

# pulling it together

**Scheme of Work**

**for Personal, Social, Health and Citizenship Education**



**the learning trust**  
the future for education in Hackney

**February 2005**



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for PSHE

# Acknowledgements

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# Key Stage 1

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

*During Key Stage 1 pupils learn about themselves developing as individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As a member of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.*

(NC2000)

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## PSHE & Citizenship Overview Key Stage 1

Year	Society	Physical Health	Safety	Relationships	Emotional Health	Citizenship
<b>R</b>	<b>Myself and Others</b> En1/3 RE/AT2/Level 1	<b>Healthy Eating and Hygiene</b> PE4 Sc2/2b,2c DT/2f <b>Medicines, Solvents</b>	<b>And People Who Help Us</b> Sc2/2d DT/2f <b>Family Networks</b>	RE/AT2/Level 1/2 <b>Feelings</b>	RE/AT2/Level 1 <b>Needs</b>	En1/3 Sc2/2b RE/AT2/Level 1
<b>1</b>	<b>Rules and Relationships</b> RE/AT2/Level 2	<b>Exercise</b> PE/4 Sc2/2c	<b>Outdoors</b> Gg/1.4a ICT/3	<b>Change, Loss and Bereavement</b> Sc2/2a,2b,2f,2g RE/AT2/Level 2	<b>Friendships &amp; Bullying</b> RE/AT2/Level 2	<b>Environment</b> En1/3 Sc2/1c,5a,5b,5c Gg/1b,1c,1d RE/AT2/Level 3
<b>2</b>	<b>Substance Use &amp; Misuse</b> Sc2/2d	<b>Hygiene</b> Sc2/2a,2g,4a	<b>Child Protection</b> Sc2/2g	<b>Growing Up</b> Sc2/1b,2a,2f,4a RE/AT2/Level 3	<b>Similarities and Differences</b> Sc2/2a,4a	<b>Community</b> En1/3 Sc2/4a RE/AT2/Level 3

NB RE links are taken from the QCA non-statutory assessment scale for National Expectations in RE (Levels 1-8)

## Year Group: Reception

### Theme: Society

#### Unit: Myself and Others

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

### Theme: Physical Health

#### Unit: Healthy Eating and Hygiene

- 3a how to make simple choices that improve their health and well-being;
- 3b to maintain personal hygiene.

### Theme: Safety

#### Unit: Medicines, Solvents, & People Who Help Us,

- 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- 2c to recognise choices they can make, and recognise the difference between right and wrong;
- 3f that all household products, including medicines, can be harmful if not used properly;
- 3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### Theme: Relationships

#### Unit: Family Networks

- 4d that family and friends should care for each other;

### Theme: Emotional Health

#### Unit: Feelings

- 1b to share their opinions on things that matter to them and explain their views;
- 1c to recognise, name and deal with their feelings in a positive way.

### Theme: Citizenship

#### Unit: Needs

- 2a to take part in discussions with one other person and the whole class;
- 2e to realise that people and other living things have needs, and that they have responsibilities to meet them;
- 2i to realise that money comes from different sources and can be used for different purposes.

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# Year Group: Year 1

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## Theme: Society ■

### Unit: Rules and Relationships

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

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## Theme: Physical Health ■

### Unit: Exercise

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

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## Theme: Safety ■

### Unit: Outdoors

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

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## Theme: Relationships ■

### Unit: Change, Loss & Bereavement

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

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## Theme: Emotional Health ■

### Unit: Friendships and Bullying

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

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## Theme: Citizenship ■

### Unit: Environment

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

## Year Group: Year 2

### Theme: Society

#### Unit: Substance Use and Misuse

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

### Theme: Physical Health

#### Unit: Hygiene

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

### Theme: Safety

#### Unit: Child Protection

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

### Theme: Relationships

#### Unit: Growing Up

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

### Theme: Emotional Health

#### Unit: Similarities and Differences

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

### Theme: Citizenship

#### Unit: Community

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

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## Breadth of Opportunities

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

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

**Key Stage 1:** Reception  
**Theme:** Society

**Unit:** Myself and others

**Word Box:**  
 like, dislike, fair, unfair, right, wrong

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1d to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e how to set simple goals;</p> <p>2d to agree and follow rules for their group and classroom, and understand how rules help them;</p> <p>2h to contribute to the life of the class and school;</p> <p>4a to recognise how their behaviour affects other people.</p>	<ul style="list-style-type: none"> <li>To understand the difference between like and dislike</li> <li>To understand the difference between fair and unfair</li> <li>To understand the difference between right and wrong</li> <li>To recognise their strengths and target set for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Using circle time explore likes/dislikes of: food, drinks, games, smells, clothes, toys NB Pupils will need to have practised Circle Time on other occasions</li> <li>Read Goldilocks and the Three Bears. Discuss the concept of what is fair and unfair. E.g. is it fair if someone eats your sweets? Is it fair that everyone gets a go on the climbing frame? Ask the children for other examples.</li> <li>Classroom rules - what is right and wrong to do in school? How do we treat each other? Why?</li> <li>Role-play what makes us happy in school/what makes us sad. Who makes us happy or sad? Why?</li> <li>What rules do we need to keep safe and happy in school? Record and display classroom rules.</li> <li>Do a round - I am good at ... I shall try harder with... Illustrate each pupil's quality and display as a class.</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears, Audrey Daly and Chris Russell, Ladybird</li> <li>Its Not Fair, A Harper and S. Hellard, Puffin</li> <li>You'll Soon Grow into Them Titch, PHutchins, Picture Puffin</li> </ul>	<p>En 1/3                      RE/AT2/Level 1</p>

