

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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SCHEME OF
WORK

for PSHE

Acknowledgements

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Key Stage 2

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 2 pupils learn about themselves as growing and changing individuals with their own learning experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning and to resist bullying.

(NC2000)

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for PSHCE

PSHE & Citizenship Overview Key Stage 2

Year	Society	Physical Health	Safety	Relationships	Emotional Health	Citizenship
3	Rights & Responsibilities at School En1/3	Nutrition Sc2/2a,2b	Outdoors	Other People's Lives Hi/2b RE/AT2/Level 4	Self Esteem RE/AT2/Level 2	Jobs ICT/3
4	Rights & Responsibilities at Home En1/3 RE/AT2/Level 3	Exercise Sc2/2c,2d,2h PE/4	Recognising Dangerous Situations	Accepting Differences En1/3 RE/AT2/Level 3	Assertiveness En1/1,2,3 RE/AT2/Level 3	Environment, Recycling Sc2/5a Gg/1d,1e,5 RE/AT2/Level 3
5	Resolving Conflict En1/3,4 RE/AT2/Level 3	Puberty - Including Menstruation Sc2/1a,2f	First Aid and Getting Help DT/2f	Different Types of Relationships En1/3 RE/AT2/Level 3	Feelings En1/3 RE/AT2/Level 3	Politics RE/AT2/Level 4
6	First Aid and Getting Help DT/2f	Puberty and Reproduction Sc2/1a,2f	Substance Use and Misuse Sc2/2g	Inequalities Hi/2b RE/AT/Level 4	Taking Risks En1/1	Community Action Sc2/5a Gg/5 ICT/3 RE/AT2/Level 4

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

Year Group: Year 3

Theme: Society

Unit: Rights & Responsibilities at School

- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

Theme: Physical Health

Unit: Nutrition

- 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

Theme: Safety

Unit: Outdoors

- 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
3g school rules about health and safety, basic emergency aid procedures and where to get help.

Theme: Relationships

Unit: Other People's Lives

- 4b to think about the lives of people living in other places and times, and people with different values and customs;
4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Theme: Emotional Health

Unit: Self Esteem

- 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

Theme: Citizenship

Unit: Jobs

- 1e about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
2i to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

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Year Group: Year 4

Theme: Society ■

Unit: Rights and Responsibilities at Home

- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.

Theme: Physical Health ■

Unit: Exercise

- 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- 3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.

Theme: Safety ■

Unit: Recognising Dangerous Situations

- 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

Theme: Relationships ■

Unit: Accepting Differences

- 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 4b to think about the lives of people living in other places and times, and people with different values and customs.

Theme: Emotional Health ■

Unit: Assertiveness

- 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

Theme: Citizenship ■

Unit: Environment, Recycling

- 2f to resolve differences by looking at alternatives, making decisions and explaining choices;
- 2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Year Group: Year 5

Theme: Society

Unit: Resolving Conflict

- 2f to resolve differences by looking at alternatives, making decisions and explaining choices;
- 4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Theme: Physical Health

Unit: Puberty - including Menstruation

- 1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- 3c about how the body changes as they approach puberty.

Theme: Safety

Unit: First Aid and Getting Help

- 3g school rules about health and safety, basic emergency aid procedures and where to get help.

Theme: Relationships

Unit: Different Types of Relationships

- 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

Theme: Emotional Health

Unit: Feelings

- 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 2f to resolve differences by looking at alternatives, making decisions and explaining choices;
- 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

Theme: Citizenship

Unit: Politics

- 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- 2g what democracy is, and about the basic institutions that support it locally and nationally;
- 2h to recognise the role of voluntary, community and pressure groups.

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Year Group: Year 6

Theme: Society ■

Unit: Getting Help and First Aid

- 3g school rules about health and safety, basic emergency aid procedures and where to get help;
- 4g where individuals, families and groups can get help and support.

Theme: Physical Health ■

Unit: Puberty & Reproduction

- 1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- 3c about how the body changes as they approach puberty.

Theme: Safety ■

Unit: Substance Use and Misuse

- 2k to explore how the media present information;
- 3d which commonly available substances and drugs are legal and illegal, their effects and risks;
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

Theme: Relationships ■

Unit: Inequalities

- 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- 2e to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
- 4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- 4e to recognise and challenge stereotypes;
- 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Theme: Emotional Health ■

Unit: Taking Risks

- 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- 2f to resolve differences by looking at alternatives, making decisions and explaining choices;
- 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

Theme: Citizenship ■

Unit: Community Action

- 2h to recognise the role of voluntary, community and pressure groups;
- 2j that resources can be allocated in different ways and that these economic choices affect individuals, communities;
- 2k to explore how the media present information.

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 planning and looking after the school's environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)
- 5b feel positive about themselves (for example, by producing personal diaries, profiles or portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)
- 5c participate (for example, in the schools decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)
- 5d make real choices and decisions (for example, about issues affecting their health and well-being such as smoking; on the issue of scarce resources; how to spend money, including pocket money and contributions to charities)
- 5e meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)
- 5f develop relationships through work and play (for example, by taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters)
- 5g consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)
- 5h find information and advice (for example, through helplines; by understanding about welfare systems in society)
- 5i prepare for change (for example, transferring to secondary school)

Key Stage 2: Year 3

Theme: Society

Unit: Rights & Responsibilities at School

Word Box:
discussion, rules, fair, unfair

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p>	<ul style="list-style-type: none"> ■ To have explored the purpose of and need for rules, written or unwritten for groups involving individuals and for society. ■ To have experienced being the rule makers for a designated group. 	<ul style="list-style-type: none"> ■ Plan and conduct an assembly entitled "If I ruled the world..." Invite other classes to come and see their college and explain it in fuller detail. ■ Pupils to investigate school rules, when and why they were made and who was involved in agreeing them and setting them up and different rules for teachers, pupils and others in school. ■ Identify rules they like and dislike, can keep easily and find hard to keep and use these as a springboard for exploring the whole area of rules, laws, rule making and law making. ■ Skills for the Primary School Child, Part 2, Section 3.2, Education for Citizenship, Rules and Regulations, Activity 1, 2, and 3 <p>OR</p> <ul style="list-style-type: none"> ■ I am, I know, I can, Lesson 9 Making Connections or ■ Lesson 34, Rules are rules are rules. 	<ul style="list-style-type: none"> ■ Skills for the Primary School Child, Part 2, Tacade ■ I am, I know, I can, Tacade 	<p>En 1/3</p>

