

PSHE Matters:

A PSHE Curriculum
for
Primary Schools



INTRODUCTION TO PSHE MATTERS

Why does PSHE Matter?

Personal, Social, and Health Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.

PSHE enables students to understand and respect our common humanity: it's diversity and it's differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning.

Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

PSHE helps pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

PSHE doesn't just exist within the curriculum. The wide range of activities and experiences that schools offer beyond the curriculum in which pupils contribute to their school life and community, are a key part of PSHE. For truly effective PSHE, the whole school ethos will support the curriculum and principles.

PSHE Matters strives to:

- promote best Personal Social and Health Education (PSHE) practice
- build on established practice in primary schools
- present a spiral curriculum which is easy to understand and accessible to all
- increase teacher confidence, particularly around teaching sensitive issues
- ease teachers' load by providing creative lesson ideas
- provide formative and summative assessment activities
- improve pupils' emotional literacy
- help pupils to stay safe and healthy
- impact positively on the school ethos/culture, help prepare pupils for life and work by developing 'Skills for Life'
- ensure schools are ready for statutory Relationships and Sex Education (RSE)

The 10 Principles of Effective PSHE

The PSHE Association has developed the following evidence-based principles of good practice in PSHE that apply across all Key Stages. PSHE Matters has been designed with these in mind:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

A Safe Learning Environment

It is important that PSHE is delivered within a safe, secure and supportive learning environment where children's genuine questions and concerns can be sensitively addressed. The class may already have an established set of ground rules.

Ground Rules

It is important to think carefully about the possibility of disclosures from pupils who, as a result of the lesson, may develop the language, skills, knowledge and understanding needed to make a disclosure about their own experiences. Whilst this is not to be discouraged, it is very important that if pupils make personal disclosures to school staff, they do so in a suitable, one-to-one setting. It is not appropriate, therefore, to encourage pupils to talk about sensitive personal matters in the classroom in front of peers. Therefore, it is good practice before teaching PSHE to have clear ground rules introduced at the start of the lesson.

Being mindful of how topics could act as a trigger for pupils, should always be considered as some topics raise very sensitive issues. Having clear ways of supporting pupils should be made clear in the PSHE policy.

To be effective, students and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary.

Possible Ground Rules:

- We will not ask each other personal questions.
- We have the right to 'pass' if we do not wish to comment.
- We agree to join in and make a positive contribution.
- We will listen to each other without interrupting.

Distancing techniques, using third person such as characters from a story, scenarios, role play and depersonalised discussions and anonymous question boxes are strategies that are promoted throughout 'PSHE Matters.'

School staff should not promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils.

Safeguarding procedures must be followed when any disclosures are made. It is important to take into account DfE guidance and all relevant school policies when planning and delivering PSHE.

How to use PSHE Matters

The PSHE Modules

The PSHE Modules are constructed around 3 age groups:

Key Stage 1	(Years 1 and 2)
Lower Key Stage 2	(Years 3 and 4)
Upper Key Stage 2	(Years 5 and 6)

Within each age group there 12 learning modules that could be taught in any order over a two-year period. If not taught over a two-year period then it is important that schools select content that is relevant to their pupils needs. This resource is not definitive and schools should use it flexibly and adapt it and develop it where appropriate.

The 12 modules are:

1. **Drug Education** - including how to manage risk and peer influences
2. **Exploring Emotions** - including how to recognise and manage feelings and emotions
3. **Being Healthy** - including the importance of looking after our mental health
4. **Growing up** - including the Sex Education element
5. **Changes** - including loss
6. **Bullying Matters** - including how to ask for help
7. **Being Me** - including identity and community
8. **Difference and Diversity** - including challenging stereotypes
9. **Being Responsible** - including looking after the environment
10. **Being Safe** - particularly featuring cyber, gaming and CSE
11. **Relationships** - including what is a healthy relationship
12. **Money Matters** - including enterprise

Each module starts with learning opportunities. These are taken from the PSHE Association Programme of Study 2017 statements which are based on the 3 core themes: Health and Well-Being; Relationships and Living in the Wider World. (The PSHE Association programme of study can be found on the PSHE Association website.) www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

Each of the 12 modules include a range of activities; some activities will take more time than others. It is up to the teacher to decide what is covered. This non-prescriptive approach allows schools to develop a relevant curriculum based on pupils' and community needs.

INTRODUCTION TO PSHE MATTERS

Long Term Plan Examples

Overview: Annual long-term plan for single year classes.

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y2	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

Overview: Two year long-term plan for mixed aged classes.

Year 1

Module			
Being Healthy	Year 1/2	Year 3/4	Year 5/6
Relationships	Year 1/2	Year 3/4	Year 5/6
Exploring Emotions	Year 1/2	Year 3/4	Year 5/6
Difference and Diversity	Year 1/2	Year 3/4	Year 5/6
Being Responsible	Year 1/2	Year 3/4	Year 5/6
Bullying Matters	Year 1/2	Year 3/4	Year 5/6

Year 2

Module			
Drug Education	Year 1/2	Year 3/4	Year 5/6
Growing Up	Year 1/2	Year 3/4	Year 5/6
Changes	Year 1/2	Year 3/4	Year 5/6
Being Me	Year 1/2	Year 3/4	Year 5/6
Money Matters	Year 1/2	Year 3/4	Year 5/6
Being Safe	Year 1/2	Year 3/4	Year 5/6

ACTIVE TEACHING AND LEARNING IDEAS

A range of teaching and learning ideas have been included in the 12 modules. Below is a description of some of the ideas suggested.

A-Z

This simple technique can be used in many subject areas. For example: children can be asked to create an A-Z of things that make them happy. Sometimes it might be appropriate to make this a time limited exercise and introduce an element of competition.

Advice Alley

Children stand into facing rows to create an alley. The character walks down the alley and each part of the wall speaks as they pass alternating sides. Give the children time to think about what they would like to say and asked them to practise it all together before doing it for real.

Agree/Disagree Continuum

Display an ‘agree sign’ at one end of the room and a ‘disagree sign’ at the other. A statement is made such as: chocolate is the best food. The children move to the point on the line where their opinion lies.

It is important to stress that there is no right or wrong answer. The only thing that is important is that it is their opinion, and they can explain it in a polite way.

This technique can be used in all sorts of lessons and allows children to understand that it is acceptable to disagree with people. It is important to listen to other people’s ideas. The technique also encourages children to practice expressing their own choices rather than succumb to peer pressure.

The continuum can have many uses. It can help children to assess risk if you have low risk at one end and high risk at the other.

Brainstorm

This is where a group or class think of all words connected to a question or subject.

Carousel

Divide the class into pairs and asked them to call themselves A and B. Ask all the A’s to stand in a circle facing outwards. The B’s then stand opposite their partner creating a circle facing inwards. This is a technique that allows children to work in pairs that are constantly changing. So before you start ask the B’s to go to the next A to their left. They can then be moved as many people as you choose between each activity/question.

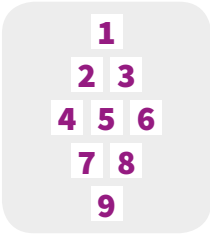
Change Places If...

Ask the children to create a circle. The teacher then can make statements which, if they are true of the child, then the child has to move to another place. The statements can relate to the subject being studied. It can be used as a baseline activity and then a summative.

Diamond 9

Small groups are given prepared cards connected to a subject such as: love is... The number of cards in the Diamond can be 9 or 16. It is also possible to put extra cards in which then have to be discarded as the groups create the pattern shown:

The order will come from which cards they consider the most important. The most important being in the place of number 1.



Draw and Write

A simple statement is made, for example; a bully looks like... The child then draws a picture and can label it and/or write sentences beside it to explain.

Freeze Frames/Statues

This simple technique enables children to express emotions that they cannot always articulate and provides an excellent warm up. It can also encourage children to select key moments.

Ask the children to freeze individually as a character; for example, in a particular moment in a text. In small groups ask children to create a freeze frame of a particular moment. (It is important to make it clear that this should not be like a portrait photograph, it’s an ‘in action’ moment.)

Gingerbread

This is a very simple technique for allowing children to think about what they know about a character’s personality and/or feelings as opposed to the facts about the character.

Draw the outline of a gingerbread with plenty of space in the middle. Explain that all the facts about the character need to be written around the outside. Any personality and/or feelings are placed in the middle.

Hotseat

Hot seating is a technique in which a child or staff member is in role as a character and other members of the group or class ask them questions. Top tips:

- Ask them to think about questions beforehand.
- Ask them to think about intelligent questions about feelings and relationships with other people - questions about facts and age etc. don’t often help the purpose of the exercise.
- If the children are going into role give them an exercise such as the gingerbread outline first, in order to help them start to think about how the character might be played.
- When looking round the room at those being hot seated it should be obvious that they are playing another character and not themselves through their physicality.

ACTIVE TEACHING AND LEARNING IDEAS

Mime

Mime is a technique in which actors move but don't speak. When working with children it is always advisable to ask them to start and finish with a freeze frame.

Question/Worry Box

Create a post box in which children can anonymously place questions or worries according to the activity concerned. (Please note some classrooms have a permanent worry box.) It is important that all the children get the opportunity to write their question or worries safely. It is also important to make it clear that personal questions about other people will not be answered. Please also make it clear that if there is anything in the box that causes concern, the member of staff will talk to someone else after having talked to the child.

Round of...

Give the children a sentence stem such as: "I have found this lesson interesting because..." Each child takes it in turn to complete it.

Step Debate

Divide the class in half and have a member of staff stand in the middle. One half of the class has to argue 'For'. For example, "Everyone can dance." The other half of the class has to argue 'Against' that statement. They can discuss their arguments in their halves (in pairs if that is simpler). Then each side presents one argument at a time, and if the member of staff is convinced they will take a step towards that half. At the end, the side which has the member of staff closest to them wins the argument.

Target

This method can be used in various ways. It is used in the friendship section, so that children can identify their circle of friendships. Those closest to them would be at the centre of the target and those further away at the edges. Clearly this would be a private activity not be shared with others.

It can also be used as an assessment method by asking children to mark on the target how confident they feel about an issue at the beginning of a piece of work. It is possible then to repeat the process and see if there's any change.



Emotion Tracking

This method is fantastic at exploring emotions. In role as characters within a freeze frame, walk round the statues and touch them on the shoulder. This is the cue for them to share how their character is feeling. One word is sufficient. Make sure they are talking about feelings and not thoughts. It will be a matter of training them to achieve this. It is also helpful not just to accept 'happy' and 'sad'. This not only helps with understanding the range of emotions but also develops vocabulary. Even if characters have been moving and talking in role play, you can ask them to freeze in order to 'Emotion Track'.

Consequence Wheel

This activity encourages children to think about first and second order consequences of a particular event or action. They write a possible action or event in a circle. They write as many direct consequences as possible in a set of circles and join them to the main event / action with a single line. Then they think of second order consequences and write them in a further set of circles which they join to direct consequences with a double line.

Thumbs up

Simple questions can be asked about understanding, feelings etc. Children answer by putting their thumbs up if they feel positive or understand, thumbs down if they're struggling to understand or don't feel very positive. There is also the option to put your thumbs in a straight line indicating they don't feel one thing or another.

Templates for activities can be found on pages 97 - 113.

Useful Resources to Support Intervention

Emotional and Mental Health Resource for schools, providing useful intervention ideas to help reduce barriers to learning.
derbyshire.gov.uk/site-elements/documents/pdf/social-health/children-and-families/mental-health-and-wellbeing/emotional-and-mental-health-toolkit.pdf

Measuring and Monitoring Children & Young People's Mental Wellbeing: A toolkit for schools and colleges.
www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/mental-health-toolkit-for-schools/

ASSESSMENT IN PSHE MATTERS

Why is assessment important in PSHE?

Assessment is central to effective, quality teaching and learning in all curriculum subjects and PSHE is no different.

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning.

To enable this to happen, assessment has to be an integral part of the teaching and learning process and needs to focus on clear learning outcomes related to the curriculum and not on behavioural outcomes only.

This is important as we are assessing skills, attitudes, knowledge and understanding not behaviour.

Using assessment for learning effectively in PSHE

- Find out what pupils already know and understand before embarking on a theme.
- Share learning objectives and outcomes with pupils which will help them to understand the standard of knowledge and skills to aim for or achieve.
- Provide formative feedback that helps pupils to identify how to improve.
- Teach pupils self-assessment techniques and strategies so that they are able to assess their developing knowledge, understanding, attitudes and skills.
- Differentiate activities.
- Include time for reflection and action within the session.
- If pupils aren't achieving, consider which different strategies we can put in place to support them more effectively.

Assessment ideas in PSHE Matters

The assessment ideas in this resource are intended to be flexible to help teachers think about how PSHE can be assessed. They can be used as set out in this document or easily amended.

An assessment suggestion box has been included at the end of each module. This has been included so teachers can find out what pupils know at the start of the topic (baseline) and what they have learnt by the end (summative).

The first assessment grids are examples of how to record whether a group of pupils are 'working towards', 'at' or 'working at greater depth'.

The second assessment grids have been set out to allow you to think about those pupils who are not achieving the key objectives and what the next steps will be in order to support them.

The 'Skills Assessment Wheel' has been included as a tool for staff to use with Key Stage 1 pupils. At Key Stage 2 it can be used for pupils to reflect on the skills they are working towards, allowing them to deepen their understanding of what the skills might mean to them and how they might have used and applied them. This wheel could also be used in other areas of the curriculum.

At the end of each module there is a question related to the module. For example, 'Learning about how to manage our emotions matters because...' Including this helps the children to make connections to their lives and to reflect on what has been taught. For some this will be a challenging activity and they may need support in identifying why it matters however this will come with practice. It is important to create a space where they can give honest feedback - PSHE needs to be relevant and meaningful to their lives.

Their responses to this round can guide us to ensure we are addressing what really matters to them. The PSHE matters question at the end of each module is linked to the 'PSHE Matters Passport' which allows the pupils to record their responses. This also allows pupils to look back at their responses over the year identifying if their attitudes have changed. This activity can also be used as a summative assessment tool.

All the assessment ideas have been designed to make assessment meaningful rather than simply a tick box exercise.

Key Stage 1

CORE THEME: HEALTH AND WELLBEING

TOWARDS = 1

AT=2

GREATER DEPTH=3

Learning Outcomes	Pupil's Name					
Can explain what keeps them healthy. (H1)						
Can make simple choices about their health and wellbeing. (H2)						
Can recognise what they like and dislike. (H2)						
Can set themselves simple goals. (H3)						
Can express some of their positive qualities/strengths. (H3)						
Can name and identify a range of feelings. (H4)						
Can develop simple strategies to manage some feelings. (H4, H5)						
Can explain ways of keeping clean. (H6)						
Can use skills developed to help prevent diseases spreading. (H7)						
Can explain some changes that happen from young to old. (H8, H9)						
Can name main parts of the body including external genitalia. (H10)						
Can talk about the harmful aspects of some household products/medicines. (H11)						
Can describe ways of keeping safe in different situations. (H12)						
Can explain different ways that family and friends should care for one another. (H13)						
Can identify that they do not need to keep secrets and explain why. (H14, H15)						
Can recognise what is meant by privacy for themselves and others. (H16)						

Key Stage 1

CORE THEME: RELATIONSHIPS

TOWARDS = 1

AT=2

GREATER DEPTH=3

Learning Outcomes	Pupil's Name					
Can communicate their feelings to others. (R1)						
Can recognise that their behaviour can affect other people. (R2)						
Can recognise the difference between secrets and nice surprises. (R3)						
Can recognise what is fair and unfair. (R4)						
Can begin to share their views and opinions. (R5)						
Can actively listen to other people and to instructions. (R6)						
Can work cooperatively with others. (R6, R7)						
Can identify the differences and similarities between people. (R8)						
Can identify what makes them special. (R9)						
Can recognise what kind of physical contact is acceptable/unacceptable and how to respond appropriately. (R10)						
Can recognise people's bodies and feelings can be hurt. (R11)						
Can be kind to others. (R12)						
Can recognise different types of bullying and why it is wrong. (R13)						
Can identify who to go to if they need help with their worries. (R14)						

Key Stage 1

CORE THEME: LIVING IN THE WIDER WORLD

TOWARDS = 1

AT=2

GREATER DEPTH=3

Learning Outcomes	Pupil's Name					
Can demonstrate how we can care for one other. (L1)						
Can contribute to the life of the classroom and school. (L1)						
Can follow classroom and school rules. (L2)						
Can demonstrate how to be responsible. (L3)						
Can explain which groups they belong to, such as family and school. (L4)						
Can explain how we can care for animals. (L5)						
Can identify ways to respect our local environment. (L5)						
Can identify where money comes from and what influences how we spend it. (L6, L7)						
Can express why they are unique. (L8)						
Can explain ways in which we are the same as all other people. (L9)						
Can identify what to do in an emergency. (L10)						

Key Stage 2

CORE THEME: HEALTH AND WELLBEING

TOWARDS = 1

AT=2

GREATER DEPTH=3

Learning Outcomes	Pupil's Name					
Can identify what affects their physical and mental health. (H1, H12)						
Can understand what a balanced diet includes. (H2)						
Can recognise what might influence our choices to have a 'balanced lifestyle.' (H3, H16)						
Can identify how images in the media don't always reflect reality. (H4, L7, L18)						
Can identify their strengths and suggest areas for improvement. (H5)						
Can name and identify a range of feelings. (H6)						
Can use strategies to help manage their emotions. (H7)						
Can identify positive ways to face new challenges such as transition. (H8)						
Can recognise, predict and manage risks in different situations. (H9, H10, H14)						
Can explain how their actions have consequences for themselves and others. (H11, H13)						
Can identify safety rules and where to get help. (H15, H23)						
Can identify substances/drugs that are legal/illegal and identify the risks. (H16, H17)						
Can identify physical/emotional changes during puberty. (H18)						
Can explain what human reproduction is. (H19)						
Can understand what appropriate and inappropriate touch/contact means and identify strategies required. (H20)						
Can describe hazards that may exist in their environment and describe strategies to keep them safe. (H21)						
Can describe strategies for keeping safe and being responsible. (H22, H24, H25)						

Key Stage 2

CORE THEME: RELATIONSHIPS

TOWARDS = 1

AT=2

GREATER DEPTH=3

Learning Outcomes	Pupil's Name					
Can communicate their feelings to others. (R1)						
Can identify skills to maintain and form good relationships. (R2)						
Can identify the difference between a healthy and an unhealthy relationship. (R2, R3)						
Can recognise different types of relationships. (R4, R5, R6, R19)						
Can understand that their actions affect themselves and others. (R7)						
Can identify what kind of physical contact is acceptable/unacceptable and how to respond appropriately. (R8, R21)						
Can recognise the risks associated with 'keeping a secret.' (R9)						
Can work collaboratively and co-operatively. (R10)						
Can demonstrate that they can be kind and respectful to others. (R10, R21)						
Can listen to others' points of view and respond appropriately. (R10, R11)						
Can identify strategies to resolve conflicts. (R12)						
Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' (R13, R17)						
Can identify the consequences of teasing, bullying and discrimination. (R14)						
Can recognise and identify how to manage 'dares.' (R15)						
Can identify how to recognise and challenge stereotypes. (R16)						
Can recognise bullying in all its forms. (R18)						
Can understand that forcing anyone to marry is a crime. (R20)						

Key Stage 2

CORE THEME: LIVING IN THE WIDER WORLD

TOWARDS = 1

AT=2

GREATER DEPTH=3

Learning Outcomes	Pupil's Name					
Can take part in a debate or topical issue and confidently share their point of view. (L1)						
Can explain why rules and laws are needed in different situations. (L2)						
Can identify that people have basic human rights and they are there to protect everyone. (L3, L4, L5)						
Can identify the consequences of aggressive and harmful behaviours. (L6)						
Can explain strategies for getting support for themselves or others at risk. (L6)						
Can identify the different rights and responsibilities at school, home and community and the skills they need. (L7)						
Can identify and demonstrate strategies to resolve differences. (L8)						
Can demonstrate respect and show tolerance towards people different from themselves. (L8)						
Can identify groups to which they belong. (L9)						
Can understand what being part of a community means and the local and national groups that support them. (L9, L10)						
Can appreciate the range of identities in the UK. (L11)						
Can describe some of the different beliefs and values in society. (L12)						
Can explain how to be a critical consumer. (L13, L14)						
Can suggest ways of protecting their environment and improving their community. (L15)						
Can demonstrate their enterprise skills. (L16)						

Key Stage 1

CORE THEME: HEALTH AND WELLBEING

Learning Outcomes	Pupils Not Achieving	Next Steps
Can explain what keeps them healthy. (H1)		
Can make simple choices about their health and wellbeing. (H2)		
Can recognise what they like and dislike. (H2)		
Can set themselves simple goals. (H3)		
Can express some of their positive qualities/strengths. (H3)		
Can name and identify a range of feelings. (H4)		
Can develop simple strategies to manage some feelings. (H4, H5)		
Can explain ways of keeping clean. (H6)		
Can use skills developed to help prevent diseases spreading. (H7)		
Can explain some changes that happen from young to old. (H8,H9)		
Can name main parts of the body including external genitalia. (H10)		
Can talk about the harmful aspects of some household products/medicines. (H11)		
Can describe ways of keeping safe in different situations. (H12)		
Can explain different ways that family and friends should care for one another. (H13)		
Can identify that they do not need to keep secrets and explain why. (H14, H15)		
Can recognise what is meant by privacy for themselves and others. (H16)		

Key Stage 1

CORE THEME: RELATIONSHIPS

Learning Outcomes	Pupils Not Achieving	Next Steps
Can communicate their feelings to others. (R1)		
Can recognise that their behaviour can affect other people. (R2)		
Can recognise the difference between secrets and nice surprises. (R3)		
Can recognise what is fair and unfair. (R4)		
Can begin to share their views and opinions. (R5)		
Can actively listen to other people and to instructions. (R6)		
Can work cooperatively with others. (R6, R7)		
Can identify the differences and similarities between people. (R8)		
Can identify what makes them special. (R9)		
Can recognise what kind of physical contact is acceptable/unacceptable and how to respond appropriately. (R10)		
Can recognise people's bodies and feelings can be hurt. (R11)		
Can be kind to others. (R12)		
Can recognise different types of bullying and why it is wrong. (R13)		
Can identify who to go to if they need help with their worries. (R14)		

Key Stage 1

CORE THEME: LIVING IN THE WIDER WORLD

Learning Outcomes	Pupils Not Achieving	Next Steps
Can demonstrate how we can care for one other. (L1)		
Can contribute to the life of the classroom and school. (L1)		
Can follow classroom and school rules. (L2)		
Can demonstrate how to be responsible. (L3)		
Can explain which groups they belong to, such as family and school. (L4)		
Can explain how we can care for animals. (L5)		
Can identify ways to respect our local environment. (L5)		
Can identify where money comes from and what influences how we spend it. (L6, L7)		
Can express why they are unique. (L8)		
Can explain ways in which we are the same as all other people. (L9)		
Can identify what to do in an emergency. (L10)		

Key Stage 2

CORE THEME: HEALTH AND WELLBEING

Learning Outcomes	Pupils Not Achieving	Next Steps
Can identify what affects their physical and mental health. (H1, H12)		
Can understand what a balanced diet includes. (H2)		
Can recognise what might influence our choices to have a 'balanced lifestyle.' (H3, H16)		
Can identify how images in the media don't always reflect reality. (H4, L7, L18)		
Can identify their strengths and suggest areas for improvement. (H5)		
Can name and identify a range of feelings. (H6)		
Can use strategies to help manage their emotions. (H7)		
Can identify positive ways to face new challenges such as transition. (H8)		
Can recognise, predict and manage risks in different situations. (H9, H10, H14)		
Can explain how their actions have consequences for themselves and others. (H11, H13)		
Can identify safety rules and where to get help. (H15, H23)		
Can identify substances/drugs that are legal/illegal and identify the risks. (H16, H17)		
Can identify physical/emotional changes during puberty. (H18)		
Can explain what human reproduction is. (H19)		
Can understand what appropriate and inappropriate touch/contact means and identify strategies required. (H20)		
Can describe hazards that may exist in their environment and describe strategies to keep them safe. (H21)		
Can describe strategies for keeping safe and being responsible. (H22, H24, H25)		

Key Stage 2

CORE THEME: RELATIONSHIPS

Learning Outcomes	Pupils Not Achieving	Next Steps
Can communicate their feelings to others. (R1)		
Can identify skills to maintain and form good relationships. (R2)		
Can identify the difference between a healthy and an unhealthy relationship. (R2, R3)		
Can recognise different types of relationships. (R4, R5, R6, R19)		
Can understand that their actions affect themselves and others. (R7)		
Can identify what kind of physical contact is acceptable/unacceptable and how to respond appropriately. (R8, R21)		
Can recognise the risks associated with 'keeping a secret.' (R9)		
Can work collaboratively and co-operatively. (R10)		
Can demonstrate that they can be kind and respectful to others. (R10, R21)		
Can listen to others' points of view and respond appropriately. (R10, R11)		
Can identify strategies to resolve conflicts. (R12)		
Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' (R13, R17)		
Can identify the consequences of teasing, bullying and discrimination. (R14)		
Can recognise and identify how to manage 'dares.' (R15)		
Can identify how to recognise and challenge stereotypes. (R16)		
Can recognise bullying in all its forms. (R18)		
Can understand that forcing anyone to marry is a crime. (R20)		

Key Stage 2

CORE THEME: LIVING IN THE WIDER WORLD

Learning Outcomes	Pupils Not Achieving	Next Steps
Can take part in a debate or topical issue and confidently share their point of view. (L1)		
Can explain why rules and laws are needed in different situations. (L2)		
Can identify that people have basic human rights and they are there to protect everyone. (L3, L4, L5)		
Can identify the consequences of aggressive and harmful behaviours. (L6)		
Can explain strategies for getting support for themselves or others at risk. (L6)		
Can identify the different rights and responsibilities at school, home and community and the skills they need. (L7)		
Can identify and demonstrate strategies to resolve differences. (L8)		
Can demonstrate respect and show tolerance towards people different from themselves. (L8)		
Can identify groups to which they belong. (L9)		
Can understand what being part of a community means and the local and national groups that support them. (L9, L10)		
Can appreciate the range of identities in the UK. (L11)		
Can describe some of the different beliefs and values in society. (L12)		
Can explain how to be a critical consumer. (L13, L14)		
Can suggest ways of protecting their environment and improving their community. (L15)		
Can demonstrate their enterprise skills. (L16)		

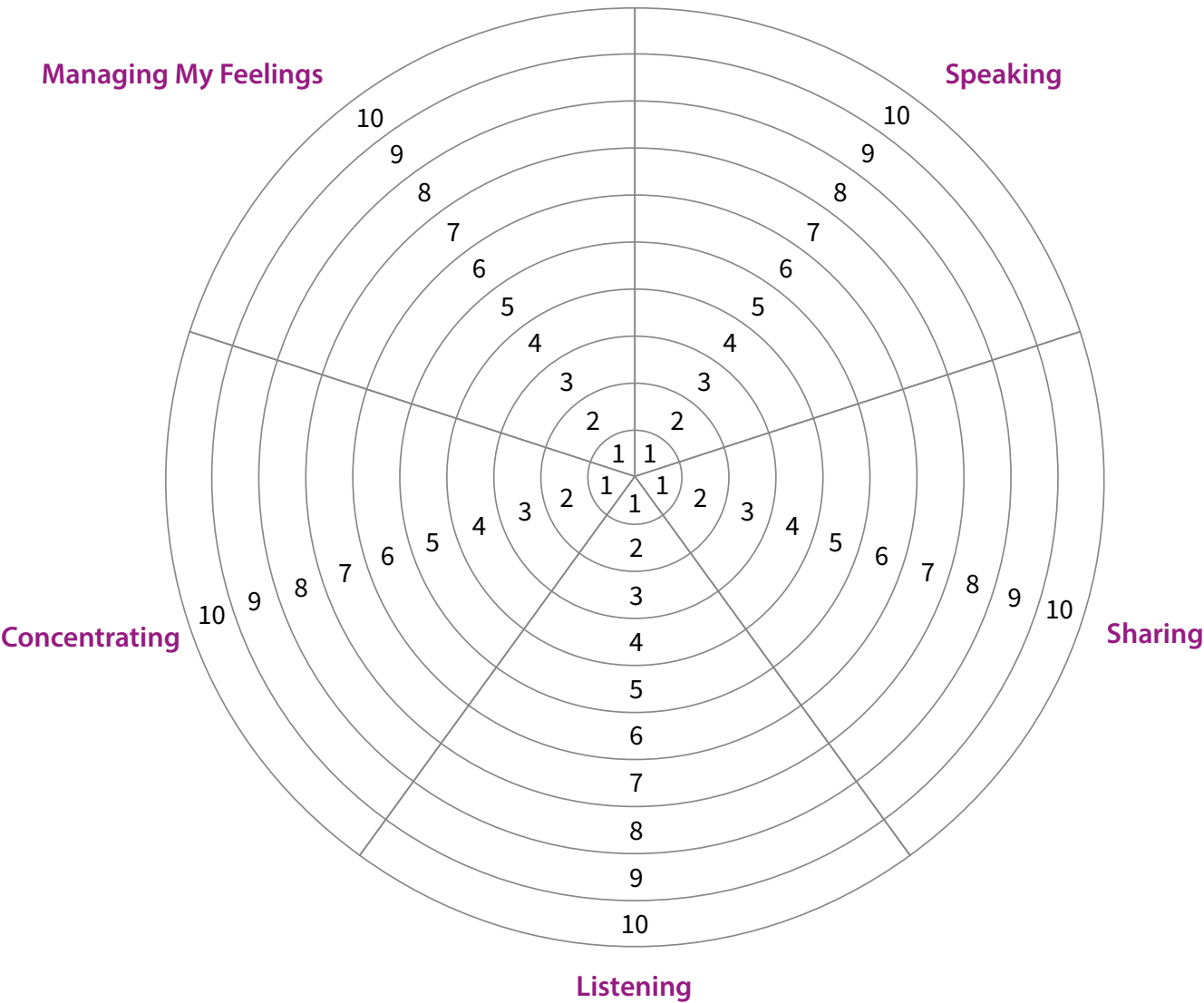
Key Stage 1

SKILLS ASSESSMENT WHEEL

Name:

Date:

The circle below shows 5 different ‘super skills.’ From 1-10 (1 is not very good yet and 10 is brilliant) colour in the numbered box to show how good you are at each skill. Complete it at the start and at the end of a unit of work. Has anything changed? If so, why?



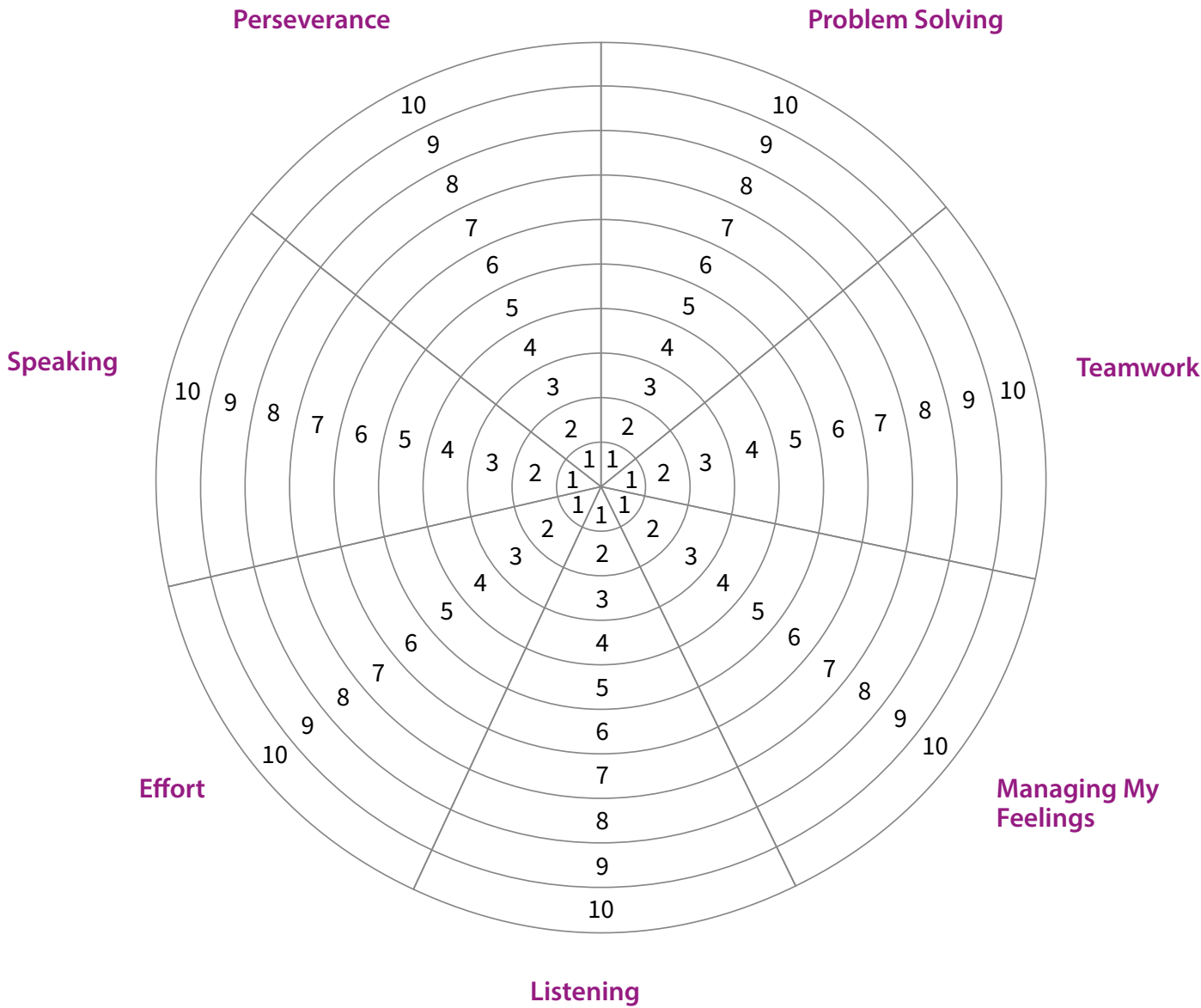
Key Stage 2

SKILLS ASSESSMENT WHEEL

Name:

Date:

The circle below shows 7 different ‘Super Skills.’ From 1-10 (1 is not very good yet and 10 is brilliant) colour in the numbered box to show how good you are at each skill. Complete it at the start and at the end of a unit of work. Has anything changed? If so, why?



Drug Education

Relationships

Growing Up

Exploring Emotions

WHAT I HAVE LEARNT IN PSHE

Changes

Bullying Matters

Being Me

Being Healthy

WHAT I HAVE LEARNT IN PSHE

Money Matters

Difference and Diversity

Being Safe

Rights and Responsibilities

WHAT I HAVE LEARNT IN PSHE

MY ‘SKILLS FOR LIFE’
PSHE PASSPORT



Name: _____

Class: _____



Key Stage 1

Drug Education

Core Theme: Health and Wellbeing: H1, H2, H11, H12, H15

Learning

H1 - Exploring the importance of physical, mental and emotional health.

H2 - Exploring how to make informed choices.

H11 - Understanding the role of drugs as medicines.

H11 - Identifying alternatives to taking medicines.

H11 - Identifying that household products, including medicines, can be harmful if not used properly.

H12 - Identifying rules for and ways of keeping safe.

H15 - Recognising they have a shared responsibility for keeping themselves and others safe.

Activities

- Draw a gingerbread outline on the board to represent a child (Amena). Explain that Amena doesn't feel very well. Can they think of words that would describe how Amena might be feeling? For example, sick, tired, tummy ache, hot, headache, lonely, scared. Write the symptoms inside the gingerbread outline. If this is how she feels on the inside how would she look on the outside? Ask the children to think of a time when they were unwell. Ask them to role play how they looked and felt. Form a circle and do a round: When I am ill, I feel... When I am well, I feel... **(H1)**

Warm Up and End Game

Smile

A smile is passed around the circle. Progress to a sad face, sour face, scared face etc. Which face was the funniest? Play 'Simon Says' with the different faces.