**Key Stage 1:** Reception

**Theme:** Physical Health

**Unit:** Healthy eating and hygiene

**Word Box:**

food, favourite, meal, vegetable, fruit, meat, drinks

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3a how to make simple choices that improve their health and well-being</p> <p>3b to maintain personal hygiene;</p>	<ul style="list-style-type: none"> <li>■ To have considered the importance of balanced meals</li> <li>■ To understand the importance of fresh fruit/vegetables in the diet.</li> <li>■ To appreciate fruits/vegetables from different cultures</li> <li>■ Importance of hygiene</li> </ul>	<ul style="list-style-type: none"> <li>■ The Lunch Bunch, Teachers Guide - activities</li> <li>■ Read What's the time, Mr Wolf? to initiate a discussion on how many meals children eat in one day. Is each meal the same, or, do meals at different times of the day have similarities? For example: is breakfast the same each day?</li> <li>■ Conduct a survey-who eats what for breakfast -collate as a pictogram. Encourage the children to identify their favourite meal. (Make a 3d picture of it)</li> <li>■ Discuss their favourite meals - examine each meal in terms of the food groups present -Fats, Vegetables and Fruit, Protein, Carbohydrates, Sugars. Make groups of each food group - children could use pictures of foods to place in each category.</li> <li>■ As a class, plan a healthy menu for the day taking into account what things they now know for a vegetarian and for a meat-eating child. Talk about why people have different diets because of religion/ culture/belief/ health</li> <li>■ Hygiene - Look After Yourself, Teachers Guide, pages 2-7</li> </ul>	<ul style="list-style-type: none"> <li>■ The Lunch Bunch video, Programmes 1-5, Ch4</li> <li>■ Mini packets of cereals (not containing nuts).</li> <li>■ Magazine pictures of food</li> <li>■ What's The Time Mr Wolf? Colin Hawkins, Mammoth</li> <li>■ Up to date healthy food guidelines</li> <li>■ Look After Yourself, Video Programme 1: Keep Clean</li> </ul>	<p>PE4</p> <p>Sc2/2b,2c</p> <p>DT/2f</p>

**Key Stage 1:** Reception  
**Theme:** Safety

**Word Box:**  
 strangers, adult, helpers, safe, dangerous, medicine

**Unit:** Medicines, Solvents and People Who Help Us

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>2c to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>3f that all household products, including medicines, can be harmful if not used properly;</p> <p>3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p>	<ul style="list-style-type: none"> <li>■ To identify people who help us and how they do this</li> <li>■ To understand when we should take medicines and who should administer them</li> <li>■ To identify areas of danger at home and understand why they are dangerous</li> <li>■ To know how to keep safe</li> </ul>	<ul style="list-style-type: none"> <li>■ Draw and write activity 'What's in the bag' Divide a piece of A3 paper into 4 sections. Box one: a girl called Cheryl (aged 5) is walking home from school when she finds a bag of drugs... can you draw what was in that bag. Box 2: who do you think lost the bag? Box 3: what was the person going to do with the drugs? Box 4: what would you do with the bag if you had found it?</li> <li>■ Discussion based activity. Show pictures of safe and unsafe items that can be found in the school or home e.g. scissors, bleach, and pens. Place three cards on three separate tables 1. Safe 2. Unsafe 3 Not sure, should we ask someone? Go through the pictures and ask all the class which table each picture should go on, then nominate a pupil to place it on the agreed table i.e. bleach goes on unsafe table. Explain why each item is safe, unsafe etc. This would make an interesting display for the class / school.</li> <li>■ PRIDE Lockable cupboard activity. Explore which items should be locked away for safety and which are safe to be accessible. Look at hazard warnings on bottles. Discuss what the signs mean and the danger of drinking substances with these signs on or no identifiable label.</li> </ul>	<ul style="list-style-type: none"> <li>■ PRIDE (Parents Role in Drug Education) Manchester</li> <li>■ Look After Yourself Teachers Guide CH4</li> </ul>	<p>Sc2/2d                  DT/2f</p>

