serves customers, cleans clothes, and does lots of ironing! Then there's Latoya: she helps on a Saturday in exchange for pocket money. She cleans and does odd jobs to help her parents. <ul style="list-style-type: none"> ○ What type of business is run by Latoya and her family? ○ Make a list of all of the people who work at the dry cleaners and the jobs that they do. ○ Do you think that Latoya will always want to work at the dry cleaners? Why/why not? ● Give chn two minutes to discuss and write down as many different jobs that they can think of. ● Introduce the term sector to chn and explain: ● A job sector is a group of jobs that are similar. People in each sector do different types of work. Here are some main job sectors: <ul style="list-style-type: none"> ○ Education These are jobs where people help others learn. Examples: Teachers, teaching assistants, school librarians. ○ Healthcare These jobs are about helping people stay healthy. Examples: Doctors, nurses, dentists, paramedics. ○ Hospitality These are jobs where people serve food or look after guests. Examples: Chefs, waiters, hotel workers. ○ Emergency Services These jobs help keep people safe and protected. Examples: Police officers, firefighters, ambulance workers. ○ Construction These are jobs where people build things like houses, schools, and roads. Examples: Builders, electricians, plumbers. ○ Technology These jobs use computers and machines to solve problems or make things. Examples: Computer programmers, game designers, IT support workers. ○ Farming & Agriculture These jobs are about growing food and looking after animals. Examples: Farmers, gardeners, animal carers. ○ Retail These jobs are in shops where people buy and sell things. Examples: Shopkeepers, cashiers, store managers. ○ Transport These are jobs where people help others travel or move things. Examples: Bus drivers, train drivers, pilots, delivery drivers. ○ Arts & Entertainment These jobs are about creating fun and interesting things for people to enjoy. Examples: Artists, actors, musicians, dancers. ● Ask chn to give an example of a job from the list that matches each sector. ● Chn to complete the matching activity in the folder 	Sectors Sectors Career Job Qualifications	Rule of law: Respect: Individual liberty:	
2	Identify examples of the routes people can take into different types of careers.	<ul style="list-style-type: none"> ● This lesson can be run over two weeks. It might be nice to invite parents who all have different jobs and the children can ask them questions about how they got the job they have. This can be done after the lesson content has been taught. ● Read the following scenario and discuss with chn. 	Higher education Qualifications Degree	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ● Kiera is 16. She has just started her first job at Jennings Pardoe, a local accountancy firm. Kiera was thrilled to be accepted onto an apprenticeship, a type of job that will allow Kiera to train to become an accountant as she works. Look Mum, I just got my first paycheck! beamed Kiera as she handed a small rectangular slip of paper to her mother. Congratulations, that's wonderful! said Mum. £240 a week isn't bad, is it? Imagine how much you'll be earning when you're fully qualified. <ul style="list-style-type: none"> ○ How much money did Kiera get paid? ○ Do you think that Kiera will always earn this amount of money? ○ What is an apprenticeship and why might someone choose to do one? ● Ask: <ul style="list-style-type: none"> ○ Have you ever thought about how people get to do a particular job, or what proof an employer might want to see? ○ What are qualifications and why do you think we need them? Can you think of any examples? ● Explain: Qualifications give employers evidence of the things that we are good at. You can get qualifications by studying, often for several years, and then sitting a number of important tests and exams. Provided you do well enough, at the end of a course you are usually awarded a special certificate. This proves to an employer that you have the right skills for a particular job? ● CT to share their experience of how they became a teacher. ● Give chn the following matching activity and chn to work out which job goes with which description. ● 🧑‍⚕️ Doctor – Needs to go to university and get qualifications in medicine. ● 🧑‍🔧 Builder – Might do an apprenticeship or a college course. ● 🧑‍🎓 Teacher – Goes to university and gets a teaching qualification. ● 🧑‍🍳 Chef – Might go to catering college or learn through an apprenticeship. ● 🧑💻 Web Designer – Might go to college or university, or be self-taught with online courses. 	Apprenticeship Further education		
3	Know that money has developed over history in different forms.	<ul style="list-style-type: none"> ● Read the scenario regarding Jun and Sophie on the board and discuss the following questions: <ul style="list-style-type: none"> ○ Was it fair? How did you know? ○ How can you make sure that an exchange is fair? explain, it is fair when you exchange things that are of the same value. If you are making an exchange or a swap, you need to make sure that the items you're swapping or exchanging are the same value. Then it stays fair. ● Explain Money developed over time. Before money existed, people just traded, swapped, or exchanged things. Agreeing on a fair exchange was called bartering. Look at the next scenario and ask: <ul style="list-style-type: none"> ○ What's the problem here? Some payments were difficult to store. ● Explain unless you are a farmer and you have space for cows, you can't very well keep five of them easily. People started to use small things that they could exchange for things they wanted. Some people started using shells, some used beads, and some used coins. Coins were made from a certain mass of metal and had a fixed value. Everyone agreed how much they were worth. ● Continue with the scenario and ask: <ul style="list-style-type: none"> ○ Think about a full piggy bank, and that probably won't have 1000 coins inside it. What's the problem then? Well, coins could also be problematic. So people invented bank notes, which were worth lots of coins ● No need to do the first two tasks, move on to banks and modern money. ● Explain: banks developed to keep money safe for people. They keep a record of how much money has been put in and how much has been paid out. This is called an account. The money isn't always in sight, but it is kept safe. Cheques are a note to the bank from the buyer instructing the bank to pay the seller a certain amount from their bank account. So you can see on this check here, that £10.99 has been spent and it's been spent at the supermarket. So what is this check doing? It's instructing the bank to pay supermarket £10.99, but it has to be signed, and you can see a signature has been included there. That check can now be used to make a payment. Lots of adults don't use coins, bank notes or Cheques anymore, they use electronic money. <ul style="list-style-type: none"> ○ Ask: true or false, electronic money isn't real? ● Explain : It is real money, but it isn't represented by coins or bank notes, it is just shown as a number of pounds and pence that a person has. ● If time, play the following game: using the cards, turn them face down and pick them out one at a time. Describe them to a partner without saying what they're called. 	Exchange Barter Bank Account	Rule of law: Respect: Individual liberty:	

4	Know money comes to me in different ways and that in the future I can earn it.	<ul style="list-style-type: none"> ● Read the scenario regarding Andeep and Aisha on the board and discuss the following questions: <ul style="list-style-type: none"> ○ Have you ever been given money on a special occasion? ○ Ask chn to share their experiences with somebody else. ● Continue with the slides and ask chn to discuss: <ul style="list-style-type: none"> ○ Imagine you had found two pounds on the floor somewhere where there were lots of people going. What would you do with it? What would be the right thing to do? What would be acceptable? ● Discuss the scenarios on the board and ask: <ul style="list-style-type: none"> ○ What might they say to Andeep about the situation in which he found the coin? What advice might they give to him? ● Share the following: Here's some examples of what the characters might have thought about when they were arranged into opposing groups. <ul style="list-style-type: none"> ○ Keep it. ○ Finders keepers. ○ It might be someone's bus fare. ○ Keep it. ○ It's only two pounds. ○ They might be buying a present. ○ Keep it. ○ You could buy sweets. ○ How would you feel if you'd lost it? So there were some examples of different opinions. ● Continue with the next scenario which looks at owning money. ● Share the task with the class: Money comes in different ways as shown on the cards below. So you've got special occasions, winning money, earning money, finding money, selling old toys, selling old toys online. Without saying anything, so you've gotta keep your mouth zipped up, choose a card at random and act out the way of getting money for somebody else to guess. 	Earn	Rule of law: Respect: Individual liberty:	
5	Understand that keeping track of money helps to keep it safe.	<ul style="list-style-type: none"> ● Read the scenario regarding Alex and Izzy on the board and discuss the following questions: <ul style="list-style-type: none"> ○ How do you think Alex might be feeling? Discuss that with a partner, and then afterwards, I want you to think about whether this has ever happened to you, and can you describe what happened and how you felt. ● Ask chn: <ul style="list-style-type: none"> ○ what might Alex have done differently to avoid this situation? And by that we mean the situation in which he's managed to confuse lots of his coins with those of Jacob who he crashed into while trying to do a dance move. ○ what is the same and what's different about the way that Alex and Izzy look after money? ○ who do you think is better at looking after money and why? If you want to, you could discuss these questions with somebody else if you're a bit short of ideas. ● Continue through the slides ● Task 1: ask chn to compare Izzy and Alex's way of keeping track. What's the same? What's different? Which do you prefer and why? ● Task 2: design your own money record? You can use Izzy's or Alex's as an example if you want to. 	Record	Rule of law: Respect: Individual liberty:	
6	How does money make you feel / know that money can create a range of feelings in different situations.	<ul style="list-style-type: none"> ● Read the scenario regarding Jacob and Sam on the board and discuss the following questions: <ul style="list-style-type: none"> ○ How would you feel if you had gone to the shop and you've got five pounds to spend? ○ Does Jacob feel excited, rushed, or nervous? ● Continue through the slides until this question: <ul style="list-style-type: none"> ○ Describe a situation involving money, which has made you feel the following emotions, A, joyful, B, angry, C, embarrassed and D content. ● Continue with the second part of the scenario then ask: <ul style="list-style-type: none"> ○ Has that happened to you, ever? ○ Have you regretted choosing one thing over another? ○ How do you think Sam is feeling and explain your choice. ○ What might you say to Sam to change her feelings? Which of these do you think is most appropriate for Sam? Upset, cross, relaxed, excited, frustrated, embarrassed, pleased, and regretful. 	Feelings	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ● Continue with the third part of the scenario then ask: <ul style="list-style-type: none"> ○ What might you say to Jacob to change his feelings? Upset, cross, relaxed, excited, frustrated, embarrassed, pleased, and regretful. ● Share the following scenarios and get chn to discuss how they would feel. <ul style="list-style-type: none"> ○ A, you get to the till to pay for a new toy, but you realise that you haven't got enough money to buy it. ○ B, a relative gives you five pounds for your birthday. ○ Later in the year, she gives your older sibling 10 pounds for their birthday. ○ C on a school trip you and your class visit the shop. You realise you've got more money than everyone else. ○ D, you leave some money in your locker at the start of the day. At the end of the day, it's missing. How would you feel then? Pause the video and have a go at this task ● Possible responses: <ul style="list-style-type: none"> ○ A, you might feel quite upset because your excitement for the toy has suddenly turned to disappointment. You may also feel a bit embarrassed and if you think about that last sentence, that's because keeping money is about keeping track as well. If you'd have known how much he had, then you probably wouldn't have put yourself in that situation and sometimes that kind of thing can be a bit embarrassing. The truth is no one would really mind, but for you it might be worth keeping track to help avoid that situation. ○ For B, you might feel slightly cross about this because it seems unfair, but maybe you already knew that your older sibling was going to receive more, so you may feel relaxed. Different families do it in different ways. Some families don't give money and some families do give money gradually, they give more as the children get older. Sam says at the bottom there, You might have a different opinion about this. What I want you to do now is pause the video, so as a class you can discuss some of the different opinions that might crop up. ○ For C, you might feel delighted about this, but you could also feel embarrassed that you have more than your friends. Some people are quite comfortable with having more. Some people find that in itself embarrassing. ○ For D, you might feel cross with a strong sense of injustice here alongside the fact that you have not got as much money as you had, meaning you might be upset. ● Explain: money can bring a wide range of emotions. Different people react differently to money in different situations. Money often does this, so you need to just be careful and make sure all the time that you're being sensitive to how other people are feeling. 			
--	--	---	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary	British Values	
1	Know the difference between safe and risky choices	Follow the online lesson: making friends online		Rule of law Respect: Individual liberty:	
2	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline	<ul style="list-style-type: none"> ● Ask the class: <ul style="list-style-type: none"> ○ What does online mean? ○ What does offline mean? ● Children give examples (games, chatting, school, home activities). <ul style="list-style-type: none"> ○ Your teacher? ○ Your family? ○ An online gamer? ○ A friend of a friend? ○ A family friend? ○ A famous YouTuber? ○ Your headteacher? ○ Someone in your class? ○ Someone in an online group? ● Give each child the Know / Don't Know / Not Sure cards (resource on page 15). ● Children hold up a card for each person shown. ● Quick discussion after each slide: <ul style="list-style-type: none"> ○ Why did you choose that card? ○ How do you know when you really know someone? ○ Do you know more about some people than others? ○ Is knowing someone online the same as knowing them offline? Why or why not? ● Activity 1 — Do We Really 'Know' Them? Still using slides 2–10, explore the idea of levels of knowing someone. ● Ask: <ul style="list-style-type: none"> ○ Do you trust this person? ○ Have you met them in real life? ○ Do you know facts about them, or do you only recognise them? ○ Does seeing someone online mean you know them? ● Highlight the difference: <ul style="list-style-type: none"> ○ Offline knowing → you see, hear, talk to them in person; you build trust. ○ Online knowing → you may only see a name, picture, game avatar, or messages; the person may not be who they say they are. ● Activity 2 — Who Do I Know? ● Use the concentric circles network sheet (page 16 of the resource). ● Teacher modelling (Slide 11): ● Show your own example: ● Put family and close friends in the centre. ● Put teachers, classmates in middle rings. ● Put online contacts or fictional online examples (e.g., person from a photography forum, game group) in outer rings. ● Explain: The closer to the centre, the more you know and trust them. Online-only people belong further out because you know far less about them. ● Student task: ● Children complete their own network map: ● Draw themselves in the centre. 	online, offline, relationship, know, trust, stranger, familiar, friend, acquaintance, information, safe, unsafe, online group, YouTuber, gamer	Rule of law Respect: Individual liberty:	

		<ul style="list-style-type: none"> • Add people they know in the rings. • Circle anyone they only know online. • Discussion prompts: <ul style="list-style-type: none"> ○ Why did you put this person close to the centre? ○ What do you know about them? ○ What about the people in the outer rings? ○ Do you really know people you've only met online? ○ Should you act differently with them? Why? • Encourage children to share if comfortable, but do not require naming specific individuals. • Key Teaching Points Summarise: <ul style="list-style-type: none"> • You can recognise someone without truly knowing them. • Online, people can pretend to be someone they are not. • You should never trust or share information with someone just because they seem friendly online. • You should never meet someone from online without a trusted adult. • These ideas reflect the caution suggested in the resource (slides 6, 12, and discussion sections). • Plenary • Think–Pair–Share: • Ask: <ul style="list-style-type: none"> ○ Is knowing someone online the same as knowing them offline? Why or why not? ○ How can you stay safe with people you only know online? • Reinforce: <ul style="list-style-type: none"> • Only trust people you know in real life. • Tell a trusted adult if anyone online makes you feel unsure or uncomfortable. 			
3	I can explain how someone's feelings can be hurt by what is said or written online	<ul style="list-style-type: none"> • Ask the class: <ul style="list-style-type: none"> ○ What are feelings/emotions? ○ Can you name some feelings? • Record their ideas on the board. • Explain that today's lesson will explore how people can feel when something unkind is said or written online. • Discussion prompts: <ul style="list-style-type: none"> ○ Are some emotions stronger than others? ○ Which emotions feel the worst? ○ Which are the most positive? • Scenario Discussions • Discuss each scenario below and ask the following questions. • For each one: <ul style="list-style-type: none"> ○ What has happened? ○ How might the person feel? ○ Is it deliberate? Could it have been meant differently? ○ How might the other people in the scenario feel? ○ Is this something that would hurt someone online? • Scenario: <ul style="list-style-type: none"> ○ A picture shared without permission, classmates replying lol. ○ Sarah is blocked repeatedly in an online gaming group. ○ Adil receives a threatening message from an unknown number. ○ A student is left out of a school messaging group. ○ Richard's photo is shared and mocked (What a loser!). ○ Jade receives unkind comments on her YouTube gaming channel. • Explain: Online communication is different from face-to-face communication. Messages can be misunderstood or seem harsher online. People often behave differently online because they don't see the other person's feelings. • Plenary – Reflection Questions • Ask the class: <ul style="list-style-type: none"> ○ When should you get involved if someone's feelings are being hurt online? 	emotion, feelings, positive, negative, hurtful, unkind, misunderstanding, online, offline, message, deliberate, accidental, thermometer scale, support, victim, bystander	Rule of law Respect: Individual liberty:	

		<ul style="list-style-type: none"> ○ Do you think children can handle these situations alone? Why or why not? ○ How would you check that the person who has been hurt is okay? ● Reinforce the message: ● If something online hurts your feelings or someone else's, always speak to a trusted adult.. 					
4	Describe how to stay safe online and how to find reliable, trustworthy information.	<ul style="list-style-type: none"> ● Read the scenario aloud: ● Tabitha is researching the Stone Age. She types life in the Stone Age into the search bar. She clicks the third link: Free Encyclopedia UK. It says that people in the Stone Age only lived to 25 years old. Is that true? she asks. It might be, replies Mum, but you should always check more than one source. The internet isn't always reliable. <ul style="list-style-type: none"> ○ What does Tabitha's mum mean when she says the internet isn't always reliable? ○ How can we check if information online is trustworthy? ○ Why is it important to be careful when searching online? How could incorrect information be harmful? ● Show students a character called Detective Digi ● Explain: Detective Digi helps children stay safe online and checks whether information is TRUE or TRICKY. ● Ask: <ul style="list-style-type: none"> ○ What do you do to stay safe online? ○ How do you know if something online is real? ● Give each group a mixed set of cards. ● They must sort the cards into two groups: SAFE / RELIABLE and UNSAFE / TRICKY ● <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>A. Online Safety Cards</p> <ul style="list-style-type: none"> ✓ I ask a grown-up before going on a new app. ✗ I tell someone my password so they can help me. ✓ I keep my personal details private. ✗ A stranger online asks where I go to school and I tell them. </td> <td style="width: 50%; padding: 5px;"> <p>B. Information Reliability Cards</p> <ul style="list-style-type: none"> ✓ The information is from a school, museum, or trusted website. ✗ The website has spelling mistakes and no author. ✓ The information appears on more than one trusted site. ✗ A video says the moon is made of cheese. </td> </tr> </table>	<p>A. Online Safety Cards</p> <ul style="list-style-type: none"> ✓ I ask a grown-up before going on a new app. ✗ I tell someone my password so they can help me. ✓ I keep my personal details private. ✗ A stranger online asks where I go to school and I tell them. 	<p>B. Information Reliability Cards</p> <ul style="list-style-type: none"> ✓ The information is from a school, museum, or trusted website. ✗ The website has spelling mistakes and no author. ✓ The information appears on more than one trusted site. ✗ A video says the moon is made of cheese. 	Reliable Reliability of information	Rule of law Respect: Individual liberty:	
<p>A. Online Safety Cards</p> <ul style="list-style-type: none"> ✓ I ask a grown-up before going on a new app. ✗ I tell someone my password so they can help me. ✓ I keep my personal details private. ✗ A stranger online asks where I go to school and I tell them. 	<p>B. Information Reliability Cards</p> <ul style="list-style-type: none"> ✓ The information is from a school, museum, or trusted website. ✗ The website has spelling mistakes and no author. ✓ The information appears on more than one trusted site. ✗ A video says the moon is made of cheese. 						
5	Explain why different types of media (TV, film, games etc.) have age ratings.	<ul style="list-style-type: none"> ● Read aloud: ● Farhat's family were watching TV during an ad break. Farhat's dad began channel-surfing and stopped on what looked like a historical war movie. As they watched, hundreds of soldiers began fighting in a gruesome battle. I don't think this is very age appropriate for the children, said Farhat's mum. Agreed, replied Dad. I'll save this for another time. <ul style="list-style-type: none"> ○ What type of movie did Farhat's dad switch to during the ad break? ○ What does Farhat's mum mean when she says the movie isn't appropriate? ○ Why were Farhat's parents concerned? How might watching this movie be harmful to children? ● Ask pupils to discuss: <ul style="list-style-type: none"> ○ Have you ever been asked your age when buying something or going into the cinema? ○ Why is it important to check someone's age before they watch a film? ○ What other products or activities have age restrictions? Why? ● Examples might include: 12/15/18 films, social media accounts (13+), video games (PEGI), fireworks, certain apps, etc. ● Task 1 – Information Sheet ● Read the age ratings information sheet together as a class. ● Discuss key points: <ul style="list-style-type: none"> ○ What age ratings are and who creates them (BBFC for films, PEGI for games). ○ Why certain content is not suitable for younger viewers. ○ The types of content that trigger age warnings (violence, strong language, fear, horror themes, gambling, etc.). 	Age rating Videogame ratings (PEGI) TV and Film ratings (BBFC) U – Universal PG – Parental Guidance	Rule of law Respect: Individual liberty:			

		<ul style="list-style-type: none"> ○ How age ratings help families make safe decisions. ● Address any questions that arise. ● Task 2 – Case Files ● Pupils look carefully at: <ul style="list-style-type: none"> ○ The age rating ○ Symbols (violence, fear, drugs, language, etc.) ○ Images on the cover ○ Title and theme ● And answer the questions with a partner. ● Plenary <ul style="list-style-type: none"> ○ Why do different types of media have age ratings? ○ What could happen if a child watches something meant for older audiences? ○ Why is it important to follow these rules at home and online? 			
6	Explain why we should always check if online information and news stories are true before sharing with others.	<ul style="list-style-type: none"> ● Read aloud: ● Tariq and his dad were listening to the local radio while driving to school. Suddenly the music stopped and an unexpected announcement came on: Breaking News: We have a report of a road closure on the A441 between St John’s Road and the Newhall Roundabout. All motorists are advised to take an alternative route. I hope everyone’s okay—that’s right by your school! said Dad. We’ll go a different way this morning. <ul style="list-style-type: none"> ○ Why did the radio station stop the music? ○ What did Tariq’s dad do after hearing the news story? ○ Why do adults often listen to traffic news while travelling? ● Discuss: <ul style="list-style-type: none"> ○ What is the news, and why do people want to know about it? ○ How do people find out what’s happening in the world? ○ Should we always trust the news, or do we need to be careful sometimes? ● Pupils discuss with a partner before sharing with the class. ● Task 1 – Information Sheet ● Read the information sheet together as a class. ● Discuss key ideas: <ul style="list-style-type: none"> ○ What the news is ○ Why accurate reporting matters ○ How false or misleading information is spread ○ Why we must check information before we share it ○ The role of journalists and news organisations ○ Clarify vocabulary such as: source, fact-checking, bias, accuracy, evidence, headline, clickbait. ● Watch the video clip ● Groups answer questions: <ul style="list-style-type: none"> ○ Why is sharing untrue information online a problem? ○ How can we tell if a news story is trustworthy? ○ What could happen if lots of people shared false information without checking it? ● Task 2 – Case Files: Fact or Fiction? ● Pupils work in pairs with a set of news story case files ● Plenary – Two Truths and a Lie ● Pupils write two true statements and one false statement about today’s learning. ● They then test a partner to see if they can identify the lie. ● Examples might relate to: <ul style="list-style-type: none"> ○ How to check information ○ Why false news spreads ○ Dangers of sharing without checking ○ What makes a source trustworthy 	News Bias Trustworthy Satire Fact-checking	Rule of law Respect: Individual liberty:	Rule of law Respect: Individual liberty:

Lesson number	Learning objective	Pupils will	Vocabulary	British Values	
1	Know how you can help other people	Follow the online lesson: Helping someone in need		Democracy Mutual respect	
2	Eco fair prep	<ul style="list-style-type: none"> Each year group are to plant seeds to be sold by JLT at the Eco Fair. Please see the following document to see what you will be sowing: Seeds Each class must sow and care for the plants until they are ready to be sold. Each year group should produce 20 pots. Soil can be found in the shed in the outdoor classroom. Pots and seeds will be given to you. Please plant in the outdoor classroom. Planting does not need to be done during the PSHE slot but it MUST be done this week. Please print off enough copies of your plants instructions so they can be given with the plant when sold. 			
3	Recognise events and challenges that can have a negative effect on your self-esteem.	<ul style="list-style-type: none"> Read the following scenario and discuss with chn: Hatti is feeling fed up. She's spent the last hour trying to complete her maths homework. In the classroom it all made sense, but now that she's home, she can't remember how to do it. She keeps getting stuck and frustrated. Waves of annoyance slowly simmer in the pit of her stomach, and her eyes start to well up with tears. Hatti's mum pops in the doorway, then takes a seat next to Hatti at the table. Take a break, sweetheart. I'll help you with this after dinner. <ul style="list-style-type: none"> What is frustrating Hatti? How does it make you feel? Why is Hatti feeling frustrated? Have you ever felt this way? For the scenario above, why is it a good idea to take a break? Can you think of any other strategies that could help? Ask chn the following questions: What does it mean to feel good about yourself? Can our feelings about ourselves change Ask pupils to think back to EYFS/KS1: <ul style="list-style-type: none"> Do you remember Humpty Dumpty? What usually happens to him in the story? Read / watch After the Fall Pause at key moments to ask: <ul style="list-style-type: none"> What has just happened to Humpty? How do you think he feels right now? Focus moments <ul style="list-style-type: none"> The fall Fear of climbing again Avoiding the wall Self-doubt Ask chn: <ul style="list-style-type: none"> What event had a negative effect on Humpty's self-esteem? How did the fall change how he felt about himself? What did he stop doing because of this? How do we know his confidence was low? Teacher role <ul style="list-style-type: none"> Draw out: Fear Worry Loss of confidence 	Self-esteem Confidence Challenge Failure Feelings	Rule of law: Respect: Individual liberty	

		<ul style="list-style-type: none"> ○ Avoidance behaviours ● Chn to identify events or challenges (from the story and real life) that can affect self-esteem. ● Examples to model <ul style="list-style-type: none"> ○ Making a mistake ○ Falling or getting hurt ○ Failing a test ○ Being laughed at ○ Finding something difficult ● Chn to answer on post it notes: <ul style="list-style-type: none"> ○ One event that can affect self-esteem is... ○ This can make someone feel... ● Reflection ● Ask: <ul style="list-style-type: none"> ○ How can recognising these feelings help us or others? 			
4	Identify reasons why regular exercise is good for our health and some of the risks of living an inactive lifestyle.	<ul style="list-style-type: none"> ● Read the following scenario and discuss with chn: It was a cold winter's evening. Aiden and his pet dog, Louis, stared out of the window in dismay as the rain lashed down in sheets. Mmm, said Aiden hopefully, I'm not sure Louis wants to go for a walk. Nice try, replied Mum. Getting outside will do you both good! Come on, let's get our wellies on. There's nothing like a brisk walk in the rain to blow the cobwebs away! <ul style="list-style-type: none"> ○ Why does Aiden's mum think it is a good idea to take Louis for a walk in the rain? ○ What does the phrase 'blow the cobwebs away' mean? ○ How do you think Louis and Aiden will feel after their walk? ○ Why is it important for Louis to go on a walk every day? ○ In what ways would it be bad for Louis's health to skip his daily walk? ● Ask chn: <ul style="list-style-type: none"> ○ What is exercise and why is it important? ● Explain: Exercise is any physical activity that increases your heart rate. <ul style="list-style-type: none"> ○ Can you think of any examples? ○ Why is exercise important for staying healthy? ● Explain: ● What is exercise? Exercise is any physical activity that makes your heart beat faster. Examples include walking, running, swimming, cycling, and playing sports. ● How does exercise help our bodies? <ul style="list-style-type: none"> ○ Regular exercise helps to keep our hearts strong, our muscles healthy, and our bones strong. It gives us more energy and helps our bodies work properly. ● How does exercise help our minds? <ul style="list-style-type: none"> ○ Exercise can help us feel happier and calmer. It can reduce stress and help us sleep better. ● What happens if we don't exercise enough? <ul style="list-style-type: none"> ○ If we live an inactive lifestyle, we may feel tired, low in energy, and unhealthy. Our bodies may not work as well as they should. ● Ask chn: <ul style="list-style-type: none"> ○ What happens to your heart when you exercise? ○ Name two ways exercise helps your body. ○ Name one way exercise helps your mind. ○ What happens to our bodies when we exercise? ○ How might exercise help our mood? ● Look at the following short scenarios and as a class discuss: <ul style="list-style-type: none"> ○ Is this an active or inactive lifestyle? ○ How might this affect their health? ○ What advice would you give? ● Scenario 1 	Physical wellbeing Stress Anxiety Exercise	Rule of law: Respect: Individual liberty	