- Use the nursery rhymes 'Miss Polly had a Dolly' and 'Jack and Jill'. Perform together with actions. Discuss how the characters might be feeling. Brainstorm the ways that they could be helped to feel better. For example, medicine, a cuddle, talking about it, a drink, a rest, sleep, etc. Ask the class to think about how kindness can help to make someone feel better. Create a circle and ask pupils to think of how someone has shown them kindness when they were unwell. Pass round an object and complete the sentence stem 'I could...' For example, I could give someone a cuddle. I could ask them how they are feeling, etc. Ask the class to make a 'Get Well Card' for Jack and Jill. Model what could be included. **(H1, H2)**
- Discuss that medicines can be split into 4 different groups.
 1. Prevent illness (Vaccinations).
 2. Ease pain (Paracetamol).
 3. Help the body fight illness (Antibiotics).
 4. Help the body work properly (Insulin).Use characters/puppets that all have different circumstances. For example: Character 1 is going on holiday to India and needs a vaccination. Character 2 has a high temperature and needs paracetamol/medicine. Character 3 has an eye infection. Character 4 has asthma. Discuss each character and their condition and how the medicine would be administered. How might the character be feeling? Ask the children to work in pairs/groups to role play the different scenarios discussed. Share and celebrate their performances. Ask the question - Are medicines always safe? Discuss. **(H11)**

- Show the children different products/pictures such as head-lice shampoo, skin cream, cough medicine, ointment, nose-spray, insulin, asthma inhaler, etc. Ask them to demonstrate how they would get into the body - swallowed, injected, inhaled, absorbed through the skin. Create actions for each and ask them to show you the actions when you show them the products. Who might be responsible for administering them? What are the rules for using medicines safely? **(H2, H12)**
- Place true/false cards on separate sides of the classroom room. Alternatively use thumbs up/thumbs down instead. Develop statements that children have to respond to. For example:
 1. Medicines taste nice.
 2. Medicines can help people to feel better.
 3. Medicines can be dangerous.
 4. Some medicines look like sweets.
 5. Some people have to always take medicines/drugs.
 6. There are other ways to feel better as well as taking medicines.
 7. Medicines are drugs.What have we learnt from doing this activity? **(H2, H11, H15)**
- Put some tablets like sweets in a sealed plastic bag. Pass them round the circle and ask the children to say what they might be. Ask them how they know whether they are safe to eat or not. The point is they don't! Discuss the similarities between some tablets and sweets. Why might it be dangerous to take something if we don't know what it is? What could we do with the tablet to make sure we keep ourselves safe? Make up simple safety rhymes for example: 'If you're not sure leave it on the floor.' 'Stop and think before you take a drink.' **(H2, H11, H12, H15)**

- Give each child a red card. Explain to them that when they hear something that they think is unsafe they show the card. Read the story of 'Goldilocks and the Three Bears'. What could Goldilocks have done instead to stay safer? Make an advice alley and ask the children to practise their advice. When Goldilocks walks down the alley the children give their advice in pairs. **(H2, H12, H15)**
- Show the children household products that Goldilocks might have seen in the house in different rooms. What are they? How might they be used safely? What could we do if we are not sure? Draw a picture of things in the house Goldilocks found that could be dangerous. **(H11, H12, H15)**

Assessment Suggestion

Baseline:

Ask the children the questions: What are medicines? How do they get into the body? Provide a body outline and ask the pupils to draw/write their response. This could be completed again or added to and also be used as a summative assessment.

Summative:

Ask the children to work in pairs. Leila and Luke are in the park and find something that looks like a sweet. Ask them to act out what Leila and Luke would do next. Share the reactions of Layla and Luke. Discuss as necessary.

PSHE Matters Passport Idea

Understanding the rules about medicines matters because...



Lower Key Stage 2

Drug Education

Core Theme: Health and Wellbeing:
H2, H9, H10, H11, H14, H17, H21, H23

Learning

H2 - Recognising how to make informed choices.

H9 - Understanding that people have different attitudes to risk.

H10, H11 - Recognising, predicting and assessing risks in different situations.

H14 - Where to get help and how to ask for help.

H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused.

H21, H23 - Learning rules about staying safe.

Activities

- Discuss and explore the difference between having to and choosing to take medicines? Explore with the children characters that have particular conditions and discuss how these characters may feel or do a freeze frame to show the feeling:

1. Jamal has allergies to dogs and peanuts. Her allergy is very serious and if she even comes into slight contact with peanuts it can cause a serious reaction.
2. Jessica has diabetes and has to have insulin 3 times a day. She has to constantly monitor her sugar levels and think very carefully about what she eats.
3. Alek has asthma and has to use his inhaler throughout the day particularly during and after exercise.

Choose a character from above and create a spider diagram to demonstrate how friends/teachers/family members/community could support them.

Use the following statement to share in a circle at the end of the session:

'It is important to put yourself in someone else's shoes because...'

(H17)

- Gather objects or pictures of objects such as an empty medicine bottle, confectionery, inhaler, an e-cigarette, cleaning agents, energy drink, vitamins, cereal packet, alcohol, etc. Give a different object or name of object to each group and ask them to discuss what they know and what they would like to find out. After a set time ask each group to move to the next group. Ask them to read what has been written and add any new facts or questions. Repeat. Take the sheets away and use to add any further information missed or clarify any misconceptions in the next lesson.

(H17)

- Provide a continuum (see page 104) safe at one end and harmful at the other end of the continuum - discuss what this represents. Provide the children with the names of the objects used in the previous activity. Using all their knowledge gained in pairs, ask them to place the objects on the continuum. Emphasise that discussion and thinking time is important before making a decision. Model the process first!

Share/compare with another group.

What have you found out? Do we always have the same attitude? Does this affect people's choices in the future?

(H2, H9, H17)

- Using the story 'George's Marvellous Medicine' by Roald Dahl, discuss how George misused medicine. Discuss the importance of rules and the possible risks and dangers if not followed.

How should we use medicines safely?

What advice would you give to George?

Write George a short letter.

(H21)

- Discuss the meaning of a 'consequence' and the difference between positive and negative consequences. Provide the children with a set of scenario cards and one dice.

The scenarios could include:

1. What might happen if Robbie gave Susan some of his medicine?
2. What might happen if Robbie didn't clean his teeth?
3. What might happen if Susan tried a cigarette?
4. What might happen if Robbie found a drink and tried it?
5. What might happen if Susan found something that looked like a sweet?

Place the scenario cards face down and turn the top card over. Roll the dice. The pair have to think of as many possible consequences (positive and negative) as it shows on the dice.

Warm Up and End Game

Arm link

Say a number, the children have to link up with the correct number in their group. What happens if you are left out?

For example... What might happen if you gave someone your medicine?

A 3 is rolled -

1. They become ill.
2. They feel better.
3. You get into trouble.

Ask the children to write down the question or have it prepared ready to stick in their books. Ask them to record their responses to achieve points.

Work through the lists created and highlight in two different colours whether the consequences are positive or negative. Today I have learnt that... I enjoyed...

(H2, H10, H11, H17, H21)

- Without any input ask the children to draw two things they consider to be a risk. Using these examples try and define the term risk. Complete the sentence stem together:

A risk is...

Give the children a traffic light outline (see page 105). Red represents high risk, Orange represents medium risk and Green represents low risk. Provide the children with risk statements and a counter each. Statements may include: walking over a pond when it is frozen, taking the wrong amount of medicine, drinking an energy drink, walking to the park alone, not sharing a big worry, riding a bike without a helmet, smoking, jumping into a puddle, talking to strangers online.

Ask the children to place the risk cards face down and to take it in turns to choose and read out a statement. Once the statement has been read out the players have about 10 seconds of thinking time before they place their counter on red, amber or green.

After each card get the children to discuss their reasons. Manage the discussion by timing two minutes.

Model this activity first.

Did everyone always think the same? What does this tell us about other people's attitudes? Today I have learnt that...

(H10, H11)

- Choose three risks from the previous activity and for each one ask the children to explain how they could manage this risk, giving reasons. For example, 'Not sharing a big worry' - I could tell someone so that I don't have to deal with it on my own. Record their responses.

Question: If you are faced with risks or difficult choices who could you ask for help?

Create a circle of support including people who you could ask for help for example, friends, family, school, community, helplines, etc. (See page 107).

How would you ask for help if you needed to?

Role play asking for help to practise communicating their ideas clearly.

(H9, H14, H21, H23)

- Show the children a syringe without a needle. Make sure the children understand what it is for and what is missing. Introduce a scenario: Two friends were playing at the park and found a syringe/syringes. Ask the children to role play what they think the friends would do. Share ideas.

Discuss - How does increasing independence (playing out with friends) bring more responsibility to keeping yourself safe?

(H2, H14, H17, H21, H23)

Assessment Suggestion

Baseline:

Ask the questions - What are medicines? Why might we use them? When could they be dangerous?

Give this out as a sheet and use this as a baseline assessment.

Summative:

Ask the children to draw round their hand and write down 5 safety rules they could share with younger children about what they have learnt.

PSHE Matters Passport Idea

Managing risks matters because...



Upper Key Stage 2

Drug Education

Core Theme: Health and Wellbeing:
H2, H10, H13, H14, H15, H16, H17

Learning

H2 - Knowing how to make informed choices.

H10, H17 - Identifying a range of drugs/substances and assessing some of the risks/effects.

H13 - Identifying influences and when an influence becomes a pressure.

H14 - Developing skills of how to ask for help.

H15 - Identify basic emergency procedures.

H16 - Understanding the term 'habit' and why habits can be hard to change.

Activities

- Give out an A-Z sheet (see page 97). Ask the children to work in pairs to write down all the drinks they have heard of - this may include alcoholic drinks. How many can they think of in the time given? Share with another pair. Discuss any similarities/differences.

Ask the children to highlight all the drinks from their brainstorm that are non-alcoholic. Ask the pair to choose from tea, coffee, energy drinks or fizzy drinks. Ask them to brainstorm at least five facts.

Did anyone highlight/suggest that these drinks may contain caffeine? What is caffeine? How might caffeine affect someone's sleep?

Did anyone include that fizzy/energy drinks contain high levels of sugar?

If 4g is equivalent to 1 cube/spoonful of sugar then how many teaspoons of sugar does an energy drink contain if it has 24g of sugar? What about fizzy drinks 20g of sugar?

Why are health professional so worried about these drinks? (Tooth decay/extractions, obesity etc.)

Is caffeine a drug? Discuss. Ask the children independently to draw/write down three healthier drink alternatives and explain their choices.

(H10, H17)

- Show the children a range of energy drinks/fizzy drinks - pictures/empty containers and/or adverts. Together identify the strategies advertisers use to encourage young people to buy them. For example: colours, cool names, sponsor sports such as surfing, skateboarding and events such as music festivals and electronic games. What image are they trying to sell? Why do they target young people?

Show the techniques using a mind-map.

What health risks do the advertisers never reveal or hide?

Ask the children to work in pairs to invent a fizzy drink/energy drink. Develop jingles and devise an advert suitable for the radio/TV identifying techniques advertisers use.

Develop the advert further by introducing the health risks and dangers advertisers never reveal or hide. Share with the rest of the class.

What I enjoyed about this activity was...

What I have learnt from this activity is...

(H10, H13, H17)

- Split the class into pairs. Give out an A-Z sheet (see page 97). In pairs ask them to write down any drink-associated words to create an A-Z alphabet of alcohol. Firstly, ask them to come up with a team name associated with alcohol. Make it competitive by asking them to include as many words as possible ensuring it is a balanced, realistic approach. For example, A = Alcohol, Addictive, B = Beer, Booze, C = Choice, Consequences, D = Diseases, Drunk, E = Ethanol, Enjoy, F = Fight, Funny, etc. Discuss what was learnt. Is alcohol a drug? Discuss. (H17)

- Give out a copy of a body outline (see page 106). Ask the children to stick or draw the organs (brain, heart, lungs, liver and stomach) in the correct place. Briefly discuss the function of the organs. How would the size of the organs be different to an adult? Discuss the fact that children and young people's bodies are still growing and changing. Using this information, how would this explain one of the reasons why it is against the law for children and young people to drink alcohol? What other reasons might there be? Using a coloured pen/pencil write around the outside of the body outline why some people choose to drink. In another colour explain why others choose not to. What would someone need to do if somebody had drunk too much alcohol and had collapsed? (H15, H17)

- Smoking Quiz.**

- What is in a cigarette that sticks to the lungs?
A. Tobacco, **B. Tar**, C. Rat Poison
- How many chemicals are there in a cigarette?
A. 400, **B. 4,000**, C. 40

- If an alien started to smoke why would it be hard for them to stop? Addictive/Habit
- How much would someone roughly spend if they smoked 10 cigarettes every day?
- If you had to try and persuade an alien NOT to smoke what would you say to them?
Is smoking a drug? Discuss.
(H16, H17)

- Show the film clip of tobacco picking. (The first 4 minutes are the most relevant). www.youtube.com/watch?v=0-8TBcea05Q Discuss what is happening in the film clip. How does this clip make you feel? In pairs ask the children to discuss what they think is in a cigarette? Share that there are 4,000 chemicals in a cigarette. Include pictures on the board of a rat, a rocket, toilet cleaner, paint and vinegar - ask what they all have in common? These chemicals are all found in a cigarette. (Methanol - Rocket Fuel, Arsenic - Poison, Ammonia - Toilet Cleaner, Hexamine - Barbecue lighter, Acetic Acid - Vinegar, Paint, etc.) If people know that cigarettes aren't a healthy choice then why do you think people still choose to try them? If a substance/drug is legal does that make it safe? What does it mean to make an informed choice? Discuss. (H2, H17)

- Did you know that it wasn't till the 1960's that cigarettes were considered bad for your health. Before that most people believed that cigarettes were not harmful. Did you know that soldiers were given free cigarettes in the First and Second World War in their ration packs? As you can imagine after they left the army many of the soldiers who smoked were addicted. What does this mean? What drug in cigarettes is addictive? (Nicotine) Why does smoking become a habit? Why are habits hard to break? Write a letter that could have been sent to the soldiers that would have helped them make more of an informed choice and might have persuaded them not to smoke. (Remember telling people not to do something - often doesn't work!) (H16, H17)

- What influences us? Brainstorm as a class. For example, friends, trends, famous people, sport, parents/carers, teachers, advertising, social media. How can influences affect our decision making? Ask the children to work in pairs and give the children different scenarios. For example:
A. Buying a new pair of shoes/trainers
B. Choosing a breakfast cereal
C. Choosing to drink an energy drink
D. How we use technology

List who and what would influence their decision and give reasons. Give each influence a mark out of 10. 10/10= Very influenced. Share ideas.

When does an influence become a pressure?

Introduce a scenario: Chloe, Jonny, Adi and Carlos are all really good friends. They decide to do something that their parents have told them not to do. However Johnny decides that he doesn't want to do it. In pairs, think about why Johnny might have chosen not to follow his friends and how his friends might have behaved towards him. Is not following the crowd difficult? List strategies/techniques that Johnny might/could use to help him manage the situation. Using these strategies/techniques in pairs/groups to develop role plays of a chosen idea.

(H13, H14)

- Discuss the idea that a problem shared is a problem halved. In life we are often faced with difficult choices. Ask each individual child to draw a picture of themselves and create a circle of support (see page 106). Write possible sentence starters to help someone who may find it difficult to start a conversation when they need to ask for help. Would these sentences be different for different people? Working in pairs practice asking for help. (H14)

Assessment Suggestion

Baseline:

Provide a question box in the classroom and ask pupils to write down any questions they might have. (Always take time to look at the questions before sharing with the class).

Summative:

What is a drug? Ask the children to brainstorm the word and then develop a definition. For example, A drug is a substance that can change the way you think, feel and behave.

PSHE Matters Passport Idea

Learning about drugs matters because...



Key Stage 1

Exploring Emotions

**Core Themes: Relationships: R1, R2
Health and Wellbeing: H1, H4**

Learning

R1 - Recognising a range of feelings in ourselves and other people.

R1 - Recognising how others show feelings and how to respond.

R2 - Recognising that their behaviour can affect others.

H1 - Communicating feelings to others.

H4 - Developing simple strategies for managing feelings.

H4 - Using words to describe a range of feelings.

Activities

- Use movement to explore different emotions - happy, scared, lonely, excited, frustrated. What does anger look like? Angry movements could include stomping, jerky movements and clenched fists. Create frozen statues, take pictures and observe what happens to our body, faces, etc. Is it the same for everyone? Repeat this activity using different emotions. Discuss: Is it good to express feelings? Why might it be better to tell someone how we're feeling than keep it to ourselves?
(R1, H1, H4)
- Provide an A4 sheet divided into 4 equal parts. Ask the children to draw/write their responses to your questions. If anger was a colour what colour would it be? If anger was an animal what animal would it be? If anger was the weather what type of weather would it be? If anger was a food what food would it be? Share and compare ideas. Can the children explain their choices? This could be repeated with any emotion. Questions: Is this a feeling that we like feeling or not? When might someone feel like this? If it's an uncomfortable feeling, how can we stop ourselves feeling this way?
(R1, H4)

- Introduce a character or puppet (e.g. Jake) and explain that it is their birthday tomorrow and he/she will be 7 years old. Wrap up his/her present. Make a circle of chairs and play pass the parcel. Develop different questions for the children to answer when the music stops. (Share the questions before the music starts again so they have thinking time).
 - How might Jake feel the night before his birthday?
 - How might Jake feel when he opens his presents?
 - How might Jake feel if someone breaks one of his birthday presents?
 - How might Jake feel at the end of the day?
 - How might Jake feel when the class sings happy birthday to him?End with a round: When it is my birthday I feel... If feelings get too big who can we talk to?
(R1, R2, H1, H4)
- Introduce an imaginary body scanner. Explain that the body scanner is very useful because it detects what is happening in different parts of the body. Ask a child to lie on the floor and start to move it over the top of their body. Suddenly pretend that the body scanner has stopped working. Will you be able to help? If we can detect how we are feeling early we can sometimes stop it from getting out of control. Give the children a body outline (see page 106) and in pairs ask them to mark with a cross where in their body a person of their age might feel anger and in what form? Ask the question: How do we know when we feel angry? Where might we feel it inside the body? Share and compare ideas.
(R1, R2, H4)
- Place an adult/puppet in the middle of the circle and cover them with a blanket. Explain that when we are angry we can't often think or see clearly. How could we help the character to calm down so that they can see things more clearly?
(H4)
- Explore ways a child of their age could calm down when they are feeling angry. For example: taking deep breaths; counting to 10; talking to somebody else outside the situation or moving away from what is making them angry. Practise these 'Chill Skills'. Hot seat the character who was under the blanket and give them advice. Use a puppet choosing and using a 'Chill Skill'. Ask the children why they might have been angry. Now that they have calmed down can we help them make a good decision about how to resolve his problem? Ask the group to choose a Chill Skill that they would like to practise.
(H1, H4)

- Explore some situations in which Jack or Molly might need to say sorry. For example:
 - Jack is playing tag and knocks someone over in the playground.
 - Jack says nasty things about the way someone looks.
 - Molly is playing with a friend's toy and it breaks.
 - Molly gets angry and kicks someone.
 - Molly treads on somebody's toe by accident.In pairs create a freeze frame after the event, and then get the children to practise saying sorry. The other person needs to react as well. What happens then? Read '*Martha Doesn't Say Sorry*' by Samantha Berger. Is it hard to say sorry? Discuss. What often happens when we do have the courage to say sorry? Draw a picture/cartoon strip using one of the scenarios explored.
(R1, R2, H4)
- Use soft toys e.g. a dinosaur and an owl to represent two ways children their age may behave, namely, impulsively and thoughtfully. This is Daphne, a very little dinosaur. Daphne doesn't always think about what she does. If something goes wrong she just gets cross, very cross. She doesn't stop and think when someone annoys her. Daphne just hits out. When something lovely happens she gets happy, very happy. Daphne jumps up and down. She sings and shouts. Ask the pupils to model how they think Daphne would behave. What do you think would happen if Daphne came to your school and you accidentally bumped into her in the playground or when she won a race? Show examples. Here is Oliver. Oliver loves to think. When things go wrong, he stops and thinks about how to make it better. He tells people how happy he is when something good happens. Oliver tries to make other people happy too. Model how you think Oliver would behave. What do you think would happen if Oliver came to your school and someone accidentally bumped into him in the playground and/or he came first in a race? Show and share examples.
(R2, H4)
- Provide the children with a traffic light (see page 105). Explain that red is stop, orange is think and green is go. To help them understand this concept play a game where you shout out the colour and they have to follow the instructions. Red = stop, Orange = sit crossed legged, Green = go. How could using this help Daphne and Oliver? How might this help you? Display a traffic light in the classroom that can be referred to when situations arise. How might Daphne's and Oliver's behaviour affect other people? Provide a range of different animals - soft toys or pictures and include speech bubbles (see page 103). First ask the class to move around the space like that animal and then fill in the speech bubbles about what the animals might say about how they are

affected by Daphne/Oliver's behaviour? Why is thinking about others' feelings important?
(R1, R2, H4)

- Read the book '*So Much*' by Trish Cooke or develop a story that is about the warmth and love for a baby across a large family. Ask the children how they know if someone cares for them. What might that person say or do? How do you know when you love or care for someone? Think about all the ways we could be a more caring class? Make a list. Provide an outline of a bear (see page 108). This bear is really kind and caring. Colour and decorate the teddy and cut it out. Place the bears in a 'Catch you Caring' box and when the teacher/pupils notices someone being kind, one of the bears is given with the reason on the back. Discuss how being kind to someone feels and also how receiving kindness feels? Celebrate and reinforce daily/weekly.
(R1)
- Play the song '*Happy*' by Pharrel Williams. Ask the children to describe how this song makes them feel without using the word happy. Record new words. What songs make you feel happy? If we are feeling sad, angry, anxious or upset why can music help people to sometimes feel better? What other things could people do to help change their mood? Share ideas.
(R1, H1, H4)

Useful website: www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and

Assessment Suggestion

Baseline:

Brainstorm the names of emotions the children know (see page 111).

Summative:

Repeat the process and hopefully the children will come up with a wider selection of words, showing how their emotional literacy has developed.

PSHE Matters Passport Idea

Understanding how we feel matters because...



Lower Key Stage 2

Exploring Emotions

Core Themes: Relationships: R1, R7, R12
Health and Wellbeing: H6, H7

Learning

R1 - Recognising a wide range of emotions in themselves and others.

R1 - Responding appropriately to a range of emotions in themselves and others.

R7 - Understanding their actions affect themselves and others.

R12 - Developing strategies to resolve disputes.

R12 - Identifying strategies to manage emotions.

H1, H6 - Deepening their understanding of good and not so good feelings.

H6 - Extending vocabulary to help explain the range and intensity of feelings.

H7 - Recognising conflicting emotions.

Activities

- Form a circle. Play music that is uplifting. How did this make you feel? Record feelings. Pass a smile around the circle. Discuss how it feels when someone smiles at you. Make a class list of things that make people feel good or happy inside. Using a sunshine outline (see page 113), write on the lines/rays things we could do to help other people feel good about themselves. Develop a 'Ray of Sunshine' box. Include blank templates for you or others to nominate someone, each day or week, who has genuinely been kind and made them feel good. The sun is then presented with the reason on the back - spread some sunshine! **(R1)**
- Provide the template on page 111. Ask the children to draw and list emotions. Create a class list. Ask the children to choose 3 different emotions. If the emotions were colours what colours would they be? Can you explain why? Share ideas with a partner. Did they see the emotion in the same colour or was it different?

Which emotions feel comfortable/uncomfortable? Why? How do you know?

(H6, H7)

- Introduce a character (Alex). Provide a sheet split into 4 and ask the class to draw and write what a good day would look like for Alex.
Box 1. What would Alex hear?
Box 2. What would Alex see?
Box 3. What would make it even better?
Box 4. What would absolutely ruin it?
In each box name how Alex might be feeling. How would we know how Alex was feeling?
What clues would we see on the outside and what signs would Alex feel on the inside of his body? Discuss and then record on a body outline (see page 106).
Ask the class to stand up and do a personal body scan.
Ask them to close their eyes and slowly work down the body. How does each part feel - Tight? Tense? Relaxed? Sore? etc. Why is doing a body scan useful?
How could we reduce tension in the body?
Share and practise ideas in pairs. **(R1, H6)**
- We all have good and bad days and everything in-between. What could Alex do to cheer himself up if he has had a bad day? How could he be kind to himself?
Think about 10 positive things (thoughts) he could say to himself - include on speech bubbles (see page 103). Pass the ideas to a partner and ask them to write the negative/opposite thoughts. Form an advice alley and choose someone to be Alex. Ask the children to practise what they are going to say first and then as Alex walks down the alley firstly share negative thoughts one at a time. Discuss how Alex might be feeling. Now do this activity again but with positive thoughts. What have we learnt?
How can this activity help us in our day to day lives? What if the emotions Alex was feeling got too big and he couldn't make himself feel better. What else could he do? **(H1, R1, R7)**
- Give the children a list of different emotions. They then have to mime an emotion to the other children to guess (like charades). This will help them to explore a wider vocabulary for emotions and may lead to a discussion about how we can read emotions incorrectly sometimes. **(H6)**
- Introduce the scenario: Imagine a group of friends come across a deserted house in the woods, you want to go in but your tummy feels wobbly and so do your knees. You start to breathe faster and feel sick.
 - What are you feeling?
 - In what way is it uncomfortable?

- What is this feeling telling you?
- What do you do next?

Make up a scenario that is about a child experiencing some uncomfortable feelings online.
Use the same questions for your partner to answer.
Write a text/ email to your friend giving advice. **(H6, H7, R7)**

- Ask the question: What is an iceberg? Discuss that icebergs are giant floating pieces of ice. We only ever see what is floating - most of the iceberg is hidden under the water. This relates to our emotions. Sometimes we might show one emotion but there are often other emotions under the surface.
www.gottman.com/blog/the-anger-iceberg/
Draw an iceberg and at the top choose anger and include other emotions that may exist underneath. What happens if anger isn't taken care of? On the outside of the iceberg write strategies that could help someone cool/calm down. **(H6, H7)**
- Introduce a scenario: Graham always gets 100% in a maths test. He has a best friend, Martha. Martha is pleased that Graham has done well in his maths, but also feels uncomfortable and cross. In groups of 4, draw an outline of Martha. With a ruler draw a line down the middle of the outline. On one side brainstorm all the feelings that feel good and on the other all the feelings that don't feel so good. Feed back and discuss as a class. Possible processing question... Is it normal to feel mixed emotions in Martha's situation? Provide a list of emotions and ask the children to pair up the emotions that people might feel at the same time. Can you think of other situations where children of your age may experience conflicting emotions? Brainstorm in groups. What could help us to manage these mixed emotions? **(H7)**
- Introduce an 'Emotional Thermometer' (see page 110) with a scale of 1-5 ranging from low key to intense. Explain that this checks the temperature of an emotion. Low key - Intense. Provide a word bank and in pairs ask them to order the intensity of an emotion, for example, terrified, anxious, afraid, a little nervous, shy, scared, very nervous, worried, frightened, and fearful. What situations might make a child of their age feel these emotions?
Write examples on the thermometer.
Choose 1 situation and think about what might help the person to manage or get through the situation better. Share ideas.
Why is knowing when the temperature of the emotion is getting more intense important to know? Is accepting that it is okay to have these emotions important? Why?
Today I have learnt that... **(H6, H7)**

- Introduce the traffic lights: Red = Stop (How am I feeling?) Orange = Scan (What is happening in my mind and body?) Green = Move on (Self Awareness). Before we move on we need to have the strategies to help us to manage our emotions in different situations. For example, breathing, mindfulness, counting to 10, distraction, tell someone, accept that it's okay to feel this way, self-talk etc.
In pairs, design PowerPoints which explore ways of managing emotions to communicate to the rest of the class/school assembly. What have we learnt?
Which strategies might we try/practise? How might we use these strategies when we have an argument or a problem to solve? **(R1, R7, R12)**
- How do we feel when we have resolved a problem? In what ways do our minds and bodies feel better? Give the class a scenario.
Paul was being left out of games at school by his usual group of friends. He wants to tell someone but is reluctant. Eventually Paul speaks to his class teacher. The teacher talks to his friends and it doesn't happen again. Use the gingerbread man template on page 101 to draw and write signs inside and outside the body at the start and finish of his problem.
Use artistic interpretation to express them e.g. birds singing inside, sunshine, a weight lifted, dancing hearts etc. **(R12)**

Useful website: www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and

Assessment Suggestion

Baseline:

List ways of dealing with uncomfortable emotions.

Summative:

Brainstorm all the ways they feel that they can deal with uncomfortable emotions now they have done the work.

PSHE Matters Passport Idea

Talking about feelings matters because...



Upper Key Stage 2

Exploring Emotions

Core Themes: Relationships: R1, R7, R12
Health and Wellbeing: H6, H7

Learning

R1 - Recognising a wider range of feelings in others and how to respond appropriately.

R7 - Recognising that their actions can affect themselves and others.

R12 - Developing strategies to resolve disputes.

H6 - Deepening their understanding of good and not so good feelings.

H6 - Extending emotional vocabulary.

H6 - Exploring the intensity and range of feelings.

H7 - Recognising when they experience conflicting emotions and how to manage these.

Activities

- Introduce pictures from the film *'Inside Out'* produced by Pixar (2015). Ask the class if they can name any of the characters. Which character is your favourite and why? Today we are going to be naming different feelings. Provide the class with an A-Z list (see page 97) and ask them in pairs to make a list of all the emotions they can think of. Explain that they can include more than one emotion for each letter. A = Angry, Anxious. After the time is up, ask the pairs to count how many they have named. Using two different colours ask the pairs to highlight emotions that feel good and in another colour not so good. Do they agree? Share and compare.
Why don't some feelings feel good?
Why is being able to name emotions important? Naming emotions is important because...
(H6)

- Display the word 'embarrassment' on the board. Ask the children to draw/write about situations that a child of their age might find embarrassing. Share ideas.

Display an embarrass-o-meter on the board in the shape of a thermometer (see page 110). 0. Means not embarrassed, 1. A bit, 2. A lot, 3. Extremely.
Read out examples from the brainstorm and ask the class to record on a whiteboard a score between 0-3.
Does everyone feel the same? Think about phrases such as "I wanted the ground to swallow me up" or "I blushed as red as a beetroot". Can the children think of any more idioms? Draw a cartoon picture to represent your chosen idea.
(H6)

- Being embarrassed sometimes prevents us from solving problems and thinking sensibly. Our brain responds by thinking fight, flight or freeze, which means you might say something worse or run away. This is normal. Here are a couple of situations in which this happens. Ask the children to discuss in groups how to improve these situations.
 - Ryan has a real fear of performing. His new teacher has started to make him feel much more confident. He agrees to have a few lines in the assembly. On the morning of the assembly he is feeling very tired and anxious. He really thinks he can't perform.
 - Macy has started growing really fast. Her parents can't keep up with buying her new shoes, school uniform, etc. All her school uniform trousers that fit her are in the wash. Therefore she has to wear a skirt that she feels very uncomfortable in because it is so short. As a result, she doesn't feel that she can run and play like she normally does. Her friends don't realise and keep encouraging her to come and play with them. She is too embarrassed to explain and just tells them she doesn't like them.

Make a collage of what is going on for either Ryan or Macy. Include thoughts, feelings and behaviours, as well as strategies that the characters could use. Share and celebrate.

How could these collages help us manage times when we feel embarrassed?

(R1, R12, H6)

Warm Up and End Game

Body to body

Group children around the circle; say how they must be joined, e.g. finger-to-finger. Children carry out commands. What did they enjoy?

Warm Up and End Game

Follow the leader

The leader begins miming an action; clapping, etc. The others in the circle must copy. Change the leader after 2 or 3 actions.

- Read the poem *'What If'* by Shel Silverstein. This is a poem about worrying. Read the poem to the class and then ask them to sort out the 'What Ifs' between things that are likely to happen or not likely to happen.

Useful website for statement cards: www.elsa-support.co.uk/wp-content/uploads/WHAT-IF-SCENARIO-CARDS.docx.pdf

Share and compare with another pair. Provide a thought bubble outline (see page 103) and ask each child to write a *'What If'* for a child of their age moving classes or schools. Share thoughts. Using the ideas ask them to write collaboratively a *'What If'* poem for a child of their age who is moving to secondary school or changing classes.

(R1, H6, H7)

- Introduce a scenario for example, going on a rollercoaster. How might someone feel before, during and after? Record responses under each heading. Share and compare. Are there any conflicting emotions? Why can this be confusing? Why can it sometimes be a barrier or stop people from doing things? Choose two conflicting emotions, for example, fear and excitement. How intense might someone's feelings be on a scale of 0-5 before, during and after going on the rollercoaster? If you were to plot a line graph for each emotion what would the graph look like? (Model the process) Ask the children to complete the same activity but using a different scenario. For example, doing a SATs test.
If we have conflicting emotions how do we recognise them and what can we do? I have learnt that...
(H6, H7)

- What is a consequence?
Provide a range of possible actions and explore the possible 'emotional' consequences for themselves and others.
 - A child refuses to go to school.
 - A child goes to bed late on a school night.
 - A child hits someone in the playground.
 - A child sends unkind messages on social media.What advice would you give to each child?
(R1, R7, H6)

- Imagine a character from a school where everybody is horrible to each other and always having arguments/ conflicts. What might they say to each other? How might they behave? Create a list in pairs and record ideas. They have come to your school because they have heard that everyone here gets on well and don't seem to have so many conflicting situations. Can you give any suggestions of what the school might need to do to resolve conflicts or reduce them? Brainstorm ideas collaboratively.

Write a short letter to the Headteacher of the school which includes a list of suggestions.

(R1, R7, R12)

- Madhi is obsessed with a game called 'Everyknight'. All he wants to do is play on it constantly. He often plays with a group of friends but recently they have started to fall out. Brainstorm what they might have fallen out about? How might each person feel? Explore how disputes can be resolved online. What advice would you give to support young people who may be affected by this?

Develop a two minute advert for the radio.

(R7, R12, H7)

Useful Websites for resources:

www.elsa-support.co.uk

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/>

Assessment Suggestion

Baseline:

Independently produce an A-Z of emotions (see template).

Summative:

In pairs ask the children to come up with their own Diamond 9 (see template) reflecting what they have learnt about emotions.

PSHE Matters Passport Idea

Understanding emotions matters because...



Key Stage 1

Being Healthy

Core Theme: Health and Wellbeing: H1, H2, H3, H6, H7

Learning

H1 - Exploring what a healthy lifestyle means.

H1 - Identifying the benefits of a healthy lifestyle.

H2 - Identifying ways of keeping healthy.

H2 - Recognising what they like and dislike.

H2 - Recognising that choices can have good and not so good consequences.

H3 - Setting simple goals.

H6 - Recognising the importance of personal hygiene.

H7 - Developing simple skills to help prevent diseases spreading.

Activities

- ☀ Ask the children the question: Why do we need food?
Possible response:
 - We need food to make energy so we can move, breathe, and think.
 - We need food to grow.
 - We need food to carry out repairs, like fixing a broken arm or to heal a cut.**Useful clip:** www.bbc.com/education/clips/zf6w2hv
Ask the children to do actions for each of their responses. Ask them to make up a sequence to show the class. (Use uplifting music to work to).
Provide a picture of a human body (see page 106) and ask the children to draw/write how food helps my body.
(H1)
- ☀ Discuss the emotions sad, happy, excited, angry, frustrated, calm, and tired. Play this game. Ask the children to move around the space and when you shout out an emotion they have to show you that emotion. Model this activity first. Ask the children to sit in a circle of chairs and in turn show what their face looks like when they are hungry.