Key Stage 1: Reception

Theme: Relationships

Unit: Family Networks

**Word Box:**

family, helping, teamwork, happiness, caring, special, important

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>4d that family and friends should care for each other;</p>	<ul style="list-style-type: none"> <li>■ To have identified family members and the roles they play</li> <li>■ To understand the importance of being happy at home</li> </ul>	<ul style="list-style-type: none"> <li>■ Draw the people you live with. Draw and write down the jobs you do at home to help.</li> <li>■ Discuss the jobs other people do at home to help and the importance of working as a team.</li> <li>■ Discuss the importance of happiness at home, feeling comfortable and wanted.</li> <li>■ Discuss how we know that people take care of us at home. Write/draw the things that people do to help us at home: - cook, clean, buy clothes, etc.</li> <li>■ In circle time: say your own name, introduce the people on each side of you, introduce yourself and say how you feel. I like my name because ... NB Pupils will need to have practised Circle Time on other occasions</li> <li>■ Draw a picture of yourself and write names of people most important to you in your picture. Discuss why are these people important, saying what they do for you. What do you do for them?</li> </ul>	<ul style="list-style-type: none"> <li>■ Dogger, Shirley Hughes; Red Fox</li> <li>■ I'm Trying to Tell You, Bernard Ashley, Puffin</li> <li>■ Jenny and Grandpa, Carolyn Nystrom, Lion Publishing</li> <li>■ My Dad is Brilliant, Nick Butterworth, Walker</li> <li>■ My Mum is fantastic, Nick Butterworth, Walker</li> <li>■ A busy day for a good grandmother, Margaret Mahy, Puffin</li> </ul>	<p>RE/AT2/Level 1/2</p>

**Key Stage 1:** Reception  
**Theme:** Emotional Health

**Unit:** Feelings

**Word Box:**  
 happy, sad, angry, scared, feelings, sharing, smile

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1b to share their opinions on things that matter to them and explain their views;</p> <p>1c to recognise, name and deal with their feelings in a positive way.</p>	<ul style="list-style-type: none"> <li>■ To discuss feelings and understand the different types of feelings we experience</li> <li>■ To appreciate how we manage our feelings</li> <li>■ To appreciate the importance of friendships for our well being</li> </ul>	<ul style="list-style-type: none"> <li>■ In Circle Time discuss: Things that make me happy/sad NB Pupils will need to have practised Circle Time on other occasions</li> <li>■ Draw the faces that people make when they are happy, sad, scared etc.</li> <li>■ Write or draw the things you do that make other people happy, sad, worried, scared etc.</li> <li>■ In Circle Time - How do we stop ourselves from feeling angry or scared? How can we cheer ourselves up?</li> <li>■ Show feelings in a role-play, doing things that make us happy/sad etc.</li> <li>■ All About Us, Teachers Guide: Activity Sheet 9, p22</li> <li>■ Friends - what is a friend, what do you look for in a friend. Describe a good friend without naming him/her. Can the others guess who it is? Draw yourself and write why your friends like you.</li> <li>■ Discuss what makes a good day. Why does it feel good? Match words to drawings of enjoyable activities.</li> <li>■ Playing together - What is good about having friends? What would you do if someone had no friends? See activity sheet.</li> <li>■ Look After Yourself, Activity book: p.30</li> </ul>	<ul style="list-style-type: none"> <li>■ Look After Yourself video Ch4</li> <li>■ Look After Yourself Teachers Guide &amp; Activity Book</li> </ul>	<p>RE/AT2/Level 1</p>

**Key Stage 1:** Reception  
**Theme:** Citizenship  
**Unit:** Needs

**Word Box:**

feelings, group, talk, listen, sign, language, deaf

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2a to take part in discussions with one other person and the whole class;</p> <p>2e to realise that people and other living things have needs, and that they have responsibilities to meet them;</p>	<ul style="list-style-type: none"> <li>■ To consider the needs of others</li> <li>■ To develop listening skills</li> <li>■ To know that we all have needs</li> </ul>	<ul style="list-style-type: none"> <li>■ Whole class discussion - what needs do pets have? Choose an animal and discuss. Explore the need for food, drink, shelter, attention and care.</li> <li>■ What do we have to do to help keep our pets happy and healthy?</li> <li>■ Infant Citizenship Project</li> <li>■ Lesson 3 One Pupil Excluded</li> <li>■ Lesson 7 Discussion in Pairs</li> <li>■ Lesson 2 Using Sign Language</li> </ul>	<ul style="list-style-type: none"> <li>■ Citizenship for the Primary School Year 1 &amp; 2, Institute for Citizenship</li> </ul>	<p>En 1/3                      Sc2/2b                      RE/AT2/Level 1</p>

Key Stage 1: Year 1

Theme: Society

Unit: Rules and Relationships

**Word Box:**  
kind, helpful, caring, rules

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1d to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1c how to set simple goals;</p> <p>2d to agree and follow rules for their group and classroom, and understand how rules help them;</p> <p>2h to contribute to the life of the class and school;</p> <p>4a to recognise how their behaviour affects other people.</p>	<ul style="list-style-type: none"> <li>To have considered the concept of the class as a caring community and the part they have to play in making it so.</li> <li>To have explored the advantages and disadvantages of co-operating in the classroom.</li> <li>To see oneself as a valuable and valued member of the classroom community</li> </ul>	<ul style="list-style-type: none"> <li>Skills for the Primary Schools Child, Foundation:1, Building a Caring Classroom</li> <li>Skills for the Primary Schools Child, Foundation:2, Learning to Co-operate - Working as a group</li> <li>Skills for the Primary Schools Child, Foundation:3, Helping to make my school a safer, more caring place</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>I am, I know, I can, Setting the climate section: lesson A, what do we want in this class?</li> <li>I am, I know, I can, Setting the climate section: lesson B, We need to work together</li> <li>I am, I know, I can, Setting the climate section: lesson C, Keeping safe at school</li> </ul> <ul style="list-style-type: none"> <li>Talk about school rules, why do we have them? - are they appropriate? Should there be more or less rules? What would playtime be like if there were no rules? Can they write/tell a story about a school with no rules?</li> </ul>	<ul style="list-style-type: none"> <li>Skills for the Primary School Child, Tacade</li> <li>I am, I know, I can, Tacade</li> </ul>	<p>RE/AT/Level 2</p>