		<ul style="list-style-type: none"> ○ Ben spends most of his free time playing video games. He does not like going outside and rarely exercises. ● Scenario 2 <ul style="list-style-type: none"> ○ Luna walks to school every day, plays football at breaktime, and goes swimming once a week. ● Scenario 3 <ul style="list-style-type: none"> ○ A dog never goes for walks and stays indoors all day. ● Give chn the following scenarios and they are to discuss in pairs. They should use the following sentence stems to share their answers <ul style="list-style-type: none"> ○ This lifestyle is active/inactive because... ○ This could affect their health by... ○ They could improve their health by... ○ What might happen to their health? ○ What advice would you give them? ● Scenarios <ul style="list-style-type: none"> ○ Aisha goes to dance club twice a week and plays outside with her friends after school. On weekends, she likes to go on bike rides with her family. ● CT information to guide conversations if needed: focus: Regular exercise and positive habits <ul style="list-style-type: none"> ○ Max stays indoors most of the time and does not enjoy PE lessons. He often feels tired and finds it hard to concentrate in class. ● CT information to guide conversations if needed: Focus: Effects of inactivity on energy and learning <ul style="list-style-type: none"> ○ Ellie enjoys running around at playtime but skips PE whenever she can and does not like trying new sports. ● CT information to guide conversations if needed: Focus: Mixed activity and confidence barriers <ul style="list-style-type: none"> ○ A family gets a new puppy, but they forget to take it for daily walks. The puppy has lots of energy and becomes restless indoors. ● CT information to guide conversations if needed: Focus: Exercise needs of animals <ul style="list-style-type: none"> ○ Leo plays football at lunchtime but spends most of his free time playing computer games. He says he is too tired to exercise after school. ● CT information to guide conversations if needed: Focus: Screen time vs physical activity <ul style="list-style-type: none"> ○ A class decides to have a no movement day where everyone sits still for most of the day. ● CT information to guide conversations if needed: Focus: Short-term effects of inactivity ● Plenary: ● Pupils answer on a post it note: <ul style="list-style-type: none"> ○ One reason exercise is good for our health is... ○ One risk of living an inactive lifestyle is... ○ What is one thing you could do to be more active? 			
5	Describe the reasons why we have human rights.	<ul style="list-style-type: none"> ● Read the following scenario and discuss with chn: Samra is an animal lover. She longs for a family pet and often drops not-so-subtle hints to her parents. Pets are a lot of work, Samra, her mum would say, unconvinced by the idea. One day, Samra came home from school to a very special surprise. This is Mr Fluffy, said Samra's mum, holding a picture of a small black and white kitten. Your father and I have talked it over. If you agree to take responsibility for Mr Fluffy, he can come to live with us. <ul style="list-style-type: none"> ○ How do you think Samra feels about her parents' surprise? ○ Think about Mr Fluffy's basic needs. ○ In what ways will Samra need to take care of Mr Fluffy? ● Ask chn to think about their basic needs – the things that all humans need to survive and have any quality of life. <ul style="list-style-type: none"> ○ What are the things that everyone should have access to? How many examples can you think of? ○ Think about your basic needs – the things that all humans need to survive and have a good quality of life. 	Rights Responsibilities Human rights	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ○ What are the things that everyone should have access to? How many examples can you think of? ● Introduce chn to the following: What are rights? ● Explain: Our rights are the basic things that everyone should have. They include things like access to food, safe housing, and clean water. Our rights also include rules about how everyone should be treated, such as freedom (being able to make your own choices) and equality (treating everyone in the same way). These rights show what our society cares about. They help protect people from being treated badly. ● Explain: UK human rights law is a set of rules that help protect people and make sure everyone is treated fairly. In the UK, there is a law called the Human Rights Act. This law helps make sure people's basic rights are respected and protected. ● Why do we have human rights laws? We have human rights laws because: <ul style="list-style-type: none"> ○ Everyone should be safe ○ Everyone should be treated fairly ○ Everyone should be respected ○ Everyone should have a voice ● The law helps stop people from being treated badly and helps keep everyone safe. ● What kinds of rights does UK law protect? UK human rights law protects things like: <ul style="list-style-type: none"> ○ The right to be safe ○ The right to be treated fairly ○ The right to learn and go to school ○ The right to have food, water, and a home ○ The right to share your thoughts and be heard ● These rights apply to everyone, no matter who they are. ● Who must follow human rights law? People in charge, like: <ul style="list-style-type: none"> ○ The government ○ Schools ○ Police ○ Courts ● must follow human rights law and make sure they respect people's rights. ● Rights and responsibilities Even though we have rights, we also have responsibilities. This means we should: <ul style="list-style-type: none"> ○ Follow rules ○ Be kind and respectful ○ Not stop other people from enjoying their rights ● With a partner, chn to match the rights to the responsibilities ● The right to be safe → A The right to food and clean water → B The right to learn and go to school → C ● The right to be treated fairly → D The right to have a home and shelter → E The right to make choices and be heard → F ● On a post it note, ask chn to answer the following: <ul style="list-style-type: none"> ○ How do human rights laws help people feel safe? ○ Why is it important that everyone has the same rights? 			
6	Describe the role of volunteers and how their actions benefit the community.	<ul style="list-style-type: none"> ● Read the following scenario and discuss with chn: Archie's big sister, Jess, is working towards her Bronze Duke of Edinburgh Award. As part of it, she needs to learn a skill and give back to the community. She decides to volunteer at a local tennis club, helping keep the mini-tennis group engaged during their lessons. Archie is surprised to hear that Jess is working for free. What's she doing that for? he wonders. <ul style="list-style-type: none"> ○ What is volunteering, and why do you think Jess chose to help at the tennis club? ○ How do the mini-tennis group and the tennis club benefit from Jess's help? ○ What does Jess have to gain from giving her time in this way? ○ What skills might Jess be developing? 	Community Volunteering Shared Responsibilities	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ● Ask chn to: Think about community helpers and the different jobs or roles people do to support their communities. Make a list with a partner, but remember, it's not just about paid jobs - people also help in other ways, like the roles and responsibilities we take on in our classroom. ● Share responses. ● Explain: Community helpers like police officers, firefighters, and doctors work hard to keep us safe and healthy. However, there are also lots of volunteers that give their time and skills to help others. For example, there are people who look after community spaces, like gardens and parks, keeping them clean and tidy so they can be enjoyed by everyone. ● Watch the following video and ask: 📺👤 Volunteering for Kids International Volunteer Day 5 D... ● True or False: Volunteering means helping others without getting paid. ● (Answer: True) <ul style="list-style-type: none"> ○ What volunteering role was mentioned in the video? ○ Why might someone choose to volunteer their time for free? ○ How does volunteering help other people? ○ How can volunteering help the person who does it? ● Share the following scenario with the class. ● Zainab has a grandma at Golden Oldies Nursing Home. She wants to volunteer with her friends at the nursing home. Zainab and her friends will plan activities with friends to bring joy and reduce loneliness among the residents and reflect on how volunteering can make a positive impact on the community. ● Imagine you are Zainab, a pupil your age. You want to help elderly people in your community. ● You know that some residents at Golden Oldies Nursing Home can feel lonely, so you and your friends decide to volunteer your time to cheer them up. What activities could you do? ● Chn to create some activities in their groups. ● Share chn's ideas and then run through Zainab's plan and compare it to theirs. ● Zainab's Plan: Golden Smiles Afternoon ● Activities They Will Do ● Games & Puzzles Corner <ul style="list-style-type: none"> ○ Play simple board games like dominoes or cards ○ Do easy puzzles together ○ This helps residents use their minds and enjoy company. ● Story & Memory Time <ul style="list-style-type: none"> ○ Zainab and her friends listen to residents' stories about when they were young ○ Children share stories about school and hobbies ○ This helps residents feel heard and valued. ● Arts & Crafts Table <ul style="list-style-type: none"> ○ Make colourful cards or drawings together ○ Decorate bookmarks or simple decorations ○ Residents can keep these as reminders of the visit. ● Music & Singing <ul style="list-style-type: none"> ○ Sing familiar songs or nursery rhymes ○ Clap along to music ○ Music helps lift mood and bring back happy memories. ● Why This Helps the Residents <ul style="list-style-type: none"> ○ They feel less lonely ○ They enjoy company and conversation ○ They feel cared for and included ● How This Helps Zainab and Her Friends <ul style="list-style-type: none"> ○ They feel proud to help others ○ They learn to be kind and patient ○ They understand how volunteering helps the community ○ They build confidence and teamwork skills ● Reflection Questions ● How do you think the residents would feel after this visit? ● Why is it important to help people who feel lonely? 			
--	--	--	--	--	--

		<ul style="list-style-type: none">• How does volunteering help both the helper and the person being helped?• Plenary: Community Post-it - set up a small space, on a window perhaps and create a community helpers display.• Explain to chn: Think carefully about one practical thing you can do to help someone or something in our community like listening to a younger sibling read, picking up litter, or helping at home. We'll stick all our ideas on the Community Helpers Wall. Over the next few weeks, we'll work to complete as many as we can. Each time we finish a task, we'll move the post-it to the Community Helpers Jar and watch our impact grow!			
--	--	---	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	Know why it's wrong to steal	Follow the online lesson: Stealing		Rule of law Mutual respect Democracy	
2	Know what to do if there is a fire.	Follow the online lesson: Enya & Deedee Visit the Fire Station Practice things like stop, drop and roll. Chn to watch the video and design a stay safe with fire poster.		Rule of law Mutual respect Democracy Tolerance	
3	Know the difference between safe and risky choices.	Follow the online lesson:: Leaning Out of Windows		Rule of law Mutual respect Democracy	
4	To explain what democracy means and why it is important.	<ul style="list-style-type: none"> ● Introduce the lesson and explain that pupils will be learning about democracy, one of the fundamental British values. ● Explain that democracy is one of the fundamental British values: <ul style="list-style-type: none"> ○ Democracy ○ Rule of Law ○ Individual Liberty ○ Mutual Respect ○ Tolerance ● Discuss that democracy means everyone has a voice in decisions, rather than one person deciding everything. ● Explain that in Britain: ● Adults vote to choose leaders. ● The majority vote wins. ● Use everyday examples to illustrate this: ● Example 1: A family votes on the name of a new pet. ● Example 2: A class votes on which book to read. ● Discuss that sometimes a person's choice does not win, but democracy is still fair because everyone had a chance to vote. ● Ask: <ul style="list-style-type: none"> ○ Is this statement true or false? Democracy means one person makes all the decisions. ○ Discuss why the correct answer is false. ● Explain that democracy is not only used by countries. It can also be used in: <ul style="list-style-type: none"> ○ Schools ○ Clubs ○ Families ● Examples include: <ul style="list-style-type: none"> ○ Voting for a class story. ○ Voting for a team captain. ○ Voting for a family day out. ● Present the following example: <ul style="list-style-type: none"> ○ A family votes for a day trip. ○ Mum votes for the zoo ○ Dad votes for the beach ○ Emma votes for the beach ○ Jenny votes for the park ● Ask: 	Democracy Vote	Rule of law Mutual respect Democracy	

		<ul style="list-style-type: none"> ○ Where will the family go? ● Explain that the beach wins because it received the most votes. ● Classroom Democracy ● Discuss ways schools use democracy: <ul style="list-style-type: none"> ○ Voting for class rewards ○ Deciding activities or stories ● Explain that some decisions are not democratic, especially when they relate to safety rules. ● Share the following scenarios and chn to decide whether the following examples show democracy. <ul style="list-style-type: none"> ○ 1. The headteacher chooses a charity for fundraising. ○ 2. The class votes for an end-of-term reward. ○ 3. A parent always chooses the bedtime story. ○ 4. Pupils vote for school council representatives. ○ 5. Club leaders choose the team kit colours. ● Discuss which situations are democratic and which are not. ● Explain that Britain is a democracy. ● Key points: <ul style="list-style-type: none"> ○ Adults aged 18 and over can vote. ○ People vote in elections. ○ They choose leaders called Members of Parliament (MPs). ○ MPs meet in Parliament in London. ○ They discuss and vote on laws for the country. ● Explain how voting works: <ul style="list-style-type: none"> ○ 1. Adults go to a polling station. ○ 2. They vote privately on a ballot paper. ○ 3. They place a cross next to their chosen candidate. ○ 4. Votes are counted to determine the winner. ● Emphasise that each adult has one vote, and every vote counts equally. ● Explain that not all countries use democracy, meaning people in some places cannot vote for leaders. ● Plenary – ● Chn discuss <ul style="list-style-type: none"> ○ 1. Who do adults in Britain vote for? ○ 2. How do adults vote in Britain? ○ 3. Why is democracy fair? ○ 4. Do all countries have democracy? ● Summarise key learning: <ul style="list-style-type: none"> ○ Britain is a democracy. ○ People vote to choose leaders and decisions. ○ Every vote is equal. ○ Democracy can also be used in schools, families, and clubs to make fair choices. 			
5	To explain why rules and laws are important and describe what the rule of law means.	<ul style="list-style-type: none"> ● Begin by asking chn: <ul style="list-style-type: none"> ○ What rules do we follow in school? ○ Why do we need them? ● Collect examples such as: <ul style="list-style-type: none"> ○ walking in corridors ○ sharing equipment ○ listening to teachers ● Explain that rules help keep people safe, support learning, and promote fairness. ● Introduce the distinction between rules and laws: <ul style="list-style-type: none"> ○ Rules are usually for smaller groups, such as schools, classes, clubs, or sports teams. ○ Laws are rules for the whole country and must be followed by everyone. ● Clarify that: <ul style="list-style-type: none"> ○ rules are often made by teachers, leaders, or organisations ○ laws are made in Parliament by the government 	Rules Laws Rule of law Citizen	Rule of law Mutual respect Democracy	

		<ul style="list-style-type: none"> ● Discuss the role of laws in everyday life. Explain that laws are not there to stop people having fun; they are there to make life safe and fair. ● Share examples of laws: <ul style="list-style-type: none"> ○ wearing a seatbelt in a car ○ stopping at red traffic lights ○ not stealing ○ not littering ○ not hurting others ● Ask: <ul style="list-style-type: none"> ○ Are rules and laws exactly the same? ○ Which of the following is a law: putting your hand up before speaking, wearing a seatbelt, not running in corridors, sharing equipment? ● Chn sort examples into rules or laws: <ul style="list-style-type: none"> ○ wear a seatbelt ○ do not litter in public places ○ do not run in the corridors ○ do not steal ○ line up quietly ○ listen to the referee. ● Ask: <ul style="list-style-type: none"> ○ Who makes rules? ○ Who makes laws? ○ Do rules apply to everyone? ○ Do laws apply to everyone? ● Explain that in the United Kingdom, laws are made in Parliament in London. ● Introduce key roles: <ul style="list-style-type: none"> ○ Members of Parliament (MPs) discuss and vote on ideas for laws ○ Citizens vote in elections to choose MPs ○ Police officers enforce the law ○ Judges make sure the law is applied fairly ● Explain the law-making process simply: <ul style="list-style-type: none"> ○ 1. MPs discuss and debate an idea ○ 2. MPs vote on it ○ 3. If most MPs agree, the law may be changed or introduced ● Make clear that: <ul style="list-style-type: none"> ○ police do not make laws ○ judges do not make laws ○ MPs in Parliament make laws ● Explain that this links to democracy, because citizens vote for MPs to represent them. ● Ask: <ul style="list-style-type: none"> ○ Where are laws made? ○ Do the police make laws? ○ What is the job of an MP? ○ What is the job of a citizen? ● Ask ● hat would happen if there were no laws in our community? ● Take responses and guide discussion towards ideas such as: <ul style="list-style-type: none"> ○ roads becoming unsafe ○ stealing ○ littering ○ unfairness ○ people being harmed ● Explain that laws help people live together safely, peacefully, and fairly. ● Discuss the historical idea behind the rule of law: 			
--	--	--	--	--	--

		<ul style="list-style-type: none"> ● In the past, kings and queens could make unfair rules. Over time, Britain developed the idea that everyone should follow the same laws. Today, no one is above the law, including powerful leaders. ● Explain that rule of law means: <ul style="list-style-type: none"> ○ laws apply to everyone equally ○ leaders must obey the law too ○ laws cannot be ignored by powerful people ○ this helps make society fairer and safer ● Link this clearly to the fundamental British values: <ul style="list-style-type: none"> ○ democracy ○ rule of law ○ individual liberty ○ mutual respect and tolerance ● Ask chn to decide whether the following is true or false: <ul style="list-style-type: none"> ○ The rule of law makes sure laws are applied fairly because everyone has to follow them. ● Discuss why this is true. ● Plenary ● Review the lesson by asking: <ul style="list-style-type: none"> ○ What is the difference between a rule and a law? ○ Who makes laws in the UK? ○ Why do we need laws? ○ What does rule of law mean? ● Summarise the key learning: <ul style="list-style-type: none"> ○ rules apply to smaller groups ○ laws apply to everyone in the country ○ laws help keep people safe and make life fair ○ Parliament makes laws ○ the police enforce laws ○ The rule of law means nobody is above the law 			
6	To explain how to show mutual respect and tolerance for people with different beliefs and faiths.	<ul style="list-style-type: none"> ● Introduce the historical idea that people in Britain have not always treated those with different beliefs fairly, but over time laws and attitudes have changed to protect people's rights and freedoms. ● Share a simple timeline: <ul style="list-style-type: none"> ○ before the 1600s, people were often expected to follow the monarch's religion ○ in 1689, the Toleration Act allowed some different Christian groups to worship more freely ○ during the 1800s, people from different faiths gradually gained more rights ○ in 1998, the Human Rights Act helped protect people's freedom of belief ● Discuss what mutual respect and tolerance mean in practice: <ul style="list-style-type: none"> ○ being kind to people with different beliefs ○ listening to other viewpoints ○ not laughing at or mocking differences ○ accepting that people do not all think or live in the same way ● Clarify that respect does not mean agreeing with everything. It means treating others fairly and kindly even when beliefs differ. ● Ask: <ul style="list-style-type: none"> ○ Which law helped protect everyone's right to believe what they choose? ○ True or false: Respect means you must believe the same things as someone else. ● Discuss: <ul style="list-style-type: none"> ○ 1. What does mutual respect and tolerance of other faiths and beliefs mean? ○ 2. Does mutual respect and tolerance mean always agreeing with others? ○ 3. Give one way to show mutual respect and tolerance in school. ● Explain that not everyone in Britain believes the same thing. Some people follow a religion, some do not, and some are still deciding what they believe. ● Introduce examples of faiths and beliefs represented in Britain: <ul style="list-style-type: none"> ○ Christianity – some Christians go to church and celebrate Christmas and Easter ○ Islam – some Muslims follow the Qur'an, pray, and celebrate Eid 	Respect Tolerance Faith	Rule of law Mutual respect Democracy Tolerance	

		<ul style="list-style-type: none"> ○ Judaism – some Jewish people read the Torah and celebrate Hanukkah and Passover ○ Hinduism – some Hindus celebrate festivals such as Diwali and Holi ○ Sikhism – some Sikhs visit the gurdwara and celebrate Vaisakhi ○ Atheism – some atheists do not believe in a god or follow a religion ○ Agnosticism – some agnostic people are unsure what they believe ● Make clear that these are only some examples and that the important point is that all people should be treated with fairness and kindness. ● Ask <ul style="list-style-type: none"> ○ Which religion celebrates Eid? ○ True or false: Everyone in Britain has the same faith. ○ Complete the sentence: Mutual _____ and tolerance means treating _____ faiths and beliefs fairly and kindly. ● Discuss practical ways to show mutual respect and tolerance: <ul style="list-style-type: none"> ○ listen when others explain their beliefs or traditions ○ ask polite and respectful questions ○ use kind language ○ avoid laughing at or insulting difference ○ join in respectfully if invited ○ include everyone in shared activities ○ value people even when beliefs are different ● Explain that mutual respect and tolerance mean treating people well, not dismissing them, excluding them, or mocking their traditions ● Use the following simple scenarios to help pupils apply their understanding. <ul style="list-style-type: none"> ○ saying someone’s food is weird ○ listening to a friend talk about their beliefs ○ Refusing to sit next to someone different ● Ask: <ul style="list-style-type: none"> ○ Which example shows tolerance? ● Discuss why listening respectfully is the tolerant response. ● Read each scenario and decide whether it shows mutual respect and tolerance. ● Example scenarios: <ul style="list-style-type: none"> ○ Can you tell me about how your family celebrates Hanukkah? ○ Ha ha, your traditions sound weird. ○ Thanks for inviting me to your Eid party. I’d love to join in. ○ Only my belief is right. Everyone else is wrong. ● Plenary ● Ask: <ul style="list-style-type: none"> ● What does mutual respect mean? ● What does tolerance mean? ● Do people in Britain all have the same beliefs? ● How can we show respect to people with different faiths and beliefs? ● Summarise that: people may have different beliefs or no religion. Everyone deserves kindness and fairness. Mutual respect and tolerance help communities live well together 			
--	--	---	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	To identify different types of charities	<ul style="list-style-type: none"> ● Recap with chn their understanding of charities. Watch this video What are charities? ● Ask: <ul style="list-style-type: none"> ○ What different things might charities help with? ● Create a class list: <ul style="list-style-type: none"> ○ Animals ○ People ○ The environment ○ Health ● Share the following charities and ask chn to see if they know what they do. <ul style="list-style-type: none"> ○ RSPCA ○ Children in Need ○ British Red Cross ○ WWF ● Explain: <ul style="list-style-type: none"> ○ RSPCA – helps animals ○ Children in Need – helps children ○ British Red Cross – helps people in emergencies ○ WWF – protects the environment ● Key Teaching Point <ul style="list-style-type: none"> ○ Charities help in different ways ○ These are real organisations ● Task: Find Out About a Charity ● In pairs small groups, pupils research one charity. Can be the above charities or other child appropriate charities. ● Provide guiding questions: <ul style="list-style-type: none"> ○ What is the name of the charity? ○ Who or what does it help? ○ What does it do? ○ Why is it important? ● Suggested Child-Friendly UK Charities <ul style="list-style-type: none"> ○ RSPCA ○ NSPCC ○ Children in Need ○ WWF ○ Shelter) ● Sharing Activity ● Groups present their charity to the class ● Discussion Question <ul style="list-style-type: none"> ○ Which charity do you think is most important? Why? ● Encourage: <ul style="list-style-type: none"> ○ Respectful listening ○ Different opinions ● Remind chn that: <ul style="list-style-type: none"> ○ Some people do not have their basic needs ○ This is injustice ○ Our school definition of injustice is: the absence of God's Kingdom ○ Charities help support people in these situations ● Key Message 	charity, support, donate, community, environment, animals, health, poverty, unjust	Individual Liberty Mutual Respect Tolerance of Others	

		<ul style="list-style-type: none"> ○ There are many types of charities ○ All help in different ways 			
2	To understand how charities support people.	<ul style="list-style-type: none"> ● This lesson involves planning and doing a charity event. Please discuss the chosen event and charity to SLT before contacting parents and advertising the event. This ensures the logistics can be well planned. ● Re cap on what charity is ● Remind chn that: <ul style="list-style-type: none"> ○ Some people do not have their basic needs ○ This is injustice ○ Our school definition of injustice is: the absence of God's Kingdom ○ Charities help support people in these situations ● Watch the following video: Giving to charity: why giving helps others and feels good ● Ask: ● How do charities get money? ● Record answers on the board: <ul style="list-style-type: none"> ○ Donations ○ Fundraising events ○ Sponsorship ● Key Teaching Point <ul style="list-style-type: none"> ○ Charities need money to help people ○ People give money in different ways ● Watch the following video about fundraising. ● What Is Fundraising ● Ask <ul style="list-style-type: none"> ○ How Can We Raise Money? ● Children suggest ideas such as: <ul style="list-style-type: none"> ○ Bake sale ○ Sponsored run ○ Selling crafts ○ Donation box ○ Wear your PJs to school day ● Teacher Questions <ul style="list-style-type: none"> ○ Which idea would raise the most money? ○ Which would be easiest to organise? ● Key Teaching Point <ul style="list-style-type: none"> ○ Fundraising is how charities collect money to help others ● As a class decide on a fundraising idea and a charity they would like to donate too. ● If time ● Create a Poster ● Chn design a poster for their own fundraising idea. ● Include: <ul style="list-style-type: none"> ○ Name of event ○ What they are raising money for ○ When/where (optional) ○ Eye-catching design 	fundraise, donate, volunteer	Individual liberty Mutual respect Tolerance of others.	
3 and 4	I understand why I might, or might not, want to give money to help others.	Refer to Oak Academy lesson. When can you give money? This will need to be split over two lessons. Resources are downloaded and on the drive.	donate charity sponsor	Individual liberty Mutual respect Tolerance of others.	

5	To identify worries about change and learn coping strategies.	<ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ● What might children worry about in a new class? ● Examples to draw out: <ul style="list-style-type: none"> ○ New teacher ○ New classroom ○ Harder work ○ Making friends ○ Getting lost ● Key Teaching Point <ul style="list-style-type: none"> ○ Everyone has worries about change ○ Worries are normal and okay ○ Some worries we can do something about, and some we cannot control. ● Using the options chn identified. Categorise them in to things I can control / things I can't control <table border="1" data-bbox="548 379 1541 494"> <tr> <td data-bbox="548 379 1048 438">● Things I can control</td> <td data-bbox="1048 379 1541 438">● Things I can't control</td> </tr> <tr> <td data-bbox="548 438 1048 494">●</td> <td data-bbox="1048 438 1541 494">●</td> </tr> </table> ● Teacher Questions <ul style="list-style-type: none"> ○ Which worries can you change? ○ Which worries do we need to manage instead? ● Key Teaching Point <ul style="list-style-type: none"> ○ Focus energy on what we can control ○ Teach and model strategies: ● Strategies to teach: <ul style="list-style-type: none"> ○ Talk to a trusted adult ○ Ask questions ○ Positive self-talk (I can do this) ○ Take deep breaths ○ Stay organised ○ Think about what went well before ● Share the following scenarios and discuss what could be done: <ul style="list-style-type: none"> ○ You are worried about your new teacher ○ You are worried about harder work ● Chn discuss: <ul style="list-style-type: none"> ● What strategy could help? ● Chn then to identify one worry and how they can help themselves: <ul style="list-style-type: none"> ○ My worry is _____ ○ I can help myself by _____ ● Reflection Questions <ul style="list-style-type: none"> ○ What is one thing you can control? ○ Who could you talk to if you feel worried? ● Key Message <ul style="list-style-type: none"> ○ Worries are normal ○ There are always ways to manage them ○ You are not alone 	● Things I can control	● Things I can't control	●	●	worry, change, manage, calm, strategy	Individual Liberty Mutual Respect Rule of Law	
● Things I can control	● Things I can't control								
●	●								
6	Prepare for new class	Class swap activity. Please refer to class swap information and specific transition requirements for SENd chn in your current / new class.							

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	Describe behaviours that can help people in a group feel valued and welcome	<ul style="list-style-type: none"> ● Give pupils Resource 1: Belonging – first thoughts (or just show slide 10) and ask them to respond to the four questions, working on their own. They could do this on the printed resource sheets or in their books. Note that they will be returning to this at the end of the lesson and will need space to add to or change their ideas. As this is a baseline assessment, pupils should respond individually and without any additional input or prompting. Circulate to get a sense of their starting points and adapt the lesson as needed (e.g., to address gaps or misconceptions pupils might have). ● Introduction [slide 11] ● Introduce the learning objective and outcomes and explain that today’s lesson will explore the idea of belonging. ● Explain that belonging means different things to different people but can be thought of as feeling part of a group or community, being comfortable in that group or community, and having positive relationships with others in the group. ● Remind pupils that the question box is available for them to add any questions they have, anonymously if they prefer, at any time. ● Belonging [slides 12–13] ● Working in small groups, ask pupils to share their ideas from the baseline activity about the different groups that a child their age might belong to, both in school and at home, or in the wider community. They should record their ideas on post-it notes. Ask a representative from one group to bring up their post-it notes. Read out the groups they have thought of whilst placing them on the class whiteboard or flipchart. Go round the rest of the groups asking them only to add names of groups that haven’t yet been mentioned. Add any important groups that are missing from their list. Pupils might suggest: friendship groups in school, school clubs, clubs they belong to outside of school, places of worship, community centres where they attend events, local libraries or recreation centres. ● Pick one or two of the groups from the class list and ask pupils to discuss: ‘What might people do in that group to help everyone feel a sense of belonging?’ ● Take feedback. For example, pupils might suggest that people in the same friendship group could play together at play time, go to each other’s homes, or have some similar interests. ● Finally, in their small groups, ask pupils to discuss: <ul style="list-style-type: none"> ○ What feelings or emotions might someone have when they belong to a group? ○ Is it important to feel a sense of belonging to a group? Why or why not? ○ ‘It is OK to feel confused or anxious about belonging – this is something that happens to lots of people, at different times in life.’ Do you agree or disagree? ● Take feedback, drawing out key learning: ● When someone belongs to a group, they might feel valued, confident, happy, welcome, accepted. Feeling a sense of belonging to a group can, therefore, have lots of positive effects (like those listed above). Belonging has community benefits for everyone, such as people feeling valued by those around them. It is OK to feel confused or anxious about belonging. People are likely to experience these feelings from time to time – for example, they might feel unsure of their place in a group, or they might feel left out. If someone feels this way, they can ask a trusted adult for help. ● Share a story about wanting to belong [slides 14–16] Explain to the class that they are going to hear a story about someone who wants to belong. Ask pupils to listen to the story and think about: How is Beegu made to feel unwelcome – or like she doesn’t belong? How is Beegu made to feel welcome – and like she does belong? ● Share the story of Beegu by Alexis Deacon. ● Explain that it is OK to feel different sometimes – this is something that lots of people will experience. But if pupils experience big emotions related to today’s learning or if others are making them feel 	<p>belonging group community included valued excluded</p>	<p>The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others</p>	

		<p>unhappy because of their differences (like how the animals in the story made Gerald feel unhappy), then they should speak to an adult. This could be an adult in school or at home.</p>			
2	To learn about the importance of ground rules	<ul style="list-style-type: none"> ● Start by asking some prompt questions for pupils to discuss with their partners. E.g. <ul style="list-style-type: none"> ○ What are rules? ○ Why are they important? ○ Why is it important to follow them? ● Chn to write down some ideas from their discussion and then feed back to the class. ● Chn to identify one rule that they think is important for everyone in the class. These can range from social conventions (such as wearing the right school uniform), to moral conventions (such as being kind and considerate to others). ● Ask them to write one rule down on a post-it note and stick it to the board. ● Read the first chapter of Our Class (called 'Welcome to Our Class') to the children and talk to them about the series. There is a pre-recorded video on our website if you prefer to use this. Explain how we are going to revisit the children from Bankwell Primary School at various points to find out a bit more about them and their friendships. Some possible questions you could use to check that children have understood the story: <ul style="list-style-type: none"> ○ Who is narrating the story? ○ What is the name of the class teacher and what is their nickname? ○ Who is Ope and what is his role in the school? ● A key question to pose to children for discussion is: <ul style="list-style-type: none"> ○ Why are ground rules important for a class like the one in the story? ● Identify key words to discuss which can be used to help scaffold the co-construction of the Our Class ground rules. These should be words that you feel are important in terms of setting ground rules. They may include: <ul style="list-style-type: none"> ○ non-judgement, ○ listening, ○ the right to not answer, ○ knowing how to get help ● Use the spider diagrams provided (see Resource 1b) write one of these words/terms in the centre of each (if you have chosen to use the terms above, then we suggest you will need 2 for each word meaning 8 spider diagrams in total). ● Show each of these terms to the children and explain to them that these are important for group discussions. Organise the class into groups and assign one word (on a spider diagram) per group. As providing only 4 spider diagrams will mean pupils have to work large groups (of roughly 8 pupils per group), you may wish to add additional words, or print 2 copies of each word, so that pupils can work in smaller groups (i.e. groups of 4) – this will ensure all pupils are engaged in the activity. ● Invite individual children/groups to explain why a particular word/phrase is important for group discussions. Encourage them to refer to points raised in the earlier group discussion. For listening, this might be 'so that everyone gets a chance to talk'. ● Discuss as a group what has been identified as being important (e.g. everyone gets a chance to talk) - and how it could be translated into a rule (e.g. we listen to everyone's opinion without interrupting). Ask them to think about how we can put something into action – if we think this is important – what can we DO? Write these suggestions on the whiteboard/flip-chart for children to refer to later. ● These are then discussed, agreed, and shared with the group as Our Class Agreement. ● The Our Class agreement could look something like this: <ul style="list-style-type: none"> ○ We think that everyone's opinion is important (non-judgement) ○ We show respect to others opinion no matter if they are different from our own (non-judgement) ○ We listen to others without interrupting (listening) ○ We give everyone the chance to speak in group discussions (listening) ○ We have the right to not speak in a group discussion if we do not feel safe to do so (right not to answer) ○ We will not 'force' others to speak if they do not want to (right not to answer) 	Ground rules, sharing, non-judgement.	The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	