(Pass around a talking object). Then ask them to say 'When I am hungry I feel'... Do a second round and ask them to show what their face looks like when they have eaten and ask them to say 'When I have eaten I feel'...
Discuss how food can change the way we think, feel and behave/learn. Do a final round... My favourite food is...
(H1, H2, H3)

- ☀ Write an A-Z on the board (see page 97). As a class can they name a food for each letter of the alphabet? This can be displayed and added to over the topic. Introduce the Eatwell Guide www.gov.uk/government/publications/the-eatwell-guide and explain that different foods help our bodies in different ways. Why is it important to eat a balanced diet? Using a parachute to reinforce the idea of adding different foods from the Eatwell Guide - you could use different coloured balls/beanbags.
Challenge: Can you choose a more balanced diet this week?
(H2, H3)

- ☀ Do food tasting sessions including tastes from around the world and healthy snack ideas. Explain what they like and dislike.
Useful websites: www.nhs.uk/change4life
www.foodfactoflife.org.uk/
(H2)

- ☀ Introduce a puppet/character and develop a story about what the character eats. For example, for breakfast he eats sugary cereals (Ask what they could be?) He eats biscuits and crisps for snacks. He hates vegetables and doesn't like trying anything new. He often feels tired. How could we help him to swap his snacks/food so that he might have more energy? Make up a new story with the changes made.
Useful clip: www.youtube.com/watch?v=met9h_GQEVc
(H1, H2)

- ☀ Make a circle and play the 'Fruit Salad Game'. Give the children a name of a fruit and ask them to change places if... They are a banana. (Choose only four fruits so that children are the same fruit as others so they cross the circle in groups). If you say fruit salad they all change places.
In the circle ask which food they could swap in their diet to make a healthier choice. Draw a picture and share with parents/carers.
Useful website: www.nhs.uk/change4life
Revisit to see if they have achieved their goal.
(H1, H2, H3)

- ☀ What does it mean to relax? Ask the children to freeze frame their ideas. (These may include watching TV, playing sport, colouring, baking, playing with friends, cinema, etc.)

Why is it important to relax? Breathing can help us to relax and calm us down in different situations.
Introduce the children to 'Chills Skills' to practise.
1. Shut your eyes tightly then relax them.
2. Wrinkle your nose up then relax it.
3. Breathe in and make your stomach tight. Breathe out slowly and relax it. Bite your teeth together and then relax them.
4. Move your shoulders up to your ears then relax them.
5. Imagine you are blowing bubbles of peace into the room. Imagine you have a pot of bubble liquid. Take in a breath. Slowly and gently blow bubbles into the room. As you blow out the bubbles, imagine they are filled with peace and the whole room is filling up with peace.
Ask the children how they feel after the doing the relaxation exercise. Complete a different breathing/relaxation activity each week. Create a book to share at home.
(H1, H2)

- ☀ What does it mean to you when I say physical activity or sport? Make a class circle. Ask the children to mime which is their favourite physical activity or sport. (This will be one at a time with no talking, just the skills of looking and concentrating). Do a second round of: My favourite physical activity is... Did you guess it right?
Set up a class challenge, for example, group games. Ask the children to complete and record these challenges at playtime/ lunch times using older children to help them (Playground buddies could be used for this). What is their target? After a week discuss how it made them feel.
Why is physical activity important for health? Did it change the way they felt? Did it improve their playtimes?
Group game ideas - gov.wales/docs/change4life/publications/160729gamesen.pdf
(H1, H2, H3)

- ☀ Remind children that germs are nothing to be scared of or to worry about! (For example, germs in our stomach help us to digest our food).
Discuss what germs are. Can we see them? Talk about all the things we might touch in a day. Why is it important to wash our hands? When is it more important to wash our hands? (Toilet, blowing our nose, cooking with raw meat and before food). Explore how germs spread by sprinkling glitter on a few children's hands. Then allow them to continue with their activities. After 30 minutes or so, have a look where the glitter is now. Demonstrate correct handwashing and then ask the children to role play handwashing.
Can you make up a handwashing song?
If someone has a cold how could we prevent it from spreading? 'Catch it, Bin it, Kill it' was a campaign to adopt good hygiene - what does it mean?
(H6, H7)

- ☀ Ask the children to stand up when they think 2 minutes has passed. Record their results. Who was the closest? Use a puppet to demonstrate the correct tooth brushing technique. The children mime brushing their teeth for 2 minutes. Discuss foods and drinks that they could 'swap' to reduce the number of sugar hits their teeth may experience in the day. Watch how astronauts brush their teeth in Space. How is it different? www.youtube.com/watch?v=3bCoGC532p8
Can you create a class rhyme to encourage an alien to brush his teeth twice a day? Why is it important to brush your teeth? What might happen if you don't?
(H6, H7)
- ☀ Read 'The Princess Who Could Not Sleep' by An Leysen or invent a scenario where a child cannot sleep and keeps everyone awake. The child struggles to learn at school and often is angry to other people. Ask the children to think of what could be stopping the Princess going to sleep and together explore possible solutions that may help her.
Draw a picture of your ideas that could be sent with a class letter to the princess. Finally, discuss why sleep is so important to our health and wellbeing.
(H1, H2)

Assessment Suggestion

Baseline:

Draw an outline of a person on the board and as a group brainstorm what they consider should be added if that person was considered healthy. What would they be doing? What would they be eating? What would they be thinking? What would their life be like?

Summative:

Using the outline of the person used in the baseline activity ask - Are there things that they would like to change or include? Use different colour crayons to show the change.

PSHE Matters Passport Idea

Being healthy matters because...



Lower Key Stage 2

Being Healthy

Core Theme: Health and Wellbeing: H1, H2, H3, H5

Learning

H1 - Exploring what affects their physical, mental and emotional health.

H2 - Understanding the concept and benefits of a balanced healthy lifestyle.

H2 - Identifying how to make informed choices.

H3 - Understanding what is included in a balanced diet.

H3 - Understanding what may influence our choices.

H5 - Setting goals.

Activities

- Discuss: What is the purpose of food? (Growth, Provide Energy, Repair). What is the purpose of the Eatwell Guide? www.gov.uk/government/publications/the-eatwell-guide. Explore the Eatwell Guide checking their understanding of what it really means. Using a fictitious healthy and unhealthy lunchbox ask the children to identify which lunchbox provides a balanced meal. Discuss: Which lunch box would they prefer? Why? Is eating a balanced diet difficult? Why is having a balanced diet important? Complete the Eatwell Challenge. www.foodfactoflife.org.uk/ Develop a leaflet to promote a healthy lunchbox. **Leaflet ideas:** www.dchs.nhs.uk/your_health_useful_info/cyph/cyph_resources_and_support_materials/cyph_healthy_eating (H1, H3)

- Carry out a class survey to find out what children have for breakfast. What do the results show? Ask the children to think about/brainstorm what influences their choice to have that breakfast. Make a class table of the possible responses -

for example, taste, texture, adverts, special diet, family, tradition, time, cost, etc. Complete a class tally chart. Could they make a prediction? Move around the class and collect the data. Which is the most common influence? Is this the same in all classes? What do the results show us? Are we surprised by the results? Record the results. (H3)

- Use 'The Great British Space Dinner' ideas and clips www.stem.org.uk/elibrary/resource/36321 to highlight the importance of a healthy diet for astronauts. Challenge the children to develop a 'Great British Dinner' that is balanced. This will be served to the astronaut on their return from the International Space Station (ISS). Use space-themed ideas. For example, The Meat Meteor Medley and The Solar System Smoothie. Use the Eatwell Guide to check it is balanced. Share and celebrate their creations. How can food affect our emotions? (H1, H3)

- The human body was made to be physically active. Exercise and using the body is important to maintaining your health. How much physical activity should we do each day?

Useful clip: www.youtube.com/watch?v=5T0D_8OwvOk

Why is physical activity important? What things in life stop people from being active? Discuss ideas. For example, weather, cars, work, illness, where they live, technology, etc. In groups of 4 ask the pupils to fill in an A-Z (see page 97) of as many activities as they can think of that are related to physical activity. For example: A = Aerobics, Archery; B = Basketball, Bowling; C = Cheerleading. Set a time limit and as a competition. Set a time limit, and as a competition ask the children to highlight any activities in the list that they do. Write a short rhyme/rap that would encourage someone to think about the importance of physical activity. (H1, H2, H3)

Warm Up and End Game

Chair Aerobics

Choose a piece of music in the charts and the teacher is the leader. The children copy the teacher's moves. Take it in turns to be the leader each time and ask the pupils to choose their own music.

- Imagine it's winter and when you come home from school it's dark so you can't go outside. In pairs make up games you could play in the house that would be a form of physical activity and/or make up 5 minute routines/actions that could be delivered to the class as brain breaks. Choose motivational songs and deliver across the term.

Useful link: www.nhs.uk/10-minute-shake-up/shake-ups#fcTh73kjqkaSKjV2.97

What is the benefit of a brain break?

(H1, H2)

- Discuss: What is mental health? Explain that like physical health everyone has mental health. Simply, mental health is about our thoughts, feelings and emotions. We all experience different emotions, thoughts, feelings and moods everyday but when these get BIGGER and go on for a long time, then this affects our mental health. Read 'The Huge Bag of Worries' by Virginia Clarke. If our thoughts and feelings start affecting our lives, what could we do? Who could we talk to? Watch the clip www.youtube.com/watch?v=kDWH3N3k1Uc Why is it important to not bottle up our feelings? Ask the children to design a poster that will encourage children to talk about their feelings. (H1)

- Provide different scenarios. For example:

1. Danny got a really bad score in a test.
2. James fell out with a friend.
3. Clare has had a really busy week and feels really tired.
4. Jake got into trouble with his parents.
5. Fran came last in the race.

Think about how each character might be feeling by using a gingerbread outline (see page 101) and asking the children to write the emotions inside. On the outside of the gingerbread outline think and write what that character might do because of how they are feeling? What could each character do to help themselves to feel better? Give examples on the outside of the gingerbread outline using a different colour. Share ideas. Why is thinking about coping strategies important?

Useful link: www.elsa-support.co.uk/category/free-resources/

(H1, H2)

- Introduce the class to the 5 Ways of Wellbeing. derbyshire.gov.uk/social-health/health-and-wellbeing/mental-health-and-wellbeing/young-peoples-mental-health/5-ways-to-wellbeing-for-young-people/five-ways-to-wellbeing-for-young-people.aspx

Think carefully about what each of the ways actually means. Challenge them to think in groups of a campaign aimed at primary schools to help children to make more of an informed choice about their health. Present the campaign to the rest of the class or in an assembly to parents/carers. Ask the children to comment positively on the effectiveness of the campaign using chosen criteria. Can you set yourself simple goals using the sheet?

derbyshire.gov.uk/site-elements/documents/pdf/social-health/health-and-wellbeing/mental-health-and-wellbeing/young-peoples-mental-health/five-ways-to-wellbeing/5-ways-to-wellbeing-school-planner.pdf (H1, H5)

- Show the children a traffic light and describe how this can link with the brain when it makes decisions. Tell them that each colour can help them make more informed choices. Discuss what each colour could represent. For example, Red= Stop and Think. Amber = Assess the risk, what do I know already? Green = Go. How this could support their decision-making now and in the future. How could it help them lead more of a balanced healthy lifestyle? (H1, H2)

Assessment Suggestion

Baseline:

Create an A-Z of how to keep healthy (see page 97). Give them a time limit in which to create this.

Summative:

Repeat the exercise. Hopefully they will be able to do it quicker and have a better understanding of how to stay healthy.

PSHE Matters Passport Idea

Understanding what affects my health matters because...



Upper Key Stage 2

Being Healthy

Core Theme: Health and Wellbeing: H1, H2, H3, H4, H5, H16

Learning

H1 - Exploring what affects their physical, mental and emotional health.

H2 - Understanding the concept and benefits of a balanced healthy lifestyle.

H3 - Exploring how we make choices about the food we eat.

H3 - Identifying how to make informed choices.

H3 - Developing skills to make their own choices.

H4 - Recognising how images in the media do not always reflect reality.

H5 - Setting simple but challenging goals.

H16 - Exploring what is meant by the term habit and why habits can be hard to change.

Activities

- ☀ Explore the 5 Ways to Wellbeing. derbyshire.gov.uk/social-health/health-and-wellbeing/mental-health-and-wellbeing/young-peoples-mental-health/5-ways-to-wellbeing-for-young-people/five-ways-to-wellbeing-for-young-people.aspx The 5 Ways to Wellbeing have been researched and developed to help improve wellbeing:
 1. Learn
 2. Give
 3. Take Notice
 4. Be Active
 5. ConnectAsk the children to research these and then develop post-cards for each of the ways. Who will they choose to send one to? Using the sheet from the link below, can they set themselves some realistic goals?
derbyshire.gov.uk/site-elements/documents/pdf/social-health/health-and-wellbeing/mental-health-and-wellbeing/young-peoples-mental-health/five-ways-to-wellbeing/5-ways-to-wellbeing-school-planner.pdf
(H1, H2, H5)

- ☀ Ask the children to close their eyes and think about what a healthy school would look like. What would they hear, see, experience, feel and do? In groups draw and label a healthy school. (This could form a needs assessment of their understanding of the word healthy. Do they just cover physical health or do they think about emotional health and well-being as well?) Compare and share ideas. Would they consider their school to be a healthy school? Ask them to identify one small action they could do that would improve the health of their school. Could this be shared with the school council or Headteacher?
(H1, H2)

- ☀ In pairs using the ideas developed from the previous activity, write a recipe for a healthy school. For example: A slug of fun, a pinch of brain breaks, a litre of activities, a spoonful of mindfulness, a sprinkle of humour. Could the children include a method? Celebrate and display their ideas.
(H1, H2)

- ☀ Discuss what we mean by the word 'Kindness'? Ask the children to brainstorm possible acts of kindness that they might carry out. Give children the names of 3 people from their class. They are not to tell anyone who they have. During the week everybody carries out random acts of kindness to those people. This kindness must not cost anything. At the end of the week, ask each of the children to say/report how being kind made them feel. How can kindness support our emotional health and wellbeing? (How does it link to the 5 Ways to Wellbeing?) How can encouraging kindness be something we promote more as a whole school and within our lives? Prepare a 'Prime Minister's' speech to promote kindness.
(H2, H3)

- ☀ Explore what affects their food choices. Imagine you were buying a drink or choosing a meal - what information would you use to make the decision? Draw a picture of your head and use thought bubbles (see page 103) to demonstrate the strategies you use. (Did anyone use adverts/marketing techniques?) Give the children a traffic light (see page 105) and describe how this can link with the brain when it makes decisions. Tell them that each colour can help them make more informed choices. Discuss what each colour could represent. For example, Red = Stop and Think. Amber = Assess the risk/decision, what do I know already? Green = Go. Work through the traffic light using different choice examples. When are some choices habits? Why can habits be hard to change?
(H1, H3, H16)

- ☀ What are the benefits of eating a balanced diet? Choose cereals and their packets. Create a low risk to high risk continuum line (see page 104). Ask the class to predict which cereals have the most/least amount of sugar and record it. Give out the cereal packets information to the children and ask them to work out how much sugar there is per 50 grams of their product. (4 grams is equivalent to 1 teaspoon of sugar). This could be done in pairs. Which cereals contain the most/least amount of sugar? Place it on their continuum recording the sugar content. Were they correct? What are the risks of eating too much sugar? Develop a breakfast that is balanced and tasty and contains less added sugar. Vote on the best ideas.
(H1, H2, H3)

- ☀ Discuss/debate the pros and cons of using technology. Think about why children use technology? Identify/record how much time per day they spend on technology. Why do they think they spend this amount of time on technology? If children were asked to reduce the amount of time spent on technology what could they realistically do instead? Brainstorm ideas. Using these ideas write a persuasive piece on how to encourage someone to reduce the amount of time spent on technology/games providing realistic alternatives.
(H3, H5)

- ☀ Introduce 5 themes to the children. For example:
 1. Mental Health
 2. Sleep
 3. Diet
 4. Exercise
 5. Dental HealthSplit the class into 5 groups and provide them with their theme. Provide them with a graffiti wall (see page 102) and ask them to write on the bricks how we can look after that aspect of health. Share ideas. Set a simple but achievable goal using the ideas on the bricks to improve your health and wellbeing. Report and celebrate any changes.
(H3, H16)

- ☀ Identify calming strategies.
Useful link: www.elsa-support.co.uk/are-you-feeling-anxious/
In what situations might these strategies help us? Discuss. Split the class into groups and ask them to research different strategies. Develop a book that can be shared with parents/carers.
(H1, H2)

- ☀ Provide children with 10 health risks. For example: tooth decay, stress, bullying, obesity, asthma, diabetes, poor diet, limited exercise, worrying and smoking. Which of these risks are in our control and not in our control? Highlight them in different colours. What information, support and skills do children need if they are going to make informed healthier choices (explore what this means) now and in the future? Take each risk and add the information, support and skills required. Once developed identify if there any gaps that can be added into the PSHE curriculum.
(H1, H2, H3, H5)

- ☀ What is Mental Health? www.youtube.com/watch?v=MZErwDDp2ak
Why is it as important as physical health? Why might people find it harder to talk about their mental health? What does stigma mean? Why might there be a stigma around mental health?
Useful website: www.mentallyhealthyschools.org.uk/teaching-resources/
How can we smash the stigma in our school and communities? Discuss/debate.
(H1)

Assessment Suggestion

Baseline:

Ask individual children to create a chart titled: 'The 5 Ways to Wellbeing'. Each column should be titled: connect; be active; take notice; keep learning; and give. Without giving them any further ideas, ask them to fill in examples of what these could involve in order to improve wellbeing.

Summative:

Return the charts to the children and ask them to add to their columns.

PSHE Matters Passport Idea

Having strategies to support my wellbeing matters because...



Key Stage 1

Growing Up

Core Themes: Health and Wellbeing:

H8, H9, H10, H13, H15, H16,

Relationships: R3, R8, R10

Living in the Wider World: L8

Learning

H8 - The process of growing from young to old.

H9 - Exploring growing and changing and becoming independent.

H10 - The correct names for the main parts of the body (including external genitalia).

H13 - Identifying people who they can ask for help and think about how they might do that.

H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets.

H16 - About privacy in different contexts.

H16 - About respecting the needs of ourselves and other people.

R8 - Identifying similarities and difference.

R10 - What physical contact is acceptable.

L8 - That everybody is unique.

Activities

- Watch the clip about Emperor penguins to identify how male penguins protect their eggs. www.bbc.com/education/clips/z6gd2hv. Discuss.

Read 'Mister Seahorse' by Eric Carle which is all about a seahorse who meets other fish fathers and they explore all their different ways of caring for their eggs and their babies. Why is protecting their eggs really important? Imagine you are a seahorse, a fish or a penguin trying to protect your eggs. Move around the space as if you are in the ocean or in the Antarctic.

Now think about a human. Who protects the egg and how? (Draw and write activity). When their babies are born are they expected to then look after themselves like a seahorse? Why not? What do they need? Brainstorm ideas. Draw a picture of what you think a baby needs.

Useful book: 'Once There Were Giants' by Martin Waddell.
(H8, H9, R8)

- Ask the children to bring in pictures of themselves as babies. Share in pairs any stories they have about their 1st word; 1st step; 1st thing they ate etc.
(H8, H9, R8)

- Brainstorm the skills a child of their age may have developed from being a baby to school. For example: using a knife and fork, using the toilet, sharing, talking, jumping, reading, writing, using an iPad or tablet etc. Model a timeline (journey) from being a baby to being 6 years old which identifies skills and learning. Create labels such as love, hugs, care, pram, bottle of milk, dummy, cot, bed, nappies, toilet, someone to talk to, toys, books, warmth, clothes, food, playing, water, being outside, somewhere to live, independence, education etc. Use the timeline to discuss where labels might fit at each stage in a child of their age's life. What new skills are they looking forward to developing in the future? How might they develop these skills? Record ideas.
(H8, H9, R8)

- Ask children to discuss in pairs the difference between boys and girls, and feedback to the class. Gently model how to challenge any stereotypical views e.g. 'Hang on, let's think about it - do boys always have short hair?' Read 'Boys and Girls' by Lynwen Jones. This book is a gentle introduction into understanding differences between boys' and girls' bodies. It uses the correct vocabulary for body parts in a non-threatening way. (A big book version is also available). Provide pictures for children to sort in groups and ask children to make a Venn diagram (see page 109) of what's 'okay for boys', 'okay for girls', 'okay for both'.
(H10, R8, L8)

- Prepare a large outline of two bodies, a boy and girl. Make a circle of chairs. Play pass the parcel with a bag containing laminated name labels for parts of the body- arm, chin, shoulder and also include the words penis and vagina. When the music stops ask the children to take out a label and place it in the correct place on one of the large body outlines. Does everybody always use the same name for body parts in different families? (Use the book 'Boys and Girls' to reinforce this.) When is important to know the correct names of body parts if we have different names for things?

Useful leaflet: www.fpa.org.uk/sites/default/files/lets-grow-with-nisha-and-joe-non-printing.pdf

(H10, R8, L8)

Warm Up and End Game

Stick in the Mud

A basic tag game. If pupils are tagged, they must stand with their legs apart (stuck in the mud) until someone crawls through and releases them.

- Introduce 'The Pantosaurus Song' www.nspcc.org.uk What did you learn? Can you sing the song? Introduce the underwear rule. Show children the PANTS acrostic. Ask the children to make their own pants by using the template provided on the NSPCC website to reinforce the rule. On the Pantosaurus clip who did the dinosaur talk to when he was worried? Who could you talk to? How could you ask for help? Practice asking for help. Provide the children with sentence stems. For example
 - Mum please could I talk to you about something important?
 - Dad I feel worried please can I talk to you?(H13, H16)
- Read the book, 'Counting Kisses' by Karen Katz. Discuss whether or not these kisses are good touches – how can you tell? List the body language that shows the baby is happy with these touches. What would it be if they didn't like it? Discuss who the baby is receiving kisses from. Make a class book called 'Happy Hugs' – ask children to draw pictures of someone their age receiving good hugs to include in the book. Remind them of who they can ask for help if they receive a touch they don't like.
(H13, H15, R3, R10)
- What is a secret? What is the difference between a secret and a surprise?
Secret vs. Surprise (Explain the difference between a secret and a surprise. For example, surprises are joyful and generate excitement in anticipation of being revealed after a short period of time. Secrets exclude others, often because the information will create upset or anger. Keeping secrets can make children unsafe.)
If someone is asked not to tell anyone else why could this feel uncomfortable? Read out some questions and ask the children whether they think they should tell someone or not by using thumbs up/thumbs down/thumbs in the middle.
 - Zander was walking home from school when an older boy walked up behind him and hit him. The older boy told Zander not to tell anyone or he would hurt him again.

- Alex's aunty was making a special birthday cake for Alex's brother and told Alex to keep it to himself and not to tell his brother.
- Dylan's brother is scared to go to the dentist. His dad asked Dylan to promise not to tell his brother about the loud noises some of the machines make.
- Max's taxi driver said he'd take Max to the toy shop on Tuesday after he dropped all the other kids off. He told Max that he would only take him if he doesn't tell his parents about it.

What have you learnt from this activity? What advice would you give to someone of your age if they were asked to keep a secret? Share and compare. Who can we ask if we are not sure about whether we should tell someone or not?

(H13, H15, H16, R3)

- If someone surprised you with a birthday cake – what would be the best birthday cake someone could make you? Draw it and explain what toppings and fillings it would have. How is your cake similar/different to others? Is being different okay?
(R8, L8)

Please note links with statutory requirements in Science - the Year 1 and 2 National Science Curriculum Programme of Study states that children should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Assessment Suggestion

Baseline:

Ask the children is it okay to keep a secret? Record their responses.

Summative:

Ask the children is it okay to keep a secret? Record and compare responses with the baseline activity.

PSHE Matters Passport Idea

Knowing the right names for our body parts matters because...



Lower Key Stage 2 Growing Up

**Core Themes: Health and Wellbeing:
H4, H5, H8, H12, H18, H20**

Relationships: R4, R8, R13, R16

Learning

H4 - That images in the media do not always reflect reality.

H5 - Celebrate our strengths/qualities.

H8 - About the kind of changes that happen in life and the associated feelings.

H12 - That simple hygiene routine can prevent the spread of bacteria.

H18 - About the changes that happen as they grow up.

H20 - The right to protect our bodies.

R4 - About differences and similarities between people, but understand everyone is equal.

R8 - About the difference between acceptable and unacceptable physical contact.

R13 - Knowing the names of the body parts.

R16 - Recognise and challenge stereotypes.

Activities

- Read the story 'Your Mummy Ate My Football' by Lynwen Jones, Sandra Passmore, Jessica Mikhail. This non-fiction book uses clear language and cartoons to explain how babies are made and how they need to be cared for once they are born. Provide the children with 3 boxes with different headings:

1. What do parents/carers need?
2. What does a baby need?
3. What do the brothers/sisters need?

Imagine a new baby has been born into a family. Think about what each of the family member's needs might be - emotionally and physically. Create lists. Draw a cartoon strip for either the parent, baby or sibling. Share ideas.

Useful book: 'True Love' by Babette Cole.

(H8, H18, R4, R13)

- Use some of the words from the book, 'Your Mummy Ate My Football', to create a game to ensure children understand the vocabulary e.g. womb, breast, umbilical cord, ovaries. Give each group a set of cards with these words on. Read out the definition from the book. Ask the group to decide together and hold up the correct word card. Use the book with the class to check for the correct answers. Play it again but this time put the labels 'male', 'female' and 'both' in different parts of the room. Ask the children to move to the correct part of the room.
(H18, R4, R13)

- (It is important that children are prepared for puberty before they experience it. If you feel that it is relevant to the girls in the cohort include the following lesson.) Refer to the book 'Your Mummy Ate My Football'. Explain that a women's body gets ready for the baby to grow by developing a safe place in the womb. If a baby doesn't grow there the body gets rid of some extra blood that is not needed. This happens for a few days every month and is called a period. Ask the children to list all they know and all they want to know about periods. Show them some sanitary towels and how to use them. Alert them to who to ask for help if they start in school and how/where to dispose of products.
(H12, H18)

- Show children the covers of two comics – one aimed at boys and one at girls. Ask them to identify the differences in presentation e.g. font, colours, pictures etc. What ideas would the covers give an alien from another planet about boys and girls for example their interests, qualities, aspirations? Are these ideas accurate? How might these comics influence children? Can everyone like Spiderman or Cinderella? Ask the children to design magazine covers that could appeal to both boys and girls.
(H4, R4, R16)

- Develop a list of employability skills. www.stem.org.uk/system/files/elibrary-resources/2017/09/A4%20employability%20fold%20out_Interactive_v4.pdf Discuss a range of jobs/aspirations. Allocate a job to each group/pair in the class and ask them to list the skills needed. Talk about how both boys and girls can acquire these skills. Use a range of images (showing diversity) of jobs and careers to display along with the lists of skills. Make a list of the top 5 skills you have and which you would like to develop further. Finish with a round: When I grow up, I want to be a...
(R4, R16)

- Imagine that during a science lesson a teacher has created a potion that can make someone younger and reverses the human life cycle. Discuss what is meant by the life cycle and the different stages.

Useful clip: www.bbc.co.uk/bitesize/ks2/science/living_things/human_life_cycles/read/1/

Whilst eating a school dinner the teacher puts the potion into their food. Draw what they might look like as they go through the changes.

1. Young Man/Woman
2. Teenager
3. Young Boy/Girl
4. Baby
5. Foetus

Useful clip: www.bbc.co.uk/bitesize/ks2/science/living_things/human_life_cycles/play/

Using the pictures discuss the changes that might happen at each stage. Make a class list. Ask the children to label all the changes on their piece of work. Highlight in different colours changes they would be in control of e.g. (clothes, hairstyle) and changes they are not in control of e.g. (height, shoe size, facial hair, spots, voice changes).

Do these things happen to everyone? At what age might they happen? Is it the same for everyone? Why might this information be important for children to know?

If you were going to make a magic potion which part of the human lifecycle would you like to visit and why? I would like to visit... Because...

(H8, H18)

- In pairs, ask the children to prepare a guide for children, explaining the changes a child may experience growing up. Reassure them that it is okay and absolutely normal.
(H8, H18)

- What do we mean by 'personal hygiene'? Think about how growing up might mean different routines. Why do people sweat? Discuss how sweat can produce an odour or smell. This is normal but often you can't smell yourself. Washing and changing socks and underwear could make life a whole lot sweeter and less embarrassing. Ask the children to develop an advert that encourages young people to stay clean and remember their personal hygiene! Share and celebrate...
(H8, H12)

- Think of all the positive qualities you can think of which do not relate to physical appearance. Complete an A-Z class list of positive qualities (see page 97). For instance A = Affectionate, B = Brave, C = Caring. In pairs ask each partner to choose 5 positive qualities from the A-Z list and at the side explain why they think their partner has that quality. You are brave because... Share and celebrate. Sit in a circle. Choose one of the strengths you most agree with and share it with the class during a round. Record how this activity made you feel.
(H5)

- Ask children to face a partner, walk towards each other and say 'stop' when they reach the edge of their 'personal space.' Discuss what personal space is and how it feels when someone gets too close. Share feelings. If someone gets too close what do we tend to do? Role play using made up characters.

Discuss how people in families show affection for each other. Provide the pupils with the following list: parent, neighbour, teacher, shopkeeper, brother/sister, friend, nan/grandad. Kiss, cuddle, wave, hello, hug, high 5, handshake. Match what they consider the appropriate greetings with each person. Explain that physical contact between people should always be agreed by both and that no one has the right to touch them in a way that hurts them or makes them feel uncomfortable. Give the children scenarios and ask them to practise different ways of dealing with it if they felt uncomfortable. Model a different example first.

1. Hallom was play wrestling with his friend's older brother on Friday. He touched Hallom in a way that made Hallom feel uncomfortable. He told Hallom not to tell anyone.
2. One of Jasmine's neighbours asked her if he could take pictures of her. He said he would give her sweets, if she didn't tell anyone.
3. Dom's friends keep pulling his trousers down.
4. People keep touching Alisha's curly hair.
(H20, R8, R21)

- Imagine you were feeling very uncomfortable about the way someone was behaving towards you or something they've shown you on their phone. Draw 3 large concentric circles (see page 107), with yourself inside the middle one. Ask the class for their ideas about who could be in the next circle (family I can talk to), who in the last circle (people in school I can talk to) and who outside the last circle (people I don't know well who I can talk to e.g. police, ChildLine). Ask the pupils to add the people they would ask if they needed help. If someone found it hard to ask for help what advice would you give them. Record ideas. Finish with a musical statues when the music stops everyone has to freeze. Move around the space as high as you can, as fast as you can, as slow as you can etc.
(H20, R8)

Assessment Suggestion

Baseline:

In pairs, write a definition of growing up. (Don't give them any guidance, just allow them to guess or reflect what they think they know).

Summative:

In pairs, write a definition of growing up.

They should be able to reflect on what they now know.

PSHE Matters Passport Idea

Talking about growing up matters because...



Upper Key Stage 2

Growing Up

Core Themes: Health and Wellbeing:

H4, H6, H7, H12, H13, H18, H19

Relationship: R2, R5, R13

Living in the Wider World: L1

Learning

H4 - Exploring how images in the media and online do not always reflect reality.

H6 - Identify the intensity of feelings.

H7 - Recognising conflicting feelings.

H12 - That simple hygiene routine can prevent the spread of bacteria.

H13 - Identify pressures and influences.

H18 - Understanding changes that happen at puberty.

H19 - Understanding what puberty and human reproduction is.

R2 - Identifying qualities of a healthy relationship

R5 - About committed loving relationships.

R13 - About differences and similarities between people, but understand everyone is equal.

L1 - Debate topical issues.

Activities

- What is puberty? Brainstorm in pairs. Using a body outline (see page 106) ask the children to add what sort of physical and emotional changes might happen during puberty. Is this different for boys and girls?

Provide cards describing the changes and in pairs ask them to sort them into boys' changes, girls' changes and/or both. Give out thought bubbles (see template).

Puberty card ideas:

www.abovethewaist.org/sites/default/files/6th_pondering_puberty.pdf

www.loudmouth.co.uk/storage/app/uploads/public/591/9ac/e51/5919ace515fa6309994748.pdf

Ask them to add any worries or questions that a child of their age may have about going through puberty. Place them in a worry box. Take the box away and use these to address any concerns or questions in another session where children have the opportunity to be split into boys/girl groups. (Ensure that children are aware of facilities in school in school for supporting menstruation.)
(H7, H18, H19, R13)

- Organise pupils into boy/girl groups. Provide each with a bag of objects/pictures/words. For example: deodorant, shaving cream, mirror, tweezers, leaflets about changes, questions with answers from the previous activity, socks, books about how babies are made, wet dreams, sanitary towels. Ask pupils to take an object from the bag. What is it? What might it be used for? Who uses it? How does it relate to puberty/growing up?

Useful leaflets: www.fpa.org.uk/sites/default/files/4you-growing-up-primary-school-booklet.pdf

www.fpa.org.uk/sites/default/files/periods-what-you-need-to-know.pdf

(H12, H18, H19)

- Read the book 'Where Willy Went' by Nicholas Allan. In groups ask them to review which parts of the book were fact and which were fiction.

- There are 300 million sperm in a man's testicles
- Sperm go to school
- Sperm race to reach the egg
- Eggs live inside women's bodies
- Sperm wear goggles and have a number, and use maps to reach the egg
- Men and women make a baby by joining together
- When the egg and sperm join they develop into a baby
- Children are usually good at the same things as their parents

Is there any information missing from this book? Why do you think that is? Why does the book combine fact and fiction? What age group is the book aimed at? Should be a review or guide for the teacher of that age group on how to use this book. **(H18, H19, R5)**

- Explain that sometimes during puberty, an adolescent goes through many emotional, as well as physical changes. Why might young people often going through puberty start to feel more self-conscious or embarrassed? List ideas. Explain that being embarrassed is a normal emotion. Use an emotional thermometer (see page 110).

Include:

1. Just a little
2. Quite a lot
3. A lot
4. Too much
5. Not sure.

Read out different embarrassing situations. Ask the children to hold up which number best represents how a child of their age might feel. Situations could include: Asked out on a date; falling over in the mud at school; getting a kiss from a parent in public; receiving a valentine's day card; developing spots; getting a question wrong in class; seeing an unflattering photo of themselves; being praised in a school assembly; being told they smell of sweat.

Does everyone always feel the same? What does this depend on? What strategies could a child of their age use? How could they support a friend if they felt like they wanted the ground to swallow them up?

Share and compare. Are there any strategies you might take with you?

Useful book: 'Frog in Love' by Max Velthuijs.

(H6, H13, R13)

- Useful resource:** 'Mummy Laid an Egg' by Babette Cole.

Use some of the beautiful images from www.babycentre.co.uk/pregnancy-week-by-week to create a simple timeline of the development of the foetus in the womb.

What does the woman have to do to make sure that she stays healthy during the pregnancy to help the baby develop? Add their ideas to the timeline. Explore and share how babies are celebrated around the world.

(H19)

- What is a healthy relationship? Brainstorm and explore. A healthy relationship is... Provide each child with a heart. Ask them to close their eyes and think what they think is meant by the term 'love.' Stick the heart on to a sheet and around it include all the ways people might show that they love someone? Why is love so important in a relationship? Include why it is so important in a different colour. Love is really important in a relationships because... Provide the children with an outline of a T-Shirt and ask them to design a T-Shirt based on the activity.

Make a 'Washing line of LOVE'.

(R2)

- Think about the films 'Shrek' and 'Beauty and the Beast'. Did Princess Fiona and Beauty fall in love with the characters' looks? Using this example in groups of three, ask the children to list the qualities of what makes a person attractive. Ask them then to create a Diamond 9 (see page 100) with the most desirable quality at the top. Across the whole class discuss their choices. Why does the world we live in seem to be so obsessed with what people look like? Who influences this? Discuss/debate.

(H4, L1)

- Useful website:** www.dove.com/ca/en/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html

Why do magazines and adverts use airbrushing techniques? Why do people use filters before sending pictures? How do these techniques affect our perception of reality? Compare these pictures with photos of real people. Discuss the consequences.

Ask the children to write straplines that will encourage young people to think about the realities of these images so that they are not trying to achieve an unrealistic goal. Discuss the phrase - Beauty is only skin deep.