Key Stage 2: Year 3
Theme: Physical Health
Unit: Nutrition

Word Box:
 teeth, decay, dentist, toothpaste, toothbrush, advert

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;</p> <p>3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</p>	<ul style="list-style-type: none"> ■ To know the importance of good dental care and regular checks. ■ To have an opinion about cleansing products and advertising ■ To have considered ways of keeping teeth clean ■ To know how to brush effectively and avoid gum disease ■ To know what's best to eat and drink ■ To know not to snack ■ Consider decayed teeth; draw up a 	<ul style="list-style-type: none"> ■ list of dds about teeth care. How many different ways can we keep our teeth clean? ■ Find adverts for dental products. Discuss the advertising - can these products do all they claim? ■ Ask the school nurse or oral health promotion adviser to work with the children. ■ Crunch Time video, Programme 1, What to do if teeth are damaged or broken ■ Crunch Time video, Programme 2, A visit to the dentist ■ Look After Yourself video, Programme 2, Eat Well ■ Lunch Bunch Activity Book, Activity Sheet 3, What did you find? p3 & 6 ■ Lunch Bunch Activity Book, What's your favourite breakfast cereal, p18 ■ Lunch Bunch Activity Book, What do I drink in a week? P3 and p10 ■ Lunch Bunch Activity Book, Activity Sheet 5 ■ Lunch Bunch Activity Book, What a lot of food, p.28 Sc2/2a,2b 	<ul style="list-style-type: none"> ■ Pictures of decayed teeth, toothbrushes, toothpaste, etc. adverts ■ Crunch Time video, Ch4 ■ All About Us video, Look After Yourself, Ch 4 ■ Lunch Bunch Activity Book, Ch 4 	

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Key Stage 2: Year 3

Theme: Safety

Unit: Outdoors

Word Box:

safe, sensible, responsible, fear

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;</p> <p>3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;</p> <p>3g school rules about health and safety, basic emergency aid procedures and where to get help.</p>	<ul style="list-style-type: none"> ■ To know the potential dangers in different environments ■ To know about personal safety e.g. to know that individuals have rights over their own bodies and that there are differences between good and bad touches. 	<ul style="list-style-type: none"> ■ Childline, Staying Safe. Finish by raising awareness of Childline's existence ■ Explore real and fantasy fears. Differentiate between good and bad secrets. Devise strategies for keeping safe. ■ Health For Life 2, Keeping Myself Safe, p148-p171 ■ Street Smart video, Programme 1, Mean Street ■ Street Smart video, Programme 2, Smart Wheels 	<ul style="list-style-type: none"> ■ Health for Life 2, Nelson ■ Street Smart video, Ch4 ■ Childline teacher's pack 	

Key Stage 2: Year 3

Theme: Relationships

Unit: Other People's Lives

Word Box:
community; responsibility; society; relationships

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>4b to think about the lives of people living in other places and times, and people with different values and customs;</p> <p>4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<ul style="list-style-type: none"> ■ To have developed awareness of the benefits and responsibilities of belonging to groups or communities. ■ To be able to offer a definition of community ■ To have some opinions on community issues and have some idea about the affects their behaviour may have on others. 	<ul style="list-style-type: none"> ■ Thought shower the meaning of community; is it buildings? roads? people? Do we have a common definition? ■ Follow the activities in Getting Personal Book 2: Communities ■ What Should I do?, video, Vandals ■ What Should I do?, video, Finders Keepers ■ What Should I do?, video, The Gang 	<ul style="list-style-type: none"> ■ Getting Personal, Book 2: Communities, Folens ■ Community information, maps and support materials ■ What Should I do? Video, Ch4 	<p>Hi/2b RE/AT2/Level 2</p>

SCHEME OF WORK

for PSHCE

Key Stage 2: Year 3

Theme: Emotional Health

Unit: Self Esteem

Word Box:

skills, hopes, unique, special, different, similar

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p>	<ul style="list-style-type: none"> ■ To see oneself as unique and special, to recognise strengths and abilities and personal characteristics ■ To have begun to understand the many influences and relationships which form part of their world ■ To have begun to build self esteem and confidence by looking at their skills and achievements 	<ul style="list-style-type: none"> ■ Skills for the Primary School Child, Section 1:1, The Uniqueness of Me, Activity 1, Me a Special Person ■ Skills for the Primary School Child, Section 1:1, The Uniqueness of Me, Activity 2, My World <p>OR</p> <ul style="list-style-type: none"> ■ I am, I know, I can, Lesson 28 I am what I am. ■ Extension work: Make special badges ■ Plan Red letter days for each child in the class ■ Explore similarities and differences amongst human beings. Make fingerprints pictures ■ Skills for the Primary School Child, Section 1:2, Building Self Confidence, Activity 1, Sharing personal treasures <p>OR</p> <ul style="list-style-type: none"> ■ I am, I know, I can, Lesson 29 Face up to it ■ Skills for the Primary School Child, Section 1:2, Building Self Confidence, Activity 2, I can, I will ■ Skills for the Primary School Child, Section 1:2, Building Self Confidence, Activity 3, Feeling good, feeling bad ■ Childline, Loneliness. Finish by raising awareness of Childline's existence ■ Good Health Guide, p40, It's OK To Be Me: Resource sheet 25: Affirmations 	<ul style="list-style-type: none"> ■ Skills for the Primary School Child, Tacade <p>OR</p> <ul style="list-style-type: none"> ■ I am, I know, I can, Tacade ■ Good Health Guide to eating, drinking, working, resting and playing, Ch4 ■ Childline teacher's pack 	<p>RE/AT2/Level 2</p>