		<ul style="list-style-type: none"> ○ We know that it is important to get help if we are upset by any of these topics (knowing how to get help) ○ We know who to speak to if we need help – teacher, teaching assistant, parent/carer, other trusted adult (knowing how to get help) ○ Its ok to get things wrong as we are all learning ● It is important to note that your class agreement may be slightly different to these. ● If time allows, pupils could then work independently/in pairs to evaluate which rules they think are most important and explain why. ● Plenary ● To assess their learning during the session, ask children to respond to the following statement: ‘Ground rules help everyone’. ● Pupils should explain how far they agree with the statement and give their reasons why. 			
3	To learn how and why friendships can change over time	<ul style="list-style-type: none"> ● Ask pupils to imagine that an alien has come to earth and wants to find out more about this thing called ‘friendship’. ● Ask pupils to explain to the alien: <ul style="list-style-type: none"> ○ What is a friend? Why does someone have friends? ○ What do friends do together? ○ What are the features of a ‘good’ friend?’ ● Make notes of children’s responses. These might include friends as people who are kind, friendly, share, make you laugh etc. The importance of friendships could include how they make you feel (make you feel good about yourself), instrumental support (such as having someone to talk to about problems) companionship, someone you can get an honest opinion from who won’t laugh at you, having an ally etc. ● Watch Tommy’s Story, There is a video on our website, Tommy’s Story describes the best friendship between Tommy and Stefan. The two boys have been friends forever, but during this year, they start to realise that they have different interests and begin to drift apart. This story explores how friendships can change over time and provides a context within which to discuss how children may manage this in a positive way. Potential questions you could ask to check understanding: <ul style="list-style-type: none"> ○ How is Tommy and Stefan’s friendship changing? ○ What challenges are they facing in their friendship? ○ Why do you think their friendships are changing? ● Provide children with ‘pathways to friendship’ activity. Children in groups are asked to consider the following two questions. <ul style="list-style-type: none"> ○ <i>Why might friendships change over time? What factors contribute to this? (ask children to consider going further than the Tommy and Stefan story – for example, when someone moves house/school, goes to secondary school etc...)</i> ○ <i>From the story it looks like Tommy and Stefan both want to stay friends. In this case, what can they do to stay friends? (for example, have a conversation, arrange an activity together, share their feelings etc...)</i> ● In the final part of the class, draw the whole class together to review the responses to the initial ‘explain to an alien’ activity. Within this session, try to tease out more psychological aspects of friendship, such as companionship, an ally, a sounding board, someone to help you and someone you can rely on. Suggested questions could include: <ul style="list-style-type: none"> ○ Why do people have friends? ○ How should friendships make people feel? ○ Can you describe what a good friend is like? ○ What should someone do if their friend is unhappy? ○ What should someone do if their friend has a problem? 	Friendships, changes, best friends	Individual Liberty Mutual Respect: Tolerance of Others	

4	To learn how to manage challenges within friendships	<ul style="list-style-type: none"> ● Watch Halina’s Story, on the website. Halina’s Story describes the friendship between Halina, Isabel, Molly and Kim. Halina tells Isabel a secret that she then shares with Molly and Kim and the girls start to treat Halina differently. Molly and Kim then try to get Halina to join in when they are excluding Isabel. This story explores what makes a ‘good’ friendship and provides a context within which to discuss how children may manage this in a positive way. ● Potential questions you could ask to check understanding: <ul style="list-style-type: none"> ○ How do you think Halina feels at different points in the story? ○ What could Halina do to address the other girls’ behaviour? ○ Are the others being good friends to Halina?’ ● Secret Agent Game – using the materials provided, give children a list of different secrets that they need to place in one of three piles – keep the secret, tell the secret, don’t know. They should work in small groups to put them into piles on the table (using the cards in Resource 3a). With the cards that they have put into ‘tell the secret’, they then need to decide WHO the person should tell – they are given several options, an adult, a teacher, a police officer, another friend. ● Then, as a group, discuss why they have chosen for the person to tell some secrets and not others, talk about the importance of telling when they are worried that someone is getting hurt or if something serious is happening that is upsetting them. Often a good rule is that secrets that are meant to be kept for a long time are not secrets that should be kept and if someone is worried at all about another person, it is better to seek help from a trusted adult. Get them to think about who the best person would be to tell – e.g. a trusted adult rather than another child. ● What could Halina do when Molly was being unkind about Isabel (Heads, Hearts, Hands?) ● At several points in the story, Molly was trying to get Halina to exclude Isabel or join in saying unkind things about her. Halina didn’t say or do anything in the situation. Do you think she did the right thing? ● Using the picture provided (Resource 3b) showing Halina and Molly, ask children to complete a ‘Head, Hearts Hands’ activity. For this, children should work in small groups to consider what the characters might be thinking (head) and feeling (heart) and what they could do (hands) about the situation they are in. ● Actions might include Halina confronting Molly and Kim about being unkind to Isabel. This should be in a positive, constructive way rather than starting an argument. Some children might think Halina should tell Isabel that Molly and Kim are being unkind about her. Also, ask children to consider how others in the situation might be feeling, for example, what might Molly be feeling? How might they help Molly to think about her behaviour in a kinder way? ● Next, the class should focus on Halina and, on the whiteboard, brainstorm pupils’ ideas about what Halina could do next (the ‘hands’ part), creating a whole class list of strategies. Finally, independently, they should write advice to Halina about what she should do, by evaluating which strategy they think would be most effective and explaining why. 	Friendships, trust, making friends	Individual Liberty Mutual Respect: Tolerance of Others	
5	To learn about the important role friendship plays in someone’s wellbeing	<ul style="list-style-type: none"> ● Ask the children to think about a time when they were new (perhaps when they joined a new club for example). Allow pupils time to reflect on these questions privately without sharing with the rest of the class. ● Watch Ruby’s Story on our website. This chapter tells the story of Ruby who has recently moved from a different country and joins Bankwell Primary School. It explores the challenges she faces making new friends, even in a very friendly environment. It provides a context within which to discuss how children may manage situations where they might feel lonely or how to support others who may feeling lonely in a positive way. Potential questions you could ask to check understanding: <ul style="list-style-type: none"> ○ What might be Ruby’s thoughts and feelings starting a new school? ○ How do the other children’s behaviours make Ruby feel? ○ Why does Ruby feel lonely even though she is making new friends?’ ○ What makes friendship special? ● In the story Ruby is missing her friend Jessie. As a class, ask children to consider: <ul style="list-style-type: none"> ○ What was so special about Ruby and Jessie’s friendship? ○ Why was it so important to Ruby?’ ● After their discussion, organise children into small groups or pairs to write key words/phrases in a mind map describing what made the friendship special for Ruby. ● What could the rest of the class do to help Ruby settle in? 	Friendships, loneliness, making friends	Individual Liberty Mutual Respect: Tolerance of Others	

		<ul style="list-style-type: none"> As we've seen from the stories, the children in the class are very friendly and kind. However, they don't seem to realise at first that Ruby is feeling lonely and left out! In this part of the session, children will be looking at how they might be able to notice if someone is feeling left out, and what they might be able to do to help. In the story there were several situations where Ruby felt left out. For example, when she was sitting on the bus, when the others were talking about the sleepover and during the science activity. Ask the children to think about how the other children might be able to notice that she was feeling upset or left out? Ask them to describe how Ruby might have looked in these situations, her face, her body language and what she might have said. Ruby might have looked sad, she may have been looking at the ground, not standing up straight etc. She might have given an 'it's ok' smile, but not a proper smile. She might have said it was alright, but her voice might have given it away... Then, ask the children to consider how these situations might have been different – how could the class have helped Ruby to feel included? This doesn't mean that the children have to stop talking about other people who Ruby doesn't know, for example. But, it might mean, explaining who they are to her, so that she starts feeling part of things. It might also not mean inviting her to the sleepover straight away as she'd only just joined the class, but being aware that she wasn't coming, the girls might have been a bit more tactful talking about it in front of her. As a group, then come together to share these ideas and discuss/compare the different answers groups might have given to the different scenarios, showing that there are often different ways to behave that can still help. 			
6	To learn about healthy friendships and how to manage conflict in friendships	<ul style="list-style-type: none"> Watch Benson's Story. There is a video on our website. Benson's Story describes the new friendship between Benson and Chen. Benson looks up to Chen because she is popular, but when they start spending time together, she does some things that make him uncomfortable – including picking on his friend George. Benson feels torn between keeping in with Chen's group and loyalty to his long-standing friend. This story explores what makes healthy friendships, and provides a context within which to discuss how children can manage difficult situations with peers. Potential questions you could ask to check understanding: <ul style="list-style-type: none"> Why does Benson want to be friends with Chen? How do you think Benson's behaviour makes George feel? Why do you think Chen behaves this way?' In the story, Benson wanted to become friends with Chen, and when he started hanging around with her, he really enjoyed being part of the group. However, there were several occasions when she did things that made him feel uncomfortable. Discussion questions: <ul style="list-style-type: none"> What did Chen do that made Benson feel uncomfortable? What did 'uncomfortable' feel like for Benson? (thoughts, emotions, physical feelings) Why do you think he felt uncomfortable about these things? Ope encourages Benson to think about whether Chen is his friend. Lead a class discussion about 'how friends should make each other feel'. Use the whiteboard to generate 2 lists based on children's contributions. <ul style="list-style-type: none"> Friends should make each other feel Friends should NOT make each other feel Key points to emphasise: Sometimes friends can do things that others don't agree with, or try to get their friends to do things they don't want to do. It is important that people make their own decisions and do what they think is right. No one should feel like they have to go along with something just to keep a friendship. If someone is making others feel pressured or uncomfortable, they are not being a good friend. When Chen was being mean to George in the cloakroom, Benson stood and watched. Using the 'Pause Rewind and Replay' Activity sheet (Resource 5a), organise the children into pairs or 3s to revisit this scene in the story. Ask them to firstly 'pause' at the moment when Benson watched Chen trampling on George's coat and think about what might have been going through his mind at the time. Why did he not say or do anything? This is a useful opportunity to discuss with children how it can take courage to make a stand when someone is doing something they don't like. Someone might be worried about another person turning against them or making the situation worse. It's worth highlighting that it's okay to feel like this, but that 	Recognising healthy and unhealthy relationships; how to deal with tricky situations and bullying	Individual Liberty Mutual Respect: Tolerance of Others	

		<p>it can help to plan out some strategies that can be used if someone finds themselves in similar situations so they know what to do and say. Imagine George’s situation – what might he want his friends to do to help?</p> <ul style="list-style-type: none"> ● Next ask them to re-play the scene, but this time with Benson reacting to Chen’s actions. <ul style="list-style-type: none"> ○ What do you think he could have done differently? ○ How could he have shown Chen that he was not ok with the way she was talking to George? ● Share the activity outcomes with the group and ask the children to explain their responses. Give the children criteria to feedback on each other’s ideas. For example, have they created a positive outcome for the characters? Have they given an example of a positive response? Is there anything else they could have included? ● Explain there are two sides to every story. Chen’s actions in the story do not mean she is a bad person. Everyone makes mistakes, and she may not be making the best choices. There is the opportunity here to provide a good example for treating others well that she can learn from. Why might she be behaving in this way and how can we help her to think about her behaviour in a kinder way? ● If a friendship doesn’t work out, someone can distance themselves, but still be polite and friendly towards them ● Even if people aren’t friends, it’s good to try and maintain positive relations with peers ● Some friendships end, others change; someone can have different types of relationships with people they know. Difference between friends and acquaintances – circles/layers of closeness – lead into further learning activity. 			
--	--	--	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary		
1	<p>Learning Outcomes: Challenge: Identify different ways that we can spend our money responsibly.</p>	<ul style="list-style-type: none"> ● Read the scenario and ask the chn to discuss the questions ● Carly loves getting a good deal. Every few weeks she goes to her favourite discount store and spends her pocket money on the latest fashion trends. With t-shirts and jeans only a few pounds each, she often comes home with a bag full of new clothes. Where on Earth are you going to put those? asks Carly's mum, troubled by the lack of space in the wardrobe. Don't worry Mum, replies Carly. I'll just throw out some old stuff. <ul style="list-style-type: none"> ○ Comment on Carly's behaviour. In what ways is she being wasteful? ○ Is Carly behaving responsibly? What are the consequences of her behaviour? ○ Explain why 'throw-away fashion' is bad for the environment. ● Ask: , can you think of other examples of how our spending choices can affect others? What do you think we mean when we talk about 'spending responsibly'? ● Ask In our starter, we spoke about throwaway fashion and the impact it can have on the environment. Thinking back to your lessons from previous years, can you think of other examples of how our spending choices can affect others? What do you think we mean when we talk about 'spending responsibly'? ● Explain: Spending responsibly means thinking carefully about how our choices impact both ourselves and others. For example, in our starter activity, we talked about throwaway fashion. We learned that buying cheap, low-quality clothes that are quickly discarded can harm the environment by creating unnecessary waste and pollution. ● Ask: how can we help the environment? ● Explain: Helping the environment. ● There are lots of ways that our spending decisions can help the environment. Avoid single use plastics such as plastic bags, bottles, drinking straws and cutlery. Over time these items degrade into microplastics and often end up in our rivers and oceans. Only buy what you need. Our waste often ends up in landfill. Avoid poor quality 'fast fashion'. It's better to spend more initially and repair good quality clothing. There are lots of ways that our spending decisions can help the environment. Buy products that are made from recycled materials. Buy biodegradable eco-friendly products. If you can afford to do so, buy organic produce that avoids the use of harmful man-made chemicals and pesticides. Some pesticides are known to kill bees and other wildlife. Buy local produce wherever possible. ● Explain: Helping other people ● Here are some examples of how our spending choices can help other people: If you buy products such as bananas, cocoa, coffee, tea and sugar that display the Fairtrade logo, you can be confident that the farmers who grew the produce have received a fair price. Fairtrade is a way of buying and selling produce that protects the rights and working conditions of farmers and farming employees. Fairtrade prevents exploitation, by ensuring that farmers are treated fairly. ● Give chn copies of the matching activity that they need to do in pairs. ● Plenary: Create a Tweet: Say hello to Sterling Smartly – the master of smart money! He knows how to spend wisely and take care of our planet. You're now part of Sterling's team. Your special task? Create a snappy tweet (280 characters or less) that shines a light on smart money ideas. Get ready to impress everyone on Twitter with Sterling's clever money tips! Let's make responsible spending the talk of the town! 	<p>Fairtrade Charity Eco-friendly produce Single-use plastics Organic produce</p>	<p>Rule of law: Respect: Individual liberty:</p>	
2	<p>Understand the difference between saving, spending and borrowing.</p>	<ul style="list-style-type: none"> ● Read the scenario regarding Aisha, Alex, and Izzy on the board and discuss the following questions: <ul style="list-style-type: none"> ○ What do you think about that? ○ What do you notice? ● Continue with the slides and ask chn to discuss: <ul style="list-style-type: none"> ○ Should Izzy borrow the money? ○ What do you think? On the one hand, she'd be able to have the car straight away, but on the other hand, she'll owe money to somebody else. 	<p>Save Spend Borrow</p>	<p>Rule of law: Respect: Individual liberty:</p>	

		<ul style="list-style-type: none"> ● Read the next scenario which is about whether we should save or borrow in different situations. ● Ask: <ul style="list-style-type: none"> ○ Who do you agree with and what would you do? ● Continue with the scenario, then explain that there's no problems with borrowing money. It's perfectly okay to do that, but you must make sure that you are doing it within your means so that you can keep track of it, and you can pay people back. ● Share the below statements and ask chn if they agree or disagree with them <ul style="list-style-type: none"> ○ Izzy says, Owing someone money is always a bad thing and you should avoid it whenever possible. ○ Alex says, It's okay to borrow money as long as you agree when to pay it back. And we've got some other statements here as well. ○ Aisha says, You can borrow as much money as you need because then you get what you want quicker. ○ Izzy says, You can owe money to lots of different people as long as they don't know you owe anybody else. Okay, pause the video and discuss those statements. ● Suggested responses: <ul style="list-style-type: none"> ○ Izzy's statement, we've put, It's not a bad thing, but you need to decide carefully when to do it and when not to. ○ Alex's statement, we've said agree, because you both have a plan and you know when it will be paid back. ○ Aisha's statement, we've disagreed, because borrowed money still needs to be paid back, so keeping it low is a good idea. ○ Izzy's, we've put disagree, because it can be hard to keep track of borrowed money, and you might be seen as untrustworthy. ● Explain the following: ● Spending money means giving money for goods or services. You can save up for items that you can't afford. Sometimes, you can borrow money so that you have enough money to buy what you want straight away. Borrowed money should be paid back as soon as possible, and it's not a good idea to borrow money from lots of different people at the same time. Remember though, borrowing money in itself is not a bad thing to do. It can be quite useful at times, especially if you're trying to buy something from somewhere where you've only got one opportunity to buy it. However, you need to make sure you're keeping track of it, you're doing it safely, and that you are borrowing or lending to trusted people. 			
3	Describe what makes something 'good value for money'.	<ul style="list-style-type: none"> ● Read the following scenario and discuss: Katie loves clothes. She studies her older sister's fashion magazines and religiously follows all the latest trends online. Katie often saves her pocket money to get new outfits or does extra chores to buy the things that she likes. On a trip to the local supermarket, Katie's mum spotted something that she thought Katie might like. Look Katie, said Mum, those trainers are really cute, and they're only £10. There's no way I'm wearing them! replied Katie, horrified. Can you imagine what my friends would say? <ul style="list-style-type: none"> ○ Was Katie's reaction appropriate? Why or why not? ○ Why did Katie react this way? How could she have expressed herself more politely? ○ Why do people have different ideas about what makes a good purchase? ● Ask <ul style="list-style-type: none"> ○ How can we tell if something is worth buying or not? ○ What things could affect whether someone decides to buy something? ● Explain: While it's true that people can have different opinions on what makes a good purchase, in general, getting good value for money means buying something that you're satisfied with, and feel is worth the price you paid. ● Share the following items and ask chn to decide if it's worth buying them and why <ul style="list-style-type: none"> ● 1. Trendy trainers that cost £50 ● 2. Comfortable trainers for £10 ● 3. A book by your favourite author for £5 ● 4. A toy that looks fun but breaks easily 	Price Quality Budget Branding Value	Rule of law: Respect: Individual liberty:	

4	Know that I can plan what to do with a sum of money by budgeting.	<ul style="list-style-type: none"> ● 5. Giving money to charity instead of buying a toy ● Read the scenario regarding Sofia, Sam, and Laura on the board and discuss the following questions: <ul style="list-style-type: none"> ○ What would you choose to go on with the budget of 10 tokens to spend? ● Continue with the scenario then ask the following questions: <ul style="list-style-type: none"> ○ Number one, what would you choose to buy for your cinema snacks with a budget of three pounds to spend? ○ Number two, how many different ways of spending a three pounds budget that includes toffees can you find? ○ Number three, how many different ways of spending a three pounds budget that includes gummy bears can you find?. ● Introduce the next scenario looking at budget ● Discuss what Laura can buy with her tokens ● As a class, complete the table to show how many tokens Laura will have at the end of each week. ● Repeat for Sofia too. ● Explain: A budget is the money that is available and a plan of how it will be spent over a period of time. A budget plan partitions the budget into the amount of money to be spent and the amount of money to be saved over a regular time period, weekly, for example. 	Budget Budgeting	Rule of law: Respect: Individual liberty:	
5	Explain how adverts can influence whether people choose to buy something or not.	<ul style="list-style-type: none"> ● Share the follow scenario and allow chn to discuss ● Aida was browsing for a gift online when a new window suddenly appeared on her computer screen. It read, Congratulations, you're our 1000th customer! Click here to collect your £100 prize! 'That's amazing!' thought Aida, 'I'll be able to get a fantastic present now!' Starter (scenario on PPT): ● Ask <ul style="list-style-type: none"> ○ What does the message want Aida to do? What do you think Aida will do next? ○ What should Aida do next? Do you think it would be a good idea to click the link? Why, or why not? ○ Do you think that Aida can trust the message? Explain your answer. ● Ask chn what they already know about advertising and explain: ● We've all seen adverts online or on TV, but have you ever stopped to think about what an advert really is? Why do companies create adverts in the first place? What are they trying to achieve? ● ● Don't worry if you struggle to answer these questions—we'll be learning all about them in our lesson today. Discuss the questions above with a partner and think of examples you have seen. We'll share our ideas in a moment. ● Advertisements, or adverts for short, come in many forms. ● ● Whether it's videos, posters, leaflets, or social media posts, companies use all kinds of methods to grab our attention and encourage us to buy their products or services. ● Read the information text and discuss. ● Watch this video and discuss: ● Why do you think some websites and games have ads, and how can you tell if something is an advert? ● How can spotting a 'sponsored' label or ad help you make smarter choices online? ● Are all advertisements trying to get you to buy something? Explain your answer. ● Why is it important to talk to an adult before you enter any personal information online? ● Ask: <ul style="list-style-type: none"> ○ How do adverts influence people? ○ What do we mean by the word influence? ○ What features do adverts sometimes use to persuade people to buy a product or behave in a certain way? ○ Have you ever been influenced by an advert on TV for example? ○ Have you asked your parents to buy a product after seeing an advert? ● Share the case files and ask chn to decide whether it is an example of advertising or not. 	Advert Popup Cookie Paid placement Clickbait	Rule of law: Respect: Individual liberty:	

6	Know the difference between a debit card and a credit card.	<ul style="list-style-type: none"> ● Read the scenario regarding Alex, and Izzy on the board and discuss the following questions: <ul style="list-style-type: none"> ○ Would you want to save up the money or borrow it and pay it back? ● Continue with the scenario. ● Chn to complete task 1 identifying the characters who have borrowed money in question one and discuss how long will it take each of them to pay it back? ● Introduce the concept of credit cards and debit cards and run through the scenario. ● Ask <ul style="list-style-type: none"> ○ True or false? Debit cards can always pay for anything. ● Continue with the scenario then ask: <ul style="list-style-type: none"> ○ True or false? Credit cards are a way of borrowing money from a bank. ● Explain: Credit cards are a way of borrowing money, but it is expensive as the bank charges you something called interest. You pay back more than you have borrowed. ● Introduce task two: For each of the statements below, decide if it describes a debit or credit card. <ul style="list-style-type: none"> ○ This card can only pay for something if there is enough money in the account. ○ This card can be used to pay for something even if an adult doesn't have the money for it. ○ This card is a way of borrowing money. ○ This card can be declined if there isn't enough money to pay for something in the account. ○ Number two. ○ How would you respond to these statements? Alex says, When I grow up, I'm going to use a credit card all the time to pay for everything. ○ Free money! Izzy says, I'm only ever going to use a debit card because it's bad to own money and be in debt. So, how might you respond to those statements? It could be a good opportunity to discuss this with people around you if you can. ● Suggested answers <ul style="list-style-type: none"> ○ The first statement was a debit card. This card can only pay for something if there is enough money in the account. ○ The second was a credit card. This card can be used to pay for something even if an adult doesn't have the money for it. ○ The third was a credit card as well. It's a way of borrowing money. ○ And the last one, it can be declined, was a debit card. ○ For Alex's statement, we've said the money used on a credit card is borrowed, not free. ○ It has to be paid back. And don't forget we mentioned something called interest, and that means that you end up paying back more money than you actually borrowed in the first place. ○ And for Izzy, we responded by saying debt isn't bad provided you have a plan to pay it off. Credit cards are useful to pay for expensive things over time, but still get the item or service immediately. ● Remind the chn: Sometimes, you can pay for something with money you have, and sometimes, you can borrow money to pay for something. Debit cards are used by adults to pay for goods or services directly from their bank account only with the money they have. If there is not enough money in the account, the debit card is declined. Credit cards are used by adults to buy goods and services and pay for them later. They are a way of borrowing money. 	Credit card Debit card Borrow. Declined	Rule of law: Respect: Individual liberty:	
---	---	---	--	---	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values							
1	Explain why it is important to balance our time online with other activities.	<ul style="list-style-type: none"> ● Read aloud Kira loves watching YouTube when she gets home from school. She has a snack and quickly finishes her homework so that she can go online and watch her favourite influencers. Just as Kira turns on the monitor, her mum comes into the room. You know the rules, said Kira's mum. No internet until 5pm. <ul style="list-style-type: none"> ○ What do we mean by the term screen time? ○ Do you think Kira's mum is being fair, since Kira has already finished her homework? ○ Why might Kira's mum have set a limit on how much time Kira spends online? ● Ask: <ul style="list-style-type: none"> ○ What activities do children your age do online? ○ How long do you or your friends spend doing these? ○ How much time feels okay? When does it become too much? ● Read the information sheet: Internet and Screen Time ● Discussion prompts <ul style="list-style-type: none"> ○ What signs might show someone has had too much screen time? ○ How can families help children keep a healthy balance? ● Instructions ● Share the following table and chn to match the words to the definitions. <table border="1" data-bbox="584 722 1485 994"> <thead> <tr> <th data-bbox="584 722 775 778">Key Words</th> <th data-bbox="775 722 996 778"></th> <th data-bbox="996 722 1485 778">Definitions</th> </tr> </thead> <tbody> <tr> <td data-bbox="584 778 775 994"> 1. Offline 2. Screen time 3. Limit 4. Balance 5. Wellbeing 6. Healthy habit 7. Online </td> <td data-bbox="775 778 996 994"></td> <td data-bbox="996 778 1485 994"> A. Time spent using screens B. Doing different activities in a healthy way C. Something we do regularly to stay healthy D. Not using the internet E. Using the internet F. A rule about how much time is allowed G. Feeling happy, healthy, and safe </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Watch the following video and discuss the content: BBC Own It – Screen Time: How Much Is Too Much? ● Task - Design an App - Context: You are designing an app to help children learn how to use the internet safely and sensibly. Design one app page that: <ul style="list-style-type: none"> ○ Explains what the internet is good for ○ Gives one tip for managing screen time ○ Your app page should also: <ul style="list-style-type: none"> ○ Show how to balance screen time with activities like: <ul style="list-style-type: none"> ○ Playing outside ○ Homework ○ Family time ● Explain: <ul style="list-style-type: none"> ○ Why managing screen time is important ○ How children can choose a healthy balance ● Encourage pupils to use: <ul style="list-style-type: none"> ○ Information sheet ○ Keywords ○ Video ideas 	Key Words		Definitions	1. Offline 2. Screen time 3. Limit 4. Balance 5. Wellbeing 6. Healthy habit 7. Online		A. Time spent using screens B. Doing different activities in a healthy way C. Something we do regularly to stay healthy D. Not using the internet E. Using the internet F. A rule about how much time is allowed G. Feeling happy, healthy, and safe	Screen time Concentration Unhealthy habit Sleep routines Mental health	Rule of law: Respect: Individual liberty:	
Key Words		Definitions									
1. Offline 2. Screen time 3. Limit 4. Balance 5. Wellbeing 6. Healthy habit 7. Online		A. Time spent using screens B. Doing different activities in a healthy way C. Something we do regularly to stay healthy D. Not using the internet E. Using the internet F. A rule about how much time is allowed G. Feeling happy, healthy, and safe									

		<ul style="list-style-type: none"> Plenary <ul style="list-style-type: none"> Identify: What is screen time? Explain: Why is it important to balance screen time? Justify: How can managing screen time help children feel healthier and happier? 			
2	Explain why following age restrictions and rules is important, both online and offline.	<ul style="list-style-type: none"> Read aloud Leo wants to play a new online game that his older brother has. The box says PEGI 12, but Leo is only 8. Leo says, It's fine, I won't tell anyone. PEGI is short for Pan-European Game Information, is a European video game content rating system established to help European consumers make informed decisions when buying video games or apps through the use of age recommendations and content descriptors. <ul style="list-style-type: none"> What does PEGI 12 mean? Why do you think this game has an age restriction? What could happen if Leo plays the game anyway? Ask: <ul style="list-style-type: none"> What rules do we follow at school? What rules do we follow at home? Why do rules exist? Recap: Rules are there to keep people safe and help things run fairly. Share the following information What are age restrictions? Age restrictions are rules that tell us who something is suitable for. They can apply to: <ul style="list-style-type: none"> Films and TV Video games Apps and websites Social media Activities in real life Examples of age restrictions Online <ul style="list-style-type: none"> Games with PEGI ratings Social media apps (13+) Websites with age checks Offline <ul style="list-style-type: none"> Films at the cinema (U, PG, 12, 15, 18) Fireworks Certain rides or activities Why do age restrictions exist? They help to: <ul style="list-style-type: none"> ✔ Protect children from scary or upsetting content ✔ Keep people safe ✔ Make sure activities are right for your age Ask: <ul style="list-style-type: none"> What could happen if rules are ignored? Someone could feel scared or upset People could get hurt Rules might be broken without thinking about safety Key message: Age restrictions are not there to be unfair – they are there to keep us safe. Task - Online or Offline? Sorting Activity Instructions: Work with a partner to sort the cards into: <ul style="list-style-type: none"> Online rules Offline rules Both online and offline Example Cards <ul style="list-style-type: none"> PEGI 12 game 15-rated film 	Age restrictions Online privacy PEGI Rating BBFC Rating Age-appropriate content	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ○ Social media age limit ○ Firework safety rules ○ Riding a bike with a helmet ○ School internet rules ● Task – Case Files: Is This Allowed? Instructions: You are safety detectives. Read each case and answer the questions. <ul style="list-style-type: none"> ○ Case File 1 Aisha wants to watch a 15-rated film at a sleepover. She is 9. ○ Is this allowed? ○ Why is there an age rule? ○ What could she do instead? ● Case File 2 Ben wants to create a social media account. The app says 13+. <ul style="list-style-type: none"> ○ Why does the app have this rule? ○ What could happen if younger children use it? ○ Who should Ben talk to? ● Identify: Is the rule being followed? ● Explain: Why does this rule exist? ● Justify: What could happen if the rule is ignored? Plenary – Challenge Questions <ul style="list-style-type: none"> ○ What is an age restriction? ○ Why do online and offline rules exist? ○ Why is it important to follow age restrictions even if others don't? ○ Trusted adult if unsure about rules. ○ Avoid showing or describing unsuitable content. 			
3	Explain the risks involved in communicating online.	<ul style="list-style-type: none"> ● Share scenario Luana is on a video call with her friend Kerry. Without asking, Luana adds Chloe to the call. Kerry looks uncomfortable. Later, Kerry tells her dad what happened, and he is worried. <ul style="list-style-type: none"> ○ Was Luana right to add Chloe to the call without asking? ○ Why do you think Kerry's dad was worried? ○ Explain why we should always be careful when interacting with someone we don't know online. ○ What is online communication? ○ Can you name examples? (texts, games, video calls, comments) ○ How do people use the internet to interact with others? ● Brief recap: online communication can be helpful, but it also has risks. ● Card Sort: Online Communication Scenarios ● Instructions ● Give chn a set of cards showing different online situations. With a partner to sort them into categories. ● Scenario Examples <ul style="list-style-type: none"> ○ Messaging a friend you know in real life ○ Replying to a stranger in a game chat ○ Sharing your full name online ○ Being added to a group chat without permission ○ Sending a message that could be misunderstood ● Sorting Categories <ul style="list-style-type: none"> ○ Safe ○ Unsafe ○ Unsure / Need to be careful ● Identify: Is this safe, unsafe, or unsure? ● Explain: What makes this risky or safe? ● Justify: What advice would you give someone in this situation? ● Share the following information. ● What is online communication? <ul style="list-style-type: none"> ○ Online communication is how people talk to each other using: 	<p>Online communication</p> <p>Message</p> <p>Video call</p> <p>Group chat</p> <p>Stranger</p> <p>Personal information</p> <p>Privacy</p> <p>Cyberbullying</p> <p>Risk</p> <p>Unsafe</p> <p>Misunderstanding</p> <p>Tone</p>	<p>Rule of law:</p> <p>Respect:</p> <p>Individual liberty:</p>	