(H4, L1)

- Think about the word 'selfie'. What does it mean to you? Why do you think people take selfies? What are the pros and cons of taking selfies? Split the class into groups of 4. Ask them to explore the pros and cons and then move groups to see other people's ideas. What might influence the way people want to look? Why is it important to realise this growing up? Ask children to design 'H'Elfies' - a healthy or happy selfie, based on activities that show a healthy happy lifestyle rather than a prescribed body image. Make a gallery of H'Elfies.

(H1, H13)

Please note links with statutory requirements in Science - the Year 1 and 2 National Science Curriculum Programme of Study states that children should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Assessment Suggestion

Baseline:

Use a question box to enable the children to ask any question they want about growing up.

Summative:

As individuals, ask the children to brainstorm everything they know about how their bodies and emotions will change in puberty.

PSHE Matters Passport Idea

Knowing about the emotional changes in puberty matters because...



Key Stage 1 Changes

Core Theme: Health and Wellbeing: H5, H8, H9, H13

Learning

H5 - Exploring what change means.

H5 - Exploring loss and change and the associated feelings.

H8 - Exploring the changes of growing from young to old.

H9 - Managing change positively.

H13 - Identifying strategies and where to go for help.

Activities

- ✂ Read the 'Very Hungry Caterpillar' by Eric Carle. Ask the children to identify the changes. Feed back and discuss. Ask them to role play how a seed grows into a tree. Brainstorm other changes they notice in life - for example, feelings, weather, seasons, friendships, new teacher, losing a tooth, growing up, etc. Which changes might just be for a short time and which are more permanent? Do changes always feel the same? Ask the children to choose 3 changes and draw them. Ask the children to work in pairs to explain what they think change means to them. Feedback their ideas to the class. Make a circle and ask the children to imagine they have a 'magic wand'- what would they to change about their school. Do a round of... I would change...
(H5, H8)

Warm Up and End Game

Experiencing silence

Sit quietly, be very still. Now pass an object round without a sound, e.g. keys, bells, tambourine. See how quietly the children can do this.

- ✂ Read the scenario: Zane and his sister Zoe are 6 and 7 years old. They have recently both lost a tooth and Zoe has had her hair cut. At 3 years old they both went to the same nursery and then moved to reception in the same school. They have moved house twice. First they lived in a big house and then they moved to a small bungalow. Zoe has lots of new friends since moving into Year 2. Zane has joined a new football team and Zoe has just started gymnastics. Can the children identify all of the changes that have happened in the story so far? Can they think of any more changes that may have happened that they may not have been included in this list? Brainstorm together. Pick some of the changes and ask them to freeze frame as individual statues to express the emotions that Zane and Zoe may have felt at that time. Thought track and discuss. This may give you the opportunity to discuss the positive and negative attitudes to change.
(H5, H8, H9)
- ✂ Play the game 'Change places if'. Make a class circle and ask the children to cross the circle if they agree with the statement. These statements may include. Change places if... You want to get older. You want to grow taller. You look forward to being a junior. You like summer. You like winter. You have a sister. You have moved house. You have a friend who has moved away. You have lost a tooth. You used to have a dummy. After the game discuss how you think the 'Very Hungry Caterpillar' felt when he was going through the changes. Was it something he could control? Is change normal? Why do you think change can be difficult? If changes are difficult what can we do to try and make it better? What would you like to say to the 'Very Hungry Caterpillar' to help make his changes easier? Finish with playing charades. The children are given a change and they have to act out what is happening and the rest of the class have to guess.
(H5, H8, H9, H13)

- ✂ Read out a feeling and ask the children to walk around the room, to the beat of a drum, showing that emotion and when the beat stops freeze and take an imaginary picture. Repeat with different emotions. Read the story 'Mum and Dad Glue' by Kes Gray which is about parents wanting to divorce. Alongside reading the story show the children a bottle of fizzy lemonade. Remove the label. What does the liquid look like? Clear, calm, still? Using examples from the stories as you read it, explore and name how the character may be feeling. Every time it is a difficult emotion shake the bottle. If the bottle was a person what would be happening to their body inside if they didn't share how they were feeling? Take off the top... What happens? Discuss the importance about sharing how we feel otherwise our emotions can get stuck and then burst out when we least expect it - like having a volcano in our tummy! Draw a picture of what you think happened in the story. Why might this book help children who are going through the same thing as the little boy?
(H5, H9, H13)
- ✂ If the child from the story came to this school and needed to talk to someone in school about their feelings... Who might they go to? How could they do this? Who else could they speak to in their life? Draw around their hand and make a hand of support. Practise asking for help if they are feeling sad/worried about change.
(H9, H13)
- ✂ Ask the children to think of things that would help the character in the story. Share ideas together. (Share the message that even when change doesn't feel good it is important to think of positives things we can think, do or say to help us to cope.) Show the children an empty box. Ask the children to think about what they would include in the box for the little boy in the story. Provide the children with a 2D box template (see page 112) and ask them to include (draw/write) up to 10 things that they would include in a box for themselves that would help them to feel better. (Teacher model an example of their own box).
(H9)

Warm Up and End Game

Birthdays

Call a month of the year, children whose birthdays are in that month, run around the circle back to their original chair.

- ✂ Introduce the idea of loss by explaining that Jamie, who is 7 years old, has recently lost his favourite teddy bear while he was on holiday. Jamie has slept with his teddy for 7 years and he loves it very much. (Adapt the scenario to fit the maturity of the class). Draw a gingerbread outline to represent Jamie. On the inside include how you think Jamie feels? On the outside explain how you think Jamie's behaviour may have changed? Make a missing poster - Have you seen Jamie's teddy bear? You could offer a reward. If you were Jamie's friend how would you support him? Name 3 things you might do. What things from the toolkit might help Jamie?
(H5, H9, H13)

Assessment Suggestion

Baseline:

Without leading the children's conclusions, ask them to discuss in pairs what they understand change to be. Feedback their answers onto the board and photograph them.

Summative:

Ask the children in pairs to discuss what they understand change to be.. Feedback their answers onto the board and photograph them. Compare the differences.

PSHE Matters Passport Idea

Talking about change matters because...



Lower Key Stage 2

Changes

Core Theme: Health and Wellbeing: H6, H7, H8, H14

Learning

H6 - Understanding good and not so good feelings including their range and intensity.

H7 - Developing an understanding that change can cause conflicting emotions.

H7 - Acknowledging, exploring and identifying how to manage change positively.

H8 - Exploring changes.

H14 - Knowing where to go for help and how to ask for help.

Activities

- ✂ In groups of 4, ask the class to brainstorm changes that children of their age might have typically experienced e.g. moved house, moved countries, changed school, got taller, got better at reading, made a new friend, etc. Ask each group to move round in a clock wise direction to look at what other groups have included on their brainstorm. Collate ideas and create a class list of changes. Using the ideas, ask children to record this; and then next to each example mark whether they think the emotion would be comfortable or uncomfortable. Use it to point out that changes are normal. They can be positive, difficult and sometimes create conflicting emotions. Why do you think being able to identify how we are feeling can often help us to manage change/situations better? **(H6, H7, H8)**

Warm Up and End Game Changes

Someone goes outside, 2 people in the circle swap places, and the outsider tries to guess who has moved.

- ✂ Firstly, using an A-Z list (see page 97), in pairs brainstorm an A-Z of emotions. For example, angry, brave, courageous, disappointed, etc. Afterwards draw out a life journey time line on paper of an imaginary child, Alex, who is 10 years old. Use a road to represent the journey, drawing the events on the road, to show different changes such as being born, learning to talk, walk, rid a bike, etc. Ask the class to complete the life journey and explore how these changes made Alex feel by labelling each event with the appropriate emotions (use the A-Z list to support). Ask the children to rank the different changes according to the intensity of Alex's feelings: 1. Being very comfortable to 5. Being very uncomfortable. Compare and share. **(H6, H8)**
- ✂ In pairs, explore why change can feel uncomfortable using different scenarios.
Scenario 1. Moving Class
Scenario 2. A pet dies
Scenario 3. Your best friend leaves to go to another school
Scenario 4. Leaving home

List 10 different reasons for each scenario why it might feel uncomfortable for that person. List 10 ways that might help that person to manage the difficult feelings/prepare them for the change?
Using newspapers and words create a collage of supporting statements that could help someone who is struggling with the changes that are happening to them. Choose 3 ideas from the presentations that you would like to put in your pocket - metaphorically speaking! **(H6, H7, H8, H14)**

- ✂ Invite a range of older people from your community into the classroom, to talk about the differences between their childhood and what they see children experiencing now. In pairs, ask the children to prepare questions. Prepare the visitors by allowing them to have a copy before their visit or organise a Skype with a Polar Explorer by contacting the British Antarctic Survey.

www.bas.ac.uk/

You could ask them what sorts of changes they are experiencing in the Antarctic and why climate change is something we should all be thinking about.

(H7, H8)

- ✂ Introduce different scenarios that demonstrate loss. Show how Jez might feel about:
 1. Losing a tooth
 2. Losing his homework
 3. His parents getting divorced
 4. His grandma dying

Do individual freeze frames and thought tracking about how Jez might feel and behave. Brainstorm the words onto the board. For each scenario ask the class to write a text message of support to Jez.

Share and compare.

(H6, H7, H8, H14)

Warm Up and End Game

There's a chair on my right

Place a chair on the right of the facilitator, who should say: 'There's a chair on my right and I would like (name a child in the group) to come and sit in it.' The child who is named moves to the spare chair, leaving an empty chair in the circle. The child on the left of this should then say, 'There's a chair on my right and I would like (name a child in the group) to come and sit in it.' And so on.

At the end of the game ask the children what it was like as they waited to be chosen.

- ✂ Watch the 'Lion King' in sections. It will give you the opportunity to discuss the many changes that Simba experiences: (The death of Simba's father. How Simba reacts to it. Simba growing up. How and why things improve. Simba falling in love). Collaborative or individual activities could include: creating an emotional graph for Simba; writing a letter to his father; creating a timeline for him, etc.

Alternatively you could watch 'The Snowman' from the book by Raymond Briggs exploring similar approaches. **(H7, H8)**

- ✂ Have you ever wondered why a butterfly lives for a few weeks or a tree can live for hundreds of years? There is a beginning and an ending to everything that is living. In between is a life time. Read 'Beginnings and Endings with Lifetimes in Between' by Brian Mellonie and Robert Inkpen. Choose a plant, animal or a person and think of all the wonderful things that plant, animal or person may experience or see in their in between. The children may need to do some research. It could be presented as a rap, poem, story, art work or poster. Share and celebrate. **(H7, H8)**

Assessment Suggestion

Baseline:

In groups of 4, create an A to Z of changes. (This will create a good indication of the understanding of change that the children have).

Summative:

Discuss the sentence: Change is strange.
Write a rhyming couplet about Change.

PSHE Matters Passport Idea

Talking about change matters because...



Upper Key Stage 2 Changes

Core Theme: Health and Wellbeing: H6, H7, H8, H14

Learning

H6 - Explaining intensity of feelings.

H6 - Exploring and managing the difficult emotions.

H7 - Acknowledging and managing change positively.

H8 - Managing transition to secondary school.

H8 - Exploring and managing loss, separation, divorce and bereavement.

H14 - Practising asking for help and knowing where to go for help.

Activities

- ✦ Explore the question - Is it normal to have conflicting feelings in new situations?
Provide 4 scenarios relevant to your class:
Scenario 1: SATs test
Scenario 2: Trial for a new team
Scenario 3: New School
Scenario 4: Moving to a different country

Warm Up and End Game

Belonging game

Make 4/5 sets of cards numbered from 1-5. Make enough cards for each child to have a number. Children must not talk, but must find the others in their groups. When they find a fellow number, they must act very pleased to see them and continue walking as if a group, when all members are found sit down...

Provide each child with a gingerbread outline (see page 101) and a scenario. Ask them to think about how a child of their age might feel in that situation by adding the emotions inside the outline. Are the emotions conflicting? Which emotions can be grouped together? Are some more positive than others?

What might happen to a child's body inside and out when they are experiencing these emotions?

Ask the children to think how the body might behave and record ideas in metaphor and as drawings.

For example: butterflies in the stomach; tongue tied; dry mouth; as quiet as a mouse; stomach in knots; etc.

Why is understanding how emotions may affect us inside and outside important in helping us manage situations/changes?

(H6, H7, H8)

- ✦ Using the scenarios from the previous activity think about and discuss strategies to help children your age to regulate how they are feeling when feelings are conflicting or getting out of control.

Think of 5 examples of self-talk strategies.

Give out thought/speech bubbles (see page 103) for the children to add their ideas. For example: it's normal to feel like this; all I can do is try my best; I can do this; deep breaths; etc. Share and record ideas.

(H7)

- ✦ Introduce the scenario: Felix and Mo have just got a new little brother. Felix is really happy and is spending lots of time looking after his little brother. Felix is struggling when he has to leave his mother and brother because he is worried that something might go wrong and he won't be there to help. He can't concentrate at school. In groups of 4, draw an outline of Felix and fill the inside with the feelings he is experiencing. Mo is feeling jealous because the baby is getting more attention than him. He is also expected to help more. He is behaving badly at home. In the same groups, draw an outline of Mo and fill the inside with the feelings he is experiencing.

Fast forward... Mo and Felix are now feeling much happier. Can you explain what/who might have helped them to cope with the changes?

Discuss this in pairs and record ideas.

(H6, H7, H8, H14)

- ✦ Use the clip: 'The Piano' by Aidan Gibbons. Firstly collect an old box containing the old man's memories such as a handkerchief, a war medal, an old black and white wedding photograph, etc. Play the video with the picture off so children can only hear the music. Pass around the memories from the box. Can they guess what the clip might be about? Write down under the heading - What we have guessed?

Now under the heading - 'What do we want to find out?'

Ask the class to write down any questions they may have.

Now watch the clip and fill in under the heading - 'What we know?' How did the clip make you feel? Do a round...

The clip made me feel...

(H6, H8)

- ✦ Using the idea of creating memories develop a 'Museum of Memories' on paper.

Think about the things you would like to remember about your time at primary school.

What you have achieved, been involved in, the people you have met.

Share and celebrate.

(H7, H8)

- ✦ Ask them to think about the future. Create a question box. What questions have you got about moving up to secondary school? What worries do you have? Post the questions anonymously. Take the questions away and then create a list to share with the class. Invite young people/teacher from their secondary schools to come and answer questions or if not available hot seat a child/take on that role yourself.

(H7, H8, H14)

- ✦ Ask them to imagine that a Year 7 has been at the new secondary school for 2 weeks. Ask them to think of a problem they may face. Ask them to think of 4 pathways they could take in order to help him solve the problem. Draw/write, record and share.

(H8, H14)

Warm Up and End Game

Mirror Mirror

In pairs, A/B. A is the leader, B is the mirror and must copy the actions, go slowly at first. Give each pair 2 minutes and then change roles.

- ✦ Make a graffiti wall (see page 102) of all the things they are looking forward to about starting a new school. For example: independence, food choices, new friends, etc. Make it bright and colourful and celebrate the next steps of your journey of growing up.

Share and celebrate.

(H7, H8)

Assessment Suggestion

Baseline:

Ask children to draw/write possible worries they may have during the next few years. This is not for sharing across the whole class. It will give the teacher a sense of what needs to be addressed with that particular class, or may be some individuals.

Summative:

Ask the children in pairs to discuss and record their answers to the questions: *What would it be like to live in a world without change?*
What would happen if you never left school?

PSHE Matters Passport Idea

Developing strategies for changes matters because...



Key Stage 1

Bullying Matters

Core Theme: Relationships: R2, R6, R11, R12, R13, R14

Learning

R2 - Recognising their behaviour can affect others.

R6 - Listening to others and working cooperatively.

R11 - Identifying that people's bodies can be hurt.

R12 - Recognising when people are being unkind to them or others, who to tell and what to say.

R13 - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.

R14 - Identifying strategies to resist teasing/ bullying if experienced or witnessed.

Activities

- Ask the children the question, 'What is bullying?' Create a class definition.
www.bbc.co.uk/education/clips/zqypyrd
www.bbc.co.uk/education/clips/zkhmhyc
(R2, R11, R13)
- Share the clip about cyberbullying.
www.thinkuknow.co.uk/5_7/hectorsworld/Episode6/
Can they explain what happened and what the main messages were? Was this included in the definition?
(R2, R13, R14)
- Ask the children to arrange themselves in a circle. Explain that you have a problem and you need their help. Introduce a puppet.
Teacher: You are looking very sad, Rita. What's the matter?
Rita: Nuffin (nothing).
Teacher: I don't like to see you sad, Rita. Please tell me what's wrong. Did something happen at play time?
Rita: No!

Explore what they think has happened and discuss together why they think Rita won't talk about it. How can we look after each other more in the playground?
Ask the children to role play some of their ideas.
What have we learnt? What could be do differently as a class at play time?
(R2, R6, R12)

- What is meant by opposites?
Share some words up/down, in/out, on/off, slow/fast, etc. Introduce a quiz so the children have to say the opposite word. Introduce a game where children travel around the space to music. When the music stops they have to get into a group of 3.
Play this with different numbers in a group.
Discuss that when someone is in a group this means they are included... When they are left out - the opposite - this means they are excluded.
How do people feel when they are excluded/left out?
Explore. Brainstorm situations where children of a similar age to them may feel left out. What things could we say or do to help people feel more included. Create a class list.
(R2, R6, R12)

- Introduce the idea of filling someone's cup with kindness. Provide everyone with an empty cup. Explain that the cup represents them. How do you think someone would feel if they had no kindness in their cup? How could we fill someone's cup with kindness? Share ideas.
Set up two opposite sides to the room. 'Unkind' on one side and 'Kind' on the other. Ask the children to walk around the space with their empty cups and when you shout out a scenario ask them to move to the correct side of the room. Statements could include - a friend shares their snack with you, someone tells you can't join their game because you are rubbish, etc.
If they go to the kind side they can collect a heart to put in the cup. Filling someone's cup of kindness could be part of daily practice.
(R2, R6, R12)

Warm Up and End Game

Clapping

Going round the circle one clap continues the direction, 2 claps changes the direction back.

- Using a fairy tale such as 'Cinderella' or 'The Three Little Pigs' explore how the characters might be feeling. Who is the bully in the story? Why might they be behaving this way? What would you have done differently if you were a character?
Write a class letter to the Wolf or the Ugly Sisters challenging their behaviour.
(R2, R11, R12, R13, R14)

- Using scenarios (see below for examples) ask the children to use their bodies and faces to show how the characters may be feeling. Use freeze frame and thought tracking to create further discussion.
 1. A child pulls another child's hair.
 2. Some children are never letting another child in the class play.
 3. A child is sticking her tongue out and pulling faces at the same child every day when the teacher isn't looking.
 4. A child keeps sending unkind messages/pictures on social media.
 5. Some children are hiding their friend's book bag.
 6. Some children keep saying unkind things to a child who wears glasses.
 7. A child keeps laughing at a child because they have a birthmark on their face.
 8. Some children keep pointing at a boy because he is wearing a turban.Discuss why these children might be doing these things. Is it okay? Imagine you were that person.
(R2, R12, R13)

- Use colours to indicate whether these scenarios involve bullying or not. Groups can have pieces of red and green card and can discuss to make the decision.
Red = Bullying Incident.
Green = Not considered bullying.
(R13)
- Make a list together on the board to identify what we should do if we think bullying is happening and also what we could do if someone is being unkind. Introduce STOP (Several Times On Purpose) START (Start Telling And Reporting Trouble). Identify who we could tell in school. Draw a gallery of people and include their names.
Explore together how we might start a conversation or ask for help.
What opportunities do we have in school?
(R14)

Warm Up and End Game

Keys

One child stands in the middle of the circle blindfolded. The other children pass something noisy around the circle (keys). When the child in the middle thinks they know where the keys are they shout 'stop!' and point in that direction.

- Show a picture of a penguin or bring in a toy. Explain that Smartie the Penguin is about to start school. He eats fish, waddles when he walks and hates loud noises. He has travelled from a different country. He doesn't find it easy to make friends and everyone looks at him because he is different. How could we help him to settle into our school? Send Smartie a card that will make him feel welcome telling him a bit about your school.
(R2, R6)
- Give the children maps of the school grounds and get them to mark with coloured dots to show where they feel safe. Red is unsafe. Green is safe. It is important to see if there are any correlations between what children have produced. Explore why they feel unsafe in these places. Share findings with the school council/anti-bullying ambassadors, Headteacher and Governors etc.
(R6, R14)

Assessment Suggestion

Baseline:

Draw a picture of what a bully looks like.

Summative:

Ask the children 3 things they have learnt.

PSHE Matters Passport Idea

Being kind to each other matters because...



Lower Key Stage 2

Bullying Matters

Core Themes: Living in the Wider World: L6

Relationships: R7, R11, R12, R13, R14, R18

Learning

R7 - Understanding that their actions affect themselves and others.

R11 - Identifying the importance of working towards shared goals.

R12 - Developing strategies for getting support for themselves or for others at risk.

R13 - Identifying that differences and similarities arise from a number of factors.

R14, L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').

R18 - Knowing how to recognise bullying and abuse in all its forms.

Activities

- Use the clip 'For the Birds.' www.literacyshed.com/for-the-birds.html
Or use the short animation 'Daisy Chain' narrated by Kate Winslet. www.youtube.com/watch?v=PGxmschhkNg
What is the moral of the story?
Could you think of a different title?
(L6, R7, R13, R14, R18)

- In groups, explore and brainstorm the questions - What is bullying? What types of bullying are there? Develop a class definition.
(R18)

- Read out the following scenarios:

- Elazar and Taliyah have had a big argument in the playground at lunchtime. They are normally good friends. Elazar has called Taliyah fat during the argument. Taliyah tells the midday supervisor that she has been bullying her.
- Nigel and Dion don't want to play with Sian every break and lunch time. Sian is now complaining to her parents that they bully her.
- Rhiannon is a new pupil in year 6. At first everybody was very kind to Rhiannon. Now they all go very quiet when she comes into the room and no one plays with her at break or lunchtime. She is feeling very sad and lonely. This morning she told her parents she didn't want to go to school.

Ask the children to stand up if they think it's bullying and sit down if they think it isn't.

Make a consequence chain.

(L6, R13, R14, R18)

- Using the painting 'The Fight' by LS Lowry, explore what may have happened beforehand. This could be done through collaborative writing, drama or storyboarding.
(R13, R14)

- Explore the painting 'The Fight' by LS Lowry. While this picture may not be an example of bullying, it is good to look at the idea of bystanders. Create a freeze frame of the pictures and asked the children to think how their character might feel. Thought track them. Explore Lowry's painting further using characters from the picture.
Character 1: Shouts "Go on, hit him!"
Character 2: Just stands there and says nothing.
Character 3: Walks away from the fight and rings the police.
Discuss the children's thoughts about what each character does? Is bullying just about the bully and the victim? Discuss.

Useful link: www.stonewall.org.uk/sites/default/files/_nobystanders_pledge.pdf

(L6, R7, R14)

- Imagine a school where the motto is: 'Say Yes to Bullying'. How might these children feel in different parts of their lives - at school, walking home from school, in their bedroom, when they go to bed?
Ask the children to draw a timeline of what might happen before, during and after school for a child of their age. Make a diary. What advice would you give to that school so that it could improve the safety of the children attending? Form an advice alley and choose a child to be the head teacher. Record the practices you think work well in school? What could be improved?
Share with the anti-bullying ambassadors, school council, governors etc.
(L6, R7, R11, R12, R13, R14)

- Think about the previous themes of anti-bullying week, for example: Let's Make a Noise about Bullying, The Power of Good, Let's Stop Bullying for All.
Ask the children to work in pairs to develop their own theme. What will their strapline be?
Ask them to think about what they would like to include in their campaign.
Using a Dragon's Den style approach, provide criteria to work towards and ask the pupils to present their ideas to a panel to be judged.
(R7, R11)

- Read the scenario. James and his friends upset Sean. They snatched his bag and threw it on the floor. They kicked him and sometimes said unkind things when the teacher wasn't looking. Sean would get angry and would fight back. He would get into trouble. Sean felt sad. How could we develop the story so the bullying stops and Sean feels happier again? Ask the children to draw around their hand. Draw/Write 5 things they could do to help Sean - 'A helping hand.'
(L6, R14, R18)

- Introduce the title... Don't be mean behind the screen! What does it mean? Explore the different ways of cyberbullying. What are the consequences for the victim, bully and bystander? Introduce the 1, 2, 3 Rule:
1. Don't reply.
2. Save the evidence.
3. Tell someone.
Create a poster that will encourage children to be 'Kind Online!'
(R14, R18)

- Introduce the scenarios:
1. Bailey enjoys wearing pink sparkly dresses.
2. Daisy lives with her two mums.
3. Jamie has cerebral palsy.
4. Jean is in Year 6 and collects flags.
5. Amid has a stutter when he speaks.
6. Ola moved to this country recently with her family.
Ask the children to work in pairs to think about what people might say that could be hurtful in each scenario. Brainstorm as many ideas as you can think of. Write them down on a piece of scrap paper. Discuss why people might say these things. What might the consequences be? Screw up the pieces of paper and write down kind/supportive/friendly words that could be used instead.
(L6, R7, R13, R14)

Warm Up and End Game

Feelings charades

A child takes a feelings card and an action card from a box, e.g. singing, sadness. Child acts in appropriate manner, others guess. Children could make up their own feelings and actions cards.

- Read the story 'Marshall Armstrong is New to Our School' by David Mackintosh. Marshall is different to the other kids in his class. He uses pen and ink and his laces are tied straight not criss-crossed. He has a digital watch and his skin is all spotty. He eats space food and always wears a hat - he doesn't fit in at all. Use this book to celebrate difference by asking the children to do a 'Draw and Write' on how Marshall should be valued. Ask the children to celebrate who they are by sharing what they enjoy/like doing. I am special because...
(R7, R13)

- Draw a picture of a child in the middle of a page. If that person was being bullied who could they talk to at home, school, help-lines, community, etc.
Realistically, discuss how could they start a conversation. What could be the barriers that stop people asking for help? Create a leaflet/advert/poster for other children of their age to use.
(R12)

Assessment Suggestion

Baseline:

Ask the children the question: 'What is bullying?'

Summative:

Write down 5 consequences of bullying.

PSHE Matters Passport Idea

Learning about bullying matters because...



Upper Key Stage 2

Bullying Matters

Core Theme: Relationships: R7, R12, R13, R14, R18

Learning

R7 - Understanding that their actions affect themselves and others.

R12 - Developing strategies for getting support for themselves or for others at risk.

R13 - Identifying that differences and similarities arise from a number of factors.

R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').

R18 - Knowing how to recognise bullying and abuse in all its forms.

Activities

- Using the school anti-bullying/anti-cyberbullying policy ask pupils to develop a child-friendly version. Add illustrations to the policy. Does it include STOP (Several Times on Purpose) and START (Start Telling And Reporting Trouble)? What does this really mean? How can pupils start telling and reporting trouble? What realistic strategies could be used? Complete a class/school survey and then develop ideas that could support the child-friendly policy. **(R12, R18)**

Warm Up and End Game

Memory Game

'I packed in my suitcase...' Each child remembers the previous items and adds one of their own.

- Ahead of the lesson collect two apples but drop one repeatedly on the floor (tape around the apple so not to change its appearance). Show the pupils the two green apples. Ask the class to describe the apples. Share ideas. Pick up the apple that was dropped and be unkind to it saying hurtful things. Because I don't like it, I don't want you to like it either. I want you to call it names. Insult it! For example, 'you are ugly!' Now say nice things to the other apple such as you're the best apple in the world! Show the children the apples again but cut them in half. The apple the children have been nice to will look crisp and fresh. The apple that you insulted will look bruised and brown. Explain that this is the exact same thing that can happen to children that are bullied. Ask the children what the metaphor could be. For example, everything may look fine on the outside, even when the inside is broken. Write a summary of the activity explaining the 'Power of Words'. www.youtube.com/watch?v=cEr3ELfFzxE **(R7)**

- Ask the children to research 3 different types of bullying scenarios or provide a definition for each - Direct, Indirect and Cyberbullying. Ask them to create a freeze frame for each scenario. Give each freeze frame a title. What is the difference between each? What advice would you give in each scenario? **(R12, R13, R18)**

- Using extracts from stories www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Anti-bullying-week_Recommended-reading.pdf think about power relationships in bullying situations. Why do people bully? Create a list of ideas. How might a person feel who is being bullied? How might a person feel who is the bully? Brainstorm the ideas in groups and then feedback ideas to the whole class. **(R7, R13)**

- Design some anti-bullying slogans and decide how you are going to apply them to some form of clothing or textile. Develop a fashion show thinking carefully about the music choice and cat walk routines. Each group have a job description - designer, choreographer, producer, etc. Invite parents/carers and the community to the performance. **(R12, R13)**

Warm Up and End Game

What am I?

Choose a positive adjective to describe yourself, go around the circle in turn. Can you use alliteration to describe yourself?

For example, Jumping Jack.

- Banter vs. Name-calling vs. Bullying. In pairs brainstorm a list of phrases or things you might do, say or hear that you consider to be banter or bullying or name-calling. How do we know the difference? What is okay and what is not okay? What does the phrase 'crossing the line' mean? **(R14)**
- Carry out the toothpaste challenge to reinforce the message that once unkind words have been said it's impossible to take them back. Choose 2 members of the class to take part in a challenge - they have to squeeze toothpaste out of the tube as fast as possible - whilst being timed. The winner is whoever does it in the quickest time. Now choose two new people. Give them a tooth pick or teaspoon, and ask them to put the toothpaste back into the tube. How does this link to bullying? **(R14)**
- Introduce the scenario: Liam, a top gamer, is the new boy at school and everyone is interested in him. George, one of the other boys, feels threatened by him and challenges him to an online game, which Liam wins. Not happy with this, George starts an online campaign against Liam. With the help of some friends, George shares funny pictures and jokes about Liam at first but these comments take a homophobic turn when George accuses Liam of being gay saying; You are so gay! You gay-mer! Aware that many people are laughing at him online, Liam feels lonely and unsure of who to speak to. Why might George be doing this? Why is it so wrong to use the term gay in this way? What could Liam do? What should Liam not do? Send Liam a text message/email/letter with advice. **(R12, R13, R14)**

- Watch the short animated film 'In a Heartbeat' by Beth David and Esteban Bravo. www.youtube.com/watch?v=2REkk9SCRn0 Imagine you are a film critic. Do you think this clip should be used in schools? Give reasons for your answer. **(R13, R14)**

- Watch this talent show clip about cyberbullying. What could be the consequences be for both characters? endlessvideo.com/watch?v=bdQBurXQOeQ&utm_source=safeshare.tv&utm_medium=download&utm_campaign=safeshare-download Imagine you are talking about Paddy. Re-write a short script for the talent show celebrating and talking about Paddy's positive qualities/strengths. Share with the group. **(R7, R12, R14, R18)**

- Examining Violence, Excuses and Responsibility. A useful activity to explore how their actions affect themselves and others. 1q7dqy2unor827bqjls0c4rn-wpengine.netdna-ssl.com/wp-content/uploads/2016/02/10.-Year-Four-Examining-Violence-Excuses-and-Responsibility.pdf **(R7)**

Assessment Suggestion

Baseline:

Write down everything you know about bullying. In a different colour add all the new things you learn as you work through the topic.

Summative:

Give the children a sheet of paper with the alphabet written down the margin. Can they fill the letters with words they have learnt in this topic? A = ask for help, B = Bullying, etc.

PSHE Matters Passport Idea

Learning about asking for help matters because...



Key Stage 1 Being Me

Core Themes: Living in the Wider World: L4, L8, L9
Relationships: R7, R9

Learning

L4 - Recognise they belong to different groups and communities such as family and school.

L8 - Explore ways in which they are all unique.

L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else.

R7 - Offer constructive support to others.

R9 - Identify what makes them special.

Activities

- ★ What makes me, me?
www.bbc.co.uk/education/clips/zyt2tfr
An exploration of the concept of identity using the story of the 'Ship of Theseus'. Using the example of a ship changing over time and becoming physically different, it encourages children to consider the meaning of identity, stimulating a discussion.
(L8, R9)

- ★ **Magic Box**
First, prepare a decorated box with a mirror inside it. Introduce the magic box and explain that inside it is a picture of the most special person in the whole world. Explain that each of them will be allowed to look inside and discover who it is, but they must be careful not to spoil it for others and not to tell until everyone has had a turn. Discussion how it made them feel when they saw themselves in the mirror.
(L8, R9)

Warm Up and End Game

Hedgehogs

Move around the room to the music, when the music stops children curl up on the floor like hedgehogs. Put a cover over one child, the others stand up and guess who is under the cover.

- ★ Use the question what makes me, me? There will only ever be one you. How amazing is that? Provide the children with amazing facts. For example: I have big feet, I enjoy playing the guitar, I have glasses, I like spending time with my dog, I have green eyes, I don't like bananas, I have two mummies, I love pepperoni pizza, etc. Ask the children to do thumbs up if the facts are true and thumbs down if they are false. Did you notice that some people have some things in common? Draw a picture of yourself and draw/write 10 amazing facts about yourself. Create a circle and ask the children to say one of the amazing facts from the previous activity.
(L8, L9, R9)

- ★ Introduce the children to the 'Mr. Men and Little Miss' books by Roger Hargreaves. Read one of the books such as Mr. Happy. Create coloured hearts with the sentence root: Mr. Happy is special because... The children then fill in the end of the sentence. If you were a Little Miss or Mr. Men character who would you be? Provide ideas: Mr. Kind, Miss Energetic, Mr. Facts, Miss Lego, Mr. Cook, Miss Footballer. Create your own character/s. Share and celebrate. Provide coloured hearts and fill in a positive statement about each child in the class. Read them out and then give them out. Remind the children that everyone in the class is different but everyone is so very special in different ways.
(R9)

- ★ Make a circle and pass around a speaking object. Say my name is... After each person has said their name everyone claps and smiles. Children are then asked to design their own name poster. (Model an example). Provide a word frame and pictures, pens, stickers so they can personalise their work. Celebrate that each person is different and is special and is part of the class. Make a class display.
(L8, R9)

- ★ In a large area, arrange mats so they resemble stepping stones in a swamp. Then, invite the children to use their imagination to pretend that they must cross the 'swamp' to find happiness. Tell them to imagine that there are crocodiles in the swamp and the only way to stop the crocodiles from eating their toes is for them to think positively and say something good about themselves. Make a list of possible ideas. Next, have the children take turns crossing the swamp. Remind them to say something positive about themselves each time they step on a rock. How could we help if someone gets stuck? Discuss how supporting each other positively made them feel? I am special and unique because...
(L8, R7)

- ★ Discuss and explore the questions. Who is special to me? Why are they special? For example, they provide support, love, guidance, safety, fun, kindness. Invite the children to bring in photographs of family, friends or pets, or they could paint/draw pictures of people and animals that are special to them. Display with words explaining why each person/pet is special. Why is it important to be kind/caring towards each other? How could you fill up someone's cup of kindness? Finish a round with something you could do or say to someone that would make them feel special.
(R8, R9)

- ★ Display images of different foods/toys on the board and ask them to vote on their favourite. In pairs, try to persuade somebody that their food/toy is better. Feedback discussion, what sort of arguments were used? Ask the class, does it really matter if we all like different things? Discuss that this is what makes us unique.
(L8, L9, R7, R9)

Warm Up and End Game

Listening

All children close their eyes and listen very carefully for 2 minutes. They are then asked to recall and describe what sounds they heard and anything else they notice.

- ★ Ask the children to think of a special object they have at home that they would like to share with the rest of the class. In pairs, ask the children to talk about it: Where did it come from? Where do you keep it? What do you like best about it? Ask the children to practise telling each other and then ask them to share their ideas with to the group. Celebrate their different treasures and then ask them to draw a picture of their special object.
(L8, R9)

- ★ Introduce thought bubble templates (see page 103). Ask the class to think about all the things/people/places in school... Walk round the classroom, school playground. What good things can you see? What are you proud of in school? What groups do you belong to? Who in school is special to you? What do you enjoy doing? Share and celebrate different ideas. Draw a picture or write your name in the middle of a piece of paper. Provide the children with thought bubbles... Using what thoughts they collected from their activity can they record their ideas. Can they extend this to include other groups they are part of outside of school. Share and compare.
(L4)

- ★ Walk around the local area and/or provide a map. As a class mark on the different places in the local area. Which is their favourite place and why? Which places do they visit more than others? Where are the groups they attend? What is it they like the least about their area? What do they like the most?
(L4, L8)

Assessment Suggestion

Baseline:
Draw and write what makes you special.