Key Stage 2: Year 3
Theme: Citizenship
Unit: Jobs

Word Box:
 job, employment, value, worth, advantages, disadvantages

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1e to know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;</p> <p>2i to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;</p> <p>4b to think about the lives of people living in other places and times, and people with different values and customs.</p>	<ul style="list-style-type: none"> ■ To know some different kinds of jobs ■ To be aware of the advantages and disadvantages of work ■ To be able to make judgements about the worth of work 	<ul style="list-style-type: none"> ■ Good Health Guide, A Job Well Done, p22 ■ Discuss with the class what they understand by the team work. Give examples and decide a common definition. List the tasks they do that they regard as work. List what their parents/carers do as work. Advantages and disadvantages of work Are some jobs more worthy than others? ■ Choose one of five jobs. Think/write what its value is if you ask the questions "what would happen if there was no one to do that job?, can we judge value by what people are paid?, or can we judge value by how important the job is to large numbers of people rather than just small numbers of people?" (See Choices and Consequences: Work & Wealth, p14, You're doing a valuable job) ■ Discuss the gender issues related to work - record when a person doing a non-gender stereotype job has been spotted. (See Resource Sheet 14, I spy with my little eye) ■ Provide a selection of books and materials about jobs and the world of work, which challenge gender stereotypes. Working in groups, select some examples and build up a file, which could be used in assembly. ■ Invite a visitor whose job challenges the gender stereotype. ■ My Ideal Job - rank 15 criteria of a satisfying job and identify an ideal job. Working in groups compare rankings and jobs. (See Resource sheet 15, My Ideal Job would ...) 	<ul style="list-style-type: none"> ■ Good Health Guide: Working, Ch4 ■ Choices and Consequences, Work & Wealth, Ch 4 	<p>ICT/3</p>

Key Stage 2: Year 4

Theme: Society

Unit: Rights and Responsibilities at Home

Word Box:

grown, change, control, responsibility, rights

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>2d that there are different kinds of responsibilities, rights and duties at home and school and that these can sometimes conflict with each other.</p>	<ul style="list-style-type: none"> ■ To appreciate that we change over time, physically and emotionally ■ To appreciate that as we grow we are able to do different tasks and take on different responsibilities ■ To understand that there are some things we are not old enough to do yet. ■ To make decisions to some extent about what is reasonable and unreasonable. 	<ul style="list-style-type: none"> ■ Look back at the way we have changed and consider how we will change in the future. Include physical changes but also changes to do with becoming more responsible for themselves and the things they do. Record the changes on a large piece of paper. Encourage them to bring into school things they have outgrown: clothing, toys etc. ■ In circle time - what can you do now that you couldn't do or weren't allowed to do before? What things would you like to be able to do in the future? ■ What changes do you have some control over as you grow and what things have you no control over? In pairs, record ideas. (See Good Health Guide to resource sheet 1) ■ Ask for examples of things their parents/carers expect them to be responsible for at home. How does being responsible make you feel? Identify one important thing at home you are responsible for. Share ideas in small groups and compile a list of examples. ■ What are you not responsible for at the moment but would like to be? ■ Why do pupils think they are not allowed responsibility at the moment? Are their wants realistic? (See Good Health Guide to resource sheet 2: Responsibility) ■ Discuss being asked to do things we don't want to do e.g. tidy our room. ■ List things I do not like doing at home. Compare lists. What are the reasons behind these requests? Are they unreasonable? Write a perfectly good reason for each of the requests. How could these requests be turned into a set of house rules? ■ We make decisions based on whether we think something is reasonable or unreasonable. (See Resource sheet 3: Let Me Decide) Decide what requests are reasonable 	<ul style="list-style-type: none"> ■ The Good Health Guide to eating, drinking, working, resting and playing, Ch 4 ■ Childline teacher's pack 	<p>En 1/3 RE/AT2/Level 3</p>

Key Stage 2: Year 4

Theme: Physical Health

Unit: Exercise

Word Box:

health, fitness, exercise, heart rate

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;</p> <p>3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</p>	<ul style="list-style-type: none"> ■ To appreciate the need for exercise ■ To understand why exercise can make us hot, sweaty and breathless ■ To know what exercise they enjoy and why. ■ To know what exercise they dislike and why 	<ul style="list-style-type: none"> ■ Thought shower activities pupils participate in at home, out of school and at play. What examples make them breathless and sweaty? Record answers on a large piece of paper. Discuss what they enjoy about these activities and why they do them. Can you think of any benefits for participating in physical games and activities? What is good exercise and how do you know? ■ Record what exercise they participate in, where, how long for, and give an enjoyment rating. (See Good Health Guide to . . . : Teachers notes Resource Sheet 19: My Physical Activity Diary) ■ Using this information from the class compile a database to show range of activities, duration etc. Present graphically with text by the children. Discuss the results. Pick out what was and was not enjoyed and why. ■ Have class participate in some energetic games or PE. While recovering, ask them what has happened to their bodies and how they feel. Ask them to record the changes in their bodies and the benefits of this exercise. Ask them to rate some statements about exercise as true or false (See resource Sheet 20: Warm and Breathless) ■ Ask leading questions about the effects of exercise. Why does the heart beat faster: Why do we get breathless? Why do we sweat? ■ Discuss why smoking affects a person's ability to exercise and why this is harmful. See Good Health Guide to . . . : Teachers Notes p.32, resource sheet 21, Having Fun and resource sheet 23, Family Fun 	<ul style="list-style-type: none"> ■ Good Health Guide to eating, drinking, working, resting and playing, Ch 4 	<p>Sc2/2c,2d,2h PE/4</p>

SCHEME OF WORK

for PSHCE

Key Stage 2: Year 4

Theme: Safety

Unit: Recognising Dangerous Situations

Word Box:

fear, frightened, strong, worrying, persuade

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;</p> <p>3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p>	<ul style="list-style-type: none"> ■ To have shared fears ■ To have explored strategies for dealing with worrying situations ■ To understand how group pressure can persuade people to do something they don't really want to do ■ To understand about Internet rules in relation to safety 	<ul style="list-style-type: none"> ■ Take Care: Book D, Activity D5, Fears ■ Take Care: Book D, Activity D6, What If...? ■ Take Care: Book D, Activity D7, Stay Strong ■ Take Care: Book D, Activity D8, Using my computer ■ Take Care: Book D, Round up, p.16, Taking care of my safety 	<ul style="list-style-type: none"> ■ NSPCC Take Care, Book D: Taking Care of My safety 	