		<ul style="list-style-type: none"> ○ Messages ○ Emails ○ Video calls ○ Games and apps ○ Social media ● What are the risks? ● Communicating online can be risky because: <ul style="list-style-type: none"> ○ You may not know who you are talking to ○ Messages can be misunderstood ○ People might be unkind or pretend to be someone else ○ Personal information can be shared too easily ● Common risks <ul style="list-style-type: none"> ○ Cyberbullying ○ Strangers contacting children ○ Hurt feelings due to unclear messages ○ Pressure to share information or images ● How can we stay safe? <ul style="list-style-type: none"> ○ ✓ Only communicate with people you know ○ ✓ Don't share personal information ○ ✓ Be kind and clear in messages ○ ✓ Tell a trusted adult if something feels wrong ● Watch the following online safety clip CEOP Thinkuknow about communicating online safely. <ul style="list-style-type: none"> ○ Why can online messages sometimes cause problems? ○ What risks were shown in the video? ○ What advice would you give someone communicating online? ● Plenary – Debate ● Statement:> You have to be much more careful about talking to people online than you do in real life. <ul style="list-style-type: none"> ○ Do you agree or disagree? ○ Give three reasons to support your view ○ Include a different opinion and explain why you disagree with it 			
4	Describe how we can protect ourselves from harmful content or contact online.	<ul style="list-style-type: none"> ● Share scenario Kasseem is in a shop with his mum and sees a new video game he really wants. When his mum looks at the box, she says she can't buy it for him as it's over 18. . <ul style="list-style-type: none"> ○ Why can't Kasseem's mum buy the video game? ○ What does Kasseem's mum mean when she says the game has an over 18 rating? ○ Why do some video games and movies have age restrictions? ● Discuss: <ul style="list-style-type: none"> ○ If content means text, images, and videos, what might harmful content mean? ○ Can you think of any examples? ○ How did we use SafeSearch to avoid unsafe websites? ● Brief recap: Some things online are not suitable or safe for children. ● Discuss: Many social media apps have age limits. In the UK, apps like WhatsApp, Instagram, Facebook are 13+ Age limits help keep children safe from harmful content and contact ● Key message: If an app says you're too young, there is a safety reason. ● Watch this video Act Your Age: an award-winning online safety story <ul style="list-style-type: none"> ○ What harmful content or contact did you see? ○ Why was this content or contact unsafe? ○ What should the child do to stay safe? ● Share the following information and discuss: ● What is harmful content? Harmful content is anything online that: Is scary or upsetting Is not suitable for children 	Social media Online content Blocking Unfollow Age restrictions	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> Makes you feel uncomfortable What is harmful contact? Harmful contact can happen when: A stranger messages you Someone asks for personal information Someone makes you feel pressured or unsafe How can we protect ourselves? Use SafeSearch Follow age restrictions Keep personal information private Block and report users Tell a trusted adult Share the following Scenario Cards and discuss using the questions below. <ul style="list-style-type: none"> A pop-up shows a scary image A stranger sends a friendly message in a game A video suggests clicking a link for a prize Questions <ul style="list-style-type: none"> Identify: What is the risk? Explain: Why could this be harmful? Justify: What should the child do to stay safe? Plenary <ul style="list-style-type: none"> What is harmful content? How can children protect themselves online? Why is it important to report harmful content or contact? 			
5	Identify feelings that may come from online bullying	Follow the online lesson: online bullying		Rule of law: Respect: Individual liberty:	
6	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	<ul style="list-style-type: none"> Ask chn: <ul style="list-style-type: none"> How do you know if someone is your friend? How do you know someone online is who they say they are? Show slides asking How would you know if someone is your friend? and How do you know if someone online is who they say they are? Children discuss with a partner: Is it easier to know someone offline or online? Why? Explain: Online, people can pretend to be someone they're not. Today we are learning why and how this happens. Ask chn: <ul style="list-style-type: none"> What is a persona? (An identity you show to others.) Do you ever act differently online than offline? Why? Discuss times when an online persona might be harmless or even helpful: <ul style="list-style-type: none"> Roleplaying in games Creativity or confidence Rules of a game requiring a character Explain that online personas become unsafe when someone uses them to deceive or harm others. Activity 1 – Why Might Someone Pretend to Be Someone Else Online? Use the explanations from pages 1–3 of the resource Ask: <ul style="list-style-type: none"> Why might someone pretend to be someone else online? Possible motives (from the resource): <ul style="list-style-type: none"> Catfishing – pretending to be someone else to get attention or start a false relationship. Grooming – pretending to be friendly to trick children into harmful behaviour. Explain very simply and safely: someone acting like your friend to make you do things that are not safe. Bullying – hiding identity to send unkind messages or to embarrass someone. Pranks/tricks – pretending to be someone for a joke, but it can still cause harm. 	online persona, identity, impersonation, pretend, real life (offline), trust, catfishing, prank, bully, stranger, password, threat, motive, reason, safe, unsafe, account, information	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ○ Maintaining progress – a friend logging into your account, which is unsafe. ○ Parody – pretending to be a celebrity for humour, not always harmful. ● Emphasise: Not everyone online is who they say they are. Even accounts that look familiar might not belong to the real person. ● Activity 2 – Interactive Comic Strip ● Give each group printouts or show slides with branching comic strip choices. ● Groups read each scenario and make decisions at each fork: <ul style="list-style-type: none"> ○ Should they share a password? (Slide 13) ○ Should they video chat with someone? (Slide 21) ○ Should they trust a friend acting strangely? (Slide 24–27) ● Discussion after each path: <ul style="list-style-type: none"> ○ What clues suggested the person might not be who they said they were? ○ Was the choice safe or unsafe? Why? ○ What advice would you give the character? ● Highlight examples from the slides: <ul style="list-style-type: none"> ○ Slide 13: A player offering VIP status in exchange for a password. ○ Slides 24–27: A friend behaving meanly even though the real friend hasn't logged in. ○ Slide 11: Video chatting reveals someone completely different and unsafe. ● Optional task depending on time: Activity 3 – Create Your Own Comic Strip. Based on What would you do? task (page 3) ● Provide blank three-panel comic strip templates. ● Give groups one of the impersonation scenario cards (at the end of the PDF). ● Examples: <ul style="list-style-type: none"> ○ A stranger pretending to be a celebrity. ○ A friend accusing you of shouting in a game, even though you weren't online. ○ Someone promising in-game rewards if you give them your password. ● Children create their own ending: <ul style="list-style-type: none"> ○ A safe ending ○ An unsafe ending (if time) ● Plenary ● Ask pupils: <ul style="list-style-type: none"> ○ How do you know if someone online is really your friend? ○ What could you do if someone online is pretending to be someone else? ○ Why is it important not to share passwords or personal details? ● Reinforce the core message: If something feels wrong online, STOP, TELL, and GET HELP from a trusted adult. 			
--	--	--	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary		
1	Understand how to maintain a healthy lifestyle by learning about balanced diets, nutrition information, and the effects of too much sugar, salt, and saturated fat	Follow the online lesson: Healthy living		Democracy Individual liberty	
2	Eco fair prep	<ul style="list-style-type: none"> • Each year group are to plant seeds to be sold by JLT at the Eco Fair. • Please see the following document to see what you will be sowing: Seeds • Each class must sow and care for the plants until they are ready to be sold. • Each year group should produce 20 pots. • Soil can be found in the shed in the outdoor classroom. Pots and seeds will be given to you. • Please plant in the outdoor classroom. • Planting does not need to be done during the PSHE slot but it MUST be done this week. • Please print off enough copies of your plants instructions so they can be given with the plant when sold. 			
3	Learn about different emotions, how they affect our bodies and actions, how we show our feelings, and ways to manage strong emotions.	Follow the online lesson: Anger		Democracy Mutual respect	
4	Understand civil rights	<ul style="list-style-type: none"> • Ask chn: • What does the word 'right' mean? • What things do you think everyone should have? • Explain: Rights are the basic things that everyone should have so they can live safely, fairly, and with dignity. • Introduce chn to the term civil rights: Civil rights are rights that protect how people are treated in society. • Emphasise that civil rights help make sure: <ul style="list-style-type: none"> ○ People are treated fairly ○ People are safe ○ People are not discriminated against • Examples: • The right to be treated equally <ul style="list-style-type: none"> ○ The right to be safe ○ The right to go to school ○ The right to share your views respectfully • Ask chn: <ul style="list-style-type: none"> ○ How are civil rights different from wants? ○ Why do you think civil rights are important? • Give chn the following statements and ask them to sort in to: This is a right / This is not a right: <ul style="list-style-type: none"> ○ Going to school ○ Having the newest phone ○ Being treated fairly ○ Playing video games ○ Being safe from harm 	Right Civil rights Fairness Equality Respect Law Protection Responsibility Freedom	Democracy Rule of Law Mutual Respect Tolerance Individual Liberty	

		<ul style="list-style-type: none"> ● Ask chn to feedback and justify choices: <ul style="list-style-type: none"> ○ Why is this a right? ○ Why is this a want? ● Explain: In the UK, there are laws that help protect people’s civil rights. The Human Rights Act: Helps protect people’s basic rights Must be followed by schools, police, courts, and the government There are laws that stop people being treated unfairly because of who they are. ● Laws help make sure rights are: <ul style="list-style-type: none"> ○ Respected ○ Protected ○ Fair for everyone ● Ask: Who Helps Protect Our Rights? ● On the board list: <ul style="list-style-type: none"> ● School ● Teachers ● Police ● Courts ● Government ● Ask chn to discuss in pairs: How does this group help protect people’s rights? ● Example answers <ul style="list-style-type: none"> ○ Schools: keep children safe and treat everyone fairly ○ Teachers: listen and help if something is wrong ○ Police: help keep people safe ● On post it notes chn to finish these sentences: <ul style="list-style-type: none"> ● Civil rights are important because... ● One right I think is very important is... 			
5	Understand why people have had to stand up for civil rights and why laws are needed to protect them	<ul style="list-style-type: none"> ● Ask chn: <ul style="list-style-type: none"> ○ What are civil rights? ○ Why do we have laws to protect rights? ● Explain: Today we are going to look at a time in history when people did not feel protected, and what happened when they tried to speak up. ● Re cap on the previous lesson and explain: Sometimes the law doesn’t always support everyone’s rights equally. People throughout history have used protest to fight for their rights. ● In 1819, life in Britain was very different from today, especially for ordinary working people. ● Who could vote? <ul style="list-style-type: none"> ○ Only a small number of wealthy men were allowed to vote. ● You had to: <ul style="list-style-type: none"> ○ Own land or property ○ Have a lot of money ● Most people could not vote, including: <ul style="list-style-type: none"> ○ Working men ○ All women ○ Poor people ● This meant that most people had no say in the laws that affected their lives. <ul style="list-style-type: none"> ○ What was life like for ordinary working people? ○ Many people worked long hours in factories or mills ○ Work was often dangerous and poorly paid ○ Families lived in small, overcrowded homes ○ Children often had to work instead of going to school ○ Food was expensive and wages were low ○ Even though they worked very hard, many families struggled to survive. ● On 16 August 1819, up to 60,000 working class people from the towns and villages of Manchester marched to demand a vote and representation in parliament as, at that time only wealthy landowners could vote. ● Why did people gather at Peterloo? 	Peterloo Protest Peaceful Democracy Voting Government Fairness Equality Civil rights Working class Wealthy Power Law	Democracy Rule of Law Mutual Respect Tolerance Individual Liberty	

- Ordinary people gathered peacefully in Manchester because they wanted:
 - Fairer voting
 - A chance to be heard
 - Better working conditions
 - They believed that if more people could vote, life could improve.
- What happened?
 - The government was worried about large crowds
 - Soldiers were sent to stop the protest
 - Many people were hurt, and some were killed
- This showed how dangerous it was to speak up when people’s rights were not protected.
- The Manchester court ordered security guards on horses with swords to attack peaceful protesters. Around 15 people were killed and over 650 injured.
- Peterloo matters because it shows what can happen when:
 - People do not have civil rights
 - There are no laws to protect peaceful protest
 - Only a few people have power
- Ask chn:
 - Why couldn’t most people vote in 1819?
 - How was life different for working people then compared to now?
 - Why did people think voting would help improve their lives?
 - Why do you think people wanted fairer voting?
 - How do you think the crowd felt when soldiers arrived?
 - Was it fair that people were hurt for speaking up?
 - What rights do you think were missing at this time?
- Teacher to draw out:
 - No protection for freedom of speech
 - No fair voting rights
 - No laws to protect peaceful protest
- Share the following table and ask chn to compare 1819 (Peterloo) with today. How are things different:
 - People can vote
 - Peaceful protest is protected by law
 - Laws protect people’s safety

1819 – Peterloo	Today
People had little say Protest was dangerous No protection from soldiers	

- On post it notes chn to respond to:
 - Peterloo shows us that civil rights are important because...
 - Without laws to protect rights, people might...
 - One right I think is very important today is...
- Ask chn:
- Could something like Peterloo happen today? Why or why not?
- How do laws help protect people now?
- Reinforce: Civil rights and laws exist because of what people went through in the past.

6 Understand how people in the past worked together to challenge unfair laws and make society more democratic

- Share the following three words:
 - Protest
 - Civil rights
 - Campaign
- And ask chn to match the key word to the correct definition:
 - Taking planned and organised actions to change what people think or do.

Rebecca Riots
Protest
Toll gates
Road tolls
Farmers
Poverty
Unfair laws

Democracy
Rule of Law
Mutual Respect
Tolerance
Individual Liberty

		<ul style="list-style-type: none"> ○ A strong complaint that shows you don't agree with someone's actions or choices. It's a way to speak up and try to change what's happening ○ Civil rights are rights that everyone has. They make sure all people are treated fairly and equally by the law. ● Re cap on the previous lesson: <ul style="list-style-type: none"> ○ What were people asking for at Peterloo? ○ Why was it dangerous to speak up at that time? ● Explain: After Peterloo, people did not give up. They began to organise themselves in new ways to ask for change. in the 1830s and 1840s, many working-class people still felt life was unfair. They worked long hours, earned little money, and still could not vote. ● Who were the Chartists? ● The Chartists were working-class people who joined together. They believed change would only happen if more people had a voice The Chartist movement started in 1836. People who worked in the mining and manufacturing jobs in the UK protested for representation of working people in politics - and for a fairer democracy. At the time, only the wealthy ruling class could vote. Most people had no voting rights. ● What did they want? <ul style="list-style-type: none"> ○ The vote for all men ○ Secret ballots (so people could vote safely) ○ Fairer elections ● They wrote their ideas down in a list called The People's Charter and asked the government to listen. ● What happened? ● The government said no at the time but the Chartists did not give up. Over time, many of their ideas became law. This helped Britain become more democratic. ● Explain: At a similar time, people in Wales were also struggling. During the 1830s and 1840s, life was very hard for many people living in rural Wales. ● What was happening? <ul style="list-style-type: none"> ○ Poor farmers had to pay unfair road tolls ○ This made life harder when money was already tight ● What was life like? <ul style="list-style-type: none"> ○ Many people were poor farmers ○ They worked long hours but earned very little money ○ Food was expensive ○ Families struggled to survive ● They complained, but no one listened. Farmers felt: <ul style="list-style-type: none"> ○ Ignored ○ Unheard ○ Treated badly ● People had to pay money to use the roads. Farmers needed the roads to: <ul style="list-style-type: none"> ○ Take food to market ○ Travel for work ○ Even though farmers were poor, they were forced to pay these tolls again and again. ● How did people respond? <ul style="list-style-type: none"> ○ Farmers protested by destroying toll gates ○ They dressed as women and called themselves ○ 'Rebecca and her daughters' ○ They did this to show they felt ignored and unfairly treated. ○ They tried not to hurt people, but focused on the gates ● The Rebecca Riots matter because they show: <ul style="list-style-type: none"> ○ People standing up against unfair laws ○ What can happen when people feel ignored ○ That protests can lead to change ● Over time, the government changed some of the laws about tolls. ● Ask chn: 	<p>Demonstration Government Change Justice</p>		
--	--	---	--	--	--

		<ul style="list-style-type: none"> ○ Why were the toll gates a problem for farmers? ○ Why did people feel ignored? ○ What does this tell us about unfair laws? ● The Rebecca Riots and chartist movement help us understand why civil rights and fair laws are important — so people can speak up safely and be listened to. ● Why does this matter? ● It shows people standing up against: <ul style="list-style-type: none"> ○ Unfair laws ○ Poverty ○ Being ignored by those in power ● Ask chn to tell their partners a response to these sentence starters: <ul style="list-style-type: none"> ○ The Chartists were important because... ○ The Rebecca Riots show that... ○ These movements helped Britain because... ● Look for the following in responses: : <ul style="list-style-type: none"> ○ Understanding of unfairness ○ Links to rights and democracy ○ Cause and effect ● Chn to answer the following on post it notes: ● What do Peterloo, the Chartists, and the Rebecca Riots have in common? ● What do they tell us about why civil rights matter? ● Reinforce: Civil rights today exist because people in the past worked together and spoke up. 			
--	--	---	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	Recognise the impact and possible cause of an accident or incident	Follow the online lesson: Cycle safety		Rule of Law, Individual Liberty	
2	Identify and name situations that might need first aid and know what to do	Follow the online lesson: First Aid, Year 4		Individual Liberty, Mutual Respect	
3	To understand how to stay safe on the road as a pedestrian, cyclist, and passenger.	<ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ○ What does road safety mean? ○ Why is it important to be safe near roads? ● Explain that road safety means keeping ourselves safe when: <ul style="list-style-type: none"> ○ walking near roads ○ riding bikes ○ travelling in vehicles ● Introduce a scenario: A character named Reggie needs to cross a busy road. ● Chn to discuss ways Reggie can cross safely. ● Examples may include: <ul style="list-style-type: none"> ○ stopping at the pavement ○ looking both ways ○ listening for traffic ○ using a pedestrian crossing ○ crossing with an adult or school crossing patrol ● Discuss answers together. ● Explain that many people work together to keep roads safe. ● Examples include: <ul style="list-style-type: none"> ○ firefighters – respond to road traffic collisions ○ highway maintenance workers – maintain roads and signage ○ mechanics – ensure vehicles are safe through MOT testing ○ school crossing patrol officers – help children cross safely ● Explain that road safety also involves recognising road signs. ● Road Sign Types <ul style="list-style-type: none"> ○ Circle signs – Orders; These signs tell drivers and road users what they must or must not do. <ul style="list-style-type: none"> ■ Examples: <ul style="list-style-type: none"> ■ No entry <ul style="list-style-type: none"> ● Speed limit (e.g., 30 mph) ○ Triangle signs – Warnings: These signs warn drivers about potential dangers ahead. <ul style="list-style-type: none"> ■ Examples: <ul style="list-style-type: none"> ■ School crossing ahead ■ Roundabout ahead ● Discuss how these signs help keep people safe. ● Discuss how to stay safe when travelling in a car. ● Important rules include: <ul style="list-style-type: none"> ○ always wear a seatbelt ○ younger children may need a car seat or booster seat ○ seatbelts should go over the shoulder and across the hips ● Explain that children usually need a car seat until they are: <ul style="list-style-type: none"> ○ 135 cm tall, or ○ 12 years old 	Road safety Hazard Pedestrian Road traffic collision (RTC) Reflective	Rule of law	

		<ul style="list-style-type: none"> • These safety devices help protect passengers during accidents. • Chn to create a road safety poster or leaflet to share with their families and friend about: . <ul style="list-style-type: none"> ○ Pedestrian safety or ○ Vehicle safety ○ Examples: <ul style="list-style-type: none"> ○ Pedestrian Safety <ul style="list-style-type: none"> ■ use pedestrian crossings ■ walk on pavements ■ listen and look for traffic ○ Vehicle Safety <ul style="list-style-type: none"> ■ always wear a seatbelt ■ sit in the correct car seat ■ ensure seatbelts fit properly • Plenary • Ask chn to share one road safety rule they learned. • Discussion questions: <ul style="list-style-type: none"> ○ Why are helmets important? ○ Why must everyone wear a seatbelt? ○ How can road signs help keep us safe? • Reinforce that road safety helps protect everyone in the community. 			
4	To understand why rules and laws are important in society	<ul style="list-style-type: none"> • Introduce the lesson by explaining that chn will imagine they have been elected Mayor of Oak Town and are preparing for the Mayor Making Ceremony. • Explain that the mayor's role is to: <ul style="list-style-type: none"> ○ represent the town ○ listen to the community ○ work to improve people's lives ○ help ensure the town is safe and fair • Discuss: <ul style="list-style-type: none"> ○ What does a mayor do? ○ Why might rules and laws be important in a town? ○ Who helps keep a community safe? • Take brief chn's responses and establish that rules and laws help people live together safely and peacefully. • Introduce the idea of a meeting with a police representative. • Explain that the police help to: <ul style="list-style-type: none"> ○ keep people safe ○ protect property ○ prevent crime ○ keep roads safe ○ support the community • Discuss why rules and laws exist: <ul style="list-style-type: none"> ○ so that everyone has the right to feel safe ○ to make society peaceful and fair ○ to protect people and property ○ to improve quality of life • Ask <ul style="list-style-type: none"> ○ Why is it important for everyone to follow rules and laws? ○ What might happen if there were no rules or laws? ○ How do the police help communities? • Record key ideas on the board for chn to use later in their speech writing. • Explain that at the Annual Meeting of the Council or Mayor Making Ceremony, the mayor is expected to give a speech outlining how they will carry out their duties. • Share the model speech structure and identify its key features. • Suggested speech structure: 	Mayor Constituents Responsibilities Rules Laws Society Cohesively Diversity	Rule of Law Democracy Mutual Respect and Tolerance Individual Liberty	

		<ul style="list-style-type: none"> ○ 1. Opening ○ Formally address the audience and thank them. ○ Example focus: <ul style="list-style-type: none"> ■ feeling honoured to be elected ■ thanking the community for their trust ○ 2. Role and responsibilities ○ Explain what the pupil will do as mayor. ○ Example focus: <ul style="list-style-type: none"> ■ listening to concerns ■ celebrating achievements ■ improving people’s lives ■ helping the town live peacefully ○ 3. Importance of rules and laws ○ Explain why rules and laws matter. ○ Example focus: <ul style="list-style-type: none"> ■ keeping people safe ■ making life fair ■ helping people live together respectfully ■ supporting a happy and peaceful society ○ 4. Celebrating the community ○ Acknowledge diversity in the town. ○ Example focus: <ul style="list-style-type: none"> ■ people of different ages, races, beliefs, and backgrounds ■ valuing differences ■ Unity and togetherness ○ 5. Closing ○ Thank the community and promise to serve them well. ○ Example focus: <ul style="list-style-type: none"> ■ listening to ideas and concerns ■ working together for the good of Oak Town ● Success Criteria ● chn should aim to include: <ul style="list-style-type: none"> ○ a formal opening ○ reference to their role as mayor ○ reasons why rules and laws are important ○ mention of the police or others who help keep society safe ○ celebration of diversity and community ○ a clear closing statement ● Invite chn to read their speech aloud to a partner, group, or the class. ● Plenary ● Review the learning by asking: <ul style="list-style-type: none"> ○ Why are rules and laws important? ○ How do the police help the community? ○ What responsibilities does a mayor have? ○ What should be included in a formal speech? ● Reinforce that rules and laws help communities stay safe, fair, and united. 			
5	To understand what human rights are and explain why they are important.	<ul style="list-style-type: none"> ● Introduce the lesson by reminding chn that they have been elected Mayor of Oak Town and have a responsibility to represent and support their community. ● Explain that their first duty is to advocate human rights to schoolchildren in the town. ● Discuss the meaning of the word rights. ● Definition: Rights are things that people are morally or legally entitled to have. ● Explain: <ul style="list-style-type: none"> ○ morally means something is right or fair ○ legally means it is supported by law 	Right Human Rights Advocate Universal Declaration of Human Rights United Nations	Individual Liberty Mutual Respect and Tolerance Rule of Law Democracy	

		<ul style="list-style-type: none"> • Ask: <ul style="list-style-type: none"> ○ What rights do you think people should have? ○ Why are rights important? • Introduce Martin Luther King Jr. as an example of someone who fought for people’s rights and remind them of their previous term’s work • Explain that he worked to end racism and inequality and peacefully advocated for civil rights. • Share his quote: A right delayed is a right denied. • Discuss briefly what this means. • Explain that after World War II (1945), millions of people had lost their homes and lives. World leaders wanted to protect people’s rights and prevent future injustices. They created an organisation called the United Nations. One of their first actions was to write the Universal Declaration of Human Rights, a list of rights that belong to every person in the world. Explain that these rights are intended to protect people everywhere. • Discuss several examples of human rights: <ul style="list-style-type: none"> ○ everyone is born free and equal ○ people have the right to their own beliefs or religion ○ everyone has the right to education ○ people should have access to food, clothing, shelter, and healthcare ○ everyone has the right to life and safety ○ people have the right to meet peacefully with others • Explain that these rights help ensure people are treated fairly and with dignity. • Explain that as the Mayor of Oak Town, chn must help educate the community about human rights. • Task: Create a poster explaining human rights. The poster should include: <ul style="list-style-type: none"> ○ a title about human rights ○ a short explanation of what human rights are ○ examples of several human rights ○ information about who created or protects these rights (e.g., the United Nations) ○ illustrations or symbols representing rights • The poster should: <ul style="list-style-type: none"> ○ explain what human rights are ○ include at least three examples of human rights ○ mention the United Nations or Universal Declaration of Human Rights ○ be clear, informative, and visually engaging • Plenary • Ask: <ul style="list-style-type: none"> ○ Why are human rights important? ○ Which human right do you think is the most important? ○ How can communities help protect people’s rights? • Encourage pupils to reflect on how human rights affect their daily lives. 			
6	To understand children’s rights and explain why every child should have the right to education.	<ul style="list-style-type: none"> • Remind pupils that they are acting as the Mayor of Oak Town, responsible for representing the community and improving people’s lives. Explain that the lesson will focus on children’s rights, particularly the right to education. • Briefly recap human rights: After World War II, world leaders created the United Nations (UN) in 1945. In 1948, the UN introduced the Universal Declaration of Human Rights. Explain that later, in 1989, governments around the world agreed on a set of rights specifically for children called the United Nations Convention on the Rights of the Child (UNCRC). • Explain: <ul style="list-style-type: none"> ○ It applies to everyone under 18. ○ It contains 54 articles covering children’s rights. • Ask: <ul style="list-style-type: none"> ○ Why do children need special rights? ○ Why is education important? • Introduce Article 28 of the UNCRC. • Explain that Article 28 states: 	Rights Human Rights UNCRC – United Nations Convention on the Rights of the Child Article Deprived Exploit	Rule of Law Democracy Mutual Respect and Tolerance Individual Liberty	

- every child has the right to education
- primary education should be free
- secondary education should be available to all children
- school discipline must respect children's dignity and rights
- Discuss reasons why education is important:
 - it helps children learn skills
 - it protects children from exploitation
 - it can reduce poverty
 - it improves opportunities for the future
- Explain that although education is a right, millions of children around the world are not able to attend school. Possible barriers include:
 - school fees
 - poverty
 - conflict or war
 - children needing to work
- Explain that pupils will write a formal letter to the United Nations advocating for children's right to education.
- Main Activity – Writing a Formal Letter)
- Explain the structure of a formal persuasive letter.
 - Letter Structure
 - 1. Address and Date
 - address in the top right corner
 - date written in full (day, month, year)
 - 2. Greeting
 - Example:
 - Dear Mr Secretary-General,
 - 3. Paragraph One – Introduction
 - Explain:
 - who you are
 - your role as Mayor of Oak Town
 - why you are writing
 - 4. Paragraph Two – The Issue
 - Explain the problem:
 - many children do not have access to education
 - this means their rights are being denied
 - education protects children and improves their futures
 - 5. Final Paragraph – Call for Action
 - Explain what changes you want to see:
 - free education for all children
 - improved schools and facilities
 - equal access for all children
 - Encourage pupils to use persuasive techniques such as:
 - strong vocabulary
 - facts and statistics
 - repetition (rule of three)
 - 6. Closing
 - If the recipient's name is known:
 - Yours sincerely
 - If the recipient's name is unknown:
 - Yours faithfully
 - Then include name and title.
- Success Criteria
- Pupils should include:
 - address and date in the correct position

		<ul style="list-style-type: none">○ a formal greeting○ an introduction explaining the purpose of the letter○ explanation of the problem○ suggestions for change○ a formal closing <ul style="list-style-type: none">● Plenary● Invite volunteers to read part of their letter to the class.			
--	--	--	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	Identify some of the ways we can overcome barriers and promote equality	Follow the online lesson: Breaking Down Barriers	Inclusion Discrimination Disability Differences Acceptance Judgement Attributes Similarities Diversity Entitled Equal rights Barrier Stereotype Cohesion Disability Equality	Individual Liberty Mutual Respect Tolerance of Others Rule of Law Democracy	
2	Explain the positive impact of our actions	Follow the online lesson: Chores at Home	Enterprise Income tax Contribution Fundraising HM Revenue and Customs Society Independence Chore Apprenticeship Priority Self-motivation Volunteer VAT Tax Stereotype	Individual Liberty Mutual Respect Tolerance of Others Rule of Law Democracy	
3 and 4	To identify ways individuals can help others	<ul style="list-style-type: none"> ● This lesson should run over two lessons, where you plan how to help the community and act upon it. . Please discuss the chosen event with SLT before contacting parents and advertising the event. This ensures the logistics can be well planned. ● Ask: <ul style="list-style-type: none"> ○ How can children help others? ● Share ideas with the class ● Examples to draw out: <ul style="list-style-type: none"> ○ Helping at home ○ Donating toys ○ Being kind ○ Helping in school ● Helping at Home, Helping the Neighborhood Community Service ● Key Teaching Point ● Everyone can help, even in small ways ● Activity: What Could We Do? ● Discuss possible ideas: <ul style="list-style-type: none"> ○ Food collection 	community, action, volunteer	Individual Liberty Mutual Respect Democracy	

		<ul style="list-style-type: none"> ○ Fundraising event ○ Helping younger children ○ Community clean-up ● Create a plan. Focus on: <ul style="list-style-type: none"> ○ What will we do? ○ Who will it help? ○ What do we need? ○ When will it happen? ● Key Teaching Point ● Helping others often involves planning and teamwork ● Sentence Starters <ul style="list-style-type: none"> ○ “You should help because...” ○ “This will make a difference because...” ○ “We can help by...” ● Discussion Questions <ul style="list-style-type: none"> ○ Which idea would help the most? ○ Why is helping others important? ● Key Message ● Everyone can make a difference ● Working together helps more people 			
5	To develop confidence and identify personal strengths.	<ul style="list-style-type: none"> ● Ask Chn to think quietly: ● What are you good at? ● E.g. <ul style="list-style-type: none"> ○ Drawing ○ Helping others ○ Sports ○ Being kind ○ Problem-solving ● Key Teaching Point <ul style="list-style-type: none"> ○ Everyone has strengths ○ Strengths are not just school subjects ● Ask chn to complete: <ul style="list-style-type: none"> ○ I am good at... ○ I am proud of... ● Encourage a mix of: <ul style="list-style-type: none"> ○ Academic skills ○ Personal qualities (kindness, resilience) ○ Achievements ● Teacher Questions <ul style="list-style-type: none"> ○ What makes you proud? ○ When have you felt successful? ● Key Teaching Point ● Confidence grows when we recognise our strengths ● Ask: <ul style="list-style-type: none"> ○ How will your strengths help you in a new class? ● Examples: <ul style="list-style-type: none"> ○ Being friendly → making new friends ○ Being organised → managing new routines ○ Trying hard → coping with challenges ● Task: Create a Confidence Shield ● Sharing Circle ● Chn share one strength or part of their shield ● Reflection Questions <ul style="list-style-type: none"> ○ How can your strengths help you next year? 	confidence, strengths, skills, challenge, positive , achievement	Individual Liberty Mutual Respect Tolerance of Others	

		○ How does it feel to think about what you are good at?			
6	Prepare for new class	Class swap activity. Please refer to class swap information and specific transition requirements for SENd chn in your current / new class.			