Summative:
Add to the picture in a different colour anything else you would like to add. What have you noticed?

PSHE Matters Passport Idea

Knowing I am special matters because...



Lower Key Stage 2

Being Me

Core Themes: Living in the Wider World: L7, L9, L11
Relationships: R10, R13

Learning

L7 - Exploring different kinds of responsibilities at school and in the community.

L9 - Identifying what being part of a community means.

L11 - Appreciate the range of identities in the UK.

R10 - Listen and respond respectfully.

R13 - Identifying that differences and similarities between people arise from a number of factors.

Activities

- ★ Form a circle of chairs. Play the game and create your own questions for example, change places if... You like football, you like pineapple, you are 8 years old, you have curly hair, you have freckles, you like cabbage, you were born in a different country, you are kind, you dislike dogs, etc. Ask each member of the class to write down 3 facts about themselves. Two of the facts are true and one is false. In pairs, ask the children to see if they can find out which fact is false.
(R13)
- ★ Place pairs of the same numbers/pictures cards in a hat. Ask each child to pick out a card. Once every child has a card they have to find their partner.
Challenge 1: Find out what your partners interests are.
thelinkingnetwork.org.uk/wp-content/uploads/2017/02/14-Lesson_5_Identity_Questions.pdf

Challenge 2: Make something to show the rest of the class about your partner's interests (model an example). This might be a picture, a poster, a mime or a dance. You have 10 minutes to get thinking, 30 minutes to complete the challenge and 2 minutes to present your ideas to the class.
(R10)

- ★ What makes you, you? Think about your:
 1. Personality
 2. Attitudes
 3. Interests
 4. Culture/BeliefsIf we were all class clones - How would we know it was you? Provide each child with a gingerbread outline (see page 101). In groups support each other to build up a picture of what makes you, you. (Ensuring the ground rules are clear at the start). Model an example. Make a class display.
(R13)
- ★ Create a 'Class Oscars' or similar award ceremony. Every child will receive an award (certificate) for something they should be proud of/makes them special. The children could make suggestions for their classmates to give them an even greater sense of belonging. What music will the activity include, who will be the presenter. How will they make the event a success?
(L9, R13)
- ★ Watch Akram's story. www.bbc.co.uk/education/clips/zq4b4wx
Watch Aiyshat Akanbi story. www.bbc.co.uk/education/clips/z4vnvcw
What are the similarities and differences between Akram and Aiyshat? (Race, gender, interests, style, beliefs, personality, aspirations).
Working in pairs create a Venn Diagram (see page 109) to celebrate your similarities and differences.
Compare and share.
(R13)

Warm Up and End Game

The world would be a better place if everyone...

Children discuss their opinions.
Begin 'I think the world would be better if ...'
No put-downs. Allow children who pass a chance to go at the end.

Warm Up and End Game

The 'If' game...

If you could go anywhere in the world, where would you go?
If I gave you £1, what would you spend it on?
If you could watch your favourite film now, what would it be?
If you could ask anyone in the world for tea, who would it be?
If you could wish one thing to come true this year, what would it be?
If you could live in any period of history, when would it be?

- ★ Write SCHOOL in the middle of the board. Who makes a school? Which people are important? What roles and responsibilities do they have? Why are pupils' responsibilities in school important? How can we make sure that everyone is respected and feels like they belong? Design a poster or write a poem about the importance of people working together in school. Share in assembly.
(L7, L9)
- ★ Discuss what it means by community? Draw a map of your community and what it would include. Is everyone's community the same? Play the song 'Proud' by Heather Small. What does it mean to be proud? Think of all the things that you and others do that you are proud of in your school and community. In pairs, brainstorm ideas of more things we could do to celebrate and respect difference.
(L7, L9)
- ★ If you were a local councillor and you wanted people to come together to form a stronger community what event would you organise? In pairs plan an event and explain why you have chosen this idea.
Write a letter to a local councillor.
(L7, L9)
- ★ Using all the information you have learnt about yourself and the community that you live in, create a personal shield which celebrates you, your school and your community. Use symbols and images. What would be your motto be at the bottom? Can class members guess which shield belongs to who?
(L9)

- ★ In a large area, split the class into 2 teams. Provide each team with 2 large mats. The aim is to collect their class mates from the opposite side of the lake (room). Brainstorm ways they could do this by only standing on the mat. (If they fall off the mat they get a 5 second penalty).
Remind them to support each other with positive comments. Brainstorm a list of helpful/unhelpful comments. Time the groups. Can they beat their time? What strategies helped? What makes good team work? What does it feel like being part of a group/team? Finish with a round.
My team was 'special' today because...
(R10, R13)
- ★ What is a symbol? Make a list of symbols from everyday life. Introduce symbols that reflect your traditions, religion, interests, values. Can the children guess what they symbolise? Ask the children to think of symbols that represent them and ask them to make/draw/paint them. Make a 'Gallery' or 'Exhibition.'
(L11)

Assessment Suggestion

Baseline:

Create cards with good qualities written on them. For example, I am strong, I forgive people, I am kind, I am brave, etc. Children can pick cards that apply to themselves or to a partner and explain why they have picked them.

Summative:

Repeat the process. Have children become more confident and self-aware?

PSHE Matters Passport Idea

Being proud matters because...



Upper Key Stage 2

Being Me

Core Themes: Living in the Wider World: L7, L9
Relationships: R13

Learning

L7 - Exploring different kinds of responsibilities at school and in the community.

L9 - Identifying what being part of a community means.

R13 - Identifying that differences and similarities between people arise from a number of factors.

Activities

- ★ Warm up activity. Find someone who... Give out a sheet to each class member with 10 different statements on. For example: I can knit, I can play the piano, I can roll my tongue, I can do a headstand, I can say the alphabet backwards, etc. Give the class a set time to see if they can find someone who, by placing names next to the statement.

In pairs, ask the children to explore each other's talents further. Can they think of 5 each?

(R13)

- ★ A Talented Bunch. In groups of 4, ask a child to draw round someone in their group. Distribute art materials and magazines to each group. Invite the children to decorate the body shape, illustrating all of the skills, talents and abilities that they have discussed. What are the similarities and differences? Next, ask them to add images/text around the outline to show things that they would like to learn in the future. Display the body outlines in the classroom; list the members of each group.

(R13)

Warm Up and End Game

Who am I?

Prepare a card for each pupil and write on it the name of an animal/famous person. On arrival, put a sticker on the back of each pupil who must then ask questions in order to find out their identity. Each question asked can only be answered with a 'yes' or 'no' response e.g. 'Am I a man', 'yes'.

- ★ Exploring differences/uniqueness - Watch the short drama 'Lizard Girl' www.bbc.co.uk/education/clips/zs3bj6f at certain points the film could be stopped to allow for discussion. Try to ask questions from different perspectives: Do you think Sam behaved the way she did for a reason? What do you think it might be like being Sam's mum? How do you think Callum feels in front of his friends? In pairs using an A-Z list (see page 97) include all the strengths and qualities Sam has in one colour and Callum has in another. As a class come up with one thing children of their age could do to be more thoughtful towards others.

(R13)

- ★ Individual Fact File. Model an example you have created for yourself or a famous character. Include personality traits, strengths/weaknesses, interests, hobbies, likes/dislikes, attitude, aspirations, beliefs, quirks. Ask each child to create a fact file about themselves asking other people to help if needed. Share and celebrate @BeingMe.

(R13)

- ★ Use the clips: 'My Autism and Me'. www.bbc.co.uk/newsround/15655232 What particular talents and interests did the children in the film identify? What does it mean by: 'We shouldn't judge a book by its cover?' Why is getting to know someone so important?

Develop a mind map of what you have learnt about autism. How can getting to know someone reduce hate and discrimination?

(R13)

- ★ Do we always react the same in different situations? Why not? What does this depend on? Introduce the 6 characters. How could we help them? Put the 6 characters suggested on a sheet of flipchart paper with their problem. Each group of children will then go to one character, and suggest solutions for each child's problem. After a period of time they will get to move around and see if they can add to other group's solutions. This time will need to be shortened for the characters as they will run out of extra ideas.

1. Myra gets angry if she doesn't get her own way in the group.
2. Hannah says nothing and therefore just does what she's told.
3. Nick cries when he doesn't like what is happening.
4. Jack always blames others when something goes wrong.
5. Riley just puts himself down all the time.
6. Molly becomes nasty to others when she doesn't get her way, and makes them feel small.

Role play how some of the solutions suggested can be put into practice. How can these techniques be used in real life situations?

(R13)

Warm Up and End Game

The Line Game

Divide the pupils into equal groups. You will announce an order that you wish them to line up in, first group to do it and sit in a line on the floor wins a point. For example, alphabetically, shoe size, birthdays, etc.

Make it harder by making a rule that no-one is allowed to talk.

- ★ In groups of 4, ask the children to brainstorm what the things in school they are proud of. Ask them to think about their experience from reception to now. For example; the school garden, the football team, how friendly everyone is, etc. Discuss how a recipe is written using ingredients and a method. Model to the class how they can use their ideas to develop a recipe for their school. (For example, a pinch of kindness, a spoonful of success, a fine sprinkle of forest schools, a cup of competition, etc.)

Share, celebrate and display their ideas.

(L7, L9)

- ★ Ask the children to think about their community as a tree. For that community (tree) to keep strong what will it need? What could be the roots, the trunk, and the branches? How will it include everyone? Respect people's differences etc? What other things will it need? Could they come up with a title? In pairs, using metaphors, symbols and imagery ask the children to explore this idea as creatively as possible. They may decide it is not a tree and have an alternative idea. Share and compare ideas. Ask the local councillor if they would judge their favourite idea.

(L7, L9)

Assessment Suggestion

Baseline:

Each child creates their own Diamond 9 of their own strengths. Do not give them any guidance or help in terms of content, just method.

Summative:

Repeat the process allowing the children to change strengths and the Diamond 9. Ask them to write a few lines explaining why they've made the changes they have.

PSHE Matters Passport Idea

Being part of the community matters because...



Key Stage 1

Difference and Diversity

Core Themes: Living in the Wider World: L4, L8
Relationships: R5, R8

Learning

L4 - Understanding that they belong to different groups.

L8 - Identifying ways in which they are unique.

R5 - Sharing opinions on things that matter using discussions.

R8 - Identifying and respecting the differences and similarities between people.

Activities

- ☞ Introduce the words 'same/similar' 'different' and 'equal'. Think of synonyms for each. Ask the class to find someone who... By moving around the classroom.

Questions could include:

1. Who has similar shoes?
2. Who has different coloured hair?
3. Who is equally special?
4. Who has different sized feet?
5. Who is an important member of the class?

Introduce the words 'same/similar' 'different' and 'equal'. Think of synonyms for each.

Read the story book, *'It's Okay to be Different'* by Todd Parr. Introduce phrases that celebrate difference and diversity. It's okay to like pink if you are a boy. It's okay to have different colour skin. It's okay to have different colour hair. It's okay to have big feet. It's okay to like different things. Ask the children to think what their favourite book is or film. Ask the children to discuss their reasons in pairs. Share ideas. Ask the children to imagine their life is going to be made into a book. What would they include? Model an example.

Provide each child with a template of a book and ask them to draw/write everything they would include. Decorate and share their stories with each other. I am special and unique because...

(L8, R8, R5)

- ☞ Use Stonewall's different families' resources to explore the diversity of the people that can love us. www.stonewall.org.uk/get-involved/education/different-families-same-love. Read a book about families e.g. *'Family Book'* by Todd Parr and/or *'And Tango Makes Three'* published by Simon and Schuster. Discuss in pairs what they have learnt then ask them to draw and write in pairs what they have learnt from the stories about families.
(L4, R8, R5)

- ☞ Imagine you are developing a picture to represent your family. What would it look like? Show examples of ideas e.g. family tree, finger prints, collage. Ask the children to produce a family portrait including pets, labelling who they are. Share and celebrate. My family is special because...
(L4, R8)

- ☞ Use the website to share with the children where Barnaby has visited. www.bbc.co.uk/schools/barnabybear/. Ask them to identify somewhere they have lived or visited. Ask each child to share an experience of visiting another place with the rest of their group. Provide an outline of a suitcase (see page 112) and ask them to include what they would need to pack if they were going to visit there again. Is everyone's suitcase the same? Why not? Is that okay? Send a post card to Barnaby from your chosen place, drawing a picture on the front.
(L8, R8)

Warm Up and End Game

Hunt the pair

Prepare paired picture cards, e.g. bucket and spade, each child takes a card and must find their pair without speaking.

Warm Up and End Game

The lining up game

Without help, the children need to line up quickly in register order or birthday month order. Can we beat the time?

- ☞ Read the book: *'Same, Same but Different'* by Jenny Sue Kostecki-Shaw.
Useful clip: www.youtube.com/watch?v=MjK1J0jUxD4
What countries do they think the children came from? In pairs ask them to think of 3 things that were the same but different about the characters.
Draw pictures showing all the ways that the children are 'different but the same' in the story
(L8, R8)
- ☞ Read a story or piece of non-fiction to introduce a place that contrasts with the school's locality. For example, comparing a mud hut in Ethiopia with an igloo in Northern Canada.
www.oxfam.org.uk/education/resources/your-world-my-world
In groups, ask the children to compare the lives and relationships of the characters in the story to their own.
(L4, R8)
- ☞ Ask the children to draw a picture of a pirate, an astronaut and/or a scientist. When complete, ask if the character is male or female? Introduce a range of male and female role models who are astronauts, scientists and pirates. What qualities would these jobs need?
In pairs, ask the children to make up a short story/role-play about an astronaut, scientist or pirate including the qualities discussed.
(R8)

- ☞ Create a Venn diagram using two hoops having selected some toys yourself, ask children to put them in the hoops according to whether they are boys' toys or girls' toys. The idea is to stimulate a discussion about whether toys should be for boys or girls. Show a picture of construction/doll and above it write, 'Only boys can play with this'. Share thoughts and opinions. Create a more inclusive version of the picture.
(R8)
- ☞ Ask the children to think about what they like to do in school and outside of school. Discuss. Identify which groups they belong to. What do they like about being part of that group? Are there any think new they would like to try inside and outside of school? How could they go about doing this? Is it ok to be different to other people and have different interests? Practise welcoming someone new to a group.
(L4, R5)

Assessment Suggestion

Baseline:

Draw and Write "*A family looks like...*" The child then draws a picture and can label it and/or write sentences beside it to explain. This will provide you with a needs assessment from which to plan your work.

Summative:

Repeat the Draw and Write. The differences will allow you to see what they now understand and maybe what still needs to be learnt.

PSHE Matters Passport Idea

Being different doesn't matter because...



Lower Key Stage 2

Difference and Diversity

Core Theme: Relationships: R10, R13, R14, R16

Learning

R10 - Identifying how to listen and respond respectfully to a wide range of people.

R13 - Recognising the differences and similarities between people, but understand everyone is equal.

R14 - Recognising the nature and consequences of discrimination.

R16 - Recognising and challenging stereotypes.

Activities

- Change places if... You like eating fruit, you have brothers, you have a pet dog, you have a birthday in May, June or July, etc.
Ask the children in pairs to find out two ways that they are the same as each other and two ways they are different and then feedback some of the answers. What does it mean to be equal? Give examples.
Present scenarios:
1. John has a disability.
2. Karim is a refugee.
3. Alana is female.
How might these 3 people not get treated equally?
Seeing everyone as equal matters because...
(R13, R14, R16)

Warm Up and End Game

Someone Moved

Sit in a circle and then choose a person to be 'it'. The 'it' is asked to leave the room so that 'it' cannot see or hear. Have one to three pupils move in the circle. When 'it' returns he/she works out who has moved.

- Show children a range of flags from across the world. Complete a quiz to see if in pairs they can guess which country that they are from. Are any flags the same? Conclude with just like people flags and the countries they represent have similarities and difference and that although we can be grouped by similarities we share, each and every one of us shares common needs e.g. to be treated kindly, to be listened to, eat and drink, shelter, etc. Provide the children with a rectangle (outline of a flag) split into 4. Ask the children to draw something in each section that represents them e.g. cultural, family, religious, interests. Place the flags in a bag. Draw them out to see if they can guess who it is. Celebrate each other's design and the diversity in the room.
(R13, R16)
- Ask the children to think of a Prince and a Princess. Brainstorm in pairs what qualities these tend to have in stories. Read 'King and King' by Linda De Hann and Stern Nijland or 'The Princes and the Treasure' by Jeffrey A. Miles. How do the stories compare to the traditional fairy tales. How are the characters portrayed? Introduce the character Mulan and/or Merida from the film 'Brave'. What qualities do these characters have? How can films influence us? Create your own Prince or Princess character. What qualities do they have?
(R13, R16)
- Use this resource www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-2-challenging-stereotypes-and-to-challenge-pupils-preconceptions-and-to-think-about-the-negative-effects-of-both-stereotyping-and-discrimination-on-others.
(R14, R16)

- Read 'Elmer' by David McKee. In pairs, discuss why Elmer decides to make himself like all the other elephants. In the feedback, it is important to explore the fact that it is Elmer himself that feels different. His elephant family have always welcomed him and loved him for being him. In pairs, discuss how do we know that his elephant family love him? Why might feeling different affect Elmer's life? Provide an outline of an elephant. On the inside write down how Elmer might be feeling? On the outside write down how this may affect his life. If you were Elmer's friend how could you be a mate, and make a difference? Suggest 3 ideas. Share and compare.
(R10, R16)

- Draw an outline of a girl and a boy on the whiteboard. Ask them to brainstorm activities that girls and boys like to do and put them in the middle of the outline. Introduce the character 'Billy.' Billy loves to dance and has recently joined a ballet class. His parents are really uncomfortable that he is dancing because they want him to play rugby. Why might he feel like this? Divide the class in half. One half of the class have to argue that boys shouldn't dance. The other half of the class have to argue that it doesn't matter whether you are a girl or boy; you can do whatever activities you like. Give the group thinking and planning time. Have a class debate making sure the teacher is the chairperson.
(R10, R13, R16)

- Obtain some adverts which demonstrate gender stereotyping. Give a different adverts to each group of 4, ask them to identify what they know about the audience from the design. In their groups, ask them to write a letter of complaint to the magazines about the stereotyping of girls and boys. How might the media influence us? What happens if you feel different? Why is having diverse images so important?
(R10, R13, R16)

Warm Up and End Game

Building community

Say 'come into the circle and join hands if you... (have long hair, wear glasses)' continue until most in circle, end with 'come into the circle if you are in this class...' All shout 'We are!'

- During this activity, you need to provide some preferential treatment to a particular group of students. Suggest saying that all students with long hair must stand at the back, and all others can be seated. Explain that it is a new school seating strategy and aim to provoke a reaction. How does it feel to be treated in this way? Was this fair treatment? Show the clip 'For the Birds.' www.youtube.com/watch?v=WjoDEQqyTig Record what the small birds were saying, why were they saying this? How did this make you feel? What is the moral of the story? What advice would you give to the small birds? Record and share ideas.
(R14, R16)

- Explore the meaning of 'hate' and 'love'. Using examples from the news/ history discuss how 'hate' can affect people's lives and their communities. What do we mean by discrimination? What are the consequences of discrimination? Brainstorm ideas. Introduce the poem www.hmd.org.uk/resource/racism-by-rose-young-aged-8/ Ask the children to work in pairs to create their own poem based on the theme of 'love' and 'hate'. Share and celebrate.
(R14)

Assessment Suggestion

Baseline:

Agree/Disagree Continuum with the statement: Everyone can wear dresses and dance. Record the numbers of who stand where and perhaps one or two of the statements of individuals. This will provide you with a needs assessment from which to plan your work.

Summative:

Repeat Agree/Disagree Continuum. Record the numbers of who stand where and perhaps one or two of the statements of individuals. The differences will allow you to see what they now understand and maybe what still needs to be learnt.

PSHE Matters Passport Idea

Celebrating different matters because...



Upper Key Stage 2

Difference and Diversity

Core Theme: Relationships: R10, R13, R14, R16, R17

Learning

R10 - Identifying how to listen and respond respectfully to a wide range of people.

R13 - Recognising the factors that make people the same or different.

R14 - Recognising the nature and consequences of discrimination.

R16 - Recognising and challenging stereotypes.

R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.

Activities

- Change places if... You like football, you have sisters, you have a cat, you have a birthday in January, etc. Ask the children in pairs to find out two ways that they are the same as each other and two ways which they are different and then feedback some of the answers. What does it mean to be equal? Give examples.

Present scenarios:

- Joel has a mental health problem.
- Kalem wears a turban.
- Alice is gay.

How might these 3 people often not get treated equally?

Seeing everyone as equal matters because...

Respecting difference matters because...

Useful resource: thelinkingnetwork.org.uk/wp-content/uploads/2017/02/16-Lesson_5_Identity_Cards_Text.pdf

(R13, R14)

Warm Up and End Game

Find someone who...

Provide a list of 10 questions and children have to move around the space to find a person who answers 'yes.' Write the person's name next to that question. You are only allowed to use the same person's name twice.

- www.youtube.com/watch?v=ngiK1gQK8

Watch the trailer from the film or read extracts from the book 'Wonder' by R.J Palacio. Use this to explore the saying 'why should we blend in when we were born to stand out?' Create a campaign for your school that celebrates kindness and celebrates difference.

Useful resource: www.penguin.co.uk/content/dam/prh-consumer/puffin/penguin-schools/wonder-resources-nov-2017.pdf

(R10, R13)

- Describe the factors that make up a person's identity? Personality, interests, gender identity, sexual orientation, age, culture, religious beliefs. Explore what these mean. Provide a range of diverse characters from films, sport, music, books, etc. Give out a body outline (see page 106). Using their chosen character fill the outline with all the things that make that person who they are. Celebrate the similarities and differences reinforcing that everyone is equal.

(R13, R17)

- A headteacher from 'The Stereotype School' in Stafford organised break time so that there were Girls only games and Boys only games rotas. What games do you think were suggested? Brainstorm why this isn't a good idea explaining your reasons. Write a letter to the Headteacher explain how stereotyping isn't a good thing suggesting alternatives for a more 'inclusive school'.

(R10, R13, R14, R16)

- Read the following letter from Kane to the class:
Dear Agony Aunt, I am in my last year of primary school. I have decided to grow my hair long, and I really like it. Some people are starting to be horrible to me. They don't think boys should have long hair. They call me a girl. They are also trying to get me to fight them. This is very silly as I am much bigger and stronger than them. I haven't hit them. They are making me unhappy and angry.
I am wondering whether I should have my hair cut before I go to secondary school to avoid trouble. I don't want to. I like my hair long at the moment. What do you advise me to do?
After some discussion, hot seat Kane and give him some advice.

(R10, R14, R16, R17)

- This link will take you to a programme from CBBC called 'I am Leo'. www.youtube.com/watch?v=0x_u2cs8Dpl
It is about a boy who is transitioning.
As it is nearly half an hour long it would be best to watch it in sections and use them to stimulate activity and discussion.

Why is being accepted so important?

(R10, R13, R14, R17)

- Explore language associated with sexual orientation and gender identity such as: Gender, gender identity, gender dysphoria, lesbian, gay, heterosexual, trans. (See page 4 of the resource link for definitions). www.stonewall.org.uk/sites/default/files/getting_started_toolkit_-_primary.pdf
Ask the children why is it important to understand these words and use respectful language? When might people use some of these words inappropriately? What might the consequences of their actions be? Use the posters from the link as examples www.youngstonewall.org.uk/resource-type/posters
Ask the class to develop their own posters explaining the reasons behind their design.

(R17)

Warm Up and End Game

Call My Bluff

Call My Bluff is an icebreaker. Players tell two truths and one lie.

The object of the game is to determine which statement is the false one.

- In groups ask children to use a graffiti wall (see page 102) brainstorming what the words 'refuge', and 'refugee mean'? What do they know about refugees?

Useful clip: www.bbc.co.uk/programmes/p00tt2h4

What drove each family to seek refuge in the UK? What was most difficult for them about leaving their home? What helped them to adjust to life in UK? How did life change for them when they came to the UK?

How did listening to these stories make you feel?

Discuss the word 'empathy' and how this often leads us to take action. In groups develop a play, freeze frame /poem about helping a refugee child/family to feel welcome in your school and in your community.

(R13, R14, R16)

- Do the children know of any refugees who are famous?

Useful website: refugeeweek.org.uk/resources/facts-figures-and-contributions/famous-refugees/

Research local/national charities that support refugees.

(R14)

Assessment Suggestion

Baseline:

Quiz: What is discrimination? What does transgender mean? What is diversity? Why is acceptance so important?

Summative:

Quiz: What is discrimination? What does transgender mean? What is diversity? Why is acceptance so important?

PSHE Matters Passport Idea

Learning about difference and diversity matters because...



Key Stage 1

Being Responsible

Core Themes: Living in the Wider World: L1, L2, L3, L5
Relationships: R4

Learning

L1 - Identify how they can contribute to the life of the classroom and school.

L2 - Construct and explore the importance of rules.

L3 - Explore and understand that everyone has rights and responsibilities.

L5 - Identify what improves and harms their environments.

R4 - Recognise what is fair/unfair, right/wrong, kind/unkind.

Activities

- Play a game where children are asked to perform the opposite of your instruction. For example, stop means go, go means stop, up means down and down means up. Listen carefully and use all your super skills! Could they create their own instructions that mean the opposite? Share ideas. Ask the children to work in groups of 4. Provide them with bean bags and a bucket. Can they think of a game they could play with the equipment they have. What are the rules? What happens if someone breaks the rules? Practise and share the games developed. Did everyone work together? What would happen if the games didn't have rules? What are the consequences of not following the rules at school? For example, not listening, shouting out, not sharing, being unkind and not asking for help when you need it? Following rules are important because...
(L1, L2, R4)

- Explain to the children that you have brought something to share. Make it very obvious that you are not going to share it equally. If you have blonde hair you can have less, if you have black socks you can have more. Was it fair? How do we usually make sure that everyone gets a fair share? Do we need to write all rules down? Are there some rules that everyone uses when they are being kind to each other? What rules do we have in class? In school? At home? What happens when we break these rules? Set some activities in the classroom that involve children working in small groups. What rules must they follow so that everyone is happy? Make a list of rules. Set the groups off doing the activities, observe and praise children who you notice following the rules. Using a puppet feedback all the positive things you observed. Rules are important because...
(L1, L2, R4)

- How do we decide? Today I want to play a game with you all. I have 3 games to choose from and I don't have time to do all 3. I only have time for only 1. How do I decide which one to play? The choices are: 'Duck, Duck, Goose', 'What Time is it Mr. Wolf' and 'Musical Statues'. (Hopefully the children will suggest that we take a vote.) How could we take a vote? Hands up, stand up, secret ballot. How do we decide after the vote which to play? How might you feel if you did not get your choice? Play the game. How could you make it fairer so that everybody got to play the game they wanted? Does getting what you want always happen? What skills could you use if you don't get what you want? Role play ideas.
(L2, L3, R4)

- In pairs ask the children what they are responsible for. Write up a class list. These might include: Making my bed; tying my shoelaces; getting dressed; tidying my room; making my breakfast; cleaning my teeth; feeding my pet; reading/changing my reading book; hanging my things up; washing my hands; fastening my coat. Draw pictures of 3 responsibilities they have at school and/or at home. Share pictures. Do they like having responsibilities? What would happen if they didn't do these things? How does having responsibilities help us?
(L3)

Warm Up and End Game

Listen and Clap

Say the child's name. Clap out the syllables.

Warm Up and End Game

Hot Potato

Children sit in a circle and pass a potato as the music plays. Pass it fast; pass it slow as the musical selection indicates. When the music stops, the person holding the potato is out.

- Sit in a circle. Play 'Change Places If'. Using examples of responsibilities. Think of one thing you could do at home (be responsible for) and one thing at school that would make life easier for your parent/carer, teacher or friend. Record ideas and re-visit to see if it has been achieved.
(L3)
- Use the booklet: www.parliament.uk/education-resources/KS1/Find-out-about-Parliament-Questions-booklet.pdf. Why is asking questions important? Read the story from the booklet and follow up with the questions. What did Evie learn about her Granny? Why was it useful for Evie to ask her Granny questions?
(L1, L3)
- Imagine a time when you didn't understand something at school. What might happen if you didn't ask a question? Is it okay to ask questions? Introduce the children to the word 'parliament' explaining simply what it means use the pictures from the booklet or show a clip. Show a picture of an MP, the Prime Minister and the Queen. What question would you like to ask them? Role play in pairs asking the different questions and taking it in turns to be the different characters. What do you think their responses might be? Why is listening really important? How do we show that we are listening? What super skills can we use? **(L1, L3)**
- Show your class a box of crayons all different colours: Some broken, some short, some with wrappers ripped. Ask the children to talk in pairs or groups about why the crayons look like this? What might have happened to the crayons to make them this way? Look at the cover of 'The Day the Crayons Quit'. What do the children think the story might be about? (It is a good story for showing decisions being made and arguments being portrayed).

Read the story out loud and discuss what happened. We are going to hold a campaign to support the crayons. Discuss what a campaign is and how it is a way for groups of people with the same beliefs to try and drive an opinion for what they think should happen. Get the children into small groups. Each group needs to make a sign and prepare a speech and a catchy slogan to explain what needs to change about their particular coloured crayon's treatment.
(L1, L3, R4)

- A useful clip:** www.bbc.co.uk/education/clips/z9p9j6f What should I do with my rubbish? Ask the children what they do with their rubbish. How do they know what to recycle? Introduce a range of pictures or items place different signs at opposite sides of the room. Ask them to move to 'Yes' if they think the item can be recycled and to 'No' if it can't. Why is it confusing? What can we do if we are not sure? Why do people throw rubbish on the floor? What are the consequences?
Useful resource: eco-schoolsni.org/eco-schoolsni/documents/006512.pdf Explore what 'reuse' and 'reduce' mean. Introduce a picture of a monster. Tell the children a story about how wasteful he is. Explore how they could help the monster to Reuse, Recycle and Reduce his rubbish. Create a poster to inform people about the '3 R's'.
(L5)

Assessment Suggestion

Baseline:

Draw pictures of responsibilities that you have at home and at school.

Summative:

Set goals of being more responsible at home and school. Have you achieved the goals?

PSHE Matters Passport Idea

Having rules matters because...



Lower Key Stage 2

Being Responsible

Core Theme: Living in the Wider World:
L1, L2, L3, L4, L7, L8, L9

Learning

L1 - Research, discuss and debate topical issues.

L2 - Identify why rules are needed in different situations.

L3, L4 - Understanding that there are human rights to protect everyone.

L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment.

L7 - Develop skills to carry out responsibilities.

L8 - Explore how to resolve differences and respect others' points of view.

L9 - Explore what being part of a community means and how they belong.

Activities

- Explain that everyone at school has the **right** to learn, be safe and be happy. It is also our **responsibility** to make sure that we are not behaving in a way that disrespects the rights of others. Ask the pupils to work in pairs to discuss what can be done in their classroom to make sure that everyone is enjoying their right to be safe, be happy and to learn. Show an example from another school below:

We all have the right: To an interesting and fun education; to be provided with a safe environment; to privacy; to be listened to and given the opportunity to express our opinions; to good quality resources; to teachers and adults who are caring and fair; to have fun; to have breaks; to eat a balanced diet and to develop our talents.

Discuss what each of their ideas mean. Would they like to add anything or remove any of their ideas?

Could they match the responsibilities to the rights?

Responsibilities: To make sure that we complete our work to our best standard and within the given time limit; to look after our class environment especially by keeping it clean and tidy; to make sure we ask for permission before going in others' lockers or trays; to listen to and respect each others'

views and opinions; to look after and respect our classroom resources; to show respect and be polite and helpful to all adults; to behave in a sensible and mature way during lessons and playtimes; to look out for each other; making sure everyone is happy. Are there any missing? In pairs children could make lists of rights and responsibilities in the playground, at home or in the community. Make a charter.

(L3, L4, L7)

- Explain that the class has been chosen to live on a new planet. They will set up a new community there. Mission Control wants them to have all the things they need in order to live and grow happily. Brainstorm ideas. Separate the list into 'needs' and 'wants. What is the difference? www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14113

(L9)

- Mission Control has given them 20 things to take with them. Give 20 blank cards. What would be included? The teacher announces that Mission Control has just sent a message: Because space is limited on the spaceship to the new planet, each pair can now take only 12 of the 20 items. Mission Control announces that there is still less space available, and each pair may take only 10 items. Each pair removes 2 more items, leaving the 10 they think are most essential. Each pair joins another and they compare the cards they've chosen. Each group negotiates a set of 10 they all agree on. The class discuss: Which items were most commonly removed? Why? What is the difference between 'wants' and 'needs'. What do communities need for them to live more happily together? Create a slogan for your new community.

(L7, L9)

- Where would you see rules? Why are they important? Show the picture of the dinosaur. www.theguardian.com/childrens-books-site/gallery/2015/jan/30/human-rights-in-pictures-we-are-all-born-free-amnesty#img-12 What do you think has happened? What rules has the dinosaur broken and how? What kind of character would do this on purpose? Discuss that although everyone has a right to be who they are, they need to take into account the affect that this will have on other people and things around them. By that, it means this dinosaur may have been starving, and he might have wanted to get across town quickly, but in doing so, he needed to follow the rules of the town so that everyone remained safe and happy. How do we know the dinosaur might regret what he has done? Show pictures of people from the town that have been affected by the dinosaur not following the rules. Provide blank thought bubbles (see page 103). What might the townspeople be thinking or feeling?

Children write a letter of apology to the townspeople in role as the dinosaur.

(L2, L7, L8, L9)

- What is a decision? How can we make decisions? How could we decide who goes first when playing a game? Some decisions are easy and might only affect one person. However, when a group of people need to decide together, voting is a way for everyone to have their say. Explore different ways of voting for example, by putting their hands up, standing up or sitting down, moving to different places in the room, ticking a list or by using a mock ballot paper. Use simple statements to encourage voting:
 - All children should get pocket money.
 - Plastic straws should be banned.
 - Children should be allowed to drink juice at break timeWhich method of voting would they prefer? Why? Read 'The Class Vote' from www.parliament.uk/education-resources/KS1/Find-out-about-Parliament-Voting-booklet.pdf. Questions: What do you think happens next in the story? Do you think voting was a good way to decide where to go? Was it fair? How do you think Stanley would feel if the adventure centre wasn't the winning vote? Do you think voting is important? Why? Can you think of a different ways the class could have voted? Record ideas.
- (L2, L7, L8)
- What jobs/roles do children have in school? Why are they part of school life? How are children chosen and who can be a member? Ask the class what they know about school councils: what are they, how do they work and what kind of decisions can they make? Has anyone ever been on a School Council? Discuss, why it is important? What difference can it make? Talk about the importance of a chairperson at a school council meeting. Talk about their responsibility. Split the class into groups of 4. Ask them to decide how they will decide fairly who will be the chairperson. Give 5 minutes and feedback the strategies that were used. What will the rules of the meeting include so that it runs as effectively as possible? Why are rules important? What happens if we don't have them?
- (L2, L7, L8)
- Provide the groups with a letter.
"Dear
I attended the school as a child and I am now 80 years old. I have so many fond memories of my time at the school and wanted to give £200 to the School Council so that they can decide what they would like to spend it on. I hope that you will pass this on to the Council and I would love to know what they decide.
Best Wishes"

Model how a School Council meeting might run then in the groups ask the children to use the letter to think about how they might spend the money

Discuss: How did they reach their decision? Did they have disagreements and how were these settled? How did they get their views across? How did they feel if the decision went against them? Could the process be improved - how? What skills do we need? Repeat this activity again. Have we improved?