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**Key Stage 1:** Year 1  
**Theme:** Physical Health  
**Unit:** Exercise

**Word Box:**  
 fit, exercise, heart, blood, fat, muscle

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
3a how to make simple choices that improve their health and well being	<ul style="list-style-type: none"> <li>■ To appreciate the importance of exercise</li> <li>■ To understand how exercise affects us</li> </ul>	<ul style="list-style-type: none"> <li>■ Run on the spot - 1 minute. Skip on the spot - 1 minute. How do you feel and why?</li> <li>■ Check pulses. What does this tell us?</li> <li>■ Discuss why we need to exercise. Make a plan of things children can do to keep fit e.g. exercise at play-time</li> <li>■ Look at sportsmen and women and how they exercise and why?</li> <li>■ All About Us video, Look After Yourself, programme 3, Keep Fit</li> <li>■ All About Us, Teachers Guide, Activity Sheet 5 &amp; 6</li> <li>■ All About Us, Teachers Guide, Activity Book p.16-22</li> <li>■ All About Us, Teachers Guide, Activities 1-6</li> </ul>	<ul style="list-style-type: none"> <li>■ All About Us video, Look After Yourself, Ch4</li> <li>■ All About Us Teachers Guide &amp; Activity Book, Ch4</li> </ul>	PE/4 Sc2/2c

**Key Stage 1:** Year 1  
**Theme:** Safety  
**Unit:** Outdoors

**Word Box:**  
road, safety, dangerous, play, park, emergency

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

Key Stage 1: Year 1

Theme: Relationships

Unit: Change, Loss & Bereavement

**Word Box:**

change, loss, growing up, family, friends

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3d about the process of growing from young to old and how people's needs change.</p>	<ul style="list-style-type: none"> <li>■ To understand that family means different things to different people</li> <li>■ To value family and the role that each member plays</li> <li>■ To understand the idea of growing from young to old</li> <li>■ To have considered that loss is something everyone experiences.</li> <li>■ That losing something or someone can cause strong feelings and that this is natural.</li> </ul>	<ul style="list-style-type: none"> <li>■ Read <i>My Dad is brilliant</i> and <i>My Mum is fantastic</i> to stimulate discussion about parents and what they do. Do children think of Mum and Dad as the same or different? Do we all have mums and dads?</li> <li>■ Encourage children to bring in photographs of themselves as babies, can they guess who each baby is. Talk about what they could do as babies and compare with what they can do now.</li> <li>■ Encourage children to think about what they would like to do when they are grown up. When I was a baby I could... Now I am 5 I can... When I am grown up I would like to...</li> <li>■ Living and growing Resource Book, Unit 1, p20, p21, How did I get here?, Activity Sheets 9, 10, 11 and 12</li> <li>■ Skills for the Primary School Child, Section 3:5, Loss and Grieving</li> <li>■ Round: "Something I once lost was.... It made me feel"</li> <li>■ Take Care, Book B, Activity B4, Families changing - sad times</li> </ul>	<ul style="list-style-type: none"> <li>■ My Dad is brilliant, Nick Butterworth, Walker</li> <li>■ Growing Up Now, Jack &amp; Angela Wingfield</li> <li>■ Living and growing Resource Book, Ch4</li> <li>■ Skills for the Primary School Child, Tacade</li> <li>■ NSPCC, Take Care, Book B; Taking Care in My Family</li> <li>■ Goggle Eyes, Anne Fine, Picture Puffin</li> <li>■ The Suitcase Kid Jacqueline Wilson, Transworld</li> </ul>	<p>Sc2/2a, 2b, 2f, 2 g RE/AT2/Level 2</p>

**Key Stage 1:** Year 1  
**Theme:** Emotional Health  
**Unit:** Friendships & Bullying

**Word Box:**  
 good, bad, sad, excited, happy, unkind, bully

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2c to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>2d to agree and follow rules for their group and classroom, and understand how rules help them;</p> <p>4b to listen to other people, and play and work co-operatively;</p> <p>4e that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>	<ul style="list-style-type: none"> <li>■ To share feelings and experiences</li> <li>■ To agree and follow rules</li> <li>■ To understand the importance of valuing oneself and others.</li> <li>■ To develop awareness of the range of human emotions and ways to deal with them</li> <li>■ To be able to consider all sides and have one's assumptions challenged.</li> <li>■ To be able to write about feelings</li> </ul>	<ul style="list-style-type: none"> <li>■ Write or talk about someone they assume is not very nice on the basis of very little evidence - talk about what they really know and begin to explain to the children that many problems would not occur if people did not come to immediate decisions about another person, family, book.</li> <li>■ NSPCC Take Care, Book A: Taking care of myself, Activity A4 My Relationships</li> <li>■ Discussion about feelings - good, bad, sad, excited. Talk about experiences that have brought on these feelings, when have we felt sad etc. Use photos to stimulate discussion.</li> <li>■ Develop a classroom anti-bullying code with sanctions</li> <li>■ Use circle time to share ideas of how to deal with bullying</li> <li>■ Read stories</li> <li>■ Take Care, Book A: Taking Care of Myself, Activity A6 Dealing with Bullying p.14</li> </ul>	<ul style="list-style-type: none"> <li>■ Citizenship for the Primary School Yr 1 &amp; 2, Institute for Citizenship</li> <li>■ NSPCC Take Care, Book A: Taking Care of Myself</li> <li>■ Topsy And Tim and the Bully, Jean &amp; Gareth Adamson, Blackie</li> <li>■ Max and the School Dinners, Colin and Jacqui Hawkins, Puffin</li> <li>■ Hurrah for Ethelyn, Babette Cole, Mammoth</li> <li>■ No More Bullying, Rosemary Stones, Happy Cat Books</li> <li>■ Bully, David Hughes, Walker</li> <li>■ The Bullies, Althea</li> </ul>	<p>RE/AT2/Level 2</p>