Key Stage 2: Year 4

Theme: Relationships

Unit: Accepting Differences

Word Box:

similar, different, friendship, trust, caring, lonely

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4b to think about the lives of people living in other places and times, and people with different values and customs.</p>	<ul style="list-style-type: none"> ■ To have explored ideas of trust and the qualities and values of friendship. ■ To have considered that whilst everyone is different all people are worthwhile. ■ To have considered that accepting, tolerating and celebrating differences can help create a better society. ■ To know the components of being a good friend: listening, caring, sharing and having fun. ■ To know that being a good friend does not mean having to do everything your friends tell you to do. ■ To know we have different friends for different purposes. ■ Quality Circle Time, p135 or Turn Your School Around, p135 	<p>Circle Time: Arm link warm up exercise; Round: I like to have friends because...; Blindfold trust game; end with mime game</p> <ul style="list-style-type: none"> ■ We're all different and that's Ok - collect thumb prints from everyone and compare. ■ Round: I like (anything but not people) End with paired mirroring. ■ Warm up tangles: all change ■ Meet my friend (interview each other and present your findings to the group). ■ Discuss we can't all be best friends but it's good if we can be friendly to everyone. ■ Ending activity ■ Warm up oranges and lemons; round "I feel lonely when..."; discuss what its like to feel lonely and how to show kindness to lonely children in the future. ■ Wind down game. Thank you to someone in the room who helped when I felt lonely. ■ Using circle time, do a round: Think about and describe a really good friend, who is it? is it someone at school? ■ Childline, Friends. ■ Childline, Making New Friends. Finish by raising awareness of Childline's existence ■ Discussion - what do you do with your friends? This information could be collated into a pictogram - does everybody do the same things? Do you always do the same things? ■ In circle time read I've forgotten Edward by Susan Hill and Helen Averley - to talk about different types of friends. ■ Read Dogger by Shirley Hughes - to talk about acts of friendship. ■ To encourage the children to be self reflective - pose the question "Are you a good friend?" ■ Link with Language \ Music and encourage the children to write a poem or song about friendship. 	<ul style="list-style-type: none"> ■ Quality Circle Time, Jenny Mosley, ■ Turn Your School Around, Jenny Mosley, ■ Childline teacher's pack ■ I've forgotten Edward, Susan Hill and Helen Averley ■ Dogger, Shirley Hughes, Red Fox 	<p>En 1/3 RE/AT2/Level 3</p>

SCHEME OF WORK

for PSHCE

Key Stage 2: Year 4

Theme: Emotional Health

Unit: Assertiveness

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<ul style="list-style-type: none"> ■ To be able to listen carefully ■ To understand the importance of communicating well and to identify different facets of communication ■ To increase communication skills ■ To understand and practice negotiation ■ To value one's own and others' opinions ■ To learn the difference between assertive, aggressive, and passive behaviour ■ To have practised being assertive in different situations 	<ul style="list-style-type: none"> ■ Skills for the Primary School Child, Section 4:1, Listening Well NB Activity 2, where pupils find their partner by making animal or bird sounds can be calmed by having them whisper their noises. ■ Skills for the Primary School Child, Section 4:2, Communicating Well ■ Skills for the Primary School Child, Section 4:3, Learning to Negotiate. When discussing the opening activity/activity 1, pupils can explore alternative positive ways of negotiation, by playing with words and how they sound. They should use nonsensical words such as broccoli or cabbage to practise persuasive language. ■ Skills for the Primary School Child, Section 4:4, Being Assertive ■ Skills for the Primary School Child, Section 4:5, Its OK to Make Mistakes 	<ul style="list-style-type: none"> ■ Skills for the Primary School Child, Tacade <p>OR</p> <ul style="list-style-type: none"> ■ I am, I know, I can, Tacade ■ Six Thinking Hats for Schools, Book 2, Edward de Bono 	<p>En1/1.2,3 RE/AT2/Level 3</p>
See also		<ul style="list-style-type: none"> ■ I am, I know, I can, Lesson 27, How can I make Myself heard? Lesson 30 All change ■ De Bono's Six Thinking Hats. These exercises will support the pupils in their decision-making. This would make an interesting extension to their work on self-esteem and assertiveness. 		

Word Box:

listen, talk, communicate, negotiate, assertive, strong, confident

Key Stage 2: Year 4

Theme: Citizenship

Unit: Environment (continued overleaf)

Word Box:

rubbish, recycle, damage, wasteful, environment, pollution, natural, substances, conservation, re-use, waste, disposal,

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2f to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	<ul style="list-style-type: none"> ■ To have considered the issue of plants and their conservation within the environment. ■ To have considered the wider issues of planting in relation to change and development ■ To understand the scale and extent of waste ■ To identify the range of rubbish produced into natural and man-made ■ To have investigated rubbish disposal recycling and conservation locally 	<ul style="list-style-type: none"> ■ Encourage the children to investigate why plants might be important in their everyday lives. ■ Take a walk around the school and identify different types of plants and consider their purposes. Get pupils to look at the tree around the school. Measure them, take bark rubbings, study twigs and describe their features. ■ Offer some prompts i.e. can they find any homes and shelter, food, plants with aesthetic qualities or plants which help to clean the air? ■ Give each pupil a small rectangle of white card with a smaller rectangle of double-sided carpet tape stuck onto the card. In order to get the pupils to focus on the wide range of shades and tones within one colour that they see around them, get them to tear little-finger-nail sized bits of leaves or flowers to stick down on their card, possibly in a graduated way from darkest to lightest. This exercise works particularly well in Autumn with fallen leaves. The teacher should stress to pupils that they should not pick living things or be tempted to put bits of litter on their cards! When the cards are complete, they can be covered in PVA and displayed. ■ Consider what an environment might be like without plants and write about it. ■ Consider the situation in countries where there is, or has been drought or fire and discuss ways of helping people in these situations. Global Express (Oxfam) is a newsletter covering many of the topics suggested above. The Oxfam Education Resources Centre (020 7931 7660) holds back copies, teachers can subscribe or copies are available on the website www.dep.org.uk/globalexpress. 	<ul style="list-style-type: none"> ■ Information, books and materials on plants, conservation and the affects of drought. ■ Skills for the Primary School Child, Part 2, Tacade ■ Prepared rectangles of card with double sided carpet tape ■ Making It Happen, Gillian Symons, WWF ■ Citizenship for the Future, a practical classroom guide, David Hicks, WWF ■ In the Eye of the Storm, Action Aid ■ Swallow Tale, Tim Vyner, WWF 	<p>Sc2/5a Gg/1d,1e,5 RE/AT2/Level 3</p>