Lesson number	Learning objective	Pupils will	Vocabulary	British Values	
1	Describe ways to build positive friendships that make everyone feel welcome and included.	<ul style="list-style-type: none"> ● Share the following case study: ● Ajay, Jonah, and Finn are good friends. They always hang out together and love all the same music and TV shows. It was Jonah's birthday last week. As a special treat, his parents allowed him to choose a friend to stay overnight. Ajay and Jonah had a brilliant time. They got a huge takeaway pizza and stayed up really late, laughing and playing music. The next day at school, Finn seemed really quiet and moody. 'What's wrong with you?' Jonah asked, puzzled. <ul style="list-style-type: none"> ○ What could be troubling Finn? ○ Have Jonah and Ajay done anything wrong? Explain your answer. ○ Explain how Jonah and Finn are feeling. What could Jonah have done differently? ● What qualities make a friendship strong and welcoming? ● How should a good friendship make you feel? ● Do you think it's possible to have lots of friends and still feel lonely sometimes? ● Task one: Key word match up. In pairs, match up the key terms to the correct definitions. <ul style="list-style-type: none"> ○ Appreciation: Noticing and being thankful for something someone has done for you. ○ Lonely: Feeling sad because you are on your own or have no one to play or talk with. ○ Supportive: Helping, encouraging, or standing by someone when they need it. ○ Excluded: Left out of a group or activity on purpose or by accident. ○ Inclusive: Making sure everyone is welcomed, involved, and able to join in. ● Sort scenarios into positive and negative situations <p>Scenario 1: Inviting Someone New Amira sees a new student sitting alone at lunchtime. She invites them to sit at her table and introduces them to her friends. Lesson: Including others helps them feel welcome.</p> <p>Scenario 2: Taking Turns Liam and Ella both want to use the same swing. Liam says, <i>You can go first, and then I'll have a turn after.</i> Lesson: Sharing and taking turns shows respect and fairness in friendships.</p> <p>Scenario 3: Listening Carefully During group work, Maya listens to her friend's idea before sharing her own. She says, <i>That's a great idea!</i> Lesson: Good friends listen to each other and value everyone's ideas.</p> <p>Scenario 4: Encouraging Others Sam's friend feels nervous about reading aloud. Sam whispers, <i>You can do it, I believe in you.</i> Lesson: Encouragement helps friends feel confident and supported.</p> <p>Scenario 5: Solving Problems Kindly Tom and Jake both want to play different games at break. They decide to play Tom's game first, then Jake's. Lesson: Compromising and finding fair solutions keeps friendships strong.</p> <p>Scenario 6: Celebrating Differences Lily learns that her friend celebrates a different holiday. She asks polite questions and says, <i>That sounds really fun!</i> Lesson: Appreciating differences makes friendships richer and more inclusive.</p> <p>Scenario 1: Alone at Playtime Jay is standing by himself while others are playing football. Advice needed: What could you do or say to help Jay feel included?</p> <p>Scenario 2: Ignoring Ideas In group work, Mia suggests an idea, but nobody listens and they carry on without her. Advice needed: How could the group show Mia that her ideas matter?</p> <p>Scenario 3: New Classmate A new student has joined the class. They look shy and don't know anyone yet. Advice needed: What could you do to make the new student feel welcome?</p>	<p>Appreciation</p> <p>Lonely</p> <p>Supportive</p> <p>Excluded</p> <p>Inclusive</p>	<p>The Rule of Law</p> <p>Individual Liberty</p> <p>Mutual Respect:</p> <p>Tolerance of Others</p>	

		<p>Scenario 4: Left Out of a Game Ella wants to join a skipping game, but the others say, <i>No, you're not good at it.</i> Advice needed: What could be said or done to make Ella feel part of the game?</p> <p>Scenario 5: Different Interests Tom wants to talk about his favourite book, but his friends all walk away to talk about football. Advice needed: How could Tom's friends include him, even if they like different things?</p> <p>Scenario 6: Sitting Alone at Lunch Lily is eating her lunch alone while the other children sit together. Advice needed: What could you do to make sure Lily feels part of the group? What advice would you offer for the negative situations</p>			
2	Describe some ways of avoiding dangerous relationships and maintaining positive ones.	<ul style="list-style-type: none"> ● Share the following case study: The New Friend Online ● A boy named Alex loves playing an online game. One day, another player, who says their name is <i>CoolKid12</i>, starts messaging him. At first, they seem really nice, saying things like, <i>You're great at this game, want to be on my team?</i> After a few weeks, <i>CoolKid12</i> starts asking Alex questions like: Where do you live? Can you send me a photo of yourself? Don't tell your parents we're talking — it's just our secret. Meanwhile, Alex's real-life friend Ben always checks in at school, shares his football at break, and listens when Alex is upset. ● Ask: <ul style="list-style-type: none"> ○ Label the friendships you think are safe or unsafe. ○ Write why you think this. (e.g., Ben is safe because he cares and is kind. CoolKid12 is unsafe because they ask for secrets and personal information.) ○ Write down what could happen if the unsafe friendship was allowed to carry on. (e.g., Alex might share private information, and it could put him in danger.) ● Introduce the lesson's new key terms and their definitions ● Share the following scenarios and ask chn to sort into positive and negative relationships <p>Positive Relationship Scenarios (Safe & Healthy)</p> <ol style="list-style-type: none"> 1. Kind Teammate Ella's football teammate cheers her on even when she misses a goal and says, <i>Don't worry, you'll get it next time!</i> Sharing Interests Maya and her friend Sam love drawing. They swap pencils, share ideas, and always say kind things about each other's work. Respecting Boundaries Ben doesn't feel like playing tag at breaktime. His friend says, <i>That's okay, we can sit and talk instead.</i> Helping in Need Liam trips in the playground. His friend helps him up and takes him to the teacher. <p>Telling the Truth Amira forgets her homework. Instead of laughing, her friend says, <i>That happens to me too — let's remind each other next time.</i></p> <p>✗ Negative/Dangerous Relationship Scenarios (Unsafe & Unhealthy)</p> <ol style="list-style-type: none"> 1. Online Stranger Someone Alex met in an online game asks him to share his home address and keep it a secret. Peer Pressure A group of children tell Mia she can't be their friend unless she steals sweets from the shop. Unkind Behaviour Jake's friend keeps calling him names in front of others and says it's <i>just a joke</i>. Controlling Friend Lily wants to play a different game, but her friend says, <i>If you don't play what I want, I won't be your friend anymore.</i> 	Cyber bully Online predator Domestic abuse	The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	

		<ul style="list-style-type: none"> ○ Is it cruel or unkind? ○ Could something get broken or damaged? ○ Could someone get hurt? <p>Case Study 1: Ice Bucket Trend A classmate wants to film you tipping a bucket of icy water over your head for likes. You're in school shoes on a smooth playground. Safer choices to consider: Ask an adult to supervise, use a safe surface, or choose a different positive challenge (e.g., charity read-a-thon).</p> <p>Case Study 2: Spicy Snack Dare Friends dare you to eat an extra-spicy snack on camera and keep eating even if it hurts. Safer choices: Say no; choose a non-food, non-body challenge (tell a joke, draw a comic).</p> <p>Case Study 3: Roof Selfie Someone suggests climbing a shed roof to take a cool selfie to post. Safer choices: Keep feet on the ground; use fun backgrounds or filters instead; never climb structures for photos.</p> <p>Case Study 4: Prank Video Your group plans to post a prank of hiding someone's bag and filming their reaction. Safer choices: Make skits where everyone agrees to the joke; never embarrass or upset others.</p> <p>Case Study 5: Share Your Password Challenge A trend says prove we're besties by swapping passwords for 24 hours. Safer choices: Never share passwords; show friendship by trading drawings or writing kind notes.</p> <p>Case Study 6: All-Night Stream A gamer invites you to stay up all night on a live stream without telling your adults. Safer choices: Get adult permission, choose a short, early session, or watch a recorded stream later.</p> <p>Case Study 7: Bike No-Helmet Dare Friends dare you to ride fast without a helmet and hands for a slow-mo video. Safer choices: Wear safety gear, keep hands on bars, film a safe skills course with permission.</p> <p>Case Study 8: Mystery Package Smash A challenge says to smash a mystery object with a hammer to see what's inside. It might be someone else's property. Safer choices: Only open your own items with adult help; try unboxing a cardboard craft you made.</p> <p><i>Teacher Note: It is essential that chn understand they must not replicate any of the activities described in the case studies or any videos they encounter online. Avoid referencing current online challenges or trends, particularly those involving or promoting self-harm, as this could inadvertently spark curiosity and increase risk.</i></p> <p><i>Additionally, one of the case studies includes a reference to grief and an online challenge dedicated to remembering a loved one. Please be mindful of chn who may find this topic triggering, especially those who have experienced personal loss.</i></p> <p><i>Teachers are encouraged to adapt the planning and discussions to suit the specific needs and sensitivities of their chin, ensuring a safe and supportive learning environment for all.</i></p>			
6	Recognise why we should take action when someone is being unkind	Follow the online lesson looking out for others		The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	

Lesson number	Learning objective	Pupils will	Vocabulary		
1	To learn about the role money plays in people's lives.	<ul style="list-style-type: none"> ● Explain that today's lesson will explore where money comes from, people's attitudes towards it, and what influences people's decisions about how they spend it. ● Use slide 12 to introduce the Lee-Shah family whom the class will meet at different points throughout the lessons. ● Using Resource 2: A week in the life ask pupils to work in pairs and read through how the family spent their money over the course of a week. Next, pupils identify how each character paid for items they purchased. Take feedback from the class. ● Using slide 13, share the answers with pupils and define what each payment method is, for those pupils who may be unsure. <ul style="list-style-type: none"> ○ Cash – this is either notes or coins and tends to be used for smaller purchases. ○ Debit card – this is a card which allows someone to use money electronically from their bank account when making a purchase. ○ Credit card – this also allows someone to make a purchase electronically but the money is 'borrowed' from the bank and the amount borrowed has to be paid back on a specific date. If the money isn't paid back in full, the bank will charge a fee, called interest, on the amount left to pay back. ○ Buy now pay later scheme – this allows people to make a purchase and pay the amount at a later date or in instalments over a few months. Sometimes a charge is added like a credit card. ○ Vouchers/E-vouchers – this is either a card or piece of paper which can be exchanged for items or experiences. E-vouchers are used in the same way but can only be used online, using a special code. The vouchers are bought in advance, sometimes by one person as a gift for someone else. ● Next, ask pairs to consider the advantages and disadvantages (or pros and cons) of different ways of paying. Pupils should discuss in pairs, and then complete Resource 3: Advantages and disadvantages. Take feedback from the class and draw out key learning: ● It is useful to have a choice about how to pay for something and some ways of paying can be more useful than others. <ul style="list-style-type: none"> ○ For example, sometimes things might be expensive and it is better to use a payment option like a debit card to avoid carrying lots of cash. However, it is more common to use coins or notes when buying small items like a drink or sweets because it is easier to carry small amounts of cash and not all shops accept cards for small purchases. ○ Debit cards can often be used quickly by tapping a card reader, for smaller purchases, but if a debit card is lost or stolen it could be used in this way by another person. ○ Credit cards can be used to buy things even if the person doesn't currently have enough in their bank account. However, if the person cannot pay off the full amount soon afterwards, they end up paying more overall. ○ Buy now, pay later schemes spread the cost of a large purchase over time. But they often charge an additional amount, so the person ends up paying more for their purchase than if they had paid in full initially. ○ Vouchers can be useful as gifts or for people who have favourite shops. ● When purchasing items online, the payment methods are limited to debit or credit cards e-vouchers, and other online payments systems (e.g. PayPal and Google/Apple pay). ● Ask pupils to think about what is meant by 'attitudes', discuss with a partner and then share their ideas with the class. ● Using slide 15, define 'attitudes' for pupils. Explain that people can often have quite different attitudes about money and its importance, and that this can affect the way they choose to spend, earn, or save money. Working in pairs, ask pupils to revisit Resource 2: A week in the life, and suggest any attitudes they think each character has towards money. Ask pupils to consider the attitudes the family members may have 	money job payment Cash salary purchase financial Attitudes Influence bank account	Rule of law: Respect: Individual liberty:	

		<p>about saving, how they like to spend their money, or their values about money (things they think or believe are important). Allow pupils some time to discuss with their partner before asking them to share their discussion with the rest of the class. Compare pupils' responses and identify similar attitudes they have identified.</p> <ul style="list-style-type: none"> ● Pupils may suggest: <ul style="list-style-type: none"> ○ Gopal – wants to save spare money and enjoys using money for an occasional treat ○ Sofia – spends money carefully and saves up to make a purchase ○ Grandpa Mario and Rosie – both make purchases without much thought, sometimes spending spontaneously ○ Mum – thinks about what is needed before making a purchase, and is careful when making larger purchases ○ Ranjeet – enjoys spending money on things he likes, using ways to pay (such as with a gift card) that help him to save some of his own money ● Explain to the class that each character's attitude to money may change as they grow older, have less (or more) responsibility, become more independent, or as their circumstances change (e.g. getting a new job, having more children, or moving to a different place to live). It is likely that the children will pick up and learn attitudes from the adults and their spending habits, but may also develop attitudes based on their own experiences, or lessons about money. ● Ask pupils to share their ideas about what they think 'influence' means with the class. Next define 'influence' for pupils using slide 17. ● Working in groups, give pupils 3-4 minutes to revisit all the characters from Resource 2: A week in the life. Assign each group one of the family members and ask them to work together to identify what their character spent money on and what influenced their decision to make a purchase. ● Bring pupils back together and ask groups to share their analysis of their character. ● Use slide 18 to go through what influenced each character, highlighting common influences: <ul style="list-style-type: none"> ○ Grandpa Mario – a special deal on half price chocolate bars which will help him to save some money, but also might have encouraged him to buy chocolate he wouldn't otherwise have bought. • ○ Mum – the 'buy now pay later' scheme made the item affordable, which influenced her decision to buy it. • Ranjeet – advertising on TV influenced Ranjeet to buy the wall clock. ○ Gopal – having enough pocket money meant he could afford to treat himself. ○ Rosie – friends persuading her to go to the cinema influenced her spending decision. ○ Sofia – advertisements and seeing her favourite celebrity using products, influenced her to make this purchase. ● Explain: whilst people usually spend their money first on what they need, there may be some left over to spend on products or experiences they want and enjoy. The choices they make about spending on things they want (but might not need) is influenced by many different factors, such as: affordability, advertising, online posts, savings or seeing a friend with an item. ● Next, ask pupils to continue working in groups to identify which characters did not need to make a purchase or spend their money and offer advice to them about how to manage the influence on their spending decision. ● Pupils should identify these characters and suggest advice which might include: <ul style="list-style-type: none"> ○ Grandpa Mario – choose a different shop where there aren't any offers, to avoid buying things he doesn't need; think about whether he really needs the chocolate and is actually hungry. ○ Ranjeet – switch the channel when seeing an advert; skip adverts where possible; recognise the influence and ask himself whether he really needs the item. ○ Rosie – plan a cinema trip with friends in advance so there is time to save up; think carefully about whether she can afford to go and be honest with her friends if she can't. 			
2	To learn that decisions can be made about spending money based on budget, value, and needs.	<ul style="list-style-type: none"> ● Recap on the previous lesson. ● Explain that people usually take a range of different factors into consideration before making purchases or spending money, such as their budget, the value of an item, and how much they need something. Share the following explanations on slide 12: 	budget value saving Bank account	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ○ Budget – this is the money that someone decides they have available to spend on a purchase. By looking at the money they have coming in and the money they have to spend on other things, they can see what they can afford to spend. ○ Value (for money) – this refers to whether something is worth how much it costs. ○ Needs – things or services that are a ‘must’ or requirement for everyday life, like food, clothing, or housing. ○ Keeping track of money – using banking apps, checking bank statements and receipts, or keeping a personal record to see where and how money is being spent. ● Working in small groups of 3-4, pupils read through Resource 1: Advice for the family. Ask them to choose (or allocate each group) two scenarios and for each one, identify the character’s spending dilemma, consider what their budget and needs are, and the value of the item they want to purchase. Pupils then use this information to advise each character about the best way to spend their money, writing their response on their group sheet. ● Take feedback, asking groups to share with the class the advice they offered the family members about what they should consider before making their purchase. With pupils, compare the advice and identify similarities and differences. Draw out the following key learning for each character: <ul style="list-style-type: none"> ○ Rosie – It is a lot of money for Rosie to spend in one go. If she decides to go, she won’t have much left for the rest of the month until she is paid again. Rosie could choose not to go, so she can have money to spend on other things for the rest of the month. If she decides to go, she may need to save money in other ways for the rest of the month. ○ Ranjeet – Ranjeet might decide to wait for a couple of weeks to take the family bowling, if he feels it might stop them from being able to save, or he could decide to do an alternative cheaper activity which they can all enjoy together. ○ Gopal – Gopal could suggest to his friend that they wait to trade cards if he is feeling uncomfortable about making a purchase quickly. Or he might decide to buy the cards if he believes they are value for money and he is able to afford them. ○ Mum – It might be a good idea for Mum to use Ranjeet’s old phone for now, even though she might really want a new one. She might decide to save up and buy a newer model later. ○ Sofia – Sofia might want to do some research to help her decide which lunchbox to get, and think about whether a matching bottle, or keeping food hot or cold, is more useful for her. She could ask Grandpa Mario to help her look at the choices before making a decision. ○ Grandpa Mario – If Grandpa Mario decides to take the family out, he might not have a lot of money left to pay for other things. If he is worried about being able to afford a meal at a restaurant, he could cook a meal at home and include some games or a film to watch together, to make the occasion more fun. ● As a class, discuss what is meant by ‘saving’ and why people might choose to save some of their money. Take feedback then explain the different ways people choose to save their money. ● As a class read through Resource 2: Rosie’s story and show the questions on slide 15 for pupils to discuss with their partner. <ul style="list-style-type: none"> ○ How do you think Rosie receives her pay? Where is the best place for her to keep her money? ○ What might Rosie need to think about before she decides what to do with her pay? ○ How do you think Rosie should use her pay? ○ How could Rosie decide how much of her pay she can spend on different things? ○ Who might Rosie speak to, to help her manage her pay? ● Ask pupils to feedback their answers and, as a class, compare different ideas and discuss the ways Rosie could use her pay. ● Explain to pupils that there are different ways to keep money safe, such as keeping it in a bank account, putting cash away in a wallet/purse, or storing cash safely at home e.g. in a piggy bank/moneybox, or safe. Some of these ways also help people to keep track of their money, which is helpful for budgeting. ● Ask pupils to work in small groups and hand each group a set of cards from Resource 3: How I keep my money safe. Ask pupils to read the cards and place them on their table along an imaginary line with ‘Very safe’ at one end and ‘Unsafe’ at the other, depending on how safe they think each person is keeping their money. ● Take feedback asking groups to explain their decisions. 	Bank statement		
--	--	---	----------------	--	--

3	To learn about the impact of money on emotional wellbeing.	<ul style="list-style-type: none"> ● Working in small groups, ask pupils to discuss how people decide what to spend money on and what might influence their spending decisions. ● Next, reintroduce Sofia and her family using slide 13. ● Hand out Resource 2: Spending decisions and ask groups to work together to read how each family member chose to use their money, and to answer the following: <ul style="list-style-type: none"> ○ 1. How did each family member decide to use their money? ○ 2. What emotions might they each have felt? ○ 3. Why might they have felt this way? ● Bring pupils back together and ask them to share their answers and explain their reasoning. Using slide 15, go through examples of possible answers for the emotions that each character may have felt. Draw out the following key learning: How someone spends money can affect their feelings in different ways. In these examples, we see the family feeling good because of how they spent their money. This might be because they were able to have fun with loved ones, save a bit of money because of a sale or donate goods to charity. ● Explain to pupils that the previous scenarios all focused on how choices about money can have a positive influence on people. But money might sometimes have a negative impact on people's emotional wellbeing as well. ● As a class, using slides 16-18, read the story of Sofia and her family experiencing money worries. Working in pairs, ask pupils to read through the family's thoughts on Resource 3: Feelings chart and think of the feelings they may be experiencing, recording their ideas on the chart using key words or short sentences. Take feedback. Answers for each character may include: <ul style="list-style-type: none"> ○ Mum and Ranjeet – feeling guilty and worried that they are to blame ○ Sofia – embarrassed and may feel a bit silly or different to her friends ○ Rosie – feeling disappointed, as she really wanted to get away and have fun ○ Gopal – might feel anxious and worried about money problems continuing ○ Grandpa – sad for the family but also happy and relieved because he gets to spend extra time with his grandchildren ● During feedback discussion, draw out the following key learning: <ul style="list-style-type: none"> ○ If someone is having problems with money (e.g. when they might not have enough to buy the things they need) it can make them feel worried and upset. This might be because they are worried about how to pay for things like bills, or they might not be able to enjoy the things they like doing — like going to the cinema. ○ Worrying about money can affect different people at different times in their lives and can be affected by things such as: whether they have a job, how much money they earn at their job, how often they work, whether they receive support from the government, how much things cost and prices changing, whether they have savings, unexpected costs, or changes to their circumstances. ● Refer to the previous activity and explain to pupils that if adults or children are worried about money, there are lots of different people and services that can help them. ● Explain that Sofia and her family are worried about what they can and can't afford and that they have been feeling this way for a while now. Using slide 21, ask pupils to work in pairs to read what the adults and children in the family are saying and then discuss and write down in their books their advice to the adults and the children about where they could get help or what they could do to help them with their worries. ● Take feedback and talk through the following suggestions on slide 22 acknowledging those pupils came up with themselves and explaining any that are new to them. ● Adults: <ul style="list-style-type: none"> ○ ● Choose cheaper alternatives at the supermarket ○ ● Visit a local foodbank ○ ● Turn down the heating, and use the washing machine on a cooler wash ○ ● Help from the government (explain that this might include claiming benefits - support with finances, which can help with paying bills or allow them to have some extra money, for example) ○ ● Support services like Citizens Advice or the Job Centre (explain Citizens Advice is an organisation that provides information and advice on different issues including 	impact loan emotions benefits feelings budget	Rule of law: Respect: Individual liberty:	
---	--	--	---	--	--

		<ul style="list-style-type: none"> ○ finances and the Job Centre is where people go to receive financial support from the government or to receive help with finding a job) ○ • Money advice or money saving websites (explain that there are a range of websites that offer information and advice on how to deal with money worries and manage money problems) ○ • Ask the bank for help with budgeting or to borrow money (a loan) — (explain that banks sometimes let people borrow different amounts of money which they have to pay back bit by bit with some extra as well (known as ‘interest’), so they end up paying back more than they borrow) ● Children: <ul style="list-style-type: none"> ○ • Talk to adults (parent, carer, family member, teacher, or other adult at school) about their worries ○ • Save a little extra from pocket money (if they receive any) ○ • Fix and reuse items like toys ○ • Borrow books from the local library (some also lend toys) ○ Whilst going through these suggestions, ask pupils to discuss why they think it is important to seek support if people have worries about money. Explain that if adults or children are worried about money, they should talk to someone who can help them, so they are able to manage their feelings and — for adults — to find possible solutions to their problems. Money worries and paying for things are always an adult responsibility and if children do have concerns, they should talk to a trusted adult like a parent or teacher. ● Challenge: Ask pupils to identify which ideas out of the ones they have suggested, they think would be most effective for Mum and Ranjeet and explain why. 			
4	To learn what it means to be a critical consumer.	<ul style="list-style-type: none"> ● Using slide 11, read through Grandpa Mario’s statement as a class and ask pupils what they think ‘critical consumer’ means. ● Share this suggested explanation: being a critical consumer means choosing products based on the political, ethical and environmental impact, and taking into account influences such as advertising and value for money. ● Use slide 13 to explore the meaning of the terms ‘political’, ‘ethical’ and ‘environmental’. ● Hand out Resource 1: Spending considerations and ask pupils to work in groups to analyse what Sofia and her family are thinking of buying, assigning a character to each group. Ask groups to give advice to their character about what they might consider before making their purchase. Ask them to think of two to three key things that their character would find most useful to consider. ● Bring pupils back together and ask groups to share the advice they offered and explain why they believe it would be helpful for their character. Draw out similarities and differences in what pupils identified should be considered before making a purchase. ● Using slide 14, go through the answers drawing out the following key learning: Each character will consider different things before they spend their money depending on what they are buying. For example, they may consider where it is made, the value for money, or how the local environment could be affected. Their personal beliefs or causes they feel strongly about will also play a part in what they consider before spending their money. Considering different things about a product or service will help each family member choose the best option for them. ● Suggested answers: <ul style="list-style-type: none"> ○ Mum – find out more about the company and how it treats its staff, for example how much they are paid and what their working conditions are like. ○ Rosie – how the development of the golf course has affected wildlife and the park, whether it goes against her beliefs about protecting the environment if she still goes, influence from friends (does she really want to go or is she going because her friends are?). ○ Grandpa Mario – value for money and consequences – if he buys cheap glasses, they might not last and he would soon have to buy another pair – environmental impact regarding the making and delivering of goods. ○ Gopal – value for money, influence from peers. ○ Sofia – price, value for money, budget. 	critical consumer environmental influence ethical value	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ○ Ranjeet – value for money, consequence of buying more than you need and not using it all up in time before it goes off, environmental consequences of buying too many products that have been imported from countries far away. ● Explain that there are different factors that can influence people’s spending decisions. The previous activity explored some of these, but advertising is also widely used to influence people to spend money. ● Hand out Resource 2: Advert examples and ask pupils to work in pairs to compare the two adverts. Display the following questions on slide 15 and ask pupils to note down or annotate the adverts with their answers. <ol style="list-style-type: none"> 1. Who are the adverts aimed at? 2. Which advert is more likely to capture someone’s attention and how? 3. How does this advert try to persuade someone to buy the product? 4. Why is the other advert less likely to capture someone’s attention? ● Afterwards, take feedback. Answers may include: <ol style="list-style-type: none"> 1. Younger children, ages 7 and up. 2. Advert B is more likely to capture someone’s attention because it shows offers available, uses interesting images and gives key information as phrases or short sentences. 3. Sharing key information about the product, using words like ‘coolest’ and phrases like ‘helping kids keep active’, ‘making fitness fun’. Showing the offer ‘20% off’ prominently but keeping the usual price small, use of persuasive language e.g. ‘this is the coolest smart watch...’ 4. Advert A might not capture someone’s attention because it doesn’t use many images or inviting colours. There is also a lot of writing, so information is not conveyed quickly and the ‘benefits’ of buying it are not highlighted. <p>Explain that Sofia really wants the smart watch 2.0 after seeing advert B online and in her magazine.</p> ● Answers might include: <ul style="list-style-type: none"> ○ talk to an adult about it, find out more information about the watch, look at similar products to compare, think about the techniques the advertiser is using to persuade her, read reviews of the watch, take her time to make a decision. ● Explain to pupils that the way people spend their money can affect their feelings, them as individuals, and the wider community. In this activity, they will be exploring ways that spending money can have a positive effect. ● Hand out Resource 3: Decisions cards and ask pupils to work in groups to organise the examples of ways money can be spent onto Resource 3a: Decisions Venn diagram, under the headings ‘Positive impact on the individual’ and ‘Positive impact on others’, with those that could be both, placed in the central overlapping section. ● Bring pupils together and ask them to feedback how they sorted the cards on to the Venn diagram. Share answers: <ul style="list-style-type: none"> ○ Positive impact on the individual – Save up to buy something special for personal use; buy a much-wanted book ○ ● Positive impact on others – Donate money or goods to a cause or charity; buy a gift for a friend of family member; offer to buy something for someone like an ice cream; choose to buy an alternative product which is easily recyclable; buy products or goods from a local retailer rather than a big chain ○ Positive impact on both – buy a game to play at home with friends or family Pupils might also identify that buying gifts or treats for family and friends can also have a positive effect on the individual’s wellbeing. ● Draw out the following key learning: The different ways people choose to spend their money can have a direct positive effect on them personally or on others. For example, buying something special for personal use (or for others) can be exciting and might help someone to feel good. Giving to charity or making the decision to buy products) which come from a company that treats its workers well, can be recycled, or cause less environmental damage, can impact upon other people and/or the environment on a bigger scale that isn’t always seen straight away. 			
--	--	---	--	--	--

5	Recognise ways to make money and the early start of enterprise	Follow the online lesson: Enterprise			
6	Recognise some of the ways we can spend money via technology	Follow the online lesson: In app purchases			