(L2, L8, L7)

- Using the ideas created from the School Council meeting. Choose 1 person from each group to present their idea. Ask the group to firstly develop a slogan and a poster to support their proposal giving an allocated time. Who will have what job? Listen to the group's ideas and then, as a class, vote on who they think had the best idea. Was this a fair way of deciding how to spend the money? How else could it have been done? How well did you work as a group? Did you work responsibly? How?
- (L7, L8)
- Choose a topical issue from the news. Provide two sides of the argument. Split the class into 2 groups. Can the children research and find out more information about the issue to support their argument? Organise a debate where children give their side of the argument and contribute their opinions/ideas. Give them sentence stems which will shape their ideas and empty thought bubbles so they can prepare their ideas.
- (L1)

Assessment Suggestion

Baseline:

What 'super skills' do you have at the start of the topic? (Use the assessment wheel page 21).

Summative:

How have your 'super skills' improved?

PSHE Matters Passport Idea

Being responsible matters because...



Upper Key Stage 2

Being Responsible

Core Theme: Living in the Wider World: L1, L2, L3, L4, L5, L7, L8, L9

Learning

L1 - Research, discuss and debate topical issues.

L2 - Identify why rules are needed in different situations.

L3, L4 - Understanding that there are human rights to protect everyone.

L5 - To understand there are some cultural practices against British law.

L7 - Explore rights and responsibilities at home, school, community and the environment.

L7 - Develop skills to carry out responsibilities.

L8 - Explore others' points of view.

L9 - Explore what being part of a community means and how they belong.

Activities

- What are human rights?

Useful clip:

www.youtube.com/watch?v=x9_lvXFEyJo

Explain that after World War II the leaders of the world got together. They set up a new organisation called the United Nations (UN) to help stop wars between countries and build a better world. The UN drew up a list of human rights that belong to everyone in the world called the Universal Declaration of Human Rights (UDHR). They include our right to get married, to live, to go to school and to play; our right to food and shelter and to travel; our right to think and say what we believe in; our right to be treated fairly; and our right to peace. Thirty rights from the UDHR are illustrated in a book called, 'We Are All Born Free'. Show the 'We Are All Born Free' picture PowerPoint from the website www.amnesty.org.uk/resources/book-activities-we-are-all-born-free or Universal Declaration of Rights in Pictures www.amnesty.org.uk/universal-declaration-human-rights-pictures.

Give different pictures to different groups. What do they think each picture really means? Write their own summary/explanation. Ask the children to develop their own pictures based on the same rights using a range of media.
(L3, L4)

- Provide the children with the following statement: 'I have the right to a clean environment so I have the responsibility to look after the environment'.

Explore how the children can look after their environment. Brainstorm ideas. What skills and knowledge do they need? Repeat the same activity again for statements 2 and 3.

Statement 2: I have the right to be educated so I have the responsibility to learn as much as I can and help others to learn.

Statement 3: I have the right to a full and happy life so I have the responsibility to help others who might need help. Using the information ask each pair to set themselves responsibility goals using one example from each statement.

(L3, L4, L7)

- Explain how to play 'Rock, Paper and Scissors'. In pairs ask the children to play the game. The first one to achieve 10 points is the winner. Repeat the game again but this time without rules. What happened?

Imagine no rules existed what would be different? Think about your school, home and community. Record how things might be different.

(L2, L8, L9)

- Discuss that everyone has the right to be protected by the law and it is written so that people are treated fairly. Every year parliament gets rid of old laws and introduces new ones. Can you think of new laws that have been introduced within the last 5 years?

If you could make a new law what would it be? Think of the law and the rights and responsibilities related.

Our new law is:

Rights:

Responsibility:

(L2, L3, L4)

- If we think something isn't within the law, what should we do?

(L2, L5)

- Useful Websites:** www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2016/09/primary_assemblies_unicef.pdf

www.amnesty.org.uk/files/book_-_right_here_right_now_0.pdf

(L5, L7)

Warm Up and End Game

Rock, Paper, Scissors

Partner up for five rounds of Rock, Paper, Scissors.

- What is parliament?

Useful clip: www.youtube.com/watch?v=ex_xxMptomI

Use the true/false activity to find out more information about parliament. www.parliament.uk/education/teaching-resources-lesson-plans/parliament-loan-box/ Discuss that one of the roles of Parliament is to debate and vote on new laws or changes to existing laws. Use the resource to develop a debating activity and provide the opportunity to share opinions.

(L1, L8)

- What does a democracy mean?

Ask the children to write down their thoughts/ideas. Talk about democracy and how we need to know people's opinions in order to provide what is wanted - and voting is a way of collecting people's opinions.

- Hands up if football should be banned at playtime.
- Stand up if you would like an extra hour extra each week in school doing music.
- Hands up if you would like fruit in KS2 like they have in KS1.

Count 'votes'. Do a simple tick or cross on the board which is the majority each time. Explain that we often provide for the majority. Then read the list of results off to the class: no extra music for all, fruit in KS2 and no football at playtime. How does it feel if you don't get your choice? What about secret ballots? Why might they matter? Discuss: How did it feel to have a different opinion to your friend? Has anyone been to an election? How does this work?

(L2, L8)

- Discuss what is meant by a 'debate'? Explain that today we are going to have a class debate and explain how this will be organised.

Develop a meaningful scenario for children to debate e.g. Only boys can wear trousers for school. Split the class into 4 groups and ask 2 of the groups to argue 'For' and 2 of the groups to argue 'Against' the proposal. Provide time for groups to develop and shape arguments and then hold the debate. Have a vote on which argument they think was the strongest.

(L1, L8)

- What do we mean by our community? In small groups or individually celebrate things that you think are good about your community. Write a list of 3 things you would like to be improved, explaining why. Prepare a mini-speech to present. Allow plenty of time to discuss ideas and rehearse speeches. The rest of class will be the audience and journalists.
(L9)

- Read the poem: 'The British Poem' by Benjamin Zephaniah. www.poemhunter.com/poem/the-british/. Why is celebrating diversity in a community important? What are the most important ingredients for doing this? Explore and share the children's ideas.
(L9)

- Watch the clip: 'Dream on' by Martin Luther King. www.bbc.co.uk/programmes/p00w4f4d. Now show the children the clip of Martin Luther King's Speech. What do they think it was about? Who was Martin Luther King? What did Martin Luther King do instead of HATE? Discuss. Why do you think this was important for America but also for the whole world? Think about what your own dreams are. What do you dream of happening in the world in the future? Using newspapers, pictures, photographs, drawings, etc. Make a collage entitled a, 'Headful of Dreams' to represent your ideas.

Useful Websites: www.amnesty.org.uk/

www.oxfam.org.uk/education/resources/childrens-rights
(L1, L9)

Assessment Suggestion

Baseline:

What 'super skills' do you have at the start of the topic? (Use the assessment wheel on page 21.)

Summative:

How have your 'super skills' improved?

PSHE Matters Passport Idea

Following rules matters because...



Key Stage 1

Being Safe

Core Themes: Health and Wellbeing: H11, H12, H13, H14, H15, H16
Living in the Wider World: L2, L10

Learning

H11 - Identifying household products are hazards if not used properly.

H12 - Exploring rules for and ways of keeping safe in a range of situations.

H13 - Knowing who to go to if they are worried.

H14, H15 - Recognising that they share a responsibility for keeping themselves and others safe.

H16 - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.

L2 - Understanding why rules are important in keeping us safe.

L10 - Identifying people who work in the community and how to ask for help.

Activities

- Draw and write activity. Ask the pupils to draw a picture of 'Who has the job of keeping us safe?' Share and compare ideas. Has anybody included themselves? Show a large body outline and explain that everybody has the right to 'be safe on the outside' and 'feel safe on the inside.' Provide a scenario. Jack is 7 years old he is left at home, alone. How might Jack feel? Write emotions on the inside of the body. Is it okay to be left alone at 7 years old? How might their body be behaving? If someone was only 7 years old and was left 'Home Alone' - what hazards in the home would the character have to think about? Who could they ask for help? Role play making a phone call explaining their situation.
(H11, H14, H15, L10)

Warm Up and End Game

Doggy, Doggy Where's My Bone?

A child leaves the room and a child in the circle places the paper bone behind his/her back. Bring the seeker back into the room and have them deduce which child is holding the bone.

- Use a range of pictures illustrating different people at work e.g. teacher, nurse, dentist, bus driver, parents/carers, brothers/sisters, friends, etc. Give each group or pair a particular person and ask them what duties they have. These duties could be listed alongside each picture. Provide scenarios:
 1. John needs his PE kit washing.
 2. Jay needs help with her new computer game.
 3. There is a fire.
 4. Someone collapses.
 5. Someone gets lost.Discuss which of these people someone may go to for help and why. Role play calling 999. Read 'The Boy Who Cried Wolf'. Discuss why it is important only to ring for help when you need it.
(H13, H14, H15, L10)
- Show the children different pictures:
 1. River
 2. Internet
 3. Road
 4. BBQ
 5. FireworksAsk the children to explain what they see. In each situation discuss how they could be unsafe. What steps can be taken to make these situations safer? At one side of the room place the pictures and give examples. If the children think it is 'safe' they take a step forward if 'unsafe' a step back. Examples for the river picture may include:
 1. Paddle with your parents watching.
 2. It is icy and you decide to jump in.Ask the children to choose one of the scenarios/pictures and develop a poster to help keep other children, their age, safe.
(H12, H13, H15, L2)

- Use the resources from [think.direct.gov.uk/education/early-years-and-primary/teachers/lower-primary/lesson-ideas/](https://www.thinkdirect.gov.uk/education/early-years-and-primary/teachers/lower-primary/lesson-ideas/) to explore the themes:
 1. Know the Road.
 2. Stop, Look and Listen.
 3. Car Clever (In-Car Safety).Even though we know the rules of keeping safe, what things can stop us from following them? What other rules do we know about? Explore ideas.
(H12, H15, L2)
- Hold up objects and ask them to move to one side of the room if they think it is safe and the other side of the room if they think it is unsafe. If they are unsure they can stay in the middle. Discuss their decisions. What happens if we are not sure, who could we ask or what could we do? Read the story, 'Little Red Riding Hood'. Provide children with green and red cards. Green = Safe and Red = Unsafe. Read the story and ask the children to hold up the appropriate card. Stop and discuss. Hot seat Red Riding Hood and ask the children to give her advice of how to stay safer in future.
(H15)
- Read: 'DigiDuck's Big Decision'. www.childnet.com/resources/digiducks-big-decision Use the questions at the end of the book to discuss the story with the children. Discuss why it might be a good idea to have a username when playing a game online. Make up some usernames for the class puppets. Explain that giving personal information online is not safe behaviour.
(H12, H16, L2)
- Draw and write about different ways people of their age might have fun on the computer/technology. Watch clips identifying how to use computers safely. www.thinkuknow.co.uk/5_7/hectorsworld/ What have they learnt? Invent a character from a computer game. What is its name and what advice would it give to a child (of their age) about staying safe?
(H12, H13, L2)

Warm Up and End Game

'The Magic Wand'

Teacher has a magic wand, waves it and says 'You are all elephants/mice/rabbits' etc. Children pretend by doing actions inside the circle.

Warm Up and End Game

Silent Yoga

Strike a yoga pose and see how long your students can hold that pose.

- Use the Childnet resources 'Smartie the Penguin' to explore how to ask for help when something online is upsetting or confusing. www.childnet.com/resources/smartie-the-penguin
(H13, L10)
- Explain what is meant by the term 'privacy' or 'keeping something private.' What sorts of things might people keep private? For example: Phone number, passwords, diary, email address, body parts. (The NSPCC underwear rule PANTS) www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ In what different ways do people keep things private? When might we need to break privacy?
Useful book: 'Chicken Clicking' by Jeanne Willis and Tony Ross.
(H16)

Assessment Suggestion

Baseline:

Draw and write: what websites, games and/or any other ways they use the Internet.

Summative:

Draw round their hand. Write five ways, on the digits, about how they can keep themselves and/or others safe.

PSHE Matters Passport Idea

Rules matter because...



Lower Key Stage 2

Being Safe

Core Theme: Health and Wellbeing:
H2, H10, H11, H15, H21, H22, H23, H24, H25

Learning

H2 - Understanding how to make informed choices.

H10 - Exploring how to recognise, predict and assess risks in different situations.

H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.

H15 - Understanding how rules can keep them safe.

H15 - Identifying where and how to get help.

H21 - Developing strategies for keeping physically and emotionally safe in different situations.

H22 - Understanding the importance of protecting information particularly online.

H23, H24, H25 - Understanding how to become digitally responsible.

Activities

- This resource looks at the 'Green Cross Code' and why it is so important. It explores the different type of road crossings and explores how to cross when no crossing is available. think.direct.gov.uk/education/early-years-and-primary/teachers/upper-primary/lesson-ideas/careful-crossing/

Explore what other hazards exist for children when they are playing out by themselves and are starting to become more independent. Railway lines, building sites and water. Even though we know the rules of keeping safe, what things can stop us from following them?

(H10, H11, H15)

- Follow the link below to look at the NSPCC PANTS lesson - it uses the underwear rule. www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/

The underwear rule can also be used to underpin a whole set of lessons to help children to keep themselves safe. For example this scenario will stimulate enormous discussion about appropriate touching and consent. Possible scenario: Auntie Mabel always insists on pinching Tom's cheeks and planting a kiss on his lips. He doesn't like it and he doesn't want it to happen. Freeze frame how this makes Tom feel. Feedback some of the emotions. Tom politely asks her not to do it. Auntie Mabel says don't be so silly and the parent also says the same. Create a freeze frame which shows them after the kiss has happened. Find out how Tom feels now. Do an agree/disagree continuum with the statement: Tom has the right to say 'no.' Tom politely asked not to do it and this time his parent backs him up. Create the freeze frame which shows them after the kiss hasn't happened. Find out how Tom feels now. Repeat the agree/disagree continuum with the statement: Tom has the right to say 'no.' Finally create a freeze frame of the moment where Auntie Mabel moves towards Tom. Tom politely asks her not to do it. Auntie Mabel is horrified and upset that she has hurt Tom by trying to be nice to him. Find out how Tom feels now. Repeat the agree/disagree continuum with the statement: Tom has the right to say no.

(H2, H21)

- Explore what 'consent' means. The following scenarios will help you to explore consent.
Scenario 1: Sarah and Jay are good friends. Sarah always hugs people hello and goodbye. Jay doesn't like it. Working in pairs ask them to negotiate a different greeting that doesn't hurt Sarah's or Jay's feelings. Start in a freeze frame of when Sarah and Jay are about to approach each other. Finish with another freeze frame. Discuss the techniques that they used and how successful they were.
Scenario 2: Unfortunately Mum had forgotten to give Richard his pocket money at the weekend. So when Mum was looking after his little sister on Monday morning, Richard took the pound from her purse. Discuss the possible consequences.
Scenario 3: Tina really wants to play with her brother's new scooter. Robert won't let her. So she told him that she was going to break it if he didn't let her play with it. Explore why Tina behaved like this. Explain what you think might happen next.

(H2, H15, H21)

- Divide the group into pairs and ask them to call themselves A and B. The scenario is going to be a child asking a parent to buy them a sweet at the supermarket till.
A. will be the parent. Take them to one side and tell them that they will not agree until the child has asked 10 times.

B. is going to be the child. Take them to one side and tell them that however much the parent says no they have to try and persuade them to agree. Neither side should know what the other side has been told. It is interesting to feedback what happened and how they tried to persuade the parent. Do an agree/disagree continuum with the statement: It is dangerous to learn that 'no' doesn't mean 'no'. Feedback their choices and discuss.

(H10, H15, H21)

- Explore as a class why people might not listen? Organise the children into pairs. Ask them to practise telling an adult something important. Give them a first line for example: Please Mrs Patel I'm really worried about the way Vivek is upsetting people. Set up the adults and children separately. Tell the child to keep persisting. Tell the adult to avoid listening because either they are too busy or they think the child is making a fuss. After they have tried this for a while ask them to stop. Discuss what has happened in the pairs and find out how many adults actually listened in the end. Make it clear if they do have an adult who won't listen that they need to go and find another one and tell them instead.

Useful book: 'Not Now Bernard' by David McKee.

What strategies could we use when we need to tell someone something? Create a list of ideas. How could we be better listeners? Create a list of ideas. Set yourself a challenge to try and listen more actively? After a week, discuss the consequences.

(H15)

- Having fun online! Brainstorm all the ways children enjoy using technology. Create an online character and use speech bubbles to identify the ways of having fun online. What are the possible risks to look out for? How do we stay SMART? Add risks to look out for in a different colour.

Useful Website: www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3
(H10, H11, H22)

- Explore different safety and online scenarios using a traffic light system to clearly think through the risks involved. Red, remember to stop; Amber, think what's happening; and Green, go to keep safe. Give each group of four, a scenario. Scenario suggestions:
1. Talking on the internet to someone you don't know.
2. Not having a password on your mobile phone.
3. Riding your bike without a helmet.
4. Playing near the local pond.
5. Playing a game for which you are too young.
6. Posting a picture of a friend without the permission of the friend.
7. Stealing.
Get the children to write as many direct consequences of each event as possible.
Make a consequences chain.

Useful link: www.kidsmart.org.uk/downloads/scenarios-activity.pdf

(H10, H11, H22, H23, H25)

- What can we do when something we experience online upsets us? In groups of four, record the strategies they can employ. Discuss practical measures such as unfriend/block/report/avoid the site or talk to an adult. Discuss getting support or comfort from an adult/friend. Scenario suggestion: Laurie goes to his friend, Sam's house. Sam asks Laurie to play an 18 rated game. Sam has sneaked it from Sam's brother's room and wants to have a go. Laurie doesn't want to, but also doesn't want to ruin Sam's excitement. What should Laurie do? What might happen if Laurie plays the game? If Laurie doesn't play the game? How could Sam be more respectful to Laurie?

(H23, H25)

- Create masks or alter egos of super heroes to explain the idea that people are not always who they appear to be when online. Play the game 'Guess Who' to emphasize that by giving away small pieces of personal information you can give away your identity and leave yourself at risk of danger. Use phrases such as: I am thinking of a boy in this class... I am thinking of a girl who likes gymnastics and has black hair. Evaluation: What is the most important thing you have learnt about keeping yourself safe?

Useful Website: www.thinkuknow.co.uk/

(H22, H24, H25)

Assessment Suggestion

Baseline: As a class brainstorm the risky situations someone of your age might get involved in. This can be taking place at home, outside, at school or on the roads. Ask them to list the situations in order of low risk to high risk. Or create a continuum line through discussion. Keep a record of their ideas and the rank order. It is important that throughout this process you do not guide or lead, just record. This will provide you with a needs assessment from which to plan your work.

Summative: Put the children into groups and give them the risks and rank order that they put them in at the beginning of the work. Ask them to add any that they now understand and to put them in the right place in the list. They may also reorder their original list. The differences will allow you to see what they now understand and maybe what still needs to be learnt.

PSHE Matters Passport Idea

Knowing how to stay safe online matters because...



Upper Key Stage 2

Being Safe

Core Theme: Health and Wellbeing:
H2, H10, H11, H15, H16, H21, H22, H23, H25

Learning

H2 - Understanding how to make informed choices.

H10 - Exploring how to recognise, predict and assess risks in different situations.

H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.

H15 - Explaining how rules can keep them safe.

H15 - Identifying where and how to get help.

H16 - Understanding the term 'habit.'

H21 - Developing strategies for keeping physically and emotionally safe in different situations.

H22 - Understanding the importance of protecting information particularly online.

H23, H24, H25 - Understanding how to become digitally responsible.

Activities

- 🕸 A possible resource to explore unsafe and safe behaviour as a pedestrian and a cyclist and the possible consequences and how to reduce risks.

'The Road Ahead' (Pedestrian safety) [think.direct.gov.uk/education/early-years-and-primary/teachers/upper-primary/lesson-ideas/the-road-ahead/](https://www.thinkdirect.gov.uk/education/early-years-and-primary/teachers/upper-primary/lesson-ideas/the-road-ahead/)
'Ready to Ride' (Cycle Safety) [think.direct.gov.uk/education/early-years-and-primary/teachers/upper-primary/lesson-ideas/ready-to-ride/](https://www.thinkdirect.gov.uk/education/early-years-and-primary/teachers/upper-primary/lesson-ideas/ready-to-ride/)

Explore what other hazards exist for children when they are starting to become more independent? What hazards might exist in and outside the home? Even though we know the rules of keeping safe, what things can stop us from following them? Design a poster that informs cyclists of the possible dangers on the road.

(H2, H10)

- 🕸 Imagine the favourite places that Mart, a child of their age might like to go to outside school. Label one side higher risk and the other side low risk. Use at least 3 of the examples that they have come up with, for Mart. Ask them to stand somewhere on the line and if it appears relevant, ask them to explain their position. You can also add extra things into it for example, if it is dark, they are alone, they are with friends, they have scooters, etc. Make sure all the examples are written down. Display them so that the children can see them. In groups of four ask them to label each scenario as a risk, hazard or danger. Discuss the differences between those three words.
(H2, H9, H10)

- 🕸 Pick one of the favourite places that they have identified for Mart. Create a scenario in which something realistic, but dangerous might happen, for example, a friend has an accident. What actions would Mart and Mart's friends take in these situations?
(H2, H11, H15, H21)

- 🕸 Give the pupils a scenario of a family going to the local pool. One family member can't swim. Ask the children, in pairs, to decide which rule is most important and why (for example: no diving in shallow end, no bombing, etc.) through a Diamond 9 activity. What are the rules when you swim in the sea? Make a set of 9 rules for staying safe on the beach and ask another pair to complete it as a Diamond 9 activity (see template).
(H15, H21)

- 🕸 Ask the children for their understanding of the word, 'habit.' Give out labels with words on such as alcohol, sugar, TV, chocolate, football, dancing, reading, medicines, social media, gaming, tobacco, etc. Ask them to work in pairs and take their label. Stand on a continuum line with 'very addictive' at one end and 'not addictive' at the other end. This is an opportunity for them to explain their answers, discuss and assess risk. It is not necessarily an opportunity to be right or wrong.

Discuss why is social media in that list? If a person was addicted to social media how would we know? Ask each group to come up with a typical day in the life of Kim who is addicted to social media. (For example, poor sleep, low body image, fear of missing out, not seeing family and friends, etc.) Watch the video clip, 'Hooked' www.bbc.co.uk/education/clips/z2gygk7 discuss the impact on Toby and Arya's bodies, daily routine, school work, life experiences and friendships. Write a piece of advice for each character about how to manage their time and why?
(H2, H16, H21, H23)

- 🕸 Do class surveys to find out how much children are on screens and what children think a suitable amount of online activity per day is? Create graphs to represent the use in each year group or class. Brainstorm what could be the consequences of over-use.
(H10, H11, H21, H24)

- 🕸 Susan is on social media. One day Susan gets no likes for one of her posts. She feels very low. Why do you think this is? Explore ideas. Create an advice alley for Sue. Make a poster - top tips to mental health on the internet.
Useful link: 'Talking Heads'. A set of films about self-esteem and the role the internet and social media can play www.childnet.com/resources/pshetoolkit/self-esteem/talking-heads
(H10, H15, H21)

- 🕸 Ellie is thinking about the Christmas presents she has received. She got a really big one from her parents that she'd been wanting for a long time (what might that have been?) Her best friend gave her a really nice bracelet. She also got some little presents from other classmates (what might they have been?). Ellie has an aunt who lives close by and she sees all the time. Her aunt bought her an expensive jumper. The man who lives three doors down on her road gave her a mobile phone and told her not to tell anyone and to keep it as their little secret. Create an advice alley in which the rest of the class give Ellie advice about whether she should be concerned about any of the presents. On the second time through the advice alley give Ellie advice as to what she can do about the present you are concerned about. (Hopefully the children will suggest that she needs to talk to somebody about the man who lives three doors down on her road and what he's given her.)
Discuss as appropriate.
(H10, H15)

- 🕸 'Trust Me' by Childnet is a set of lesson plans that focus on counter-extremism, critical thinking skills and online safety. The two lesson plans for primary schools cover critical thinking around content (such as websites, blogs, online adverts and search results) and contact (how others online may attempt to persuade us to follow a link, download a file or engage in other risky behaviour). www.childnet.com/resources/trust-me
(H2, H11, H15, H21, H22, H25)

- 🕸 'LiveSkills' is a package of resources focusing on live streaming. Live streaming is increasingly becoming one of the most popular online activities for children and young people. #LiveSkills explores the nuanced features of live streaming and the specific risks children and young people can face. www.thinkuknow.co.uk/professionals/resources/live-streaming/
(H10, H11)

- 🕸 'Online Gaming' - This 15 minute drama resource and supporting materials have been designed use with their primary pupils on the topic of online gaming. www.childnet.com/resources/only-a-game
(H2, H10, H15, H22)

Assessment Suggestion

Baseline:

Provide a safety quiz on the things you are thinking of teaching in this unit.

Useful link: kidsmart.org.uk/downloads/KidSMART%20Treasure%20Hunt.pdf

The outcome should shape what you teach.

Summative:

Repeat the Quiz. What has happened to their level of understanding? What gaps remain?

PSHE Matters Passport Idea

Exploring how to recognise, predict and assess risks in different situations matters because...



Key Stage 1

Relationships

Core Theme: Relationships: R2, R4, R6, R7, R9

Learning

R2 - Recognising our behaviour can affect others.

R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong.

R6 - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

R7 - Offering constructive support and feedback to others.

R9 - Identifying their special people (family, friends, carers) and how they should care for each other.

Activities

- Thumbs up/thumbs down activity. Share statements with the class and ask them to symbolise whether they agree or disagree.

A good friend:

1. Is kind
2. Tells me what to do
3. Doesn't share
4. Talks behind my back
5. Asks if I'm okay
6. Makes me laugh
7. Says 'I'm sorry'
8. Is a bully
9. Helps others
10. Pushes me

Ask the children if they can think of any other ways to be a good friend. Add these to a class picture.

Repeat a similar activity but with the question:

What makes a good classmate?

Do we have to be friends with everyone in the class? Should we always be kind and friendly?

Provide a template of a tree and leaves and ask the children to stick on leaves of all the children in their class adding their names.

Provide a name list. Possible title: 'Class Caring Tree.' Form a circle and say how we could be more of a caring class. Draw/write ideas around your tree. Refer to the tree daily. (R9)

- Make cards that form pairs. Randomly shuffle them and then distribute them to the class. They must not tell anyone what they have. Play musical statues and when the music stops the children have to find their partner. They introduce themselves - 'Hello I'm really pleased that you are my partner'. (Model this first). Ask the pairs to sit at a table. The task is to take it in turns to close their eyes and draw a squiggly picture for 5 seconds. The other persons has to try and turn it into a picture. Change roles. Thank the person for working with you. Repeat again with different pairings. How do we feel when people are kind to us? Ask the children to reflect on what helped them work together well. Have they used any of their '5 Super Skills' on page 20? (R6, R7)

- Useful clip as an introduction: www.bbc.co.uk/education/clips/zyw9wmn

What is the friendship code? Do you agree with what the children are saying? Come up with class ideas. Give each child a hand template and ask them to decorate it. Form a circle of hands and make it into a poster: 'The Class Friendship Code', with all the ideas discussed around the outside. Refer to this daily. (R4, R6, R7, R9)

- Read, 'Have you Filled a Bucket Today' by Carol McCloud. In pairs ask the children to identify the different ways in the book that people have filled buckets. Invite them to come to the front and act out one of the ways. How do we know when we have filled someone's bucket? How do they respond/feel? How does it makes you feel? Discuss how kindness and nice words helps friendships to maintain and grow. Ask the children to reflect on kind actions they have seen or experienced themselves. Give them several bucket shapes to record these on, so that each child can make a bucket display. (R4, R6, R7, R9)

Warm Up and End Game

Listening

All close your eyes and listen for 2 minutes, then go around the circle to say what sounds were heard.

Warm Up and End Game

Yoga, Yoga, Pose

The children sit crossed legged in a circle and a chosen pupil will then carefully touch the children on their shoulder and say yoga, yoga, yoga. When they say pose the child chases them back to the space. If they are tagged they are the new chaser.

- Read 'The Rainbow Fish' by Marcus Pfister. Describe the Rainbow Fish's behaviour at different points in the story. How did his behaviour make the other fish feel? Why was the Rainbow Fish lonely? Does this story have a moral? What is it? What can we learn from it? Think of another animal for example, the Rainbow Lion, Rainbow Butterfly. Using the ideas from the story make up a similar story. Can you retell it and act it out with a partner? (R2, R4)

- Watch the clip: www.bbc.co.uk/education/clips/ztc3cdm Alvin, a young boy, explains how he feared he would be rejected at school due to scarring on his body. However, he made friends with a boy called Luke. He explains his initial fears of rejection and how he overcame this. Hot seat the characters and discuss how they were feeling? Why is their relationship special? Ask the class to draw a picture of someone who is special to them, include things that make the relationship special including a brief explanation. Share ideas. What strategies could we use to help us to make friends? (R6, R9)

- Use a puppet to model a conversation that the puppet is not listening to. Ask the children to identify what actions show that the puppet is not listening. Split the class into two groups A and B. Give A the instruction that they have to tell their partner a story. Partner B is given the instruction that they are not to listen. Share possible techniques they could use. Bring the groups back together and sit them at a desk together. Time the activity for 2 minutes. Discuss how it felt being A and B. What is listening? What do we do when we are actively listening? Complete the activity again but A and B change roles and B actively listens. Why is listening to others really important? Listening is important because... Work with a partner. One person makes a poster that shows good listening and the other bad listening.

Read 'Not Now Bernard' by David McKee. How can people tell that we are listening to them? What happens if we don't? What can children do if an adult isn't listening like Bernard's Mum? (R2, R6)

- Read a scenario: Jack always goes up the hill with Jill to fetch a pale of water but today he wanted to do something different. Jill got very angry and upset with Jack and pushed him. He fell down the hill. What could Jill have done instead? Think of ideas and then role play ideas in partners. Share and compare. What advice could we give Jill? Form an advice alley and when Jill walks down share the advice one at a time. What could Jill say to Jack? Give children large speech bubbles (see template) to record the best advice they heard in the alley. Has anyone changed their idea and why? Ask Jack to walk down the alley giving advice. When we have disagreements how could what we have learnt today help us? (R2, R6, R7)

Assessment Suggestion

Baseline:

Ask the children to write/copy the sentence, 'I feel confident about making friends,' on to a piece of paper with their name. Ask them to use the traffic light system by putting a red spot (not confident), amber spot (confident sometimes) and green spot (confident) under the sentence.

Summative:

Repeat the process above, and hopefully more of the children will have put a green spot.

PSHE Matters Passport Idea

Being kind/caring/a good listener matters because...



Lower Key Stage 2

Relationships

Core Theme: Relationships: R2, R3, R4, R7, R9, R10, R21

Learning

R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.

R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.

R4 - Recognising different types of relationship.

R7 - Understanding that actions affect themselves and others.

R9 - Understanding when it is right to 'break a confidence' or 'share a secret'.

R10 - Listening and responding respectfully.

R21 - Understanding personal boundaries.

Activities

- Write the word 'relationship'. In pairs, brainstorm what you think it means. Feedback as a class and make a mind map. How should we expect to be treated within a healthy friendship/relationship? Imagine the relationship was a seed what would it need to grow successfully? Provide the children with heart templates and ask them to write ideas on each. What is the opposite of a healthy relationship? Can the children write the opposite of their statement on a broken heart shape in a different colour? Share and compare. Record the unhealthy and healthy relationship ideas.
(R2, R3, R9)

Warm Up and End Game

Yoga Time

This is a version of what time is it Mr Wolf. One child is on and faces the wall. The children line up and have to walk to the wall. If the child (wolf) turns round the children have to freeze in 'tree pose.' If they move they have to go back to the start.

- Discuss the meaning of the following words in the context of a relationship: jealousy, insults, shouting, power, fairness, not equal, control, respect, support, love, honesty. Place 'Agree' at one side of the room and 'Disagree' at the other (if there is no space do thumbs up/thumbs down instead). Read out the words one at a time. Do they agree/disagree with whether they should be part of a healthy relationship. Ask the class to explain the meaning of the words discussed using pictures or words. Working in groups ask them to make freeze frames to demonstrate the different words. Give each group instruments/pieces of music to match to their freeze frame. Discuss the body language in each statue and why they chose that piece of music.
(R2)

- Make a list of kind things we could say to someone. Ask the class to stand in a circle and pass a ball of wool across the circle to someone as they say something kind. Make sure everyone gets a turn to be part of the web. Why is it important to be kind to one another and to include everyone? How could it help the relationships we have in our class? How could we make the classroom more inclusive and caring? Create a rap, poster, poem to get your message across.
(R2, R4)
- Ask the class to join hands. Choose a point to break the chain and identify what sort of things might break relationships e.g. not listening or being unkind. Recreate the chain link when the children come up with something that could rebuild the relationship. Keep repeating with different ideas. Ask the children to work in groups to make a paper chain of ideas that help form a strong relationship. Display and refer to the chains over the term.
(R2, R3, R4)

- Introduce the words 'problem solving' and 'compromise' in the context of relationships. Discuss the meaning. Watch the animation. What is fair in a relationship?
www.bbc.co.uk/education/clips/zxjkjxs
Three children are deciding how best to share out their kit before they go on a quest. If we don't always have the same how can we make sure that everyone is happy? Is 'fairness' important? Write the ending of the story? Why is 'compromise' and 'problem solving' an important skill in a relationship?
(R7, R10)

- Imagine whilst on the quest Ben tells Sophie a secret. He says that he hasn't told anyone else and he demands that if she tells anyone else that he will never speak to her ever again. In pairs discuss why people ask others to keep secrets. Do we have to keep promises or secrets if someone says so? When should we tell someone? Who could we tell? Will we get into trouble if we tell? What should someone do or say if they are asked to keep a secret they feel unsure about? Send Sophie a text message or short letter explaining what she should do. Draw round your hand and think of 5 people you could tell. Think about how you might start the conversation. Write 5 sentence starters.
(R9)

- Put the children in pairs and give each pair a sealed envelope. Tell them there is something very interesting inside. Give each child a card that their partner shouldn't see. Child A gets a card that says 'Look like you are about to open the envelope. (But don't do it!) Persuade your partner to agree.' Child B gets a card that says 'Don't agree to open the envelope under any circumstances!' Give the children 3 minutes to follow the instructions on their card. Following this make a list of the techniques that were used for persuasion and also for resistance and discuss them. Discuss how it feels to be the recipient of some of these techniques. How hard is it to 'do the right thing' when you are being pressured? Discuss some useful assertive responses that could be used in other scenarios to maintain your emotional boundaries.
(R21)

Warm Up and End Game

Storm

Leader starts by wiggling fingers for the rain, this passes around the circle until everyone is wiggling their fingers. The leader then changes the action to other parts of the storm, e.g. wind - arms waving (swoosh sounds), thunder - slap knees. End with the sun - mime a circle.

- Write the word 'privacy'. What does this mean? Where have you seen it before? In pairs identify up to 10 things people might want/need to keep private? How can we respect people's privacy? Give 5 ways. When online when is privacy important and when should it be broken? Provide the children with the acronym PANTS. Who can remember what it stands for? Design a poster for younger children.
www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/
(R9, R21)

Assessment Suggestion

Baseline:
Write 10 things that describe a healthy relationship.

Summative:
Add to the baseline activity in a different colour any words/skills that you have learnt about that makes a healthy relationship.

PSHE Matters Passport Idea

Healthy relationships matter because...



Upper Key Stage 2

Relationships

Core Theme: Relationships: R2, R3, R4, R5, R6, R12, R20, R21

Learning

R2 - Recognising what a healthy relationship is.

R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.

R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.

R5, R6 - Understanding the true meaning behind civil partnerships and marriage.

R12 - Resolving conflicts.

R20 - Recognising that forcing anyone to marry is a crime.

R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.