SCHEME OF WORK

for PSHCE

Key Stage 2: Year 4
Theme: Citizenship
Unit: Environment (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> ■ Talk about road protestors in this country (the people who protested against the Wanstead bypass for example) and get pupils to imagine what it would be like to have a road built through their school, park or garden. Ask pupils to draw up a list of the pros and cons of such a thing happening. ■ Making It Happen, p 19, Introducing Agenda 21 to young people. ■ Making It Happen, p21, p22, Picturing where we live. ■ Making It Happen, p23, p24, p25, p26, Changes ■ Making It Happen, p29, Futures Wheel ■ Citizenship for the Future, p49, p50, Letters to the future (may need some background work as described in the activity) ■ Citizenship for the Future, p49, p51, p52, p53, Council of all Beings ■ Read In the Eye of the Storm ■ Skills for the Primary School Child, Part 2, Section 4:4, Environment: Waste and waste disposal ■ Read Swallow Tale NB this book can be read during the literacy hour while the class is carrying out this topic, as it includes questions about the text to discuss and lots of literacy activities. 		

Key Stage 2: Year 5
Theme: Society

Unit: Resolving Conflict

Word Box:
conflict, argue, resolve, negotiate, settle, sorry

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2f to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;</p> <p>4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<ul style="list-style-type: none"> ■ To be able to describe a number of types of conflict ■ To explain actions that help or hinder conflict situations ■ To be able to recognise a win/win situation ■ To recognise the nature and consequences of racism, bullying, aggressive behaviour and teasing ■ To know how to respond to the above ■ To know how and where to ask for help ■ To understand differences and similarities between people 	<ul style="list-style-type: none"> ■ Collect pictures of different conflict situations (news-papers, magazines, comics etc) in small groups discuss the pictures then thought shower conflict words, make a class list. ■ Paired listening - Think of a conflict you have experienced. Take turns to tell each other about it. Snowball - 2 pairs join and discuss things that made it worse/better. ■ Feedback circle - do 2 lists Help and Hindrances ■ Play a game or read a story that demonstrates co-operation. Define and discuss. Stress the importance of co-operation, teamwork and achieving win/win situations. ■ Role-play different scenarios given by the teacher. ■ Thought shower class ideas of what is racism? bullying etc. ■ Give a moral dilemma "You see a friend being called names and pushed in the playground. The easiest thing would be to walk away" What are the options? What is the right thing to do? Try Hotseating the situation. ■ Do a questionnaire/survey about bullying/racism ■ Childline, Bullying. Finish by raising awareness of Childline's existence. ■ Thought shower what they know and think about where to get help. Raise awareness of things in school, circle time, school council, playground friends, Childline, Bullyline, Local and national help organisations. ■ Look at photos/pictures of people from different races, gender, disabilities etc. In pairs decide who they are? What do they do? Then come back together and challenge stereotyping, highlighting similarities. 	<ul style="list-style-type: none"> ■ Childline teacher's pack 	<p>En 1/3,4 RE/AT2/Level 3</p>

SCHEME OF WORK

for PSHCE

Key Stage 2: Year 5

Theme: Physical Health

Unit: Puberty including Menstruation

Word Box:

menstruation, periods, sanitary, wear, tampons, sanitary towels, monthly, bleeding, cramps

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1d to recognise as they approach puberty how people's emotions change at that time and how to deal with their feelings towards themselves their family and others in a positive way.</p> <p>3c about how the body changes as they approach puberty</p>	<ul style="list-style-type: none"> ■ To have discussed and understood that menstruation is a normal part of growing up ■ To have questions about menstruation answered ■ To discuss feelings associated with menstruation ■ To read about first experiences of menstruation ■ To look at and consider different types of sanitary wear ■ To have had the opportunity to work in single sex groups where appropriate. 	<ul style="list-style-type: none"> ■ Living and Growing, Unit 2, Programme 4: Changes (there are extra activities for prior and post viewing suggested in the video notes) ■ Living and Growing, Unit 2, Teacher's Guide Activity 1, p12, How do we change? ■ Living and Growing, Unit 2, Teacher's Guide Activity 4, p15, Sort the changes ■ Living and Growing, Unit 3, Programme 7: Girl Talk reviews the physical and emotional changes that take place for girls at the onset of puberty, including menstruation. Useful for boys and girls: Programme 8: Boy Talk reviews the physical and emotional changes that take place for boys at the onset of puberty. Useful for boys and girls. (there are extra activities for prior and post viewing suggested in the video notes) ■ Split the class into boys and girls. Teach the boys with resources marked (B) and the girls with resources marked (G) ■ Living and Growing, unit 2, Teacher's Guide Activity 7, p18, Periods, what do you know? (B&G) ■ Living and Growing, unit 3, Teacher's Guide Activity 2, p13, Menstruation (B&G) ■ Read Judy Blume, extract 1, about first periods, The Inside Story, pi, ii, iii (needs some explaining as it refers to belts and pads) (G) 	<ul style="list-style-type: none"> ■ Living and Growing video, Unit 2, Ch4 ■ Living and Growing video, Unit 3, Ch4 ■ Selection of sanitary wear ■ Girl Talk: All the stuff your sister never told you, Carol Weston, Macmillan 	<p>Sc2/1a,2f</p>

Key Stage 2: Year 5

Theme: Physical Health

Unit: Puberty including Menstruation (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> ■ Living and Growing, Unit 3, Teacher’s Guide Activity 4, p15, The problem with girls . . . (G) ■ Living and Growing, Unit 3, Teacher’s Guide Activity 7, p18, Girl facts (G) ■ Living and Growing, Unit 3, Teacher’s Guide Activity 8, p19, What’s the score? (G) ■ Girl Talk, p8-15, Is your period a question mark? (needs some adapting) (G) ■ Living and Growing, Unit 3, Teacher’s Guide Activity 9, p24, Check out the changes, boys! (B) ■ Living and Growing, Unit 3, Teacher’s Guide Activity 12, p27, The problem with boys . . . (B) ■ Living and Growing, Unit 3, Teacher’s Guide Activity 13, p28, Boys do cry (B) ■ Living and Growing, Unit 3, Teacher’s Guide Activity 16, p31, Further your score (B) 		