Lesson number	Learning objective	Pupils will	Vocabulary						
1	Describe how we can report our concerns to appropriate people.	<ul style="list-style-type: none"> ● Read aloud Amir is playing an online game when another player starts sending unkind messages. The messages make Amir feel upset and uncomfortable. The player tells Amir not to tell anyone and keeps sending messages. <ul style="list-style-type: none"> ○ What is the problem in this story? ○ How do you think Amir might be feeling? ○ What could happen if Amir keeps this problem to himself? ● Ask: <ul style="list-style-type: none"> ○ What kinds of things online might make someone feel worried or unsafe? ○ Who have we learned we can talk to if something worries us? ○ Is it ever wrong to tell a trusted adult? ● Brief recap: If something makes you feel worried, upset, or unsafe online, it should be reported. ● Share the following information <ul style="list-style-type: none"> ○ What is an online concern? ○ An online concern is something that: <ul style="list-style-type: none"> ○ Makes you feel worried, scared, or upset ○ Seems unsafe or unkind ○ Breaks the rules of a website or game ● Examples include: <ul style="list-style-type: none"> ○ Bullying or unkind messages ○ Someone asking for personal information ○ Seeing something upsetting ○ Being told to keep a secret online ○ Why is reporting important? ○ Reporting helps to: <ul style="list-style-type: none"> ○ ✓ Keep you safe ○ ✓ Stop harm to others ○ ✓ Help adults take action ● Who can we tell? <ul style="list-style-type: none"> ○ You can report concerns to: <ul style="list-style-type: none"> ○ A parent or carer ○ A teacher or trusted adult at school ○ A school safeguarding lead ○ A trusted family member ○ Reporting online ● Many apps and games have: <ul style="list-style-type: none"> ○ Report buttons ○ Block tools ○ Help or Safety pages ○ You should never deal with a problem alone. ● Key message: It is never tattling to report something that makes you feel unsafe. ● Activity – Who Should I Tell? ● Pupils work in pairs to match concerns to the most appropriate person to tell. <table border="1" data-bbox="544 1297 1570 1460"> <tr> <td data-bbox="544 1297 1059 1353">Concern Cards</td> <td data-bbox="1059 1297 1570 1353">Who to tell?</td> </tr> <tr> <td data-bbox="544 1353 1059 1460">Someone sends you a mean message You see something scary online A stranger asks for your address</td> <td data-bbox="1059 1353 1570 1460">Person Cards Parent / carer Teacher</td> </tr> </table>	Concern Cards	Who to tell?	Someone sends you a mean message You see something scary online A stranger asks for your address	Person Cards Parent / carer Teacher	Online concern Trusted adult Safeguarding Block Evidence Screenshot Privacy Personal information Cyberbullying Inappropriate content Report button Safeguarding lead	Rule of law: Respect: Individual liberty	
Concern Cards	Who to tell?								
Someone sends you a mean message You see something scary online A stranger asks for your address	Person Cards Parent / carer Teacher								

		<p>Someone shares a private photo A friend is being bullied online</p> <p>Safeguarding lead Website or game report tool Trusted adult</p> <ul style="list-style-type: none"> ○ Can more than one person help in some situations? Explain why. ● Task– How to Report: Step-by-Step ● Pupils create a reporting guide poster or flowchart. ● Must include <ul style="list-style-type: none"> ○ 1. Stop and don't reply ○ 2. Save evidence (screenshots) ○ 3. Block and report ○ 4. Tell a trusted adult ● Plenary – Challenge Questions ● Pupils answer independently, then discuss. <ul style="list-style-type: none"> ○ Identify: What is an online concern? ○ Explain: Who can you report concerns to? ○ Justify: Why is it important to report concerns quickly? 			
2	To describe why many people are drawn to using social media and to understand both the benefits and the risks of interacting with content online.	<ul style="list-style-type: none"> ● Share the following scenario: Asha has a problem she wants to solve. Instead of asking an adult, she thinks about going online to find the answer herself. <ul style="list-style-type: none"> ○ Is it safe for Asha to try to solve this problem on her own by looking online? Why or why not? ○ Where might be a good place for Asha to look online? What makes this source more trustworthy? ○ What should Asha do before going online, and why does she need to think carefully before choosing a website? ● Ask: <ul style="list-style-type: none"> ○ Why do age limits exist? ○ What might happen if people ignore them? ● Explain that today's lesson will focus on: <ul style="list-style-type: none"> ○ Why people enjoy using social media ○ The benefits and risks involved ○ Laws designed to protect children online ○ Why legal age limits matter ● Introduce key laws <ul style="list-style-type: none"> ○ COPPA – protects children's personal information online ○ GDPR – controls how personal data is collected and used ○ Online Safety Act 2023 – aims to protect users, especially children, from harmful online content ● Discussion questions: <ul style="list-style-type: none"> ○ Why do governments create laws about social media? ○ How do these laws help to protect children? ○ Why might social media companies still find it hard to keep children safe? ● Link discussion to British values, including the rule of law and individual responsibility. ● Watch the following video What Is Social Media? Online Safety Tips for Kids Safe Internet Use Exp... <ul style="list-style-type: none"> ○ What benefits of social media did you see? ○ What risks or problems were shown? ○ Why might these risks affect children and young people more than adults? ● In groups, chn to complete a design Task: Safe Space ● Introduce Safe Space, a fictional social media platform designed for 13–15-year-olds. ● Task: Design features that would make Safe Space safe, enjoyable, and educational. ● Key areas to consider: <ul style="list-style-type: none"> ○ How will users' ages be verified? ○ How will privacy settings protect personal data? ○ How will unkind behaviour and cyberbullying be prevented and dealt with? ○ How can learning and positive interactions be encouraged? 	Social media Platform Content Benefit Risk Age restriction Privacy Personal data Cyberbullying Online safety Influence Algorithm Verify Terms and conditions Digital footprint law	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ● Plenary <ul style="list-style-type: none"> ○ Why do you think so many young people are drawn to social media, even though there are laws and age limits? ○ Sukhpreet says social media should be banned altogether for anyone under 18. ○ Do you agree or disagree? ○ Give reasons for your opinion. 			
3	To describe how we can identify biased information and fake news stories online.	<ul style="list-style-type: none"> ● Share the following scenario Kieran sees some signs and messages being shared online. He believes what he reads straight away and shares the information with others, without checking whether it is true. <ul style="list-style-type: none"> ○ What do you think might happen when the signs or messages are discovered to be untrue? ○ How is this situation connected to misinformation? ○ What problems might be caused by Kieran sharing information without checking it first? ○ Why is it important to always question the quality of the information we receive online? ● Discuss: <ul style="list-style-type: none"> ○ What fake news is ○ Where they may have seen fake or misleading information before ○ Whether they know that not everything online is true ● Explain that today's lesson will help them learn how to spot fake news and biased information more confidently. ● Share the information sheet together as a class. ● The text introduces key ideas such as: <ul style="list-style-type: none"> ○ Fake news ○ Bias ○ Reliable and unreliable sources ○ Opinions vs facts ● Watch a short video explaining how to spot fake news and biased content. <ul style="list-style-type: none"> ▶ How to Spot FAKE NEWS Newsround <ul style="list-style-type: none"> ○ What warning signs of fake news were mentioned? ○ How can bias affect the way information is shared? ○ Why do you think fake news is sometimes shared on purpose? ● Task – Identifying Real and Fake News ● Pupils work with a partner to read a set of short news-style articles. ● They then decide whether each article is: <ul style="list-style-type: none"> ○ Real ○ Fake ○ Or biased ● Plenary – Create a Fake News Social Media Post ● Using a phone template, pupils create their own fake news social media post. They must include: <ul style="list-style-type: none"> ○ A headline ○ A short piece of text ● Key question: <ul style="list-style-type: none"> ○ How can you make it obvious that the story is fake? ○ What clues or warning signs will you include? 	Trustworthy Misinformation Fake news Bias Satire	Rule of law: Respect: Democracy Individual liberty:	
4	To describe how online images are altered and identify reasons why this happens.	<ul style="list-style-type: none"> ● Share the following scenario: Jessie regularly posts photos of herself online. Before uploading them, she uses filters and editing tools to smooth her skin, change her face shape, and adjust how she looks. <ul style="list-style-type: none"> ○ In what ways has Jessie been changing the images she posts online? ○ Why do you think Jessie edits her photos before sharing them? ○ Explain why using face filters too often can be harmful to our self-esteem. ● Spot the Difference ● Give chn three pairs of images that have been digitally altered. Working with a partner, chn discuss each image pair. <ul style="list-style-type: none"> ○ What differences can you spot between the two images? ○ What has been changed or edited in the image? 	Fake news Advertising Misinformation Photoshopped Deepfake	Rule of law: Respect: Individual liberty: Democracy:	

		<ul style="list-style-type: none"> ● Image Pair 1 – Girl ● Visible differences: <ul style="list-style-type: none"> ○ Skin looks smoother in the edited image ○ Skin tone is more even and brighter ○ Eyes appear slightly brighter and clearer ○ Lighting looks softer and more flattering ○ Small marks or shadows on the face are reduced or removed ● What has been edited: <ul style="list-style-type: none"> ○ Beauty filter applied ○ Skin smoothing ○ Brightness and contrast increased ● Image Pair 2 – Boy ● Visible differences: <ul style="list-style-type: none"> ○ Face looks brighter in the edited image ○ Skin appears smoother and more even ○ Shadows on the face are reduced ○ Overall image looks more polished and professional ● What has been edited: <ul style="list-style-type: none"> ○ Lighting and brightness adjusted ○ Skin smoothing ○ Contrast improved to make the image look clearer ● Image Pair 3 – Cat ● Visible differences: <ul style="list-style-type: none"> ○ Fur looks shinier and more defined ○ Eyes appear brighter and more vivid ○ Colours are stronger and warmer ○ The cat looks more perfect or eye-catching ● What has been edited: <ul style="list-style-type: none"> ○ Colour enhancement ○ Increased contrast and sharpness ○ Brightening filter applied ● Ask: <ul style="list-style-type: none"> ○ Why might someone choose to change an image like this before sharing it online? ● Encourage careful observation and respectful language. ● Plenary – Exit Ticket (Assessment Opportunity) ● Introduce a short case study: ● Case Study: (optional photo in folder) Sergey Saintly is a well-respected politician who has been involved in a social media scandal after an image of him was shared online. People later discovered the image had been altered. <ul style="list-style-type: none"> ○ How might this image have been altered? ○ Why might someone have changed the image? ○ What problems can fake images cause? ○ What should people do before believing or sharing images online? 			
5	To explain why it is important to be careful about what we post online and how this can affect our safety, reputation, and future opportunities.	<ul style="list-style-type: none"> ● Share the scenario: Tamika is excited to go on holiday. Before boarding the plane, she posts on social media that she is at the airport, shares a photo of her boarding pass, and tells people she will be away for two weeks. <ul style="list-style-type: none"> ○ What information did Tamika post on social media before boarding the plane? ○ Why do you think Tamika’s mum is concerned about her sharing this information publicly? ○ Why should we always be careful when sharing information online? ● Explain to chn the following: <ul style="list-style-type: none"> ○ What a digital footprint is ○ How posts can last a long time online ○ How online actions can affect people later ● Ask pupils to share examples of things that might leave a digital footprint. 	Digital footprint Social media	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ● Task One – Digital Footprints ● Using colouring pencils, pupils highlight or circle examples of evidence they might have left online, such as: <ul style="list-style-type: none"> ○ Websites visited ○ Games or apps used ○ Photos shared ○ Comments or likes ○ Personal information entered ● Discussion prompts: <ul style="list-style-type: none"> ○ Which actions leave a digital footprint? ○ Which ones might be hard to remove? ● Recap: <ul style="list-style-type: none"> ○ What a digital footprint is ○ How information can spread and be shared by others ○ How online posts can affect safety, reputation, and future opportunities (e.g. school, jobs, friendships) ● Watch the video about digital footprints and online reputation. <ul style="list-style-type: none"> ○ What is a digital footprint? ○ What examples of online actions were shown that leave a digital footprint? ○ How could someone’s digital footprint affect them in the future? ● Revisit key ideas: <ul style="list-style-type: none"> ○ Everything we do online can leave a trace ○ Posts can be copied, shared, or saved ○ Once something is online, it can be difficult to remove ○ Our digital footprint can affect safety, reputation, and future opportunities ● Case Study Discussion ● Pupils work with a partner to read short case studies about children posting online. ● Plenary – Two Truths and a Lie ● Chn to write: <ul style="list-style-type: none"> ● Two true statements about digital footprints ● One false statement ● Pupils then swap with a partner and try to identify the lie. 			
6	Identify rules to follow when sharing images online	Follow the online lesson: image sharing		Rule of law: Respect: Individual liberty:	

Lesson number	Learning objective	Pupils will	Vocabulary		
1	Understand what puberty is, why our bodies go through it, the changes that may happen, and how to manage these changes	Follow the online lesson: Puberty - don't complete the drawing activity. Unneeded		Rule of law Individual liberty Mutual respect	
2	Eco fair prep	<ul style="list-style-type: none"> • Each year group are to plant seeds to be sold by JLT at the Eco Fair. • Please see the following document to see what you will be sowing: Seeds • Each class must sow and care for the plants until they are ready to be sold. • Each year group should produce 20 pots. • Soil can be found in the shed in the outdoor classroom. Pots and seeds will be given to you. • Please plant in the outdoor classroom. • Planting does not need to be done during the PSHE slot but it MUST be done this week. • Please print off enough copies of your plants instructions so they can be given with the plant when sold. 			
3	Learn why smoking is harmful, why some people smoke, and how to make safe choices and say no to smoking	Follow the online lesson: Smoking		Rule of law: Individual liberty: Democracy	
4	Learn how to understand our feelings, manage worry, help others who feel worried, and make positive choices.	Follow the online lesson: Worry		Democracy	
5	Understand why women campaigned for the right to vote and how suffragists worked for change	<ul style="list-style-type: none"> • Ask chn: <ul style="list-style-type: none"> ○ Who could vote in Britain in the 1800s? • Explain the following people could vote <ul style="list-style-type: none"> ○ Wealthy men only ○ Men who owned land or property ○ Men who paid a certain amount of tax • Who could NOT vote? <ul style="list-style-type: none"> ○ All women ○ Most working-class men ○ Poor people ○ Young men without property • Ask <ul style="list-style-type: none"> ○ How might that feel? • Explain: Women had to follow laws, but they had no say in making them. In the late 1800s, women began to organise and campaign for the right to vote. These women were called suffragists. • What did suffragists believe? <ul style="list-style-type: none"> ○ Women should have the same political rights as men ○ Change should happen peacefully and lawfully ○ Persuasion was better than force 	Suffragist Vote Democracy Petition Peaceful protest Equality Parliament Rights	Democracy Mutual Respect Rule of Law Individual Liberty	

		<ul style="list-style-type: none"> ● How did suffragists campaign? <ul style="list-style-type: none"> ○ Writing petitions to Parliament ○ Giving speeches ○ Organising peaceful marches ○ Writing letters and newspaper articles ● Who led the suffragists? <ul style="list-style-type: none"> ○ Millicent Fawcett led the National Union of Women's Suffrage Societies (NUWSS) She believed patient, peaceful campaigning would lead to change ○ Suffragists worked for many years, even when they were ignored. ● Ask chn to imagine they are suffragists in 1900. They can <ul style="list-style-type: none"> ○ Choose one: ○ Write a petition sentence ○ Write part of a speech ○ Design a peaceful march placard ● Sentence starters <ul style="list-style-type: none"> ○ It is unfair that women cannot vote because... ○ Women deserve the vote as they... ● Ask chn: <ul style="list-style-type: none"> ○ Why might change take a long time? ○ Why is voting important? ○ Why should laws be fair to everyone? 			
6	Understand why some women became suffragettes and how different methods helped bring change	<ul style="list-style-type: none"> ● Re cap on the previous lesson: <ul style="list-style-type: none"> ○ What did suffragists want? ○ How did they campaign? ● Explain::Some women felt peaceful campaigning was not working fast enough. Suffragettes also wanted women to have the vote, but they believed stronger action was needed. ● What did suffragettes believe? ● Women had been patient for too long <ul style="list-style-type: none"> ○ The government was ignoring them ○ Big action would force people to listen ● Key leader: Emmeline Pankhurst <ul style="list-style-type: none"> ○ Founded the Women's Social and Political Union (WSPU) ○ Famous for the phrase Deeds, not words ● How were suffragettes different? <ul style="list-style-type: none"> ○ They used more militant methods ○ They broke laws to make their voices heard ○ Many were arrested or treated harshly ○ Their actions were controversial, but they kept the issue in the public eye. ● Key suffragettes <ul style="list-style-type: none"> ○ Emmeline Pankhurst: Leader of the suffragettes and founder of the Women's Social and Political Union (WSPU). Famous for the slogan Deeds, not words. ○ Christabel Pankhurst: Emmeline's daughter; a key organiser and speaker who helped plan suffragette campaigns. ○ Sylvia Pankhurst: Campaigned for working-class women and believed the movement should include everyone. ○ Emily Davison:Known for her dramatic protests; became a powerful symbol of the suffrage movement. ○ Annie Kenney:One of the first working-class suffragettes; helped bring attention to women's right to vote. ● Give chn the following statement and ask them to sorts into: <ul style="list-style-type: none"> ○ Suffragists ○ Suffragettes 	Suffragette Militant Protest Equality Rights Law Arrest Campaign	Democracy Individual Liberty Rule of Law Mutual Respect	


		<ul style="list-style-type: none">○ Both● Examples:<ul style="list-style-type: none">○ Used petitions○ Used marches○ Took stronger action○ Wanted votes for women○ Believed in peaceful change● Ask chn<ul style="list-style-type: none">○ Why might people choose different methods?○ Which approach do you think was more effective? Why?● Share the following:<ul style="list-style-type: none">○ 1918 – Some women gained the vote○ 1928 – All women over 21 gained the vote● Change happened because women did not give up.● Chn to complete the following statements on post it notes:● The suffragettes were important because...● This history matters today because...			
--	--	--	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	Identify a range of danger signs	Follow the online lesson: Water safety		Rule of Law, Individual Liberty	
2	Know what to do for someone suffering with a breathing difficulty	Follow the online lesson: First Aid, Year 5		Individual Liberty, Mutual Respect	
3	Describe the ways behaviours can be seen as sensible and responsible	Follow the online lesson: Coming Home on Time		Individual Liberty, Mutual Respect	
4	To understand why rules and laws are important and how they help keep people safe	<ul style="list-style-type: none"> ● Begin by asking pupils to think about common rules they hear at home or school. ● Examples might include: <ul style="list-style-type: none"> ○ tidy your room ○ complete your homework ○ go to bed at a certain time ○ walk quietly in corridors ● Ask: <ul style="list-style-type: none"> ○ Why do adults give us rules? ○ How might rules help keep people safe? ● Explain that rules may seem frustrating at times, but they exist to protect people and help society run smoothly. Introduce the idea that rules also exist outside the home, for example through road signs and safety warnings. ● Show examples of common safety signs seen in public places. ● Ask chn to: <ul style="list-style-type: none"> ○ 1. identify what each sign means ○ 2. explain how the sign helps keep people safe ● Discuss how following these rules prevents accidents and harm. ● Explain that while rules often apply to specific places (such as homes or schools), laws apply to everyone in a country. ● Define law as rules that people must follow or they may face consequences. ● Discuss reasons why laws exist: <ul style="list-style-type: none"> ○ to protect people and their belongings ○ to keep communities safe ○ to guide behaviour ○ to ensure fairness ● Explain that laws have existed for many years and continue to evolve to protect society. ● Example: <ul style="list-style-type: none"> ○ laws now protect children from child labour, meaning children cannot work under a certain age. ● Explain that police officers are responsible for helping enforce laws. ● Discuss the role of the police: <ul style="list-style-type: none"> ○ protecting communities ○ responding to emergencies ○ investigating crimes ○ educating people about safety ● Introduce important ideas from the police interview: <ul style="list-style-type: none"> ○ rules help prevent chaos and keep people safe ○ the most important rule is to treat others with kindness and respect 	Rules Law Offence Punishment	Rule of Law Mutual Respect Individual Liberty	

		<ul style="list-style-type: none"> ○ punishments help people learn from mistakes ○ breaking the law is called an offence ● Explain that in England, children can be held legally responsible for crimes from the age of 10, known as the age of criminal responsibility. ● Discuss how police officers also help communities by: <ul style="list-style-type: none"> ○ teaching safety in schools ○ supporting people in need ○ helping resolve problems ● Explain that pupils will create their own set of house rules. These rules should support safety, responsibility, and respect within their home. <ul style="list-style-type: none"> ○ Step 1 – Decide the Rules ○ Chn discuss with a partner. ○ They draft a list of rules. ○ Examples: <ul style="list-style-type: none"> ■ tidy up toys and belongings ■ complete homework before screen time ■ be kind and respectful to others ■ help with household chores ■ follow bedtime routines ○ Step 2 – Write the Rules ○ Step 3 – Design the Poster. ● The finished poster should be displayed in their room so it can be easily referred to. 			
5	To understand that breaking laws has consequences and that laws exist to protect people.	<ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ○ What happens if someone breaks a rule at school? ○ Why do rules have consequences? ● Explain that consequences help people learn from mistakes and help keep everyone safe. ● Introduce the word justice and explain that it means treating people fairly when rules or laws are broken. ● Explain that laws exist to protect people, and when they are broken there are consequences. ● Share the follow scenarios and ask them to discuss in pairs or small groups what consequences might be appropriate. <ul style="list-style-type: none"> ○ Scenario 1 – Stealing ○ Someone takes something from a shop without paying. ○ Questions: <ul style="list-style-type: none"> ■ Who is affected? ■ What consequence might be fair? ○ Possible consequences: <ul style="list-style-type: none"> ■ returning the item ■ paying a fine ■ community service ○ Scenario 2 – Vandalism ○ Someone damages school property or public property. ○ Questions: <ul style="list-style-type: none"> ■ Why is this wrong? ■ What consequence might be fair? ○ Possible consequences: <ul style="list-style-type: none"> ■ repairing or cleaning the damage ■ paying for repairs ■ community work ○ Scenario 3 – Speeding ○ A driver drives above the speed limit. ○ Questions: <ul style="list-style-type: none"> ■ Why is speeding dangerous? ■ What consequence might be fair? ○ Possible consequences: 	Consequence Justice Judge Jury Evidence	Rule of Law Mutual Respect Individual Liberty Democracy	

		<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ a fine ■ points on a driving licence ■ a driving ban ● Ask: <ul style="list-style-type: none"> ○ Who decides if someone has broken the law? ● Take responses. ● Explain that serious cases are decided in courts, where trained professionals and juries examine evidence. <ul style="list-style-type: none"> ○ Introduce key roles: <ul style="list-style-type: none"> ○ judge ○ jury ○ lawyers ● Explain each role: <ul style="list-style-type: none"> ○ Judge <ul style="list-style-type: none"> ■ leads the courtroom ■ ensures laws are followed ■ explains legal rules to the jury ○ Jury <ul style="list-style-type: none"> ■ group of citizens ■ listen to the evidence ■ decide if the person is guilty or not guilty ○ Lawyers <ul style="list-style-type: none"> ■ present arguments in court ■ explain evidence ■ represent each side of the case ● Explain that decisions must be based on evidence. ● If time allows: Activity – Mock Classroom Trial ● Conduct a simple classroom trial. ● Example scenario: A student is accused of breaking a classroom window during break time. ● Assign roles: ● Judge <ul style="list-style-type: none"> ○ Jury (6–8 pupils) ○ Lawyer for defence ○ Lawyer for prosecution ○ Witnesses ● Process: <ul style="list-style-type: none"> ○ 1. Lawyers present arguments. ○ 2. Witnesses give statements. ○ 3. Jury discusses the evidence. ○ 4. Jury announces verdict. ● Emphasise listening carefully to evidence before making decisions. ● Plenary – Why Is Evidence Important? ● Ask pupils: <ul style="list-style-type: none"> ○ Why do courts need evidence? ○ Why is it important not to assume someone is guilty without proof? ● Explain that evidence helps courts make fair decisions and ensures justice. 			
6	To understand how some laws protect people and ensure fairness in society.	<ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ○ Why might some people need extra protection in society? ○ Can you think of groups who may need special protection? ● Possible responses: <ul style="list-style-type: none"> ○ children ○ people with disabilities ○ workers ○ people from different backgrounds ● Explain that some laws exist specifically to protect people from harm or unfair treatment. 	Equality Protection	Rule of Law Mutual Respect and Tolerance Individual Liberty	

		<ul style="list-style-type: none"> ○ Equality – everyone should be treated fairly. ○ Protection – keeping people safe. ● Explain that many laws exist to ensure people are treated fairly and safely. ● Discuss three key examples. ● 1. Laws Against Discrimination Explain that discrimination means treating someone unfairly because of things such as: <ul style="list-style-type: none"> ○ race ○ religion ○ gender ○ disability ● In the UK, laws such as the Equality Act help protect people from discrimination. ● Example scenario:A person is not given a job because of their religion. ● Discussion questions: <ul style="list-style-type: none"> ○ Is this fair? ○ Why should laws protect people from discrimination? ● 2. Child Protection Laws ● Explain that children have special rights and protections. Examples include laws that: <ul style="list-style-type: none"> ○ protect children from harm or abuse ○ ensure children can go to school ○ prevent children from doing dangerous work ● Example scenario: A child is forced to work instead of going to school. ● Discussion questions: <ul style="list-style-type: none"> ○ Why is this unsafe or unfair? ○ How do laws help protect children? ● 3. Workplace Protection Laws ● Explain that workers also have rights. These laws help ensure: <ul style="list-style-type: none"> ○ safe working conditions ○ fair pay ○ reasonable working hours ● Example scenario:Workers are asked to work in dangerous conditions without safety equipment. ● Discussion questions: <ul style="list-style-type: none"> ○ Why are these laws important? ○ How do they protect workers? ● Bring the class together and summarise that these laws help ensure people are treated fairly and safely. ● Plenary – Suggest a Law That Protects People ● Ask chn to think of a law that helps protect people. ● They may suggest examples such as: <ul style="list-style-type: none"> ○ laws against bullying or discrimination ○ laws protecting children ○ laws about road safety ○ laws about workplace safety ● Invite pupils to share their ideas and explain how their chosen law protects people. ● Summarise that laws help protect people’s rights, safety, and equality. 			
--	--	---	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	To learn how to manage risk in relation to sun exposure, including skin damage and heat stroke.	Refer to PSHE Association lesson plan PSHE safe in the sun  KS2 Sun Safety Lesson Plan and Resources.pdf You are able to reduce the content to fit the time slot allocated.	exposure, over exposure, limiting, damage, health, protection	Individual Liberty Mutual Respect Rule of Law	
2	To understand how diseases spread and how vaccines help protect our bodies.	<ul style="list-style-type: none"> ● There are slides associated with this lesson. You may need to reduce content to fit the time slot allocated. ● Introduce: Baby Tomasz going for immunisation ● Questions <ul style="list-style-type: none"> ○ What is happening to Tomasz? ○ Why does he need to be brave? ○ What does “immunisation” mean? ● Key Teaching Point <ul style="list-style-type: none"> ○ Vaccinations help protect us from diseases ● Ask: <ul style="list-style-type: none"> ○ What are germs? ○ Can you name any illnesses? ○ How can we protect ourselves? ● Key Teaching Point <ul style="list-style-type: none"> ○ Germs cause illness ○ We can protect ourselves in different ways ● Explain: Germs = tiny things that can make us sick ● Types of germs: <ul style="list-style-type: none"> ○ Bacteria ○ Viruses ○ Fungi ○ Parasites ● Introduce Immunity <ul style="list-style-type: none"> ○ The body makes antibodies ○ These fight germs ● Key Message <ul style="list-style-type: none"> ○ Immunity helps us stay healthy ● Part B: Matching Activity Task: Vocabulary Jigsaw ● Pupils match: <ul style="list-style-type: none"> ○ Germ types ○ Definitions ○ Examples ● Check for Understanding <ul style="list-style-type: none"> ○ What is a virus? ○ What is a parasite? ● If time: ● Task: Create a Health Leaflet ● Include: <ul style="list-style-type: none"> ○ What a germ is ○ What a vaccine does ○ How germs make us ill ○ Ways to protect ourselves ● Final Reflection 	germs, bacteria, virus, parasite, fungi, disease, vaccine, immunisation, immunity, antibodies	Mutual Respect Rule of Law Individual Liberty	

3	To understand how charities use money	<ul style="list-style-type: none"> ● How do vaccines help us? ● Why is it important to stay healthy? ● Ask: <ul style="list-style-type: none"> ○ “If you donate £10 to a charity, where does it go?” ● Introduce: Charities don’t just spend money in one way ● They need to: <ul style="list-style-type: none"> ○ Help people directly ○ Pay staff ○ Organise events ● Key Teaching Point ● Charities must make choices about money ● Explain main categories: <ul style="list-style-type: none"> ○ Direct help (food, support, equipment) ○ Staff/admin costs ○ Fundraising costs ● Discussion <ul style="list-style-type: none"> ○ Why do charities need staff? ○ Is it okay for charities to spend money on fundraising? ● Key Teaching Point ● All spending helps the charity run effectively ● Chn are to use the budgeting sheet and in pairs plan a budget for a charity ● Thinking Questions <ul style="list-style-type: none"> ○ Who are you helping? _____ ○ Why did you choose these items? _____ ○ Did you spend more on helping people or running the charity? Why? ● Explain Your Choices <ul style="list-style-type: none"> ○ “I chose to spend more money on _____ because _____.” ○ “I think this is fair/unfair because _____.” ● Challenge Task <ul style="list-style-type: none"> ○ Could you change your budget to help more people? ○ What would you do differently? ● Ask: <ul style="list-style-type: none"> ● “Is it fair for charities to spend money on staff and fundraising?” ● Key Questions <ul style="list-style-type: none"> ○ “What is the most important use of money?” ○ “Can different people have different opinions?” ● Key Message <ul style="list-style-type: none"> ○ There is no single “right” answer ○ Charities must balance needs 	budget, donation, cost, impact,	Individual Liberty Mutual Respect Democracy	
4	To compare local and global charities.	<ul style="list-style-type: none"> ● Show a map and ask: <ul style="list-style-type: none"> ○ What does local mean? ○ What does global mean? ● Local = near us (school, town, UK) ● Global = around the world ● Key Teaching Point <ul style="list-style-type: none"> ○ Charities can help locally or globally ● Watch the following video: Understanding Local and Global: Everything is Connected ● Share two similar charities local and global. ● Example Charities <ul style="list-style-type: none"> ○ Trussell Trust (local/national) ○ UNICEF (global) ● Chn to research and find out the following things: <ul style="list-style-type: none"> ○ Who do they help? ○ Where do they work? 	local, global, community, worldwide, injustice	Individual Liberty Mutual Respect Democracy	

		<ul style="list-style-type: none"> ○ What do they do? ● Teacher Questions <ul style="list-style-type: none"> ○ Who do they help? ○ Where do they work? ○ What is different? ● Key Teaching Point <ul style="list-style-type: none"> ○ Local charities help nearby communities ○ Global charities help people around the world ● Part B: Debate Activity ● Question: Which is more important: local or global charities? ● Split class into groups to debate the question: ● Support Sentence Starters <ul style="list-style-type: none"> ○ Local charities are more important ○ Global charities are more important ○ I think ___ is more important because... ○ This helps people by... ● Key Teaching Point <ul style="list-style-type: none"> ○ Different opinions are okay ○ Both types are important ● Plenary ● Voting Activity ● Chn to vote: <ul style="list-style-type: none"> ○ Local ○ Global ● Justification ● Chn must explain their choice ● Reflection Questions <ul style="list-style-type: none"> ○ Can both be important? ○ Why do people choose different causes? ● Key Message ● All charities make a difference ● People choose based on what matters to them ● Remind chn that the need for charities is because of the injustice there is in the world. ● Some people do not have their basic needs ● This is injustice ● Our school definition of injustice is: the absence of God's Kingdom ● Charities help support people in these situations 			
5	To prepare for transition and set personal goal	<ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ○ What will be different next year? ● Examples: <ul style="list-style-type: none"> ○ New teacher ○ More responsibility ○ Harder work ○ Different classroom ○ New expectations ● Follow-Up Questions <ul style="list-style-type: none"> ○ Which of these changes feel exciting? ○ Which feel a bit worrying? ● Key Teaching Point <ul style="list-style-type: none"> ○ Change can bring both excitement and uncertainty ○ Preparing for change helps us feel more confident ● Task: Two Lists ● Chn create a list about: looking forward to / unsure about Year 6 ● Encourage: 	transition, goal, prepare, responsibility, independence, achieve	Individual Liberty Mutual Respect Rule of Law	

		<ul style="list-style-type: none"> ○ Honest reflection ○ A mix of emotional and practical responses ● Teacher Questions <ul style="list-style-type: none"> ○ Why are you looking forward to this? ○ What could help with this worry? ● Key Teaching Point ● It's normal to feel both positive and unsure ● Explain: A goal is something you want to achieve or improve. ● Give examples: <ul style="list-style-type: none"> ○ I want to improve my handwriting ○ I want to be more confident speaking in class ● Task: Set Three Goals ● Chn create: <ul style="list-style-type: none"> ○ Academic goal (learning) ○ Friendship goal (social) ○ Personal goal (confidence/organisation) ● Share an example of a goal and a better goal: <ul style="list-style-type: none"> ○ Goal: Improve reading ✗ ○ Better: Read for 10 minutes every day ✓ ● Teacher Questions <ul style="list-style-type: none"> ○ Is your goal clear? ○ Can you actually achieve this? ○ What steps will you take? ● Sharing Circle ● Pupils share one goal ● Reflection Questions <ul style="list-style-type: none"> ○ How will this goal help you next year? ○ What will you do if it feels difficult? ● Key Message <ul style="list-style-type: none"> ○ Setting goals helps us feel prepared and confident ○ Small steps lead to success 			
6	Prepare for new class	Class swap activity. Please refer to class swap information and specific transition requirements for SENd chn in your current / new class.			