Activities

- Ask the class to think of different qualities of a good friendship. In pairs, discuss and decide on 9 key attributes and record each one on a separate square or post-it. Rank them in order of importance to create a diamond 9. Invite pairs to share their thinking, giving reasons for their choices. Ask pupils to repeat this activity if it was a 'grown up' relationship - what could change? Share and compare. **(R4)**

- Jago is taller than everyone else and his voice has started to change. Why might this be? Most people get confused how old Jago is because he is so tall. His family always ask him if he has a girlfriend but he doesn't even think of girls in that way. What does it mean to have a girlfriend/boyfriend in year 6? Brainstorm ideas. How would you make sure the relationship is healthy? What responsibilities does each person in the relationship have?

Spilt the class in half, one group to write an acrostic poem for a healthy relationship and the other group an unhealthy relationship using the word 'Relationship.' Compare and celebrate ideas. What could someone do if their relationship was unhealthy?

(R2, R3, R4)

- Graham and Amara are going up to a new secondary school in September. Although they already have some good friends, they are looking forward to making some new ones. In groups of 4, ask the children to create 10 tips on making new friends for Graham and Amara. Create a wanted poster advertising for a new friend including all the qualities/values that you would expect.

(R2, R4)

- In groups ask the children to discuss the meanings of the words, 'passive', 'aggressive' and 'assertive.' Give each group a scenario and ask them to consider what a 'passive', 'aggressive' or 'assertive' response might look like. Ask them to draw the different responses. Share the drawings with the class and ask them to identify which response is illustrated. The scenarios could include:

- Hamish is playing football with John and Daisy, but John keeps hogging the ball and never passes it.
- Ruby is working in a group with Maxine and Arya but feels like she is doing all the work and the other two are just messing around.
- Mo is feeling uncomfortable because her friend Alex keeps picking up his phone, reading the texts and laughing at his photos.

Consider the different body language for each response.

Role play different responses.

Why is the way we respond important in a relationship?

(R2, R3, R7)

- Show a picture of things stamped with the word 'confidential'. What does this mean? If a person has something that is 'confidential' why might they often not want to share that information? Explore reasons. Introduce scenarios:

- Jake asked his mum not to tell his dad that he had lied.
- Kai's golf coach had asked him not to tell anyone that he had driven him home.
- Omari's friend on social media had asked her to keep their relationship confidential - it was their secret.
- Adam's brother had bought his mum some flowers and asked his sister to keep it to herself.

Which situations feel okay? Which situations could be a warning sign?

How does someone know if they are making the right decision? Which trusted adults do we know or we could talk to?

Write a motto or phrase that would help keep children of your age safe.

(R21)

- Jenny and John often experience different friendship problems. Give out paper and ask the class to write the types of problems Jenny and John may experience. Take the ideas away and read them to plan the next session. Choose a variety of friendship problems and distribute to the class. If you were offering advice what would you suggest? Can you think of 3 strategies? In pairs discuss the ideas suggested. Choose one idea to role play, practise and perform. How can these ideas help us with our relationships now and in the future?

(R12)

- Provide pictures of a range of diverse adult couples. Explain that the couple in each picture are partners. What does that mean? What is marriage? What is a civil partnership? What is the difference? Why do people get married/don't get married? Use a diamond 9 activity (see page 110) to explore the main reasons why people get married/have a civil partnership. For example:

- To have a big party
- Because they love each other
- To make a commitment to each other
- To make God an important part of their relationship
- Because they have no choice
- To have a fairy-tale romantic day
- So you can have a family
- So that they have legal rights
- To get lots of wedding presents

What age can/do people get married?

What is the difference between arranged marriage and forced marriage? If people want to get married, how do they decide who to marry?

Write a recipe for a wedding cake that would include the important ingredients for a successful relationship.

(R5, R6, R20, R21)

- Introduce the poster: www.stonewall.org.uk/sites/default/files/poster_different_families.pdf. Look at the different families. What questions would you like to ask? Think of 5 questions and record them. Is everyone's family the same? Provide different words such as; marriage, mother, father, dad, uncle, grandma, foster carer, adopted, sister, brother, old, young, married, single parent, civil partnership, same-sex parents, commitment.

Use these words to start your A-Z (see page 97) of 'Different Families: Same Love'. Why is important to respect and celebrate difference?

(R4)

- Write 'relationships' on the board and explore what it means to them. Create a class mind map. Set a group challenge to create a magazine about 'relationships.' The aim is to allow them to practise group working skills as well as explore what they have learnt about relationships. Give out roles such as editor, designer, artist. The magazine is aimed at Year 5/6 pupils. Set a time limit. Celebrate and share their creations. Which of the '7 Super Skills' were used from page 21?

(R2, R3, R4)

- Show the children the following quote from William Shakespeare: 'They do not love that do not show their love.' Ask the children what they think it means. Can we love someone in words only without showing it in actions? Do actions speak louder than words? Talk about how our actions can demonstrate what we value. Give each group a different theme e.g. parents, friends, possessions, pets and environment. Ask them to brainstorm different ways to show love for them. Share all the ideas. How does thinking about positive and happy things affect us?

(R4, R19)

Assessment Suggestion

Baseline:

Jenny and John often experience different friendship problems. Give out paper and ask the class to write the types of problems Jenny and John may experience.

Summative:

Set a group challenge to create a magazine about 'relationships.' The aim is to allow them to practise group working skills as well as explore what they have learnt about relationships. Ask the children to list the top three relationship skills and give examples - this could be linked to friends, family or working together.

PSHE Matters Passport Idea

Learning about confidentiality and secrets matters because...



Key Stage 1

Money Matters

Core Theme: Living in the Wider World: L6, L7

Learning

- L6 - Recognising what money looks like.
- L6 - Identifying how money is obtained.
- L6 - Understanding the ways money can be used.
- L7 - Understanding how to keep money safe and what influences choices.

Activities

- Does money grow on trees? Where does money really come from? How do people get money? Complete a draw and write activity (baseline assessment). (L6)
- Give out a range of coins and notes. Ask the children to name them and order them from the least amount to the highest amount. Develop a bank of words related to money. How many can the class think of? Draw around the coins to make a picture. Can their partner guess what it is a picture of? Can they work out how much the picture would cost if they had used real coins. Share and celebrate ideas. (L6)

Warm Up and End Game

Musical islands

Place large sheets of newspaper on the floor. When the music stops all feet must be on the paper. Slowly take the pieces of paper away.

Warm Up and End Game

Hula Hoop

Everyone stands in a circle holding hands. Have two people break hands and put their hands through a hula hoop and re-join hands again. The hoop must be passed the whole way around the circle without breaking hands. Discuss what helped and what made it difficult. Then try to beat the clock. What skills are required?

- How else do people pay for things if they don't use money? Use a cardboard box to create a class ATM. Children can design their own debit cards to use during a role play session. Feedback what they bought and where from. (L7)
- Discuss the meaning of Spend, Save and Share. What do people spend their money on? Where do people save their money? When and why might they donate/share money? Suggested book 'Kitty's Bicycle' by Andrew Lewness. (L7)
- Read 'Jack and the Beanstalk' and include a bag that Jack has sent to the class. Inside the bag include a letter and some gold coins (1 for each child). The letter could explain that he has sent the class some coins and each coin is worth £5. How does having money make you feel? Discuss in pairs. Form a circle and do a round. Money makes me feel... What would you do with the money? Discuss Spend, Save or Share. After discussion time give the child thinking time and do another round. I would spend/save/share because... (L6, L7)
- Discuss the difference between a want and a need. Jack's little brother Ben is starting in reception. Ask the children what he might want and need to start school e.g. book bag, uniform, mobile phone, shoes that light up, sandwich box, new toy, scarf etc. Draw 3 examples of wants and needs. Tell a story about a child whose needs are very different to theirs. (L7)

- Read a diary entry from Jack's mum. For example, I am feeling very sad today. It is Jack's birthday and he really wants some new toys but we really need the money for food and bills and I don't have the money for both. What should I do? Ask the children to role play their ideas in pairs. Share and compare. How will Jack feel if he doesn't get what he wants? How could we do something for him that wouldn't cost a lot of money? Make and send Jack a birthday card to cheer him up. (L7)
- Show children pictures of all the places where Jack might keep his money e.g. drawer, bank, purse, pocket, money box, shoe box. Make a continuum from most to least safe. Explain their choices. In pairs discuss what advice would you give to Jack about where he should keep his money and why. Ask the children to design their own money box. What will they save for? (L7)
- Introduce the children to the £5 note. **Useful clip:** www.thenewfiver.co.uk/ Explain that money has changed a lot over time. The £5 is said to be safer, stronger and cleaner. Explain these ideas. Who is the picture of? Why are their images on coins and notes? Set a challenge. For example, you have £5 to organise an event for parents. This event will hopefully raise money for people like Jack and his mum who often don't have the money to buy food. (Decide together on the charity). You could start to introduce The Big 13 Enterprise Skills. www.readyunlimited.com and then develop an idea, for example, an art exhibition for parents/carers (which requires no outgoing costs) and decide how to organise the event together. (L6, L7)
- Once the money is collected from the event how will it be kept safe? Where should it be put? How much profit has been made? How will it be given? Sent? Will it be cash/cheque? Write a letter to the chosen charity explaining how you raised the money and why you have chosen them. Share and celebrate your achievements. (L6, L7)

Warm Up and End Game

The Minister's Cat

This is an alphabetical word game.

Everyone gets in a circle and claps hands to the beat.

Start with A.

Example:

'The Minister's cat is an angry cat',
'The Minister's cat is a black cat' etc.

- Introduce an A-Z (see page 97). Ask children to think of different jobs beginning with the letters of the alphabet. Why do people have jobs? Does everyone get paid the same amount of money? Why not? Introduce 3 characters: Ania is an electrician. Aron is a marine biologist and Christos is an architect. What might they have to do as part of their job? Discuss what 'earn money' means? Discuss how the characters get paid. What might the characters spend their money on? Brainstorm ideas. What does looking after your money mean? When I grow up I would like to be a... (L6, L7)

Assessment Suggestion

Baseline:

Complete a draw and write activity of where money comes from and how people get money.

Summative:

Ask for three places we might want to save money, two reasons why we might spend money, and one situation in which money might make us feel sad.

PSHE Matters Passport Idea

Learning about money matters because...



Lower Key Stage 2

Money Matters

Core Themes: Living in the Wider World: L10, L12, L13, L14, L16

Learning

L10 - Identify the role of voluntary and charity groups.

L12 - Understanding different values and customs.

L13 - Exploring how to manage money.

L13 - Explaining the importance of money in people's lives and how money is obtained.

L14 - Understanding the concepts of interest, loan, debt and tax.

L16 - Understanding enterprise and begin to develop enterprise skills.

Activities

- Brainstorm in pairs where they think money comes from.

Useful website: www.nrich.maths.org/2587

Ask pupils to create a sentence which would explain what money is.

As people grow up, how might their experience of money and what they do with it, change? Think about a child, a teenager an adult and a pensioner. In pairs create mind maps of how they might receive money and what they might do with it. Look through the ideas created and identify if they are 'needs' or 'wants?' What is the difference? Is saving for things in the future important? **(L13)**

- Draw a picture of a child, a teenager and an adult and brainstorm different jobs they could do to earn money. What is the point of having a job? What skills will they need? How might they learn these skills? Explore why some jobs pay more than others. Does this make the job or the person less important?

Warm Up and End Game

Simon Says

"Simon Says stand up. Simon Says touch your nose. Sit down!" If a child follows the command without hearing, "Simon Says", they have to sit down and they are no longer in the game.

Draw a picture of what job you would like to do when you are older and explain why. Share and compare ideas. **(L13)**

- Introduce the poem: 'Two Sides of the Same Coin' www.young-money.org.uk/learning-about-money-primary-classroom-support-materials
Discuss what the poem is about. Draw a picture of both sides of the coin using evidence from the poem. Discuss the difference between needs and wants. What would you like to say to each character?
Provide speech bubbles (see template) to plan ideas and then hot seat each character. **(L12)**

- Show the clip: www.thenewten.co.uk/
Imagine you were given £10 pocket money a week. What would you do with it? How much would you Spend, Save or Share? Record ideas. What would you have to show for it at the end of the year? Share ideas. Discuss: Should young people be encouraged to save? **(L13)**

Warm Up and End Game

Squeeze

Hold hands around the circle, and pass a gentle squeeze from hand to hand. What skills do we need? Can we reverse the squeeze or pause the squeeze and guess where it might be?

Warm Up and End Game

Words

Start with a word and 2 claps in between, the next child must say a word associated to the start, e.g. tree, clap, clap, leaf, clap, clap, caterpillar...

- Introduce the words - interest, loan, debt and tax. Can you come up with a class definition and examples? Create an A-Z list of words related to money using this as a starting point. **(L14)**
- Imagine that on average parents across the UK spend £600 on Summer Holiday activities. Investigate a trip to a theme park or a zoo. How much would it cost for a family of four to get into the theme park? What other costs would there be? How much would the trip cost altogether? Imagine one of the children visited the park shop at the end and wanted to buy a toy. Their parents said they didn't have any money left but the child started having a tantrum. What would you say to the child? Form an advice alley. What have you learnt? **(L13)**
- Make a list of 10 things that really make you happy. Which things on the list wouldn't cost anything? How could you convince somebody that money doesn't necessarily buy you happiness and many of the best things in life are free? Develop an advert to promote this idea. **(L13)**
- Write 'enterprise' on the board and brainstorm its meaning. Why is it important? Introduce the The Big 13 Enterprise Skills. www.readyunlimited.com Explore what they mean. Set the class a real challenge based on something that could be improved in school. For example, encouraging more children to read in school, drink more water, calmer playtimes, etc. Observe what is happening now, what are the problems and how can things be improved? Work together in groups to plan and organise a campaign. How will you measure impact? Does each member have a role? Reflect on the skills used using the enterprise wheel. www.readyunlimited.com/wp-content/uploads/2015/09/13-Skills-Enterprise-Wheel-2015.pdf Share and celebrate learning. **(L16)**

- Read the story 'Costing the Earth' from the website: www.valuesmoneyandme.co.uk/teachers/costing-the-earth-ks1-ks2

Ask children to identify in the story where energy is wasted and how money can be saved.

In groups, using a large outline of a house, think of as many ways as possible to reduce the bills and therefore save money.

What could they do with the money they might save?

- Spend, Save or Donate.

(L13)

- Use the resource to explore how much water is used in a household in a day www.young-money.org.uk/resources/details/drip-drip-drip
The average daily use of water in the UK is 150 litres. The average water for someone in Gambia is 4.5 litres. How might they use water differently if they had to walk 10 miles every day? Introduce the charity: www.wateraid.org and discuss the purpose. How do people decide which charities to give money to? Investigate local charities and what they do and produce a factsheet explaining what they do. Organise a fundraising activity for the chosen charity. **(L10)**

Assessment Suggestion

Baseline:

Ask the children, in pairs, to come up with what they would like to know about saving and spending money.

Summative:

Ask the children, in pairs, to brainstorm what they know about saving and spending money.

PSHE Matters Passport Idea

Learning about spending money matters because...



Upper Key Stage 2

Money Matters

Core Themes: Living in the Wider World:
L13, L14, L15, L16, L18

Relationships: R15

Learning

L13 - Understand how finance plays an important part in people's lives.

L13 - Understanding about being a critical consumer.

L14 - Developing an understanding of the concepts of interest, loan, debt and tax.

L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment.

L16 - Developing enterprise skills.

L18 - Critiquing how social media presents information.

R15 - Recognising and managing dares.

Activities

- Imagine you won £20, imagine you lost £20, and finally imagine you needed £20. How would each scenario make you feel? Record your responses. The new £20 note will be out in 2020. Why are they changing the way it is made? www.thenewten.co.uk/
Create a story about the journey of a £20 note.
(L13)

- What is advertising? Why do manufacturers put large amounts of money into it? Think of adverts for fast food chains, mobile phones, drinks and trainers. What techniques might they use to tempt you to buy their product? In pairs, choose a product and develop your own advert. Can the class identify the techniques used? What does it mean to be a 'critical consumer'? How can social media present information in a way that can mislead consumers?
(L13)

Warm Up and End Game

Anagram

Write anagrams related to the topic and in pairs they have to unscramble the letters to make a word. For extra points can they explain what it means?

- Can we always have everything we want? If we want something but don't have the money what could we do? Explore ideas together. These could include: save, borrow, accept that we can't afford it, steal, wait until it is reduced, etc. Do these decisions have consequences? Why might people get into debt by borrowing money they don't have? Read the poem 'Bling King: Before' and 'Bling King: After' www.young-money.org.uk/learning-about-money-primary-classroom-support-materials
Explain in your own words what was happening before and after in the poem.
Explain what you think the moral of the story is.
(L13, L14)

- The HMRC has developed a teaching pack about tax available at this link: www.tes.com/teaching-resource/junior-tax-facts-teachers-pack-11410987 There is also a video to go alongside it.
Watch the clip and ask children to draw and write in their own words what they understand by the word tax.
(www.youtube.com/watch?v=iRO2kic75SE)
(L14, L15)

- What is council tax? What does council tax cover? What things in the local area might it pay for? Walk around your local area and identify what the tax pays for. If people are finding it difficult to pay their bills why might it be important to tell someone? Introduce a useful website: www.citizensadvice.org.uk/
What would be the consequences of someone going on holiday rather than paying their bills? What skills would someone need to be make more of an informed decision when spending? Share ideas. How could these skills help people be more careful with their money? Make a poster of critical thinking skills which would appeal to adults. What would the title be?
(L13, L14, L15)

- Watch the film: schools.fairtrade.org.uk/resource/football/ and ask the class to work in pairs to develop a mind map. Using all this information design a board game with no more than 20 squares which will include facts about the importance of fair trade when making footballs.
(L15)

- Use the following resource: <https://www.stem.org.uk/resources/elibrary/resource/35260/look-future-future-needs-stem>
Give out the skills and qualities cards and the two job profiles. What skills and qualities does each person require for their job? Give out the A-Z list of jobs. Are there any jobs that interest you or you haven't heard of before? Why is important to do a job that you enjoy? Introduce the list of employability skills www.stem.org.uk/system/files/elibrary-resources/2017/09/A4%20employability%20fold%20out_Interactive_v4.pdf
Using this poster design a version that would be suitable for primary school children so that they can understand the importance of developing skills for their future. What would the title be?
(L16)

- Discuss the book 'Charlie and the Chocolate Factory'. We could say that Willy Wonka was an entrepreneur. Think about the skills Charlie would need if he is going to run a really successful business. Design a new product that you would like to launch as part of the Willy Wonka range. Can you develop a logo, a jingle? Think about audience, profit margins, etc. Work in pairs and be ready to present to the Dragons who will judge the best business idea. Use 'The Big 13 Enterprise Skills Wheel' to assess the skills. www.readyunlimited.com/wp-content/uploads/2015/09/13-Skills-Enterprise-Wheel-2015.pdf
What are your strengths? Where could you improve?
(L16)

Warm Up and End Game

Tied in knots

Work in 4's, make a circle by joining hands and then move in and out so that you are tied in knots. How can you unscramble yourself without letting go? What skills are required?

- Introduce the '5 Ways to Wellbeing.' derbyshire.gov.uk/social-health/health-and-wellbeing/mental-health-and-wellbeing/young-peoples-mental-health/5-ways-to-wellbeing-for-young-people/five-ways-to-wellbeing-for-young-people.aspx

What is available in their local area that would help to improve this? Brainstorm ideas. Introduce the charities: www.headstogether.org.uk and www.youngminds.org.uk
What are the charities about?
How are they linked to the '5 Ways to Wellbeing'? Why are charities like this important? If you were to improve wellbeing in your school, what would you like to do? Develop a campaign that would promote the '5 Ways to Wellbeing' including parents/community.
(L10, L15)

- What is a dare? Create a list of dares. Order them on a continuum from Very Risky - Not Very Risky. Introduce the scenario and discuss the consequences.
1. Rishab is with a friend playing a game on technology. His friend dared him to use his parents credit card details to pay for it. They won't know.
Discuss and role play how to manage the dare.
(R15)

Assessment Suggestion

Baseline:

Complete the sentence stems. Tax is... Interest is...
Debt is... A loan is...

Summative:

Explain 5 ways people could manage their money better.

PSHE Matters Passport Idea

Understanding about fairtrade matters because...

LIST OF BOOKS INCLUDED IN PSHE MATTERS

Key Stage 1

Drug Education

- ‘Goldilocks and the Three Bears’
- ‘Miss Polly had a Dolly’
- ‘Jack and Jill’

Exploring Emotions

- ‘Martha Doesn’t Say Sorry!’ by Samantha Berger
- ‘So Much’ by Trish Cooke

Being Healthy

- ‘The Princess Who Could Not Sleep’ by An Leysen

Being Safe

- ‘Chicken Clicking’ by Jeanne Willis and Tony Ross

Growing Up

- ‘Mister Seahorse’ by Eric Carle
- ‘Once There Were Giants’ by Martin Waddell
- ‘Boys and Girls’ by Lynwen Jones
- ‘Counting Kisses’ by Karen Katz

Changes

- ‘The Very Hungry Caterpillar’ by Eric Carle
- ‘Mum and Dad Glue’ by Kes Gray

Bullying Matters

- ‘Cinderella’
- ‘The Three Little Pigs’

Difference and Diversity

- ‘Family Book’ by Todd Parr
- ‘And Tango Makes Three’ by Simon Schuster

Being Responsible

- ‘The Day the Crayon’s Quit’ by Drew Daywalt

Relationships

- ‘Have You Filled a Bucket Today?’ by Carol McCloud
- ‘The Rainbow Fish’ by Marcus Pfister
- ‘Not Now Bernard’ by David McKee

Money Matters

- ‘Jack and the Beanstalk’

Lower Key Stage 2

Drug Education

- ‘George’s Marvellous Medicine’ by Roald Dahl

Growing Up

- ‘Your Mummy Ate My Football’ by Lynwen Jones
- ‘True Love’ by Babette Cole

Changes

- ‘The Snowman’ by Raymond Brigg

Being Healthy

- ‘The Huge Bag of Worries’ by Virginia Clarke

Bullying Matters

- ‘Marshall Armstrong is New to Our School’ by David Mackintosh

Difference and Diversity

- ‘King and King’ by Linda De Hann and Stern Nijland
- ‘The Princess and the Treasure’ by Jeffrey A. Miles
- ‘Elmer’ by David McKee

Being Safe

- ‘Not Now Bernard’ by David Mckee

Upper Key Stage 2

Exploring Emotions

- ‘What If’ by Shel Silverstein.

Growing Up

- ‘Frog in Love’ by Max Velthuijs
- ‘Where Willy Went’ by Nicholas Allan
- ‘Mummy Laid an Egg’ by Babette Cole

Bullying Matters

- ‘Feather Boy’ by Nicky Singer
- ‘Bad Girls’ by Jaqueline Wilson

Difference and Diversity

- ‘Wonder’ by R.J Palacio

Being Responsible

- ‘The British Poem’ by Benjamin Zephaniah

Money Matters

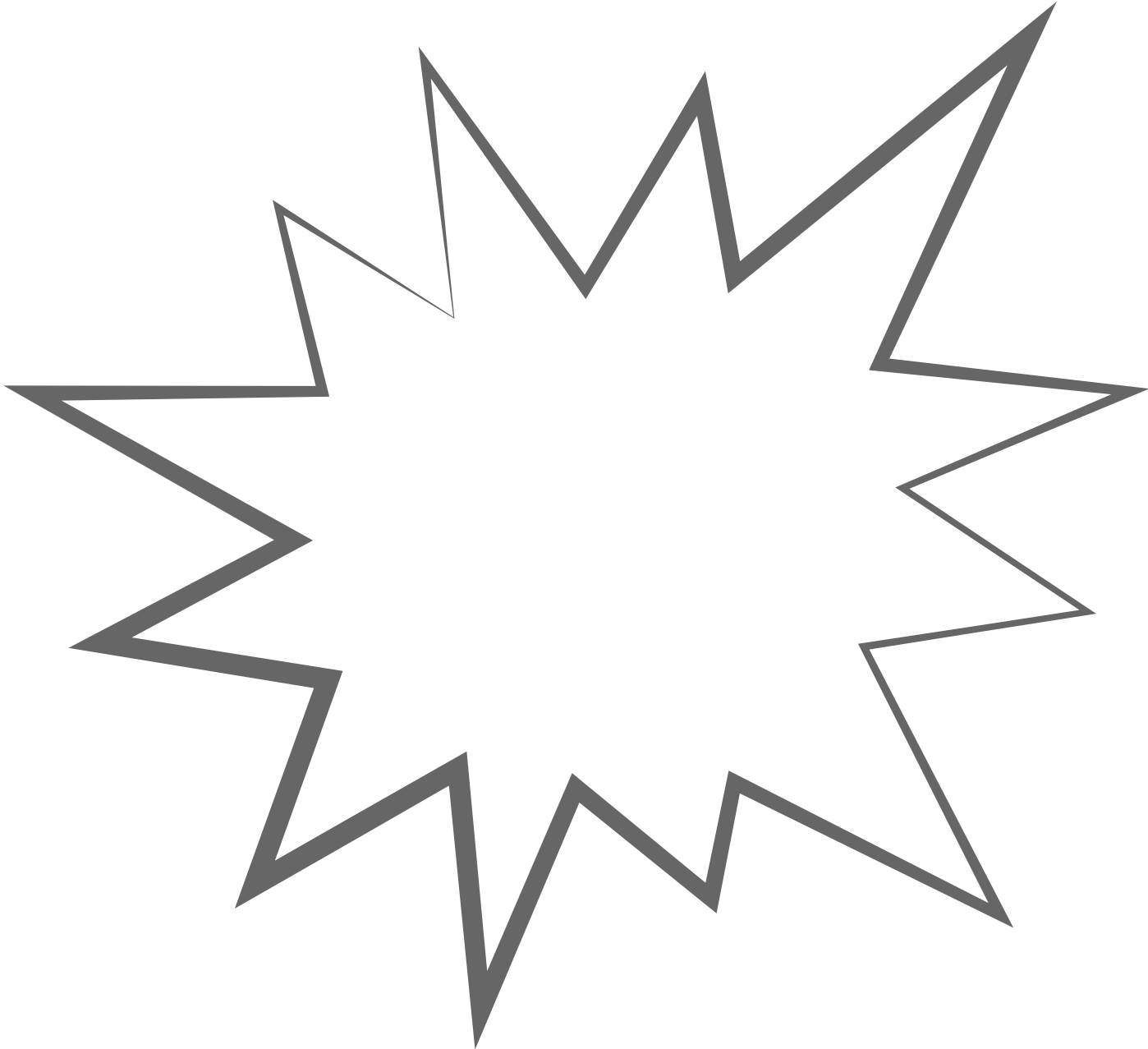
- ‘Charlie and the Chocolate Factory’ by Roald Dahl

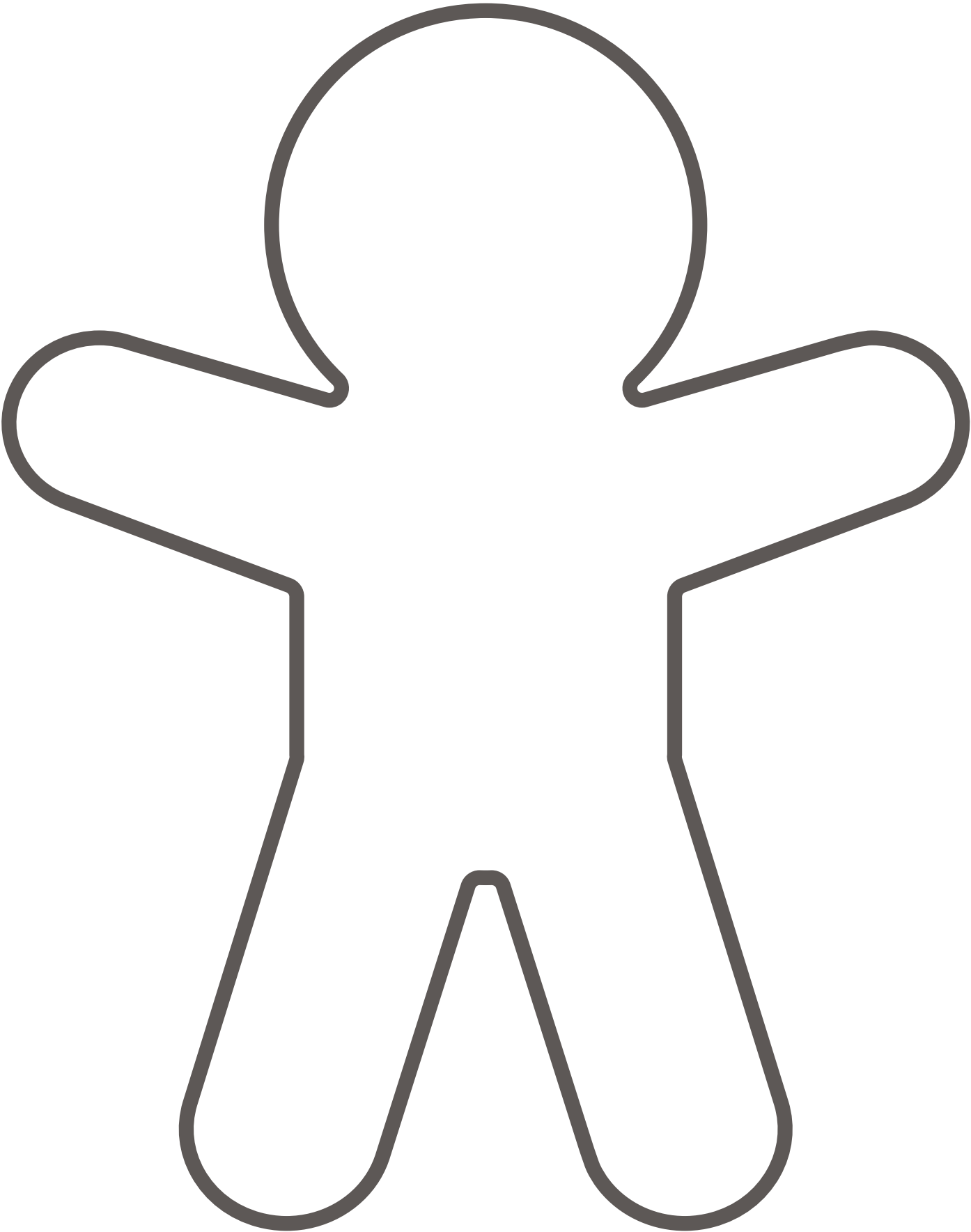
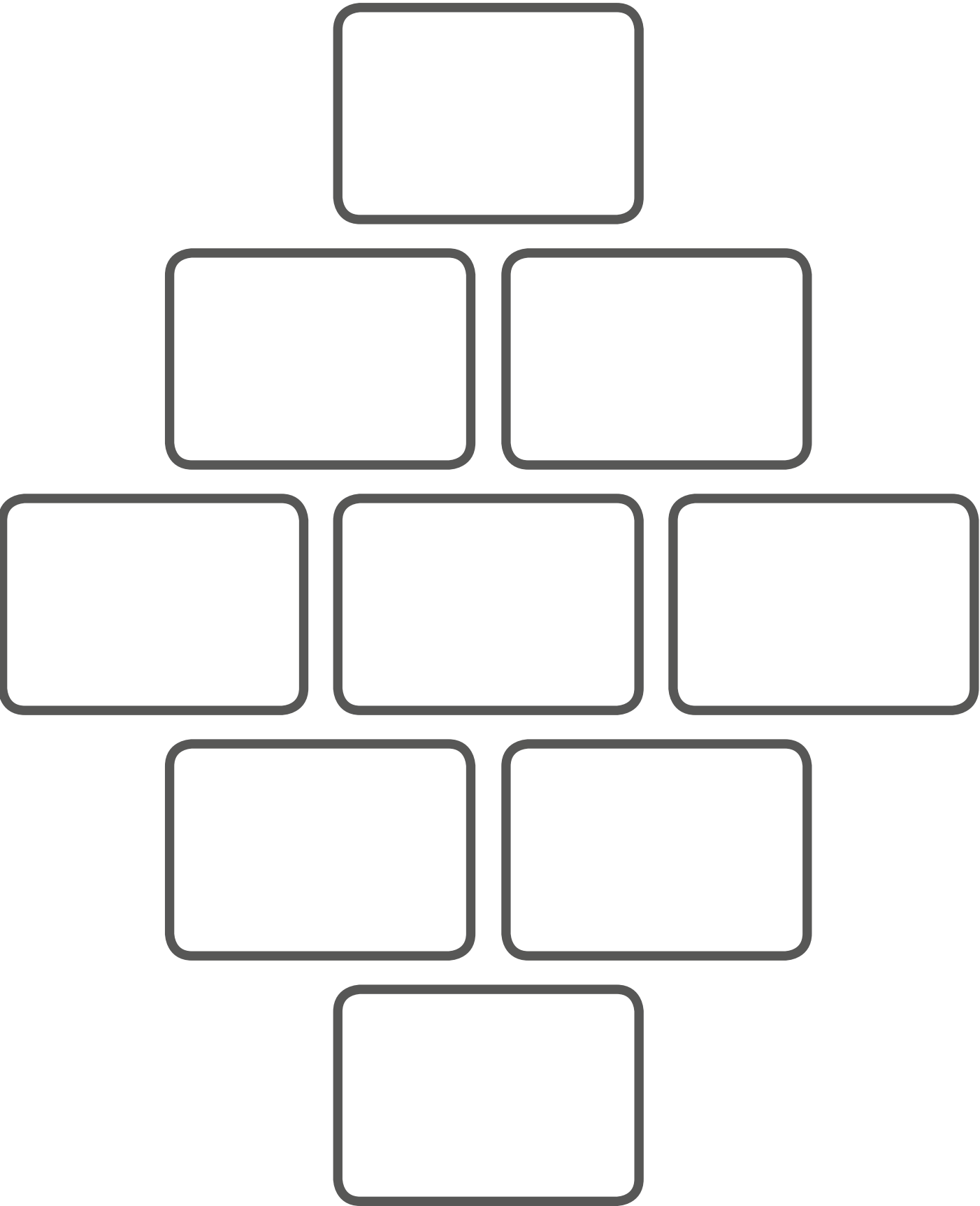
PSHE Matters Resource Templates: A-Z