SCHEME OF WORK

for PSHCE

Key Stage 2: Year 5

Theme: Safety

Unit: First Aid and Getting Help

Word Box:

danger, response, airway, breathing, circulation, choking, asthma

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3g school rules about health and safety, basic emergency aid procedures and where to get help.</p>	<ul style="list-style-type: none"> ■ To understand the concept of assessing a situation and making things safe ■ To understand the DRABC rule ■ To be able to place a casualty into the recovery position ■ To be able to recognise and treat choking ■ To be able to recognise and treat asthma attacks 	<ul style="list-style-type: none"> ■ St John Ambulance Young Lifesaver Scheme Part 1 ■ Making an emergency telephone call ■ DRABC rule - danger, response, airway, breathing, circulation ■ Putting a casualty into the recovery position ■ Recognising and treating choking ■ Recognising and treating asthma attacks <p>NB Teachers may feel they need training to deliver this course*</p> <p>Alternative replacement unit</p> <ul style="list-style-type: none"> ■ General healthy lifestyles lesson 44, I am I know I can. 	<ul style="list-style-type: none"> ■ St John Ambulance Young Lifesaver Scheme <p>OR</p> <ul style="list-style-type: none"> ■ I am, I know, I can, Tacade 	<p>DT/2f</p>



Key Stage 2: Year 5

Theme: Relationships

Unit: Different Types of Relationships

Word Box:

relationships, gay, lesbian, marriage, caring, affections, friendship, romantic, lovable, communication

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>	<ul style="list-style-type: none"> ■ To have considered a range of family types including gay/lesbian parents ■ To have identified ways in which they like to be treated by others and how others might like to be treated by them. ■ To have explored some of the differences in relationships between friends and in families ■ To have begun to understand the different uses of the word love and the variety of meanings it has and to recognise that love can sometimes be painful ■ To be able to consider how other people feel and how this helps to build friendships 	<ul style="list-style-type: none"> ■ Ask everyone to draw a family without discussing it. Choose some drawings to discuss. Ask them to explain who is in their picture. Follow with a discussion about what a family is, who may be in it and different types of family including gay and lesbian parents/carers ■ In groups draw and describe all the family groups that have been discussed. ■ Skills for the Primary School Child, Part 2, Section 2.1 Growing and Changing: Building Relationships, Activity 1, Ways in which I like others to treat me ■ Skills for the Primary School Child, Part 2, Section 2.1 Growing and Changing: Building Relationships, Activity 2, People who mean a lot to me, differences in relationships, giving and taking. ■ Skills for the Primary School Child, Part 2, Section 2.1 Growing and Changing: Building Relationships, Activity 3, Love is ... Ways of showing love ■ NSPCC Take Care: Book A, Taking care of myself, Activity A4, My Relationships 	<ul style="list-style-type: none"> ■ Skills for the Primary School Child, Part 2, Tacade ■ NSPCC Take Care Pack 	<p>En 1/3 RE/AT2/Level 3</p>

SCHEME OF WORK

for PSHCE

Key Stage 2: Year 5

Theme: Emotional health

Unit: Feelings

Word Box: pride, interesting, appreciate, contribute, fear, unfair, achievements, frustrated, happy, guilty, thrilled, despairing, frightened, sad, worried, sorrow, angry, bereaved

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>2f to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p>	<ul style="list-style-type: none"> ■ To see themselves and others as unique and special ■ To have begun to explore the reasons why prejudice and discrimination develop and grow and the feelings they cause ■ To have explored ways of promoting mutual respect and co-operation ■ To identify a range of feelings common to young people ■ To identify strategies for dealing with strong emotions ■ To understand that loss is something everybody experiences and that loss can cause strong feelings, pain and distress 	<ul style="list-style-type: none"> ■ Understanding Disability, Teacher's Cards, Section 2.1, Feeling good about myself and valuing others <p>OR</p> <ul style="list-style-type: none"> ■ I am, I know, I can, Lesson 56 Difference and sameness. ■ Childline, School problems. Finish by raising awareness of Childline's existence ■ Understanding Disability, Teacher's Cards, Section 2.2, Recognising and managing strong feelings ■ A Volcano in my Tummy, lesson 1, A Volcano in my Tummy ■ A Volcano in my Tummy, lesson 2, Bottling Anger ■ A Volcano in my Tummy, lesson 3, Are You a Volcano? ■ A Volcano in my Tummy, lesson 4, The Anger Rules ■ A Volcano in my Tummy, lesson 5, Dirty Anger, Clean Anger ■ A Volcano in my Tummy, lesson 6, Craig's Angry Day NB this story may need adapting in places as it is written for an American audience ■ A Volcano in my Tummy, lesson 7, The Inside Story ■ A Volcano in my Tummy, lesson 8, Safe ways of Getting Angry ■ Getting Personal: PSHE - Resource Book 1, 8, Feelings ■ Getting Personal: PSHE - Resource Book 1, How Do They Feel? 	<ul style="list-style-type: none"> ■ Understanding Disability, Teacher's Cards, Tacade <p>OR</p> <ul style="list-style-type: none"> ■ I am, I know, I can, Tacade ■ Childline teacher's pack ■ A Volcano in my Tummy, New Society Publishers ■ Getting Personal: PSHE - Resource Book 1, Fofens 	<p>En1/3 RE/AT2/Level 3</p>

