

# PSHE Scheme of Work



EYFS - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Relationships Dress/ Undress <b>The Rule of Law:</b> Follow Rules Awareness of own and others needs <b>Mutual respect:</b> Respect cultures Treat people with respect Expect respect from others  <b>Right &amp; Wrong / Respect for law</b> <b>How do rules help me?</b>  <b>Democracy</b>	With help I find out about the different types of work people do and about different places of work. I begin to ask questions about things that affect our community. With help I join in with my group. With help I think of ideas. I tell people my ideas and what I have found out. With help I discuss why healthy eating and physical activity are beneficial. With help I make healthy eating choices and prepare simple healthy foods. I find out about the Golden Rules at school.  What is fairness? Why is something 'fair'?	Seal activities - New Beginings booklet I belong to my class group activities Feelings game  Agree rules and expected codes of behavior  Diwali (November) Who are Hindu people and what do they celebrate Diwali for? Make simple Diwali lanterns.  Teach simple rules for simple games.  Seal activities - Saying no to bullying booklet  Discuss about what is right & wrong. What are consequences & rewards? What is the right choice?

EYFS - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<b>MUTUAL RESPECT:</b> Motivation to learn Try new activities Select activities Use resources independently  Anti-Bullying week & Esafety	With help I find out about the different types of work people do and about different places of work. I begin to ask questions about things that affect our community. With help I join in with my group. With help I think of ideas. I tell people my ideas and what I have found out. With help I discuss why healthy eating and physical activity are beneficial.	Seal activities - Getting on and falling out booklet Puzzle game Feelings game Talk about jobs and people in the community who help us: what is it like to be a fireman/police officer/nurse etc.. (Role play)  Safety activities - <a href="https://www.thinkuknow.co.uk/5_7/">https://www.thinkuknow.co.uk/5_7/</a>

# PSHE Scheme of Work



	With help I make healthy eating choices and prepare simple healthy foods.	Seal activities - Going for goals booklet
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## EYFS - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p><b>The RULE OF LAW:</b> Right and wrong &amp; consequences of actions -RULES &amp; RESPONSIBILITIES</p> <p>Economic Awareness Project</p> <p>Develop concentration</p> <p><b>Tolerance &amp; respect for others:</b> Show feelings</p> <p><b>Democracy</b> -how can I vote?</p>	<p>With help I find out about the different types of work people do and about different places of work.</p> <p>I begin to ask questions about things that affect our community.</p> <p>With help I join in with my group.</p> <p>With help I think of ideas.</p> <p>I tell people my ideas and what I have found out.</p> <p>With help I discuss why healthy eating and physical activity are beneficial.</p> <p>With help I make healthy eating choices and prepare simple healthy foods.</p>	<p>Seal activities - Changes booklet</p> <p>Circle games - when I was baby I could ... now I can ...</p> <p>How to cope with and prepare for Changes in: personal growth, behavior, environment</p> <p>Make a book for new children coming to school</p> <p>Healthy lifestyles- regular reminders about effect of and benefits of exercise. Regular reminders about healthy eating choices by middays and during healthy schools week - follow up and establish rules for sports days. Teach how to be 'responsible'.</p> <p>Encourage others in races / events. Console losers. Celebrate together. Share equipment and space / resources.</p> <p>Vote for a person or group that has been the most supportive during sports day. Vote for monitors / helpers.</p>

## Year 1 – Autumn

# PSHE Scheme of Work



Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>New Beginnings (SEAL)-                      -how can I contribute to the life of the classroom?  <b>RULE OF LAW:</b>                      -to help construct, agree to follow, group and class rules and how these rules help them.</p> <p>Right &amp; Wrong / Respect for law                      -                      How do rules help everyone?                      What is 'making the right choice' &amp; taking responsibility?</p> <p>Friendship and Rules to help resolve conflict</p> <p><b>MUTUAL RESPECT:</b></p> <p>--recognise emotions and feelings of others &amp; how to respond.</p> <p>-what is 'fair' and 'unfair', 'kind' and 'unkind', right vs wrong?                      -to listen to others: play, work and learn cooperatively. Solving arguments through negotiation.</p> <p><b>Democracy &amp; Individual liberty:</b>                      Anti-Bullying (SEAL)</p> <p>-the different types of teasing &amp; bullying &amp; that they are wrong and unacceptable</p>	<p>With help I find out about the different types of work people do and about different places of work.                      I begin to ask questions about things that affect our community.                      With help I join in with my group.                      With help I think of ideas.                      I tell people my ideas and what I have found out.                      With help I discuss why healthy eating and physical activity are beneficial.                      With help I make healthy eating choices and prepare simple healthy foods.</p> <p>Can I vote 'hands up'?</p>	<p>Group discussion- jobs parents do.                      Picture prompts- jobs in the community, describe roles.                      Record activities do at home.                      Traffic - community (linked to Geog walk)                      Big Book- healthy eating, activity.                      Plan healthy meal.</p> <p>Anti- Bullying poster.</p> <p>Establish &amp; revisit Golden Rules                      Establish class rules</p> <p>If there was rule 'X', how could it affect us?                      How can positive actions and behaviours impact upon us?</p> <p>Play feelings games - how best to react in given situations? (Drama)</p> <p>P17 Primary Health booklet 'Getting personal'</p> <p>What would happen if we didn't vote &amp; consider points of view?                      P 23 Primary Health booklet 'Getting Personal'</p> <p>Anti-bullying week and safety November                      BAND BOOKLETS</p> <p>Vote for monitors / apply for job of...</p> <p>Know how to support each other and self - BAND</p>