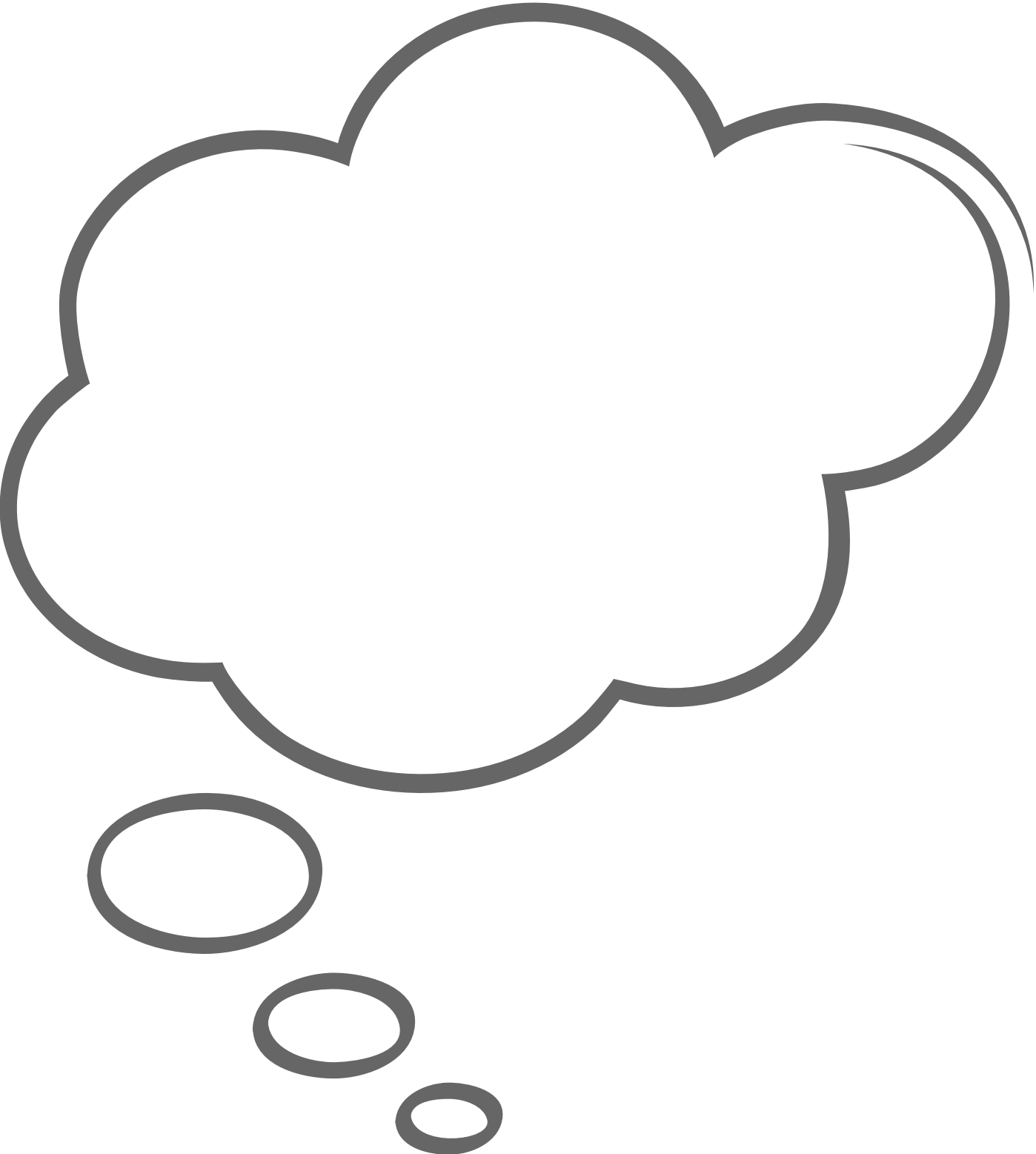
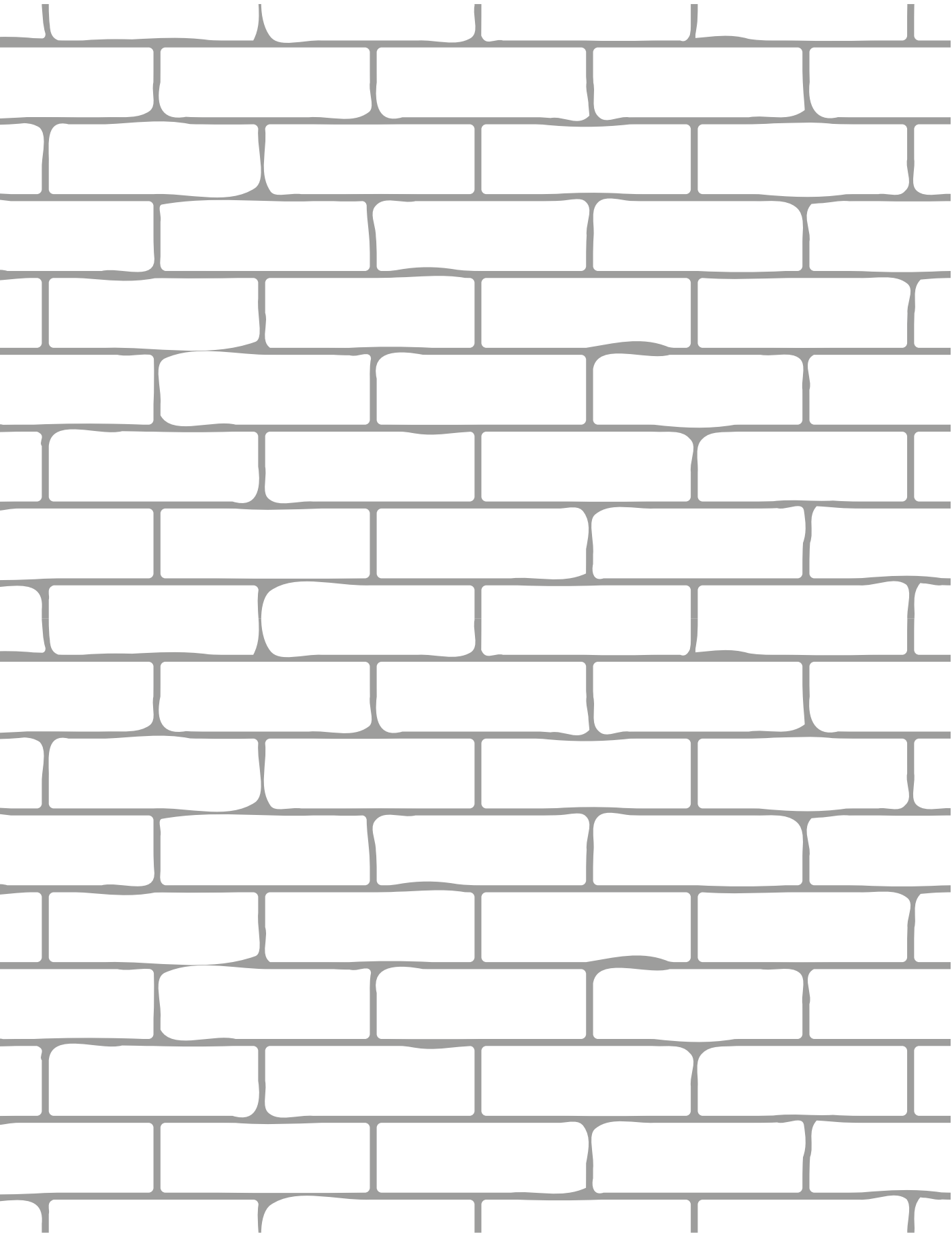
A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

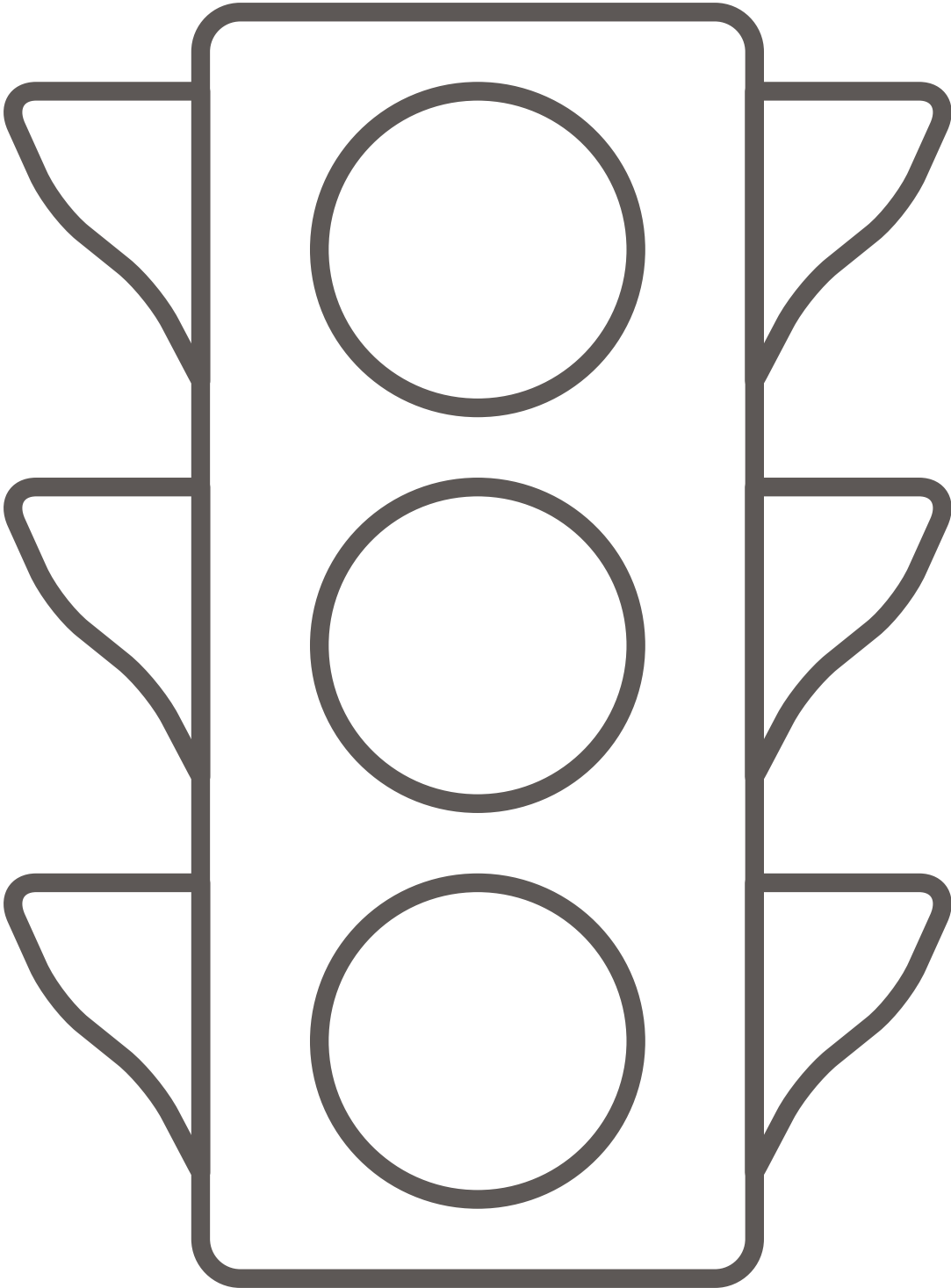
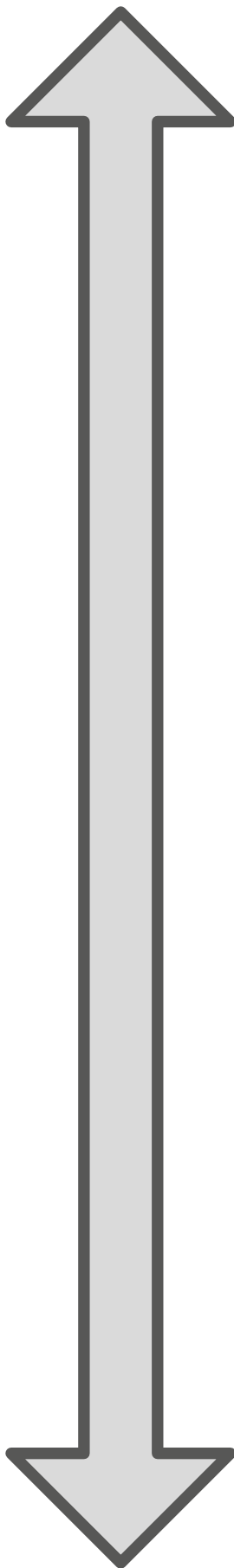
AGREE

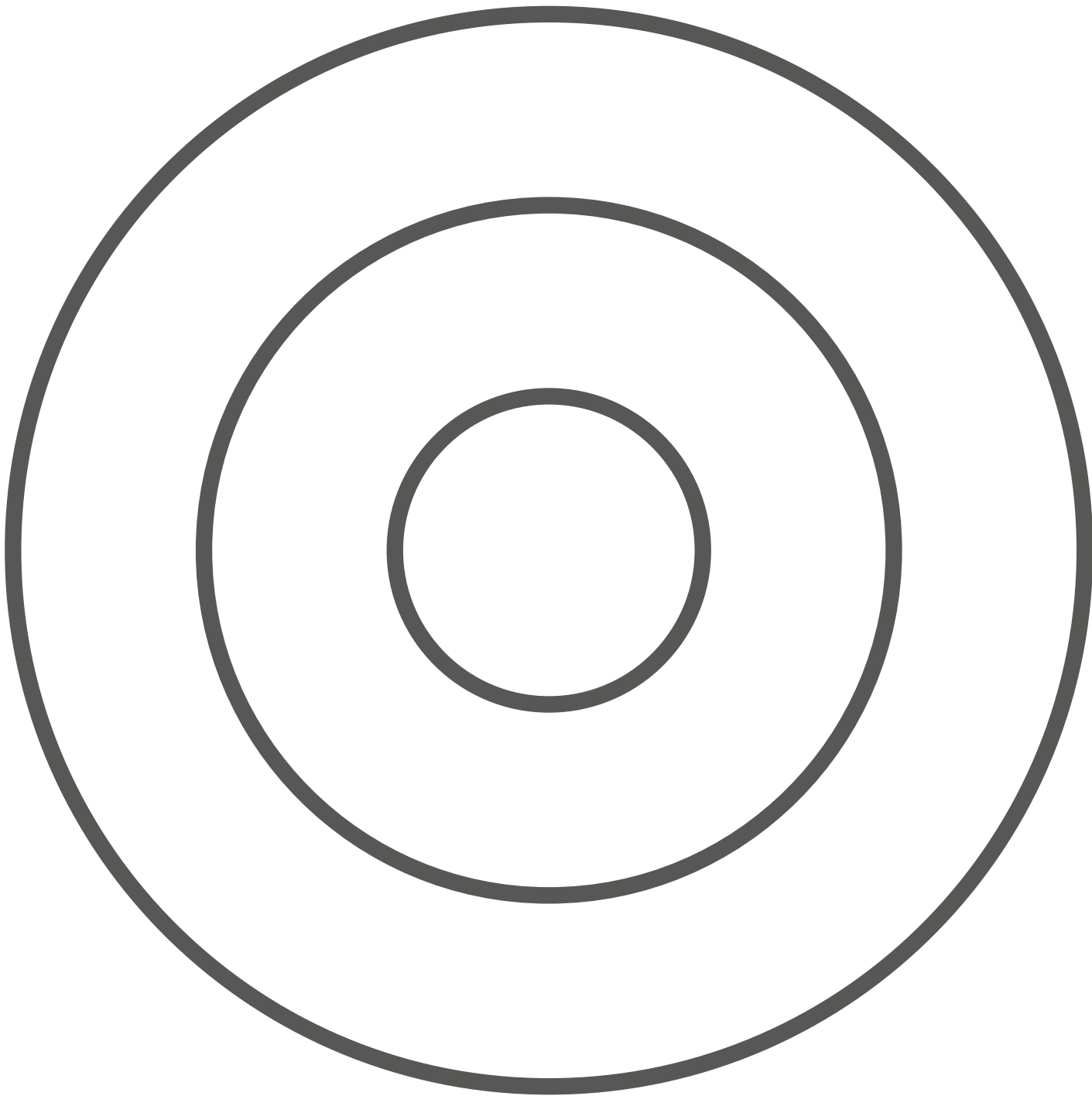
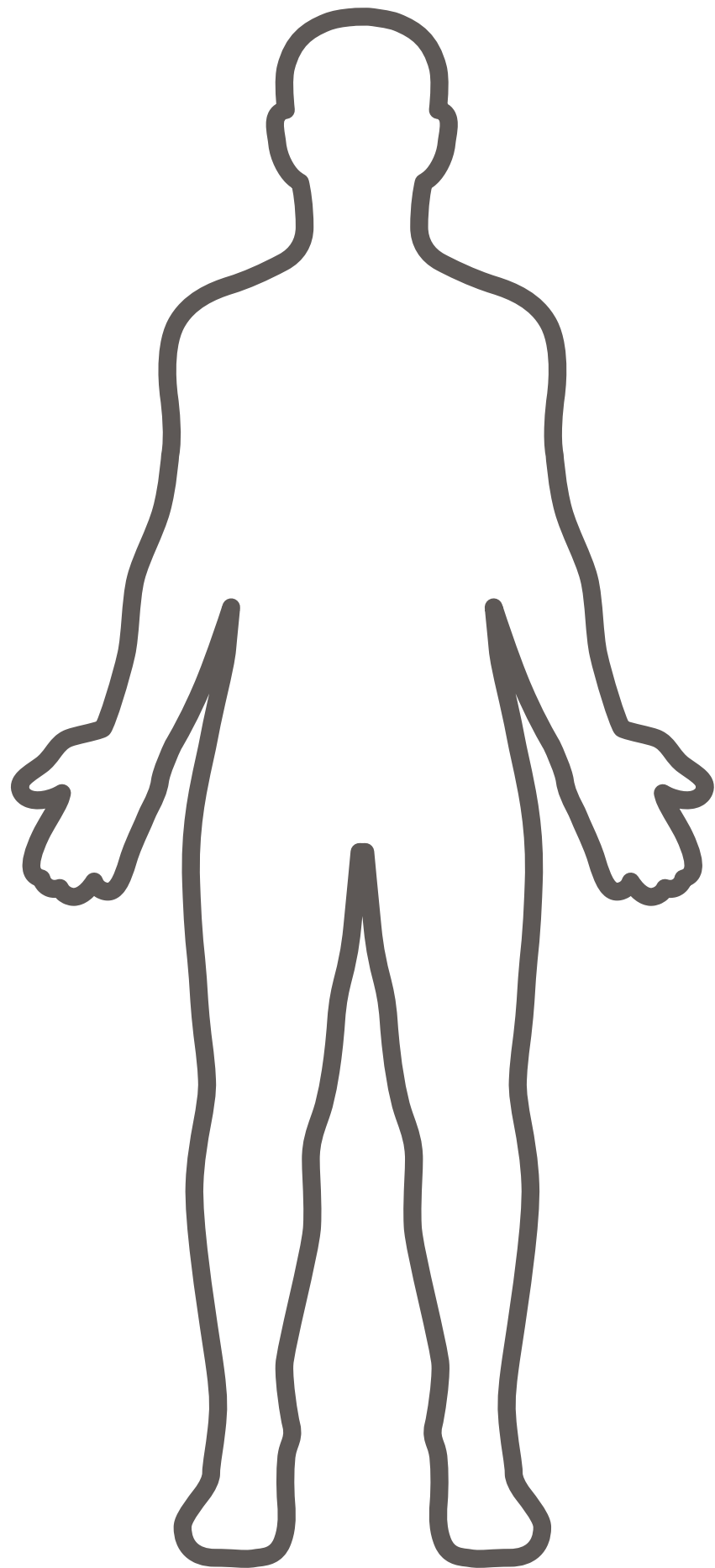
DISAGREE

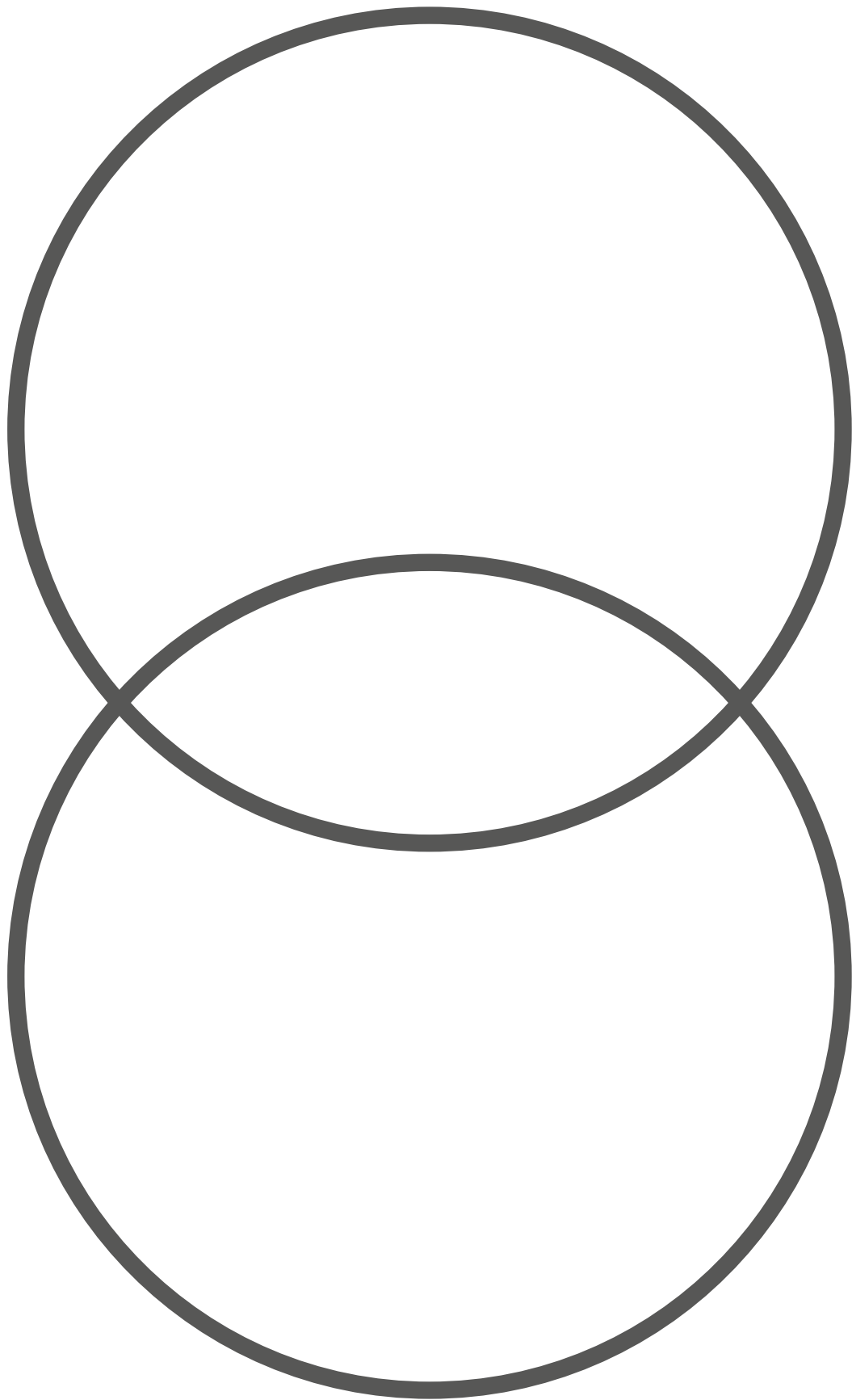
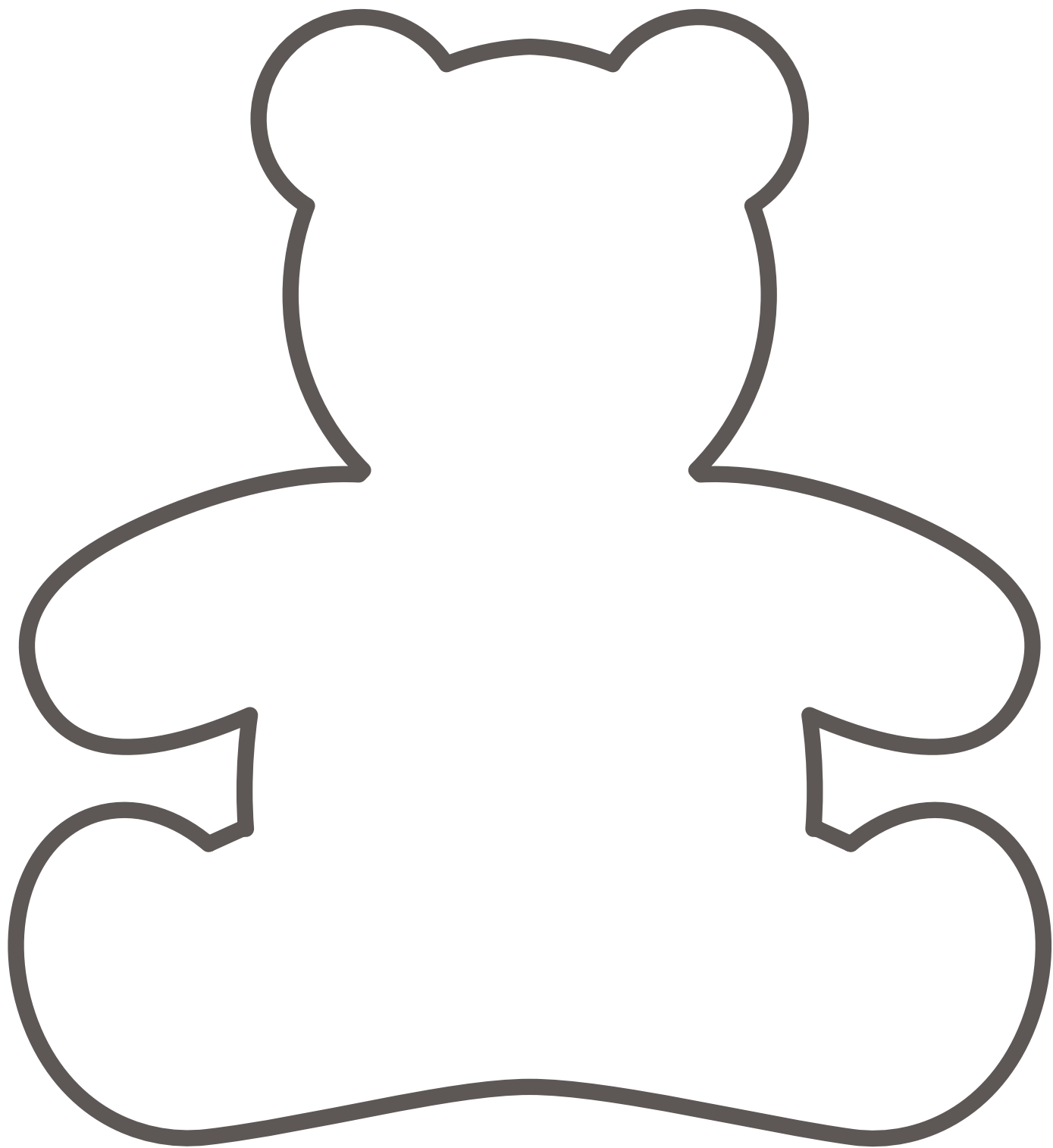


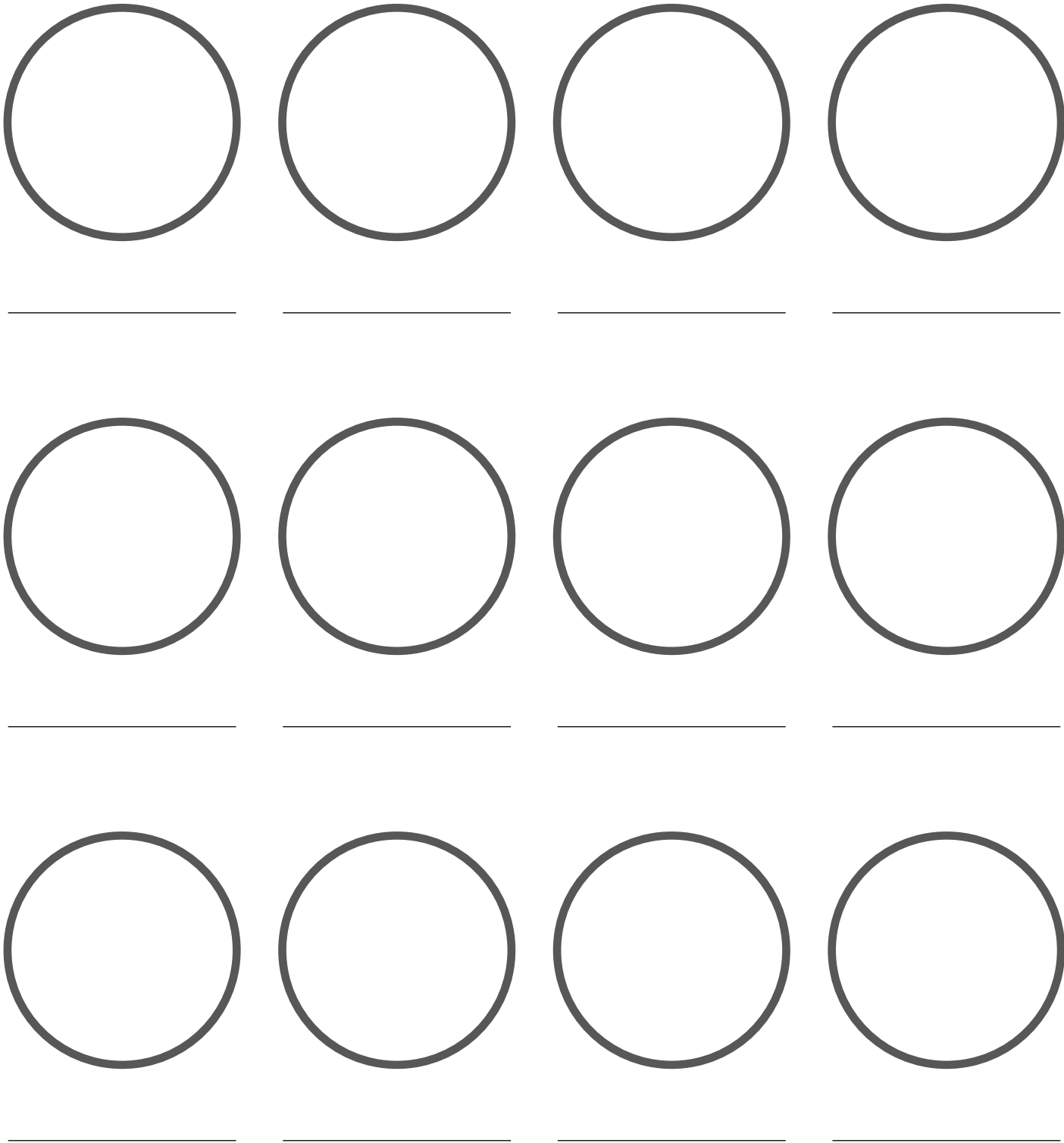
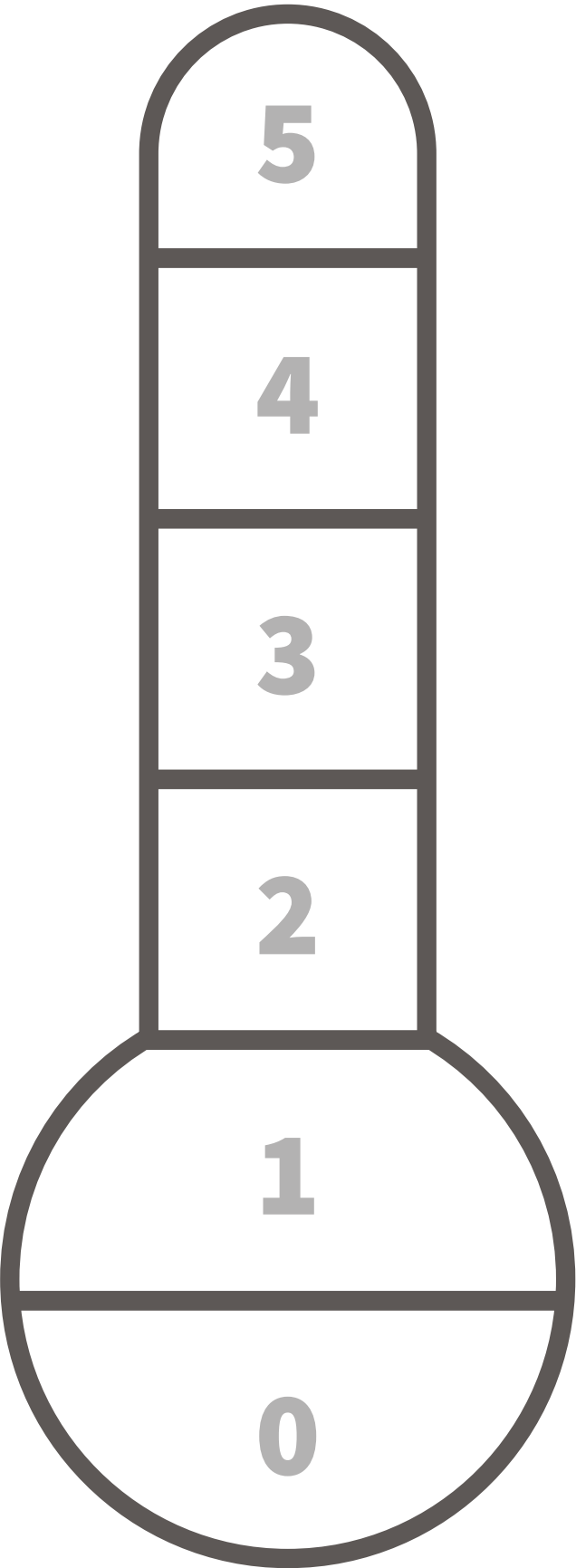


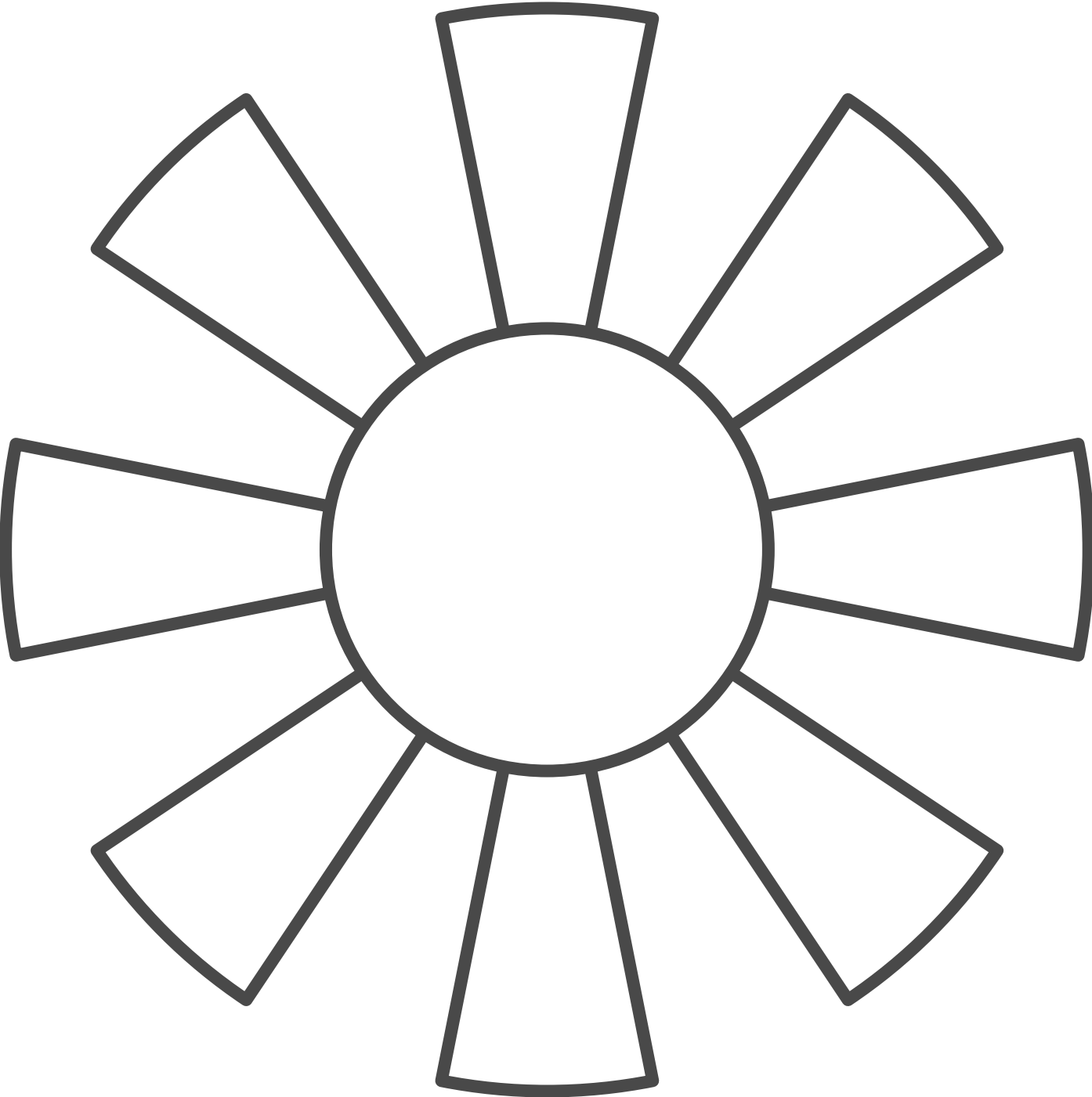












© 2018 Derbyshire County Council

Any unauthorised copying, duplication or distribution of this document will constitute an infringement of copyright