Lesson number	Learning objective	Pupils will	Vocabulary		
1	Identify how we can reduce conflict, respect the views of others and disagree with people respectfully.	<ul style="list-style-type: none"> ● Share the following case study: ● Eva and Suzie are best friends. Eva has invited Suzie to come to church with her family on Sunday. Suzie doesn't want to go. She tells Eva that she thinks going to church would be boring and silly and she doesn't think that Eva should go either. Eva is really upset by this. Going to church is important to her and she thought inviting Suzie along was a really kind thing to do. <ul style="list-style-type: none"> ○ What do we mean by 'conflict'? What is the conflict between these two friends? ○ Should Suzie have told Eva that she thought church was boring and silly? Why / why not? ○ Explain how Suzie could have handled this situation better, without upsetting her friend. ● Students watch the video clip and answer the challenge questions in their table groups. Review answers as a group. <ol style="list-style-type: none"> 1. What is Step One in Kid President's lesson in disagreeing with people? 2. What is Step Two in Kid President's lesson in disagreeing with people? 3. How do you think this will help you to get on better with people? 4. What do you think Kid President means when he says, 'You haven't got to see eye-to-eye to work shoulder-to-shoulder'? 5. Why does Kid President start talking about baby koalas? What is he trying to show? 6. Why is it a good thing that people are different from each other? 7. Which quotation from the video do you find most inspiring and why? 8. Kid President says 'don't say it until you can say it with love'. Do you think this is easy to do? Why or why not? 9. Do you agree with what Kid President is saying in this video? Why or why not ● Plenary: Debate: Students prepare a response to the debate statement: People shouldn't talk about topics they don't agree on. 	Respect	The Rule of Law Individual Liberty Mutual Respect:	
2	Describe the dangers of listening to harmful gender stereotypes as well as the risks involved in consuming media from controversial, unproven sources.	<ul style="list-style-type: none"> ● Share the following case study: ● Alisha, aged 11, has a younger sister named Nina, who is six. Nina adores watching anything related to princesses, especially older animated movies featuring beautiful princesses and the obligatory dashing handsome prince. Ugh, are you watching this again? groaned Alisha. Real princesses don't look like that, and even if they did, they wouldn't need a ridiculous prince to save them! Why don't you watch something that doesn't portray women as mindless, silly ornaments? <ul style="list-style-type: none"> ○ What do you imagine the princess might have looked like? Give a reason for your answer. ○ Why was Alisha bothered by the way women were being portrayed in the cartoons? ○ How do cartoons of this type reinforce harmful gender stereotypes and how might they adversely influence Nina? ● Task 1: Exemplary Icons In this activity the chn will investigate some examples of truly inspirational men and reflect on how each person has made a positive difference in the world. The chn will read through each case study with a partner and work together to create a set of score sheets. Marks will be assigned out of 10 for each of the values depicted on the 'Inspirational Icons' card. Once complete the chn can choose one icon that is the most inspirational to them and prepare to explain their reasons why. ● Task 2: Harmful Stereotypes: In this activity the chn will identify examples of harmful gender stereotypes and reflect on the reasons why someone may choose to spread hateful ideas of this nature. The quotes are from Andrew Tate, however we advise against naming him, instead refer to 'harmful online influencers'. This in line with the latest recommendations from the PSHE Association. <ul style="list-style-type: none"> ○ What harmful gender stereotypes can you identify? Remember, gender stereotypes are misleading ideas about how men and women should look, act or behave. ○ Why are these ideas harmful and what do you think the original influencer's intent might be in spreading them? ○ Explain why it's important to be critical of online influencers, particularly those who promote harmful ideas. ● Plenary: For our final task, I want us all to think of a real-life role model who embodies some of the positive qualities that we have discussed today. How do you know that this person is trustworthy? How are they making 	Role Models Influencers Gender Stereotypes	The Rule of Law Individual Liberty Mutual Respect	

		the world a brighter place? Why is this person worthy of your time, respect and admiration? Why is it important to always think critically about the accuracy and the intention of the information we see online?			
3	Describe some strategies to overcome barriers and promote diversity and inclusion	Follow the online lesson Inclusion and Acceptance			
4	To learn how stereotypes can influence behaviours and attitudes towards different groups of people.	<ul style="list-style-type: none"> Take feedback from pupils on the first box of the baseline activity ('What does the word 'stereotype' mean?'). As a class, agree a shared definition of what a stereotype is. Share the following definitions if helpful: <ul style="list-style-type: none"> A stereotype is an assumption about what someone will be like (e.g., their personal qualities, behaviour, or attributes) based on a group they belong to. Cambridge Dictionary definition: A set idea that people have about what someone or something is like, especially an idea that is wrong. Write your agreed definition on a class working wall/flipchart paper and keep it on display throughout the lesson. Emphasise that one of the reasons stereotypes form is because people's brains tend to put other people into categories (for example, based on their age, sex, colour, religion, job etc.), as a quick way of predicting what someone will be like or how they will behave. These stereotypes can be reinforced, for example by the media. Explain to the class that you want them to think about the different types of stereotyping they may have seen or heard (while reminding them not to share their own or others' stories). Ask pairs to think of ways the sentences on the slide could be completed if stereotyping were taking place. Note: It is important to allow stereotypes to come from the pupils themselves, rather than sharing any stereotypes with them that they may not be aware of. Try not to give your own ideas or prompts – instead, use the examples pupils supply as the main discussion points for the lesson. Once pairs have completed the sentences, ask them to consider the discussion questions. <ul style="list-style-type: none"> How do you know these are examples of stereotypes? What different types of stereotyping have you identified? Take feedback, drawing out key learning: The word 'all' at the start of each sentence is a good clue that these are stereotypes, as it suggests that assumptions are being made about these people just because they belong to a certain group or have certain characteristics. These sentences focus on sex and age, but stereotyping can relate to many things, such as sex, age, religion or belief, race, nationality, sexual orientation (who someone is attracted to), and disability. Explain that these are all examples of 'protected characteristics' – special characteristics that are protected by law (specifically by the 2010 Equality Act). Stereotypes can exist based on other characteristics too – for example, someone's job or where they live. Ask pupils to rewrite some of the sentences from a non-stereotypical viewpoint (e.g., People can like any colours – there is no such thing as boys' colours or girls' colours). Ask pupils to look back at the stereotypes they identified in the first activity and consider the impact that these stereotypes – and others – might have on those people being stereotyped. Give small groups a large piece of paper and ask them to brainstorm all the reasons why, and the ways in which, they think stereotypes can affect people's behaviour, feelings and aspirations (what someone wants to achieve in future). Take feedback. Pupils might suggest: stereotypes can be rude or offensive; they are not true of everyone in the group; stereotypes can stop people doing what they want to do, or limit their hopes and aspirations for themselves; people might get bullied for not 'fitting in'; they put people under pressure to behave in certain ways, and don't recognise people's individuality. During this discussion, pupils might identify stereotypes that they think are 'good' or 'positive' (for example, that girls are good at art). Establish that even stereotypes that seem to make positive assumptions about groups of people can be unhelpful and harmful, for example by putting pressure on people within that group to behave in a certain way or achieve certain things. Explain that stereotyping can also lead to: 	stereotype 5 mins typical behaviour characteristics Discrimination assumptions	The Rule of Law Individual Liberty Mutual Respect	


		<ul style="list-style-type: none"> ○ Prejudice – an unfair and unreasonable opinion, feeling or attitude about a person or group of people, especially when formed without experience, thought or knowledge [adapted from the Cambridge English Dictionary] ○ Discrimination – treating someone differently because they belong to a particular group or have a particular characteristic – often because of stereotypes and/or prejudice ● Give pupils the statement: ‘Stereotypes don’t only affect the people they are about – they also impact the people who believe the stereotypes.’ Ask them whether they agree or disagree and to explain their thinking (e.g., they might not get a chance to really know the person because they make incorrect assumptions about them, it might affect their relationships with others). ● Explain that one way to reduce the impact that stereotyping can have on people is to recognise when it happens and challenge it where possible. ● Give each small group of pupils Resource 1: Challenging stereotypes. Allocate one speech bubble from slide 16 to each group and ask them to work through the questions on Resource 1: Challenging stereotypes, in relation to their overheard comment. ● Ask groups to feedback to the rest of the class on their discussion about their comment. ● Highlight that everybody can help to challenge stereotypes if it feels safe to do so. This can be done by communicating assertively and respectfully, or even by using humour. For example: <ul style="list-style-type: none"> ○ In response to comment 1, where gender stereotyping is taking place, a person who overhears this could say, ‘That sounds like stereotyping – anyone should be allowed to play football.’ ○ In response to comment 2, where the granny is being stereotyped because of her age, a person in this conversation could say, ‘Anyone can get a sports car – just as long as they’re old enough to drive and can afford it!’ ○ In response to comment 3, where the boy is being stereotyped because of his religion, a possible response might be, ‘You don’t know that though. Why don’t you invite him and check with him, and everyone else you’re inviting, if they have any foods they can’t eat?’ Draw out that online comments, like this one, can be challenged in the same way as offline comments when it feels safe to do so. People online can also be blocked or reported. 			
5	How attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views and how to resist and challenge these viewpoints	<p>In small groups, ask pupils to imagine a child about their age who lives nearby and goes to a school like theirs. They should draw an outline of the child in the middle of a large sheet of paper and, around the outside, mind map all the people or things that might influence that child’s beliefs, attitudes or behaviour. Next to each person or thing, pupils should place a tick (for positive influences), a cross (for negative influences) and both a tick and a cross for anything that has a positive and negative influence. The purpose of this activity is to help you find out pupils’ existing knowledge and beliefs, so, while they are working, do not prompt them in any way. Move around the class, noting any misconceptions or gaps in understanding that may need addressing through the lesson.</p> <ul style="list-style-type: none"> ● When you have a sense of groups’ starting points, take feedback. Pupils might suggest: family members, friends, teachers, celebrities, advertising, media (e.g. online content, newspapers, television), politicians, religious leaders/religious beliefs. <ul style="list-style-type: none"> ○ Is the child always influenced in a positive way? ○ Can the people and things they have listed sometimes influence the child in a less helpful way? ● Take feedback and highlight that influences can be positive (e.g., a parent or carer who reminds the child to hand their homework in, or a video online that makes them laugh) or unhelpful or negative (e.g., advertising that influences them to believe they need to look a certain way, or a friend who is always criticising them and damaging their self-belief). It is important to be aware of positive and negative influences, as this is the first step in being able to encourage positive influences and manage or challenge negative influences. ● Ask pupils to briefly recap on the key learning from the previous lesson relating to stereotypes and prejudice. Remind them that stereotypes can be harmful, and that sometimes stereotypes can lead to, or be linked to, prejudice. If needed, remind pupils of this definition of prejudice (shared in the last lesson): ‘An unfair and unreasonable opinion or feeling about a person or group of people, especially when formed without enough thought or knowledge’ [adapted from the Cambridge English Dictionary] ● Using this and pupils’ own ideas, agree a class definition of prejudice. ● Then, in small groups, ask pupils to discuss what they think ‘extremism’ or ‘holding extremist views’ means. Ask them to feedback some of their ideas to the rest of the class. 	influence persuasion pressure vulnerabilities extremism extremist prejudice	Democracy The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	


		<ul style="list-style-type: none"> ● Share the following definitions: <ul style="list-style-type: none"> ○ Extremism: Vocal or active opposition to commonly held values, particularly British values such as democracy, respect, tolerance and the rule of law. [Adapted from the government’s Prevent Strategy] ○ Extremist views: Extreme political or religious views, that could include promoting illegal, violent, or other extreme action. [Adapted from Oxforddictionaries.com] ● Explain to the class that people can hold extreme views or beliefs (i.e., very strong and beyond what most people would consider acceptable) about things like animal rights, the environment, certain groups of people in society, religion, or how the country should be run. Many people who hold these very strong views or beliefs do not act upon them. However, a very small minority of people hold views which are far beyond what most people think of as acceptable. Such views can be offensive and go against the values that the vast majority of people share (which, in the UK, are often referred to as ‘British values’). Expressing these views could also be against the law, for example if what they say encourages violence against a certain group. Sometimes people who hold these views use manipulation, persuasion, or violence to try and influence others to take on their views. ● Explain that there may be times in people’s lives when they feel lonely, excluded, or unhappy, or they might feel a bit uncertain about the way their life is going or unsure about what to do next. When a person feels like this, it can make them more open to being influenced in a negative way by someone else’s views or opinions. ● Using Resource 1: Dilemmas, allocate pairs of pupils to one of the scenarios. ● Ask pairs to read the scenario and using Resource 2: What’s the impact? record their thinking about: how the person may be feeling – how would they describe their emotions? what the person might be thinking (Note that they should leave the ‘Do’ section on the sheet – they will think about this in the next activity.) ● Take feedback for all four scenarios. After a pair has fed back on a given scenario, ask the rest of the class if anyone has any different ideas to add. <ul style="list-style-type: none"> ○ Taz: feeling e.g. confused, lonely, scared, uncertain; thinking e.g. ‘I want to get away from this situation’, ‘I want to fit in and impress the adult and these other children.’ ○ Arden: feeling e.g. intimidated, unsure, pressured, uneasy; thinking e.g. ‘I’m too embarrassed to leave the group’, ‘I’m in a special group so I should just make the most of it.’ ○ Jamie: feeling e.g. worried, torn, pressured; thinking e.g. ‘I don’t want to miss out on what my friends are seeing’, ‘Some of the posts are really offensive.’ ○ Zee: feeling e.g. angry, frustrated, confused, passionate; thinking e.g. ‘Maybe these people are to blame for the bad things that have happened to me and my mum’, ‘I feel angry, so I want someone to blame’, ‘I really want to help my mum, but I don’t know what to do.’ ● Finally, ask the class if they can identify either stereotypical, prejudiced or extremist thinking in any of the scenarios. For example, pupils might suggest: <ul style="list-style-type: none"> ○ Taz: The adult may be voicing views that are prejudiced and possibly extremist, as what they are saying is ‘scary’. They could be encouraging extreme or even violent action against certain groups. ○ Arden: The group that Arden has joined seem to want everyone to share the same religious beliefs as them. This doesn’t align with ‘British values’ (like individual liberty, which allows people to choose what they want to believe, and tolerance and mutual respect, which means respecting others’ different views and beliefs), and could be a sign of extremist thinking. ○ Jamie: This online profile is stereotyping people and promoting prejudiced views about certain groups of people. ○ Zee: The people at the bus stop are stereotyping immigrants (people who move to the UK from other countries) and showing prejudice towards them. 			
6	Understand that there are a wide range of beliefs in the UK	Follow the online lesson: A World Without Judgement		Democracy The Rule of Law Individual Liberty Mutual Respect: Tolerance of Others	


Lesson number	Learning objective	Pupils will	Vocabulary		
1	I know that people who work pay taxes to fund services such as the NHS.	<ul style="list-style-type: none"> • Ask: What is tax and what does it pay for? • Explain: tax is money that you have to pay to the government so that it can pay for public services. Tax is often paid on goods and services as well. VAT or value added tax is a tax that's added to the price of some goods and services that we buy. • A service is a business whose work involves doing something for customers but not producing goods. So the people who do work for us, but not necessarily the people who make things for us. • And a percentage, you may have learned about percentages in maths, is a part or a share of the whole. And it's expressed as if it is a part of a total that is a hundred. • Go through the scenario on the slides: • Ask chn to think about their school day. What else is there apart from rulers that's free to you but must be bought or paid for by the school? • Continue with the scenario on the slides. • Ask: Can you think of any other services that the government funds? Ones that aren't paid for directly by us? • the government decides what percentage of income tax should be paid, and it also decides which items and goods or services should have VAT. • Explain: you might have heard about this in the news perhaps that twice a year the government has a budget and it makes it public. And somebody called the chancellor of the exchequer who's quite senior in the government announces what will change in terms of taxes and how the government is going to raise money to do the things that it needs to do. So the government makes a budget to make sure that it has enough money to pay for everything. • Ask the chn to tick the services or items that you think are paid for by the government, so funded by those taxes, and put across by the things that you think are paid for directly by the public, by people like you and me. Then ask the chn to imagine that you are working for the government. Show the services on the slides and ask: Which of these public services are the most important and need the most funding? And which do you think needs the least funding? Chn should arrange them into a sort of pyramid of importance with the most important thing at the top. 	Tax VAT or Value Added Tax Service Percentage	The Rule of Law Individual Liberty Mutual Respect:	
2	I can plan and manage a budget.	<ul style="list-style-type: none"> • Share the scenario regarding Sofia, Sam, and Laura wanting to save up money for an England ticket. • As you work through ask: <ul style="list-style-type: none"> ○ How much do they need to save each week to be able to afford the tickets? • Introduce the next concept - managing a budget. • Share the next scenario - Sam and Sofia have been chosen to oversee the finances of the show, making sure that everything can be funded. • Stop mid way and discuss the deficit. • Continue to the end and work out if they made any profit. • Introduce the task to chn: <ul style="list-style-type: none"> ○ Imagine that you've been chosen to manage the budget. The PTA have budgeted 750 pounds for the event. And below are the estimated costs of the things that you will need to buy. So for A, can you draw a bar model of the budget and what you must buy, and what do you notice? B, can you calculate the deficit? And in part C, at least 100 children will go. How much should you charge for each ticket? And then for question two, you're going to use some cards, which are on another sheet, and you're going to complete a record of spending. Each card shows the final cost of purchase for each thing that you needed. Cut out the cards, shuffle them and put them face down so you can't see them. Turn over one at a time and fill in a row of the record. 	Budget Budgeting deficit	The Rule of Law Individual Liberty Mutual Respect:	
3	I understand that value for money can mean the	<ul style="list-style-type: none"> • Explain to chn that they are going to be thinking about lots of different aspects around money, where money comes from, what money is spent on, how things are funded, and how the government raises money as well. • Share the scenario that looks at what's valuable. 	Value - money - Invest / investment	The Rule of Law Individual Liberty Mutual Respect:	

	best deal for everyone or the best deal for me.	<ul style="list-style-type: none"> Discuss what makes the items of Aisha, Sam and Jacob valuable. Does something always have to have a monetary value. Look at the items on the board and discuss which is best to buy. Is it always the cheapest? Move on to the the second part of the lesson, calculating value for money Look at the items the chn have and discuss if they are value for money. Continue with various shopping and items and as a class, discuss what is better value for money. Explain: it's worth thinking carefully about and calculating deals and offers to see if you really are getting value for money. Sometimes people will try to get us to spend more money to get more of what we are buying. We may not want the more though, we may be better off buying just what we want and spending a bit less money. Value for money may not be the same for everyone, and values can be personal to us, and we can value things for different reasons. Something might have sentimental value or might be something we think is an investment for the future. 																			
4	I can make decisions between products and consider the environmental and ethical way that they have been produced.	<ul style="list-style-type: none"> Explain that they are going to be thinking about making decisions between products and considering the environmental and ethical way that they've been produced. Share key vocab. Share the first scenario about Alex wanting to buy a bar of chocolate. Explain that Fairtrade means that growers are given a better price. The people who grow the cocoa beans are given a better price for those beans by the company that makes the chocolate. Organic means that it's been grown without artificial chemicals. So the idea is that it's kinder to the environment and that the product itself won't have the risk of any of those chemicals present. The Rainforest Alliance helps to protect habitats and you can see rainforest. So we're thinking about those places where we're at risk of losing a lot of trees and a lot of habitats for creatures, there's a risk of extinction in some areas because of the rainforest being destroyed. So the Rainforest Alliance works with producers to try and protect areas of rainforest. Plastic free, some chocolate is packaged without using plastic plastic's, much harder to recycle and it takes a long time to biodegrade. So plastic free packaging is something that a lot of people are aiming for at the moment. Share the first task: There are some questions for you to sort, which are ethical questions and which are not. Return to the scenario and discuss which chocolate Alex should buy and why. 	Ethical - Fairtrade - Recycling - Sustainable	The Rule of Law Individual Liberty Mutual Respect:																	
5	I know that different cultures have different attitudes to money.	<ul style="list-style-type: none"> Explore the scenario about Jacob who is given a new wallet by his uncle. Look at the cultural traditions surrounding that. Explore different religious beliefs towards money and charity. Ask: <ul style="list-style-type: none"> Is it okay for people to have different amounts of money? Is it okay to spend money on yourself? When and how can we help others? Should we judge people on how much money they have? Continue on looking at the next part about what is important to them. Ask chn to discuss what they would do with £100. 	Attitudes - Charity - Greed - Kindness Moral -	The Rule of Law Individual Liberty Mutual Respect:																	
6	Describe how rising food and energy prices have led to a cost-of-living crisis	<ul style="list-style-type: none"> Share the following scenario: Alex is using a spreadsheet to keep track of his monthly spending. He makes a list of regular bills that have to be paid each month. <table border="1" data-bbox="645 1177 878 1444"> <tr> <td>Money in</td> <td>£2,000</td> </tr> <tr> <td colspan="2">Bills</td> </tr> <tr> <td>Gas</td> <td>£80.00</td> </tr> <tr> <td>Electricity</td> <td>£60.00</td> </tr> <tr> <td>Food</td> <td>£320.00</td> </tr> <tr> <td>Petrol</td> <td>£160.00</td> </tr> <tr> <td>Rent</td> <td>£900.00</td> </tr> <tr> <td>Total</td> <td><input type="text"/></td> </tr> </table> 	Money in	£2,000	Bills		Gas	£80.00	Electricity	£60.00	Food	£320.00	Petrol	£160.00	Rent	£900.00	Total	<input type="text"/>	Inflation Income Cost-of-living Natural gas Electricity	The Rule of Law Individual Liberty Mutual Respect:	
Money in	£2,000																				
Bills																					
Gas	£80.00																				
Electricity	£60.00																				
Food	£320.00																				
Petrol	£160.00																				
Rent	£900.00																				
Total	<input type="text"/>																				

		<ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ○ Alex is using a spreadsheet to keep track of his monthly spending. He makes a list of regular bills that have to be paid each month. Discuss each item on the list with a partner: what is it and why might Alex be paying for it? ○ How much will Alex pay in total? How much money will he have left over? Can you think of any other monthly payments that Alex has missed? ○ What do we mean when we talk about the ‘cost of living’? ● Ask: What do you already know about the cost-of-living crisis that started in 2022? ● Explain: There are things that all of us need to live a healthy, happy life. In the UK, we expect to live in a warm, comfortable home, eat healthy, nutritious food, and have access to basic commodities such as electricity and clean water. All of these items come with a price tag. In usual times, families expect to be able to pay their bills, and still have money left over. When we talk about the cost of living, we mean the amount of money a person needs to live. You need to have enough money to balance your outgoing payments such as energy bills, rent, food, and water. What if the price of our basic needs went up so much that many people struggled to afford them? If you watch the news, you may have seen stories about rising food and energy prices and the impact this has had on families. Since the beginning of 2022, the amount we have to pay for electricity, gas, food, and petrol has risen dramatically. This has led to many families struggling to pay for things we usually take for granted. In our lesson today, we will be discussing the events that led to the crisis and the effect it has had on the lives of UK citizens. ● Ask What is inflation? ● Explain the task: In this task, the students will be working with a partner to investigate the price rises at Cindy’s Supermarket. Use Sunita’s old receipt to fill in last year’s prices on your worksheet, then get up out of your seat to investigate how much the same products cost now (products are to be arranged around the classroom with different price tag) ● Task 2: watch the following Video Clip ● Students watch the video link provided on PPT slide 28 and discuss the challenge questions in their table groups. Review and feed back as a class. 			
--	--	---	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary		
1	Recognise that people might not be who they say they are online	Follow the online lesson: making friends online		Rule of law: Respect: Individual liberty:	
2	Identify examples of cyberbullying Identify strategies to respond to online bullying	<ul style="list-style-type: none"> ● Share the scenario: Harry logs into Rich’s online profile while Rich is away and changes his profile picture and status as a joke. Other people start to notice and comment. <ul style="list-style-type: none"> ○ How do you think Rich will feel when he finds out his profile has been changed? ○ Is it ever okay to pretend to be someone else online? Why or why not? ○ Were Harry’s actions an example of bullying or just playful teasing? How can you tell the difference? ● Briefly explore pupils’ prior knowledge by discussing: <ul style="list-style-type: none"> ○ What bullying is ○ What cyberbullying is ○ How bullying can make people feel ● Read the information sheet together as a class. The sheet introduces and explains: <ul style="list-style-type: none"> ○ Cyberbullying ○ Harassment ○ Impersonation ○ Teasing vs bullying ○ Repeated behaviour and power imbalance ○ The emotional impact of online bullying ● Watch Video Clip  Is it Cyberbullying? <ul style="list-style-type: none"> ○ What examples of cyberbullying did you see in the video? ○ How did the cyberbullying affect the person involved? ○ What strategies were suggested to respond to cyberbullying, and why are they effective. ● Task – Discussion Card Sort chn work with a partner. Each pair is given a set of the following scenarios <ul style="list-style-type: none"> ○ Mean comments posted repeatedly online ○ Someone pretending to be another person ○ A one-off joke said to a friend ○ Threatening messages sent through a game chat ● Decide whether each scenario is cyberbullying, face-to-face bullying, teasing, or harassment and explain why they chose that category. ● Plenary – Venn Diagram ● Pupils copy and complete a Venn diagram comparing: <ul style="list-style-type: none"> ○ Cyberbullying ○ Face-to-face bullying ○ Both ● They should include: <ul style="list-style-type: none"> ○ Similarities (hurtful behaviour, repeated actions, impact on feelings) ○ Differences (online vs in-person, anonymity, wider audience) 	Cyberbullying Face-to-face bullying Teasing Harassment	Rule of law: Respect: Individual liberty:	
3	Identify examples of the dangers presented by the social side of online gaming.	<ul style="list-style-type: none"> ● Share the following scenario: Archie is playing an online game after school. During the game, another player sends him a private message. The player says they think Archie is really good at the game and asks if they can play together again tomorrow. Later, the same player messages Archie again and says: Hey, don’t tell anyone about our chats. I can give you some free game items if you keep this between us. Where do you live? Archie has never met this person in real life. <ul style="list-style-type: none"> ○ What do you think Archie should do now? ○ How could Archie be in a dangerous situation? 	Cyberbullying Online predator Identity theft Scam Online gaming	Rule of law: Respect:	

		<ul style="list-style-type: none"> ○ What strikes you as concerning about this message? Why would someone contact Archie like this, having never met him in real life? ● Share the following information: ● According to OFCOM, a significant proportion of 8–12-year-olds are accessing online games, like Fortnite, that have voice chat capabilities. This is despite being below the PEGI 12 legal age limit. While some children are playing these games without permission, a significant proportion are gaming with the approval of a parent or guardian. ● Discuss the dangers of this. ● Task Jigsaw pieces – Dangers and Solutions ● In pairs, chn order the jigsaw pieces correctly to show understanding of key terms, dangers and solutions. ● <input checked="" type="checkbox"/> Jigsaw Answers – Situation → Danger → Solution <ul style="list-style-type: none"> ● 1. Voice Chat with Strangers Situation: Someone I don't know starts talking to me on voice chat during an online game. Danger: Talking to strangers could lead to sharing personal information or being pressured to do unsafe things. Solution: Turn off voice chat or set it to Friends Only and tell a trusted adult. ● 2. Asked for Personal Information Situation: Another player asks where I live and what school I go to. Danger: Sharing personal details online could put you at risk in real life. Solution: Never share personal information. Block and report the player. ● 3. Rude or Aggressive Language Situation: People in the game chat are using rude or aggressive language. Danger: This behaviour could be upsetting and may be online bullying or harassment. Solution: Mute or block the players and report the behaviour. ● 4. Offered Free Items or Cheats Situation: A player offers me free items or cheats if I add them as a friend. Danger: This could be a scam or a way to gain access to your account. Solution: Do not accept gifts from strangers. Keep your account private and tell an adult. ● 5. Asked to Keep Secrets Situation: Someone tells me to keep our online chats a secret. Danger: Being asked to keep secrets online is a serious warning sign. Solution: Stop chatting immediately and tell a trusted adult. ● Key Teaching Point to Reinforce: The social side of online gaming can be risky, but knowing the warning signs and the right actions helps keep players safe. ● Plenary: Debate ● Debate the statement: Online gaming is too dangerous. People under 12 shouldn't play games online. 			
4	To explain how cyberbullying can occur through messaging apps and online gaming and to identify strategies to prevent and respond to it.	<ul style="list-style-type: none"> ● Share the following scenario: Alex and Jordan are chatting online and start talking to Riley and Sam through a group chat and an online game. They have never met Riley or Sam in real life, but the conversations continue and become more personal. <ul style="list-style-type: none"> ○ How were Alex and Jordan able to chat with Riley and Sam even though they had never met them before? ○ What red flags can you spot in Riley's behaviour that the group should be aware of? ○ What mistakes did the boys make when chatting with Riley and Sam, and what steps should they take now to protect themselves? ● Task One – Video Clip & Discussion  STAR Toolkit - Respect Film <ul style="list-style-type: none"> ○ What examples of online bullying did you notice? ○ How did group chats make the bullying easier to happen? ○ What strategies were suggested to prevent or respond to this behaviour? ● Introduce the idea of group chats and messaging apps such as WhatsApp. ● Discuss: <ul style="list-style-type: none"> ○ How group chats work ○ Why they can be used positively (friendship, teamwork, communication) 	Group Chats Cyberbullying WhatsApp Social Media GDPR	Rule of law: Respect: Individual liberty:	