Key Stage 2: Year 5
Theme: Citizenship
Unit: Politics

Word Box:
 vote, government, society, prime minister, parliament

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>2g what democracy is, and about the basic institutions that support it locally and nationally;</p> <p>2h to recognise the role of voluntary, community and pressure groups.</p>	<ul style="list-style-type: none"> ■ To consider the ways we have to reach decisions and settle disputes in our society. ■ To understand the meaning of democracy and appreciate how voting is part of this process. ■ To have considered the process of elections in this country ■ To understand the responsibilities of an MP 	<ul style="list-style-type: none"> ■ Citizenship video, Programme 1, You've Got The Power ■ Immediately after the video, do the voting exercise, Citizenship resource pack, p13 ■ Citizenship resource pack, p19, Activity sheet 1.5, Personal decisions ■ Citizenship resource pack, p14, More decisions and extension ■ Citizenship resource pack, p14, Debate ■ Citizenship resource pack, p14, Poster 1 Activity ■ The X File video and teachers guide, Programme 1, The power of X, Key terms and situations about democratic systems of government ■ Teachers Guide, The power of X, p4/5 ■ Activity Sheet 1, Getting the vote ■ Activity Sheet 2, Votes for Women ■ Programme 3, If I were running the country ■ Teacher's Guide, If I were running the country, p.12/13 ■ Activity Sheet 5, On the record, p.14 ■ Activity Sheet 6, The PMs day, p.15 	<ul style="list-style-type: none"> ■ Citizenship video and resource pack, BBC ■ The X File video and teacher's guide, Ch 4 	<p>RE/AT2/Level 4</p>

Key Stage 2: Year 6

Theme: Society

Unit: First Aid and Getting Help

Word Box:

bleeding, shock, fracture, burn, scald, poison

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3g school rules about health and safety, basic emergency aid procedures and where to get help;</p> <p>4g where individuals, families and groups can get help and support</p>	<ul style="list-style-type: none"> ■ To show awareness of the difference between an accident and an emergency. ■ To be able to recognise and treat bleeding, shock, fractures, burns and scalds and poisoning 	<p>Ensure Part 1 is completed before starting this unit.</p> <ul style="list-style-type: none"> ■ St John Ambulance Young Lifesaver Award, Part 2 ■ Bleeding ■ Shock ■ Fractures ■ Burns and Scalds ■ Poisoning <p>NB Teachers may feel they want training to deliver this course.</p>	<ul style="list-style-type: none"> ■ St John Ambulance Young Lifesaver Award Part 2 	<p>DT/2f</p>
		<p>Alternatively Unit 11, GCA Citizenship scheme of work, in the media what's the news, may replace this unit.</p>		



Key Stage 2: Year 6

Theme: Physical Health

Unit: Puberty and Reproduction

Word Box:

womb, sperm, conception, miscarriage, stillbirth, abortion, intercourse, labour

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p> <p>3c about how the body changes as they approach puberty.</p>	<ul style="list-style-type: none"> ■ To know how the body changes during/leading up to puberty ■ To know the differences and purpose of the reproductive organs ■ To know and understand conception ■ To know how a baby develops 	<ul style="list-style-type: none"> ■ Living and Growing, unit 2, Programme 5, How Babies are Made (there are extra activities for prior and post viewing suggested in the video notes) ■ Living and Growing, unit 2, Teacher's Guide Activity 11, p26, How does a baby start? Thought shower all the class knowing about how a baby starts, collate on a large sheet of paper. At the end of the discussion give out activity sheet 11, read through, cut out the pictures and place them in the correct order. ■ Living and Growing, Unit 2, Programme 6, How Babies are born (there are extra activities for prior and post viewing suggested in the video notes) ■ The Primary School Sex and Relationships Education Pack, Pregnancy, Birth and Babies, p.65-69 <ol style="list-style-type: none"> 1. Why people have children 2. Pregnancy, True or False 3. Development of a baby in the mother's womb 4. Birth 5. Miscarriage, stillbirth and abortion ■ Skills for the Primary School Child, Part 2, Section 2.5 Growing and Changing: A New Life ■ Identify the body parts ■ The processes of conception, pregnancy and birth ■ Exploring the experience of new birth ■ Skills for the Primary School Child, Part 2, Section 2.6, Growing and Changing: HIV/AIDS - Myths and Misconceptions, Pre-lesson activity, activity 1, activity 2, activity 3 ■ Skills for the Primary School Child, Part 2, Section 2.6, Growing and Changing: HIV/AIDS 2, Pre-lesson activity, activity 1, activity 2, activity 3 	<ul style="list-style-type: none"> ■ Living and Growing video and resource books, Units 2 & 3 Ch4 ■ The Primary School Sex and Relationships Education Pack, Healthwise ■ Skills for the Primary School Child, Part 2, Tacade ■ For information on AIDS and HIV, a general guide is available from AVERT* <p>* AVERT 4 Brighton Road, Horsham West Sussex RH13 5BA Tel: 01403 210202 email: avert@diapipex.com</p> 	<p>Sc2/1a,2f</p>

SCHEME OF WORK

for PSHCE

Key Stage 2: Year 6

Theme: Safety

Unit: Substance Use and Misuse

Word Box:

legal, illegal, pressure, choice, risk, effect, cigarette, alcohol, solvent, cannabis

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2k to explore how the media present information;</p> <p>3d which commonly available substances and drugs are legal and illegal, their effects and risks;</p> <p>3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p>	<ul style="list-style-type: none"> ■ To understand how the media portrays drugs, legal and illegal ■ To explore the differences between legal and illegal drugs ■ To know the effects and risks of tobacco, alcohol, solvents and cannabis ■ To explore peer pressure and decision making ■ To understand that people have choices and that decisions can be positive or negative 	<ul style="list-style-type: none"> ■ 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 10) 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? ■ The Primary School Drugs Pack, Activity C3, Explore the media portrayal of drugs and where children obtain information about drugs. Collect media examples. ■ The Primary School Drugs Pack, Activity B4, Drugs and the law or The Good Health Guide to Drug, Activity B3, Explore the law surrounding drugs. ■ The Good Health Guide to Drugs Activity Book, explore the risks of tobacco, alcohol, solvents and other drugs, Activities B1, B2, B5 and C3, or Skills for the Primary School Child, The World of Drugs, Activities 6,7 and 8 ■ The Good Health Guide to Drugs Video, Programme 2, Under Pressure ■ The Primary School Drugs Pack, Activity D2, Examining dangerous situations ■ The Good Health Guide to Drugs Video, Programme 3, You Choose 	<ul style="list-style-type: none"> ■ The Primary School Drugs Pack, Healthwise ■ Birchfield Interactive CD Rom (available in all Hackney schools) ■ The Good Health Guide to Drugs Video and Activity Book Ch4 ■ Skills for the Primary School Child, The World of Drugs, Tacade 	<p>Sc2/2g</p>

Key Stage 2: Year 6

Theme: Relationships

Unit: Inequalities

Word Box:

stereotype, similarities, differences, media, racism, culture, disability, identity