Key Stage 1: Year 1

Theme: Citizenship

Unit: Environment

**Word Box:**

beautiful, colourful, countryside, peaceful, pollution

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2a to take part in discussions with one other person and the whole class;</p> <p>2b to take part in a simple debate about topical issues;</p> <p>2g what improves and harms their local, natural and built environments and about some of the ways people look after them</p>	<ul style="list-style-type: none"> <li>■ To have developed a sense of ownership and responsibility about the school environment.</li> <li>■ To understand the need for school rules in maintaining a pleasant emotional and physical environment.</li> <li>■ To identify what is beautiful in nature and how it can be damaged by human activity and other causes</li> <li>■ To begin to have explored prevention and the conservation of the environment</li> <li>■ To begin to have an awareness of other people in the world</li> </ul>	<ul style="list-style-type: none"> <li>■ Take a walk around the school looking at notice boards, walls, floors, gardens etc. Talk about displays, what are they for? Who puts them up? Is there any rubbish or graffiti - where does it come from?</li> <li>■ Conduct a survey about the amount of litter around the school. What suggestions can the children make about improving the environment of the school?</li> <li>■ Skills for the Primary School Child, Part 2: Environmental Education, Section 4.1, Beautiful Places, pre-lesson activity, activity 1, activity 2, activity 3</li> <li>■ Read Wake Up World. Get pupils to look at the beautiful places of the children in the book and the climate in which they live.</li> <li>■ Photo Opportunities 2000: Stick the photos around the room, give out the captions and get pupils to stick the captions next to the photos.</li> <li>■ Photo Opportunities 2000: Divide pupils into small groups and allow each group to choose one photo. Ask each group to imagine what might happen at other times of the day, other than that shown. This can be written, drawn or spoken.</li> <li>■ Photo Opportunities 2000: Ask pupils to choose a person from the photo and to write a letter to them, describing a typical day in their own life. They may like to ask questions about the person's life as well.</li> <li>■ Read Shompa lives in India</li> </ul>	<ul style="list-style-type: none"> <li>■ Wake Up World, Beatrice Hollyer, Frances Lincoln pub.</li> <li>■ Photo Opportunities 2000, Oxfam</li> <li>■ Shompa lives in India, Jean Harrison, Christian Aid</li> </ul>	<p>En1/3</p> <p>Sc2/1c, 5a, 5b, 5c</p> <p>Gg/1b, 1c, 1d</p> <p>RE/AT2/Level 3</p>

Key Stage 1: Year 2

Theme: Society

Unit: Substance Use and Misuse

**Word Box:**

safe, unsafe, medicine, drug, syringe, dangerous, cigarettes, alcohol

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>3f that all household products, including medicines, can be harmful if not used properly;</p> <p>3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p>	<ul style="list-style-type: none"> <li>■ To recognise that situations can be right or wrong</li> <li>■ To know that some things in the home are safe and some are unsafe</li> <li>■ To know that medicines can harm as well as make us better if misused</li> <li>■ To know who to go to for help</li> <li>■ To recognise the dangers of alcohol and tobacco</li> </ul> <p>sc2/2a</p>	<ul style="list-style-type: none"> <li>■ This unit will revise and extend work done in the reception class.</li> <li>■ Thought shower / circle time - What things are safe / unsafe to do?</li> <li>■ Draw and write activity 'What's in the bag' Divide a piece of A3 paper into 4 sections. Box one: a girl called Cheryl (aged 7) is walking home from school when she finds a bag of drugs... can you draw what was in that bag. Box 2: who do you think lost the bag? Box 3: what was the person going to do with the drugs? Box 4: what would you do with the bag if you had found it?</li> <li>■ Discuss what areas of the house are dangerous? How are they dangerous? Show flashcards of potentially dangerous things inside and outside. What makes them dangerous? How can we use them safely? Look After Yourself Teachers Guide, Sheet 7, and p18.</li> <li>■ Health and Safety Games, PRIDE, pg 53</li> <li>■ PRIDE Finger Puppets - people who help us. Explore who should give medicines and who should not.</li> <li>■ PRIDE Lockable cupboard activity. Explore which items should be locked away for safety and which are safe to be accessible. Look at hazard warnings on bottles. Discuss what the signs mean and the danger of drinking substances with these signs on or no identifiable label. Look at labels on medicine bottles, discuss safety caps, labels and rules around medicines</li> <li>■ PRIDE, Healthy Lifestyles, p93, p95. Label and talk about the different things inside the body and what they do</li> <li>■ PRIDE making choices puzzler pages 90-91 - introduces the idea of sensible choices</li> </ul>	<ul style="list-style-type: none"> <li>■ Skills for the Primary School Child, The World of Drugs, Tacade</li> <li>■ Drugs to Help... Drugs to Hurt Ch4</li> <li>■ The Good Health Guide to Drugs Ch4</li> <li>■ The Primary School Drugs Pack Health-wise</li> <li>■ Primary School Smoking Education Pack, Healthwise</li> </ul>	