		<ul style="list-style-type: none"> ○ How they can be misused for bullying or exclusion ● Explain that: <ul style="list-style-type: none"> ○ Most messaging apps have a minimum age of 13 ○ This links to GDPR and platform rules ○ Age limits are there to help protect children’s privacy and safety ● Discuss why ignoring age limits can increase risk. ● Share the statement and discuss ● Banter is never bullying. It’s just a joke <ul style="list-style-type: none"> ○ How can we tell the difference? ○ Does intent matter, or does impact matter more? ○ What should someone do if a joke starts to hurt? ● Task Case Studies ● Instructions for chn. Work with a partner. Read each case study carefully. Talk through the questions before writing anything down. ● Plenary – Tweet Summary ● In 280 characters or fewer, pupils write a tweet to summarise today’s learning. ● They may: <ul style="list-style-type: none"> ● Give examples of cyberbullying in group chats or online games ● Share advice on how to prevent or respond to cyberbullying ● Offer supportive advice to someone being targeted 			
5	To explain why online privacy is important and to discuss three specific strategies to protect personal information online.	<ul style="list-style-type: none"> ● Share the following scenario: Shae finishes playing an online game but forgets to log out of their account before leaving the device. <ul style="list-style-type: none"> ○ What problems could there be if Shae didn’t log out of the game at the end? ○ What personal details could someone see from Shae’s online gaming account? ○ What if the account is linked to a social media profile? ● Explain how a criminal could take advantage of this situation. ● Discuss the following concepts: <ul style="list-style-type: none"> ○ What personal data is ○ Why online privacy matters ○ How data can be collected, shared, or misused ○ Common risks such as hacking, scams, and identity theft ● Watch a video about online privacy and protecting personal information  Online Privacy for Kids - Internet Safety and Security for Kids ● Discussion question: How easy is it for people to be tricked into giving away their personal information online? ● Encourage pupils to refer to: <ul style="list-style-type: none"> ○ Examples shown in the video ○ Their own experiences (appropriately and sensitively) ● Independent Practice Task: ● Pupils create a poster explaining: <ul style="list-style-type: none"> ○ Why online privacy is important ○ Three specific strategies to protect personal information ● Strategies might include: <ul style="list-style-type: none"> ○ Using strong, unique passwords ○ Logging out of accounts on shared devices ○ Using privacy settings ○ Not sharing personal details publicly ○ Being careful with links and messages ● Plenary – pupils share posters 	Privacy Identity theft Data	Rule of law: Respect: Individual liberty:	
6	I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain	<ul style="list-style-type: none"> ● Slide 1 – What are News and Views? ● Ask pupils: <ul style="list-style-type: none"> ○ What is a fact? What is an opinion? ○ How can you tell the difference? 	facts, opinion, bias, influence, persuasion, manipulation,	Rule of law: Respect: Individual liberty:	

	<p>how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p>	<ul style="list-style-type: none"> ● Introduce the terms: <ul style="list-style-type: none"> ○ News = information based on facts and evidence. ○ Views = someone's opinion or beliefs. ● Explain that online content often mixes facts, opinions, and adverts — sometimes on purpose. ● Introduction Distinguishing news, views & adverts ● Explain the three key concepts: <ul style="list-style-type: none"> ○ Influence – when something tries to affect your thoughts or behaviour. ○ Persuasion – trying to convince you to agree or do something. ○ Manipulation – dishonest or unfair persuading, often used to trick or mislead. ● Ask: <ul style="list-style-type: none"> ○ Where might you see persuasion online? ○ How might someone manipulate information online? ● Activity 1 – News or Views? (Slides 2–6) ● Each slide shows real-style online content. Pupils must decide: <ul style="list-style-type: none"> ○ Is this News? ○ Is this Views (opinion)? ○ Or is this an Advert? ● Examples from the resource: <ul style="list-style-type: none"> ○ Polling station story (slide 2) – likely news () ○ 12 Things Women With Great Hair Do Every Day (slide 5) – views or advert () ○ Climate crisis article (slide 6) – news based on polls () ○ Mirror Advertorial article (slide 7) – advert disguised as news () ○ Orangutan Project sponsored post (slide 8) – advert () ● Questions to ask: <ul style="list-style-type: none"> ○ What clues help you decide? ○ Is the author trying to inform, persuade, influence, or sell something? ○ Could this be biased? How? ● Mini-Teaching – How Influence Works Online ● Use slide 9 Explain how we meet influence online through: <ul style="list-style-type: none"> ○ Targeted adverts ○ Influencer posts ○ Emotional language ○ Headlines designed to get clicks ○ Sponsored articles that look like news ● Remind students: ● Popularity doesn't make something true. Opinions aren't facts — even if many people share them. ● Activity 2 – Group Discussion ● Based on slide 7 of the teacher notes (): ● Ask pupils: <ul style="list-style-type: none"> ○ Where did you spot influence? ○ Where was persuasion used? ○ Was there any manipulation? ○ What techniques were used to make the reader believe something or take an action? ● Use examples from the slides: <ul style="list-style-type: none"> ○ Emotional photos (e.g., orangutan rescue advert) ○ Bold statements (e.g., 12 Things Women With Great Hair Do...) ○ Advertorial disguised as news ○ Poll results presented as facts when they are still opinions ● Optional Activity depending on time – Create a News or Views Checklist ● Slide 10 – Checklist Task ● Pupils create a simple checklist for deciding if a piece of online content is: <ul style="list-style-type: none"> ○ News (fact-based) ○ Views (opinion) 	<p>advert, sponsored content, targeted advertising, fake news, reliable, evidence, exaggeration</p>		
--	--	--	---	--	--

		<ul style="list-style-type: none">○ Advert (trying to sell or persuade)○ Checklist prompts may include:<ul style="list-style-type: none">○ ✓ Does it use evidence?○ ✓ Is it trying to sell me something?○ ✓ Is the language emotional or exaggerated?○ ✓ Does it say sponsored or advertorial?○ ✓ Does the headline match the actual content?○ ✓ Is the author giving their own opinion?○ ✓ Are facts checked and supported?● Groups share their checklist with the class.● Plenary● Ask pupils:<ul style="list-style-type: none">○ Why is it important to recognise influence, persuasion and manipulation online?○ How does knowing the difference help keep you safe from fake news or adverts?○ Why might someone present an opinion as a fact?			
--	--	---	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary		
1	Learn about different relationships, how they can change, what healthy relationships look like, and how to get help if something doesn't feel right.	Follow the online lesson: Relationships		Rule of law: Respect: Individual liberty:	
2	Eco fair prep	<ul style="list-style-type: none"> • Each year group are to plant seeds to be sold by JLT at the Eco Fair. • Please see the following document to see what you will be sowing: Seeds • Each class must sow and care for the plants until they are ready to be sold. • Each year group should produce 20 pots. • Soil can be found in the shed in the outdoor classroom. Pots and seeds will be given to you. • Please plant in the outdoor classroom. • Planting does not need to be done during the PSHE slot but it MUST be done this week. • Please print off enough copies of your plants instructions so they can be given with the plant when sold. 			
3	identify the risks associated with alcohol, explain how alcohol can affect health now and in the future, and recognise strategies to keep ourselves safe.	Follow the online lesson: Alcohol		Rule of law: Individual liberty: Democracy	
4	Understand how racism affected people in Britain and how civil rights laws helped bring change	<ul style="list-style-type: none"> • Ask chn: <ul style="list-style-type: none"> ○ What are civil rights? ○ Why do we need laws to protect people's rights? ○ What happens if people are treated unfairly? • Explain: Today we are learning about a time when people in Britain were treated unfairly because of their race — and how this was challenged. • Introduce chn to the colour bar: In the early to mid-1900s, there was something called the colour bar in Britain. What was the colour bar? It was not a law It was a widespread practice where Black and Asian people were treated unfairly • They were often: <ul style="list-style-type: none"> ○ Refused jobs ○ Denied housing ○ Turned away from pubs and clubs ○ Some signs even said: ○ No Blacks, No Irish, No Dogs. • This shows that racism existed openly in Britain and affected people's everyday lives. • The 'colour-bar' was a form of racism in Britain where Black and Asian people were denied jobs, housing, and access to certain public places. They often had to pay more for housing and services because of discrimination by landlords, employers, and institutions. • Introduce chn to Harold Moody. Harold Moody, a Jamaican-born medical doctor in London, faced racism when hospitals refused to employ him in the 1920s. In response, he opened his own medical 	Colour bar Racism Discrimination Equality Civil rights Protest Law Justice Community	Democracy Rule of Law Mutual Respect Tolerance Individual Liberty	

		<p>practice and founded the League of Coloured People to pressure the government, and gain support for to abolition of the 'colour bar'.</p> <ul style="list-style-type: none"> ● It would be another 40 yrs before the first race relations act was formed. <ul style="list-style-type: none"> ○ Ask chn to discuss the following questions: ○ Why was the colour bar unfair? ○ How might this have made people feel? ○ Which civil rights were being ignored? ● Draw out: <ul style="list-style-type: none"> ○ Equality ○ Respect ○ Fairness ○ Safety and dignity ● Explore the Bristol Bus Boycott (1963) ● Explain: In 1963, the bus company in Bristol refused to employ Black or Asian drivers. Members of the local community organised a peaceful boycott. People refused to use the buses. They worked together to challenge racism without violence ● What happened? <ul style="list-style-type: none"> ○ The boycott was successful ○ The bus company removed the colour bar ○ Black and Asian drivers were employed ● On August 28, 1963, the transport company was forced to end the Bristol Omnibus Company colour bar due to the ongoing Bristol Bus boycott. ome people from Bristol supported the boycott and marches to get the company to drop the colour bar. ● Key message: Peaceful protest can lead to real change. ● On post it notes, chn to complete one sentence: ● The colour bar shows us that... ● The Bristol Bus Boycott matters because... ● Final message: Rights today exist because people in the past stood up to unfairness. 			
5	Understand how the Race Relations Acts helped protect people's civil rights and challenge racism	<ul style="list-style-type: none"> ● Recap on the previous lesson: <ul style="list-style-type: none"> ○ What was the colour bar? ○ Why was it unfair? ○ How did the Bristol Bus Boycott challenge racism? ● Explain: After events like the Bristol Bus Boycott, the government realised that racism needed to be challenged not just by protests, but by laws. ● Between 1965 and 1976, the UK government passed a series of laws called the Race Relations Acts. ● What were the Race Relations Acts? <ul style="list-style-type: none"> ○ Laws designed to protect people from racism ○ Made it illegal to discriminate against someone because of their race ● What did the laws cover? ● Discrimination became illegal in: <ul style="list-style-type: none"> ○ Jobs ○ Housing ○ Education ● This meant people could no longer be treated unfairly at work, at school, or when trying to find a home because of their race. ● Why do these laws matter? ● The Race Relations Acts helped protect people's civil rights and challenged racism in everyday life. ● Emphasise: <ul style="list-style-type: none"> ○ Racism did not disappear overnight ○ But people now had legal protection ○ The law could be used to challenge unfair treatment ● Ask chn to discuss the following questions: 	Race Relations Acts Racism Discrimination Equality Civil rights Law Protection Justice Fairness	Democracy Rule of Law Mutual Respect Tolerance	

		<ul style="list-style-type: none"> ○ Why wasn't it enough to rely only on protests? ○ How do laws help protect people? ○ How might these laws have made people feel safer? ● Draw out <ul style="list-style-type: none"> ○ Fairness ○ Protection ○ Accountability ○ Justice ● Chn to compare what happened before and after the race relations act ● E.g <table border="1" data-bbox="551 339 1529 507"> <thead> <tr> <th data-bbox="551 339 1041 395">Before</th> <th data-bbox="1041 339 1529 395">After</th> </tr> </thead> <tbody> <tr> <td data-bbox="551 395 1041 507"> <ul style="list-style-type: none"> ● Racism allowed in jobs ● Colour bar common ● No protection </td> <td data-bbox="1041 395 1529 507"> <ul style="list-style-type: none"> ● Racism made illegal ● Equal treatment protected by law ● Legal rights </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Chn to discuss <ul style="list-style-type: none"> ○ Identify what changed after the Race Relations Acts ○ Explain why these changes were important ○ Why do you think laws were needed as well as protests? ● Sentence stems: <ul style="list-style-type: none"> ○ Before the law... ○ After the law... ● Look at the following scenario and discuss: A person is refused a job because of their race. ● Questions <ul style="list-style-type: none"> ○ Would this have been allowed before the Race Relations Acts? ○ Would it be allowed after? ○ What could the person do now? ● Key message: Laws give people a way to challenge unfair treatment. ● Chn to answer the following on post it notes:: <ul style="list-style-type: none"> ○ The Race Relations Acts were important because... ○ Laws help protect civil rights by... ○ One thing I have learned about equality is... 	Before	After	<ul style="list-style-type: none"> ● Racism allowed in jobs ● Colour bar common ● No protection 	<ul style="list-style-type: none"> ● Racism made illegal ● Equal treatment protected by law ● Legal rights 			
Before	After								
<ul style="list-style-type: none"> ● Racism allowed in jobs ● Colour bar common ● No protection 	<ul style="list-style-type: none"> ● Racism made illegal ● Equal treatment protected by law ● Legal rights 								
6	Understand how the Grunwick Strike showed that civil rights include fairness, equality, and the right to be heard at work	<ul style="list-style-type: none"> ● Key information and images can be found here: <ul style="list-style-type: none"> https://www.londonmuseum.org.uk/collections/london-stories/grunwick-strike/ https://www.nationalarchives.gov.uk/explore-the-collection/stories/jayaben-desai-and-the-grunwick-dispute/ ● Recap with chn ● What are civil rights? ● Explain to chn: Today we are learning about a time when people stood up for their civil rights at work. ● Introduce chn to Grunwick. ● Key information for chn: <ul style="list-style-type: none"> ○ Grunwick was a photo-processing factory in North London. ○ In 1976, many of the workers — mostly Asian women — went on strike. ○ Introduce Jayaben Desai as a key figure. ● Ask chn: Why did workers go on strike? ● They were protesting against: <ul style="list-style-type: none"> ○ Low pay ○ Poor working conditions ○ Racism and unfair treatment ○ Not being allowed to join a trade union 	Grunwick Strike Trade union Discrimination Equality Civil rights Racism Protest Fairness Solidarity	Democracy Rule of Law Mutual Respect Tolerance Individual Liberty					

		<ul style="list-style-type: none"> ● The workers felt ignored and treated unfairly, so they decided to speak up. ● Ask chn: <ul style="list-style-type: none"> ○ Which rights were being denied? ○ Why is fairness at work important? ○ Why do you think it took courage to strike? ● Draw out <ul style="list-style-type: none"> ○ Equality ○ Respect ○ The right to be heard ○ Protection from discrimination ● Watch the following video which show the solidarity of other union workers(you may want to brief children on the minors strike prior to watch the video) ▶ Look Back at Grunwick ● Explain: The strike did not win straight away, but it had a huge impact. ● What impact did it have? <ul style="list-style-type: none"> ○ Raised awareness of racism at work ○ Changed how trade unions supported minority workers ○ Showed immigrant women standing up for their rights ○ Became a key moment in UK civil rights history ○ Thousands of people came to support the workers, showing community solidarity. ● Chn to work in pairs to match statements. ● Rights being fought for <ul style="list-style-type: none"> ○ Fair pay ○ Equal treatment ○ Safe working conditions ○ Being listened to ● Evidence from Grunwick <ul style="list-style-type: none"> ○ Workers went on strike ○ Support from unions ○ Public attention ○ Community action ● Ask chn: Why do you think Grunwick still matters today? ● On post it notes, chn to complete one sentence: <ul style="list-style-type: none"> ○ Grunwick shows us that civil rights include... ○ Civil rights are important because... ● Final message: Civil rights in the UK exist today because ordinary people stood up to unfairness. 			
--	--	--	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary		
1	Identify how making choices can have a negative impact of someone else's' lives	Follow the online lesson: Stealing		Rule of Law, Mutual Respect	
2	I can explain what discrimination means and describe how the law in Britain protects people from unfair treatment	<ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ○ What might discrimination look like? ○ Why might unfair treatment be harmful? ● Explain that discrimination occurs when someone is treated unfairly because of their characteristics. ● Discuss examples of characteristics such as: <ul style="list-style-type: none"> ○ sex ○ race or ethnicity ○ religion or belief ○ age ● Explain that the law identifies protected characteristics, which must not be used to treat someone unfairly. ● The nine protected characteristics in Britain are: <ul style="list-style-type: none"> ○ 1. Age ○ 2. Disability ○ 3. Gender reassignment ○ 4. Marriage and civil partnership ○ 5. Pregnancy and maternity ○ 6. Race or ethnicity ○ 7. Religion or belief ○ 8. Sex ○ 9. Sexual orientation ● Explain that discrimination can happen when people believe harmful stereotypes. ● Examples of stereotypes: <ul style="list-style-type: none"> ○ assuming someone is good at a sport because of their ethnicity ○ assuming someone cannot join an activity because of their gender ● Discuss why stereotypes can lead to prejudiced thinking. ● Check for Understanding ● Ask: <ul style="list-style-type: none"> ○ What are protected characteristics? ○ Which of these is discrimination? ● Example scenario: <ul style="list-style-type: none"> ○ A girl is told she cannot join a football team because she is female. ○ A team is full and cannot accept any more players. ● Discuss why the first example is discrimination. ● Chn to match the following types of discrimination to their definitions: <ul style="list-style-type: none"> ○ religious discrimination ○ racial discrimination ○ sex discrimination ○ discrimination based on sexual orientation ● Explain that discrimination is illegal in Britain. ● Introduce the Equality Act 2010, which protects people from discrimination based on protected characteristics. ● Explain that the law applies in many situations, including: <ul style="list-style-type: none"> ● workplaces 	Discrimination Characteristic Stereotype Protected Characteristics Equality Act 2010	Democracy Individual Liberty Mutual Respect	

		<ul style="list-style-type: none"> ○ schools ○ services ○ public spaces ● Discuss how discrimination can affect people emotionally and socially. ● Explain that employers or organisations who discriminate can face legal consequences, including: ● court action <ul style="list-style-type: none"> ○ fines ○ compensation payments ○ Hate Crimes ● Explain that a hate crime is when someone commits a crime against another person because of their protected characteristic or perceived characteristic. ● Examples include crimes based on: <ul style="list-style-type: none"> ○ race ○ religion ○ disability ○ sexual orientation ● Explain that hate crimes can be reported: <ul style="list-style-type: none"> ○ to the police (999 in an emergency, 101 for non-emergencies) ○ to trusted adults ○ through online reporting systems ● Highlight that discrimination is never the victim's fault and support should always be sought. ● Plenary ● Ask chn to reflect on the lesson: <ul style="list-style-type: none"> ○ Why is it important to treat people fairly? ○ How does the law help protect people? ○ What should someone do if they see discrimination happening? ● Summarise key learning: <ul style="list-style-type: none"> ○ discrimination is unfair treatment based on characteristics ○ stereotypes can lead to discrimination ○ the Equality Act 2010 protects everyone ○ everyone deserves respect and fairness 			
3	To understand how democracy works in the UK and why voting is important.	<ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ○ How do leaders get chosen? ○ Encourage discussion and gather responses. ● Possible answers may include: <ul style="list-style-type: none"> ○ people vote ○ elections are held ○ The person with the most votes wins ● Explain that in the UK, leaders are chosen through democratic elections. ● Introduce the key term democracy. ● Explain that democracy allows people to choose who represents them in government. ● Discuss key ideas: <ul style="list-style-type: none"> ○ Elections <ul style="list-style-type: none"> ■ Elections allow citizens to choose their leaders. ■ Adults aged 18 and over in the UK can vote. ○ Members of Parliament (MPs) <ul style="list-style-type: none"> ■ People vote for representatives called Members of Parliament. ■ MPs represent local communities in Parliament. ■ They help make laws and decisions for the country. ○ Voting <ul style="list-style-type: none"> ■ During elections, voters select a candidate they support. ■ The candidate with the most votes wins. 	Democracy Election Vote	Democracy Rule of Law Mutual Respect	


		<ul style="list-style-type: none"> ● Explain that voting allows people to have a voice in how their country is run. ● Activity – Class Election ● Conduct a simple classroom election. ● Step 1: Candidates <ul style="list-style-type: none"> ○ Select two or three pupils to stand as candidates. ○ Each candidate briefly explains why they should be chosen. ○ Example role: <ul style="list-style-type: none"> ■ Class Activity Leader or Class Representative ● Step 2: Voting <ul style="list-style-type: none"> ○ Give each pupil a ballot paper. ○ Pupils secretly vote for their preferred candidate. ● Step 3: Counting Votes <ul style="list-style-type: none"> ○ Collect and count the votes together. ○ Announce the winning candidate. ○ Explain that the winner represents the majority choice. ● Plenary ● Discuss with the class: <ul style="list-style-type: none"> ○ Why is voting important? ○ How does democracy help people have a voice? ○ How might decisions be unfair if people could not vote? ● Summarise key ideas: <ul style="list-style-type: none"> ○ voting allows people to share their opinions ○ elections ensure leaders represent communities ○ democracy helps ensure fairness and participation.. 			
4	To develop critical thinking skills by discussing and debating rules and laws.	<ul style="list-style-type: none"> ● Ask <ul style="list-style-type: none"> ○ Should laws ever change? ○ Encourage pupils to share quick thoughts. ● Discuss briefly: <ul style="list-style-type: none"> ○ Why might laws need to change? ○ Can you think of examples where rules have changed over time? ● Explain that societies change, so sometimes rules and laws must be reviewed or improved. ● Introduce the idea of debate as a way people discuss and evaluate ideas. ● Explain that pupils will take part in a short class debate. ● Remind pupils of discussion rules: <ul style="list-style-type: none"> ○ listen respectfully ○ allow others to speak ○ disagree politely ○ support ideas with reasons ● Introduce debate topics. <ul style="list-style-type: none"> ○ Debate Topic 1 – School Uniforms ○ Question: Should schools require uniforms? ○ Possible arguments: <ul style="list-style-type: none"> ○ For: <ul style="list-style-type: none"> ■ promotes equality ■ reduces pressure about clothing ○ Against: <ul style="list-style-type: none"> ■ limits self-expression ■ can be expensive ○ Debate Topic 2 – Phones in School ○ Question: Should pupils be allowed to use phones in school? ○ Possible arguments: <ul style="list-style-type: none"> ○ For: 	Debate Opinion	Democracy Rule of Law Mutual Respect	

		<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ useful for learning ■ helpful in emergencies ○ Against: <ul style="list-style-type: none"> ■ can distract students ■ May lead to cyberbullying ○ Debate Topic 3 – Homework Limits ○ Question: Should there be limits on homework? ○ Possible arguments: ○ For: <ul style="list-style-type: none"> ■ reduces stress ■ allows more time for hobbies ○ Against: <ul style="list-style-type: none"> ■ helps practise learning ■ builds responsibility ● Allow chn to volunteer arguments for or against each topic. ● Encourage respectful disagreement and thoughtful reasoning. ● Plenary – Voting and Reflection ● After each debate topic, hold a class vote. ● Ask: <ul style="list-style-type: none"> ○ Did your opinion change during the debate? ○ Why is it important to listen to different opinions? ○ How can debates help improve rules or laws? ● Summarise that debates allow people to share ideas, consider different perspectives, and make better decisions. 			
5		SATS Week			
6	To understand how citizens can influence change in their community.	<ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ○ What would you improve in your community or school? ● Examples might include: <ul style="list-style-type: none"> ○ safer playground equipment ○ more recycling bins ○ cleaner school environment ○ more green spaces or trees ● Explain that when people want to improve something in their community, they can become active citizens and take action. ● Explain that citizens can influence change in different ways. ● Examples include: <ul style="list-style-type: none"> ○ creating a campaign to raise awareness ○ starting a petition to show support for an idea ○ speaking to local leaders such as councillors or school leaders ○ Sharing ideas through meetings or community groups ● Discuss real-life examples such as: <ul style="list-style-type: none"> ○ campaigns for cleaner parks ○ recycling initiatives ○ improving school facilities ● Explain that change often begins with one idea and people working together. ● Design a Mini Campaign ● Pupils design a simple campaign to improve one of the following: <ul style="list-style-type: none"> ○ the playground ○ recycling in school ○ the school environment ● Task 	Campaign Petition Community	Democracy Rule of Law Mutual Respect	

		<ul style="list-style-type: none"> ● Chs create a short campaign plan or poster that includes: <ul style="list-style-type: none"> ○ the problem they want to improve ○ the change they would like to see ○ actions they would take (petition, posters, speaking to leaders) ○ how the change would benefit the community ● Encourage pupils to present their ideas clearly with drawings, slogans, or bullet points. ● Plenary ● Invite chn to present their campaign ideas to the class. ● Ask: <ul style="list-style-type: none"> ○ Why is this change important? ○ How could people work together to make it happen? ○ What would be the first step in your campaign? ● Summarise key learning: <ul style="list-style-type: none"> ○ Active citizens help improve their communities by sharing ideas, working together, and taking action. 			
--	--	--	--	--	--

Lesson number	Learning objective	Pupils will	Vocabulary	British values	
1	Know when CPR is needed	Follow the online lesson: First Aid Year 6 (Part 1)	Treatment Incident Seizure Allergic Emergency Asthma Life threatening Casualty Clinical advisor Unresponsive Prescribed Compressions	Individual Liberty Mutual Respect Rule of Law	
2	Identify a range of situations that might need first aid.	Follow the online lesson: First Aid Year 6 (Part 2)	Treatment Incident Seizure Allergic Emergency Asthma Life threatening Casualty Clinical advisor Unresponsive Prescribed Compressions	Individual Liberty Mutual Respect Rule of Law	
3	To evaluate charity effectiveness.	<ul style="list-style-type: none"> ● Activity: True or False? ● Read statements such as: <ul style="list-style-type: none"> ○ All charities spend all their money helping people. ○ Some charities are more effective than others. ○ It's important to check how charities use money. ● Key Teaching Point <ul style="list-style-type: none"> ○ Not all charities work in the same way ○ It is important to think carefully ● Part A: What Makes a Charity Effective? ● Discuss key ideas: <ul style="list-style-type: none"> ○ Helps people successfully (impact) ○ Uses money wisely (effective) ○ Is honest (transparency) ○ Makes good choices (ethical) ● Teacher Questions ● What does 'effective' mean? ● Why is honesty important? ● Part B: Case Study Evaluation ● Task: Compare Charities ● Provide two case studies: ● Example A (Strong Charity): <ul style="list-style-type: none"> ○ Most money goes to helping people 	effective, impact, ethical, transparency	Individual Liberty Mutual Respect Democracy Rule of Law	

		<ul style="list-style-type: none"> ○ Clear information about spending ○ Positive results ● Example B (Weaker Charity): <ul style="list-style-type: none"> ○ Lots of money spent on advertising ○ Little information shared ○ Limited impact ● In groups, pupils evaluate using checklist: <table border="1" data-bbox="546 236 1550 461"> <thead> <tr> <th data-bbox="546 236 882 292">Question</th> <th data-bbox="882 236 1218 292">Charity A</th> <th data-bbox="1218 236 1550 292">Charity B</th> </tr> </thead> <tbody> <tr> <td data-bbox="546 292 882 347">Does it help people effectively?</td> <td data-bbox="882 292 1218 347"></td> <td data-bbox="1218 292 1550 347"></td> </tr> <tr> <td data-bbox="546 347 882 403">Is it honest?</td> <td data-bbox="882 347 1218 403"></td> <td data-bbox="1218 347 1550 403"></td> </tr> <tr> <td data-bbox="546 403 882 461">Does it use money well?</td> <td data-bbox="882 403 1218 461"></td> <td data-bbox="1218 403 1550 461"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Plenary ● Discussion ● What makes a good charity? ● Key Message <ul style="list-style-type: none"> ○ Good charities: ○ Help people ○ Use money wisely ○ Are honest and fair ● Remind chn that the need for charities is because of the injustice there is in the world. ● Some people do not have their basic needs ● This is injustice ● Our school definition of injustice is: the absence of God's Kingdom ● Charities help support people in these situations 	Question	Charity A	Charity B	Does it help people effectively?			Is it honest?			Does it use money well?					
Question	Charity A	Charity B															
Does it help people effectively?																	
Is it honest?																	
Does it use money well?																	
4	To plan and present a charity initiative.	<ul style="list-style-type: none"> ● Ask: <ul style="list-style-type: none"> ○ What is a charity? ○ How do charities raise money? ○ What makes a charity effective? ● Quick Discussion <ul style="list-style-type: none"> ○ If we were to help a charity, what would we need to think about? ● Key Teaching Point ● Planning is important to make a real difference ● Part A: Introduce the Project ● Explain: ● You are going to plan your own charity initiative. ● Options: <ul style="list-style-type: none"> ○ Fundraising event ○ Awareness campaign ○ Community project ● Part B: Group Project ● Task: Plan Your Charity Initiative ● In groups: ● Step 1: Choose a Charity <ul style="list-style-type: none"> ○ Examples: ○ Animals ○ Environment ○ Health 	campaign, organise, budget, audience	Individual Liberty Mutual Respect Democracy													

		<ul style="list-style-type: none"> ○ Poverty ● Step 2: Plan Your Idea <ul style="list-style-type: none"> ○ What will you do? ○ Who will it help? ○ What is your goal? ● Step 3: Assign Roles <ul style="list-style-type: none"> ○ Leader ○ Designer ○ Speaker ○ Organiser ● Step 4: Budget <ul style="list-style-type: none"> ○ How will you raise money? ○ What will you need to spend? ● Step 5: Create a Presentation ● Include: <ul style="list-style-type: none"> ○ Name of campaign ○ What it does ○ Why it matters ● Teacher Questions <ul style="list-style-type: none"> ○ Who is your audience? ○ How will you persuade people? ○ What impact will this have? ● Key Teaching Point <ul style="list-style-type: none"> ○ Good organisation leads to successful outcomes ● 3. Plenary ● Presentation Time ● Groups present to the class ● Peer Feedback <ul style="list-style-type: none"> ○ What worked well? ○ What could be improved? ● Key Message <ul style="list-style-type: none"> ○ Everyone can take action to help others 			
5 and 6	To learn about the feelings pupils might experience when moving to secondary school, and ways of managing these feelings	Refer to PSHE Association lesson plan  Lesson plan Lesson 5 / 6.pdf	transition opportunity challenge secondary school feelings worries support resilience independence wellbeing	Individual Liberty Mutual Respect Democracy	