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>2e to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;</p> <p>4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;</p> <p>4e to recognise and challenge stereotypes;</p> <p>4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<ul style="list-style-type: none"> To consider what constitutes identity and the way we often stereotype people falsely To examine what children have in common, and to examine similarities and differences with their peers To have heightened students' awareness of stereotyping and when it occurs To have practiced and explored language use in relation to stereotyping To have explored media portrayal of stereotypical images 	<ul style="list-style-type: none"> Talking Rights: Taking Responsibility, Unit 2 Exploring Identity, Activity 1: Who's in your group? Talking Rights: Taking Responsibility, Unit 2 Exploring Identity Activity 2: What constitutes identity? Talking Rights: Taking Responsibility, Unit 2 Exploring Identity Activity 3: Identity 'show and tell' Talking Rights: Taking Responsibility, Unit 2 Exploring Identity Activity 4: What is a stereotype? Identifying stereotyping Talking Rights: Taking Responsibility, Unit 2 Exploring Identity Activity 5: Challenging stereotyping Talking Rights: Taking Responsibility, Unit 2 Exploring Identity, Activity 6: Images of young people 	<ul style="list-style-type: none"> Talking Rights: Taking Responsibility, Unicef 	<p>Hi/2b RE/AT2/Level 4</p>

SCHEME OF WORK

for PSHCE

Key Stage 2: Year 6

Theme: Emotional Health

Unit: Taking Risks

Word Box: choices, weighing up, reflect, advantages, disadvantages, secrets, scary, frightened, worried, threaten, secure, safe, think ahead, risks, dangers

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;</p> <p>2f to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;</p> <p>3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p>	<ul style="list-style-type: none"> To have discussed and be aware of unsafe situations and places. To distinguish between secrets to keep and secrets that need sharing 	<ul style="list-style-type: none"> Skills for the Primary School Child, Section 5.1, An introduction to critical thinking and decision-making. An alternative to activity 2: the pupils could role-play situations requiring decision-making, either of their own choice or from prompts, watch each other perform, then work out what decision making skills each person had to use. NB De Bono's Six Thinking Hats (see year 4, Emotional Health) can also help with looking at decision-making skills. An alternative to activity 3: pupils make up their own advert for something of their choice, view each other's work and decide whether they would buy the product. They should then review the decision-making process used to make their choice. Skills for the Primary School Child, Section 5.2, Taking Risks. NB Refer back to the work done on decision-making. Skills for the Primary School Child, Section 6.2, Things that worry or frighten me-real or fantasy Skills for the Primary School Child, Section 6.4, Safe people, safe places, safe things NB Refer back to the work on decision-making. <p>OR</p> <ul style="list-style-type: none"> I am, I know, I can, Lesson 48 Is it all risky?; lesson 49 Do what you want to do! Lesson 57 Help, I need some-body! 	<ul style="list-style-type: none"> Skills for the Primary School Child, Taccade <p>OR</p> <ul style="list-style-type: none"> I am, I know, I can, Taccade NSPCC Take Care 	<p>En1/1</p>

Key Stage 2: Year 6
 Theme: Emotional Health
 Unit: Taking Risks (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> ■ NSPCC Take Care, Book C, Taking Care in my Home, Activity C6, Secrets NB It would be useful to preface these discussions with a warning that some issues may be brought up for some pupils and that there are places or people that they can go to for support. ■ Talk about secrets, good and bad, and help children to define the difference. Read the scenarios of good and bad secrets, p14. What should we do in these situations, what makes it a good or bad secret? ■ P15, have the class been asked to keep good and bad secrets? How did they feel about that? Did they keep the secret? If so why, if not why? This activity should be handled very carefully. The teacher should remind the class that they don't have to add to the discussion if they don't want to and also of the people in the school and elsewhere to whom the children could go to if they wanted to talk further. ■ Discuss questions to ask about secrets to decide if they are good or bad, questions to ask about secret places and questions to ask about being alone with adults. ■ Who in my family would I tell about a bad secret? If they didn't tell, who would I then tell? NB Refer back to the work on decision-making. ■ Round up: Taking care in my home, p16 		

Key Stage 2: Year 6

Theme: Citizenship

Unit: Community Action

Word Box:
citizen, community, campaign, media, voluntary

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2h to recognise the role of voluntary, community and pressure groups;</p> <p>2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;</p> <p>2k to explore how the media present information.</p>	<ul style="list-style-type: none"> ■ To have an understanding of the support groups in Hackney ■ To have discussed the nature of voluntary organisations in terms of personnel and funding ■ To have worked co-operatively and have an understanding that people have different roles in a group ■ To have displayed presentation skills 	<ul style="list-style-type: none"> ■ Micro Society ■ Citizenship video, programme 3, Getting On With It ■ Citizenship resource pack, p32, Activity Sheet 3.1, Who benefits? ■ Citizenship resource pack, p30, Research ■ Read Taking Action, Oxfam ■ Read Taking Action, RSPCA ■ Explore the variety of voluntary and community groups in Hackney, examining their roles, membership and location. ■ Contacts can be sought through Hackney Agency for Volunteering, 020 7241 4443 ■ Invite in speakers. Make visits to appropriate agencies. ■ Identify an area of need in the school and get pupils to plan their own community action group within the school e.g. litter campaign, recycling project, disability access. Consider the aims and objectives, the roles and responsibilities, financial implications, media campaigns etc. Present plan to peers. Select a project for action. Review the project at the end of the process. 	<ul style="list-style-type: none"> ■ Citizenship video and resource pack, BBC ■ Taking Action, Oxfam, Heinemann ■ Taking Action, RSPCA, Heinemann 	<p>Sc2/5a Gg/5 ICT/3 RE/AT2/Level 4</p>
<p>NB Thengapalli - a resource available from Oxfam Education - is a large locality project that looks at how a community in India works towards sustaining their environment. It involves PSHE and Citizenship, Geography, Music, Dance, RE and Story and Drama and would therefore be a useful project to do at the same time as looking at the activities above.</p>				

Key Stage 1 & 2 Resource Contacts

Fiction

All of the following are available from 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

Channel 4 - 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

Healthwise - www.healthwise.org.uk

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

Tacade - 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

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