NB The PRIDE pack is a very useful resource for Key Stage 1 Drug Education, and can be used in it's entirety as a project which could prove to be an effective way of involving parents.

SCHEME OF WORK

for PSHCE

Key Stage 1: Year 2

Theme: Physical Health

Unit: Hygiene

**Word Box:**  
body, arm, leg, face, hair, penis, vagina, elbow, shoulder, knee, foot, hand

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<ul style="list-style-type: none"> <li>■ 3e the names of the main parts of the body.</li> <li>■ 3c how some diseases spread and can be controlled;</li> <li>■ 3b to maintain personal hygiene;</li> </ul>	<ul style="list-style-type: none"> <li>■ To recognise and be able to name external parts of the body</li> <li>■ To be more careful in everyday life about using preventative measures i.e. not sneezing/coughing over people</li> <li>■ To know when and how to wash hands</li> <li>■ To know why and how to maintain a reasonable standard of cleanliness</li> <li>■ To know how frequently to change their clothes and why they need to change for PE</li> <li>■ To know why to wash clothes often</li> </ul>	<ul style="list-style-type: none"> <li>■ Read Freckly Feet and Itchy Knees</li> <li>■ Talk about washing and the importance of drying hands properly. Try out in class. Thought shower when hands should be washed and how often.</li> <li>■ Design posters to remind people to wash their hands before preparing food, after using the toilet, after handling animals etc.</li> <li>■ Some cultures view washing feet as a welcome to their homes. Consider washing each other's feet. Why do we do this routinely?</li> <li>■ Bath time - compare children's experiences of washing - do the family have a special time for washing/bathing/showering? Read bath stories</li> <li>■ Arrange to have a parent in to bathe their baby and talk about this important time in the baby's day.</li> <li>■ Talk about smelly bodies. Consider what makes bodies smell and the strategies that can be used to prevent causing offence to other by having unpleasant body odours</li> <li>■ Discuss the changing and washing of clothes. Whilst children cannot be responsible for washing their own clothes they can begin to understand the need for changing clothes on a regular basis. Changing for PE can also be talked about here.</li> <li>■ Look After Yourself, Activity Book, Activity Sheet 1, When I Get Up</li> </ul>	<ul style="list-style-type: none"> <li>■ Freckly Feet and Itchy Knees, Michael Rosen, Picture Lions</li> <li>■ Mr Archimedes Bath, Pamela Allen, Puffin</li> <li>■ Having a Bath with Papa, Shigeo Watanabe, Red Fox</li> <li>■ The Smelly Book, Babette Cole, Jonathan Cape</li> <li>■ When dad did the washing, Rhonda &amp; David Armitage, Puffin</li> <li>■ Look After Yourself, Activity Book, Ch4</li> </ul>	<p>Sc2/2a, 2g/4a</p>

Key Stage 1: Year 2

Theme: Safety

Unit: Child Protection

**Word Box:**  
body, personal, space, touch, feelings, safe, argument

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>2c to recognise choices they can make, and recognise the difference between right and wrong;</p>	<ul style="list-style-type: none"> <li>■ To know my body belongs to me</li> <li>■ To have considered personal space, touch and my body</li> <li>■ To have considered touches we like and do not like</li> <li>■ To have explored who are safe people</li> <li>■ To have discussed arguments</li> </ul>	<ul style="list-style-type: none"> <li>■ Look After Yourself; Activity Book; Activity 1, p24, Feeling Safe</li> <li>■ Take Care; Book A: Taking care of myself; Activity A3, Me and my body p9/10</li> <li>■ Take Care; Book C: Taking Care in My Home; Activity C2; My Senses p8</li> <li>■ Take Care; Book C: Taking Care in My Home; Activity C3; Who Can Help? p9/10</li> <li>■ Take Care; Book C: Taking Care in My Home; Activity C4; The Argument p11</li> </ul>	<ul style="list-style-type: none"> <li>■ Look After Yourself; Activity Book; Ch4</li> <li>■ NSPCC Take Care, Book A: Taking care of myself</li> <li>■ NSPCC Take Care, Book C: Taking Care in My Home</li> <li>■ Alone at Home, Althea Daniels, A&amp;C Black</li> <li>■ My Book; My Body; K Rouf &amp; A Pierce, The Children's Society</li> </ul>	<p>Sc2/2g</p>

SCHEME OF WORK

for PSHCE

Key Stage 1: Year 2

Theme: Relationships

Unit: Growing Up

**Word Box:**

characteristics, similarities, differences, gender

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3e the names of the main parts of the body.</p> <p>4d that family and friends should care for each other;</p> <p>4c to identify and respect the differences and similarities between people.</p>	<ul style="list-style-type: none"> <li>■ To understand the importance of valuing oneself and others.</li> <li>■ To develop awareness of the range of human emotions and ways to deal with them</li> <li>■ To be able to consider all sides and have one's assumptions challenged.</li> <li>■ To have considered gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>■ Living and Growing, Unit 1, Teachers Guide Activity 2, p13 Male and Female and/or Activity 3, p14 Girls and Boys</li> <li>■ Living and Growing, Unit 1, Teachers Guide Activity 5, p16 Same But Different</li> <li>■ Extra ideas - Living and Growing, Unit 1, Teachers Guide p8, p9, p10, p11</li> <li>■ To explore the perceptions children have about their own and the opposite sex, and to provide an opportunity to discuss stereotyping.</li> <li>■ List the main characteristics of boys and girls. Work in mixed pairs to review. What similarities or differences did they find? Will these be the same forever or will they change as they grow up?</li> <li>■ Draw Venn diagrams for boys and girls physical appearance and discuss which characteristics are common to both as shown in the intersection.</li> </ul>	<ul style="list-style-type: none"> <li>■ Living and Growing, Unit 1, video and teacher's guide, Ch4</li> </ul>	<p>Sc2/1b, 2a, 2f, 4a</p> <p>Re/AT2/Level 3</p>



Key Stage 1: Year 2

Theme: Emotional Health

Unit: Similarities and Differences

**Word Box:**  
similar, different, characteristics, feelings, friendship

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2c to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>2d to agree and follow rules for their group and classroom, and understand how rules help them;</p> <p>4c to identify and respect the differences and similarities between people.</p>	<ul style="list-style-type: none"> <li>■ To have considered similarities and differences in physical characteristics</li> <li>■ To have considered similarities and differences in emotions</li> <li>■ To consider what makes a good friend and how to get on with people</li> </ul>	<ul style="list-style-type: none"> <li>■ Living and Growing, Unit 1, Teacher’s Guide Activity Sheet 6: Differences, p17</li> <li>■ Find out the number of children in your class with the same characteristics e.g. brown hair, brown eyes, freckles etc</li> <li>■ NSPCC Take Care, Book A: Taking Care of Myself, Activity A1, All about me and my feelings, p4, p5</li> <li>■ NSPCC Take Care, Book A: Taking Care of Myself, Activity A2, How other people feel, p8 (teachers can add more sentences, such as “When I see someone crying, I want to ..”) This activity can also be presented in reverse : “When I am angry, I want people to . . . .”</li> <li>■ Skills for the Primary School Child, Section 2.1, Sameness and Difference</li> <li>■ Skills for the Primary School Child, Section 2.2, What is a friend?</li> <li>■ Skills for the Primary School Child, Section 2.3, Getting on with others - Making, Breaking, Sustaining Relationships</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>■ I am, I know, I can, lesson 24, Are we all the same?</li> <li>■ I am, I know, I can, lesson 25, These people are special to me</li> </ul>	<ul style="list-style-type: none"> <li>■ Living and Growing Unit 1, Teachers Guide</li> <li>■ NSPCC Take Care Book A: Taking Care of Myself</li> <li>■ Skills for the Primary School Child, Tacade</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>■ I am, I know, I can, Tacade</li> <li>■ I feel angry, Brian Moses, Wayland</li> <li>■ I feel sad, Brian Moses, Wayland</li> </ul>	<p>Sc2/2a, 4a</p>

SCHEME OF WORK

for PSHCE

**Key Stage 1:** Year 2

**Theme:** Citizenship

**Unit:** Community

**Word Box:**

feelings, needs, culture, race, meetings

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2a to take part in discussion with one other person and the whole class;</p> <p>2f that they belong to various groups and communities, such as family and school;</p> <p>2i to realise that money comes from different sources and can be used for different purposes.</p>	<ul style="list-style-type: none"> <li>■ To have considered a sense of responsibility for self and others</li> <li>■ To understand and examine a different culture</li> <li>■ To understand that different types of discussion exist</li> <li>■ To understand the purpose of a formal meeting</li> </ul>	<ul style="list-style-type: none"> <li>■ Infant Citizenship Project, Lesson 1, Helping</li> <li>■ Infant Citizenship Project, Lesson 5, Explaining culture</li> <li>■ Infant Citizenship Project, Lesson 4, Sharing special food</li> <li>■ Infant Citizenship Project, Lesson 8, Debate</li> <li>■ Infant Citizenship Project, Lesson 9, School council meeting</li> <li>■ Infant Citizenship Project, Lesson 12, Map of Europe</li> </ul>	<ul style="list-style-type: none"> <li>■ Citizenship for the Primary School Year 1 &amp; 2, The Institute for Citizenship</li> </ul>	<p>En1/3 Sc2/4a RE/AT/Level 3</p>

## Key Stage 1 & 2 Resource Contacts

### Fiction

All of the following are available from [www.amazon.co.uk](http://www.amazon.co.uk)

- Goldilocks and the Three Bears, Audrey Daly and Chris Russell, Ladybird
- Topsy and Tim Go Safely, Jean Adamson, Ladybird
- My Dad is Brilliant Nick Butterworth, Walker
- My Mum is fantastic Nick Butterworth, Walker
- Bully, David Hughes, Walker
- Its Not Fair, A Harper and S. Hellard, Puffin
- You'll Soon Grow into Them Titch, P.Hutchins, Picture Puffin
- I'm Trying to Tell You Bernard Ashley Puffin
- A busy day for a good grandmother Margaret Mahy, Puffin
- Goggle Eyes, Anne Fine, Picture Puffin
- Max and the School Dinners, Colin and Jacqui Hawkins, Puffin
- Mr Archimedes Bath Pamela Allen, Puffin
- When dad did the washing, Rhonda & David Armitage, Puffin
- What's The Time Mr Wolf? Colin Hawkins, Mammoth
- Hurrah for Ethelyn, Babette Cole, Mammoth
- Dogger Shirley Hughes, Red Fox
- Having a Bath with Papa, Shigeo Watanabe, Red Fox
- Alone at Home, Althea, A&C Black
- Jenny and Grandpa Carolyn Nystram, Lion Publishing
- Growing Up Now Jack & Angela Wingfield
- The Suitcase Kid Jacqueline Wilson, Transworld
- Topsy And Tim and the Bully, Jean & Gareth Adamson, Blackie
- No More Bullying, Rosemary Stones, Happy Cat Books
- The Bullies, Althea Daniels
- Wake Up World, Beatrice Hollyer, Frances Lincoln pub.
- Freckly Feet and Itchy Knees, Michael Rosen, Picture Lions
- The Smelly Book Babette Cole, Jonathon Cape
- I feel angry, Brian Moses, Wayland
- I feel sad, Brian Moses, Wayland
- I've forgotten Edward, Susan Hill and Helen Averley
- A Volcano in my Tummy, New Society Publishers
- Girl Talk: All the stuff your sister never told you, Carol Weston, Macmillan

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**Channel 4 - [www.channel4.com-learning](http://www.channel4.com-learning)**

- Lunch Bunch Activity Book
- Look After Yourself Video, Activity Book and Teachers Guide
- Living and Growing Units 1-3 Videos and Teachers Guides
- Drugs to Help... Drugs to Hurt
- The Good Health Guide to Drugs
- Crunch Time Video
- Street Smart Video
- What Should I do? Video
- Good Health Guide to eating drinking working resting and playing
- Choices and Consequences, Work & Wealth
- The X File Teacher's Guide
- The Good Health Guide to Drugs Video and Activity Book

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**Healthwise - [www.healthwise.org.uk](http://www.healthwise.org.uk)**

- The Primary School Drugs Pack
- The Primary School Sex and Relationships Education Pack
- The Primary School Smoking Education Pack

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**Tacade - [www.tacade.com](http://www.tacade.com)**

- I am, I know, I can
- Skills for the Primary School Child, Part 2
- Skills for the Primary School Child – The World of Drugs

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**World Wildlife Fund - [www.panda.org.uk](http://www.panda.org.uk)**

- Making It Happen, Gillian Symons
- Citizenship for the Future, a practical classroom guide, David Hicks
- Swallow Tale, Tim Vyner

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## Other

- PRIDE (Parents Role in Drug Education), Manchester City Council
- Citizenship for Primary Schools Year 1 & 2 Pack and Large Photograph Book, Institute for Citizenship – [www.citizen.org.uk](http://www.citizen.org.uk)
- NSPCC Take Care Pack – [www.nspcc.co.uk](http://www.nspcc.co.uk)
- Photo Opportunities 2000, Oxfam – [www.oxfam.co.uk](http://www.oxfam.co.uk)
- Shompa lives in India, Jean Harrison, Christian Aid – [www.christianaid.org.uk](http://www.christianaid.org.uk)
- My Book, My Body, K Rouf & A Pierce, The Children’s Society – [www.the-childrens-society.org.uk](http://www.the-childrens-society.org.uk)
- Health for Life 2, Nelson
- Childline Teacher’s Pack – [www.childline.org.uk](http://www.childline.org.uk)
- Getting Personal :PSHE – Resource Book 1, Folens – [www.folens.com](http://www.folens.com)
- Getting Personal, Book 2: Communities, Folens – [www.folens.com](http://www.folens.com)
- Quality Circle Time, Jenny Mosley, – [www.circle-time.co.uk](http://www.circle-time.co.uk)
- Turn Your School Around, Jenny Mosley, – [www.circle-time.co.uk](http://www.circle-time.co.uk)
- Six Thinking Hats for Schools, Book 2, Edward de Bono – [www.edwdebono.com](http://www.edwdebono.com)
- In the Eye of the Storm, Action Aid – [www.actionaid.org.uk](http://www.actionaid.org.uk)
- St John’s Ambulance Young Lifesaver Scheme parts 1 & 2 – [www.sja.org.uk](http://www.sja.org.uk)
- Citizenship video and resource pack, BBC – [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)
- Talking Rights: Taking Responsibility, Unicef – [www.unicef.org.uk](http://www.unicef.org.uk)
- Taking Action, Oxfam, Heinemann – [www.heinemann.co.uk](http://www.heinemann.co.uk)
- Taking Action, RSPCA, Heinemann – [www.heinemann.co.uk](http://www.heinemann.co.uk)