# PSHE Scheme of Work



<p>-how to resist bullying, or how to get help for themselves or others. <b>RESPECT FOR SELF:</b> -Think about yourself – learn from experiences and celebrate strengths and set simple challenging goals</p> <p>-develop a vocabulary of emotions (eg associate with moving home/pets/friends)</p>		<p>Promote building self-confidence by celebrating strengths. Make a 'I'm good at...' display.</p> <p>Drama – use a vocabulary of emotions to help children talk about difficult issues.</p> <p>ART: draw 'calm' / 'upset' / 'lonely' / joyful etc....</p>
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## Year 1 - Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p><b>MUTUAL RESPECT &amp; TOLERANCE</b> Being a citizen – part of a group -to ID the differences and similarities between people.</p> <p>-to ID their special people, what makes them special and how you should care for one another.</p> <p>Keeping safe – -to recognise that they share a responsibility to keep themselves and others safe –when to say 'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p><b>DEMOCRACY:</b> Rights and Responsibility -people and other living things have needs and we have responsibilities</p>	<p>With help I find out where money comes from and the choices people make to spend money on things they need and want.</p> <p>I ask questions about things that affect our community. I identify some of the groups and communities I belong to and recognise some differences between people in my community. I begin to share my ideas about issues affecting our community with others. I begin to take part in some of the decisions that affect my community and me.</p> <p>With help I explore the similarities and differences between people. With support I help in solving problems with more than one solution. With help I join in with my group. I tell people my ideas and what I have found out. With help I manage my own personal hygiene. With help I explore how some substances can help or harm the body. With help I recognise strong feelings and emotions. With help I discuss the physical changes to my body since birth. With help I take part in discussions about:</p>	<p>Discuss Gov benefits. Money earn from jobs. In groups put spending into categories (decide in priority eg food, holiday).</p> <p>Discuss types of groups linked to activities, religion etc. Identify similarities and differences between each other in relation to groups and community. Devise questionnaire for parents – any issues they identify. Look at any issues in playground + field. Act upon any issues found eg litter (linked to local area study of litter in previous term).</p> <p><b>NB KEEPING SAFE: P 20-22 'Getting Personal' Primary Health P31 choices.</b> List similarities and differences with partner- appearance, likes/dislikes. Draw Mr/Miss Hygiene- characteristics would have. Look at different containers- markings for warning identify. Make poster- where to keep and why dangerous. Put substances into groups – harmful/not harmful. Picture scenarios (SEAL) suggest what cause anger/ delight.</p>

# PSHE Scheme of Work



<p>to meet them (turn taking, share and understand need to return borrowed items)</p> <p>E – Safety</p> <p>-keeping personal details safe</p> <p>-reporting inappropriate pictures and words.</p>	<ul style="list-style-type: none"> <li>• Similarities and differences between people.</li> <li>• Harmful substances.</li> <li>• My feelings.</li> <li>• Healthy meals.</li> <li>• Relationships.</li> </ul>	<p>Discussions- pairs, small groups, class.</p> <p><a href="https://www.thinkuknow.co.uk/5_7/">https://www.thinkuknow.co.uk/5_7/</a></p>
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Year 1 - Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Economic Awareness Project</p> <p><b>RESPECT FOR SELF:</b></p> <p>Keeping Healthy</p> <p>Health &amp; wellbeing-</p> <p>What is a healthy lifestyle?</p> <p>What are benefits of physical activity, rest, healthy eating &amp; dental health?</p> <p>What healthy choices can I make?</p> <p>The importance of personal hygiene – how diseases can spread.</p> <p>-household products and their dangers (including medicines)</p> <p>- rules for keeping emotionally and physically safe, including ICT, the difference between secrets and</p>	<p>With help I find out where money comes from and the choices people make to spend money on things they need and want.</p> <p>I take part in some of the decisions that affect my community and me.</p> <p>With support I help in solving problems with more than one solution.</p> <p>I share my ideas about issues affecting our community with others.</p> <p>I take part in discussions about:</p> <p>Similarities and differences between people</p> <p>With help I identify different relationships that I have and why these are important.</p> <p>With help I manage and control strong feelings and emotions.</p> <p>I recognise that all people have needs and wants.</p> <p>I take part in discussions about:</p> <ul style="list-style-type: none"> <li>• Harmful substances.</li> <li>• My feelings.</li> <li>• Healthy meals.</li> <li>• Relationships.</li> </ul>	<p>In the beginning Booklet</p> <p>Carry out a job at home for earning money to choose a charity to give to (local need- what affects the community)</p> <p>Healthy Schools week - June</p> <p>Oral Health team visit - tooth-friendly pack</p> <p>Look at product labels / empty bottles - dangers of consumption and other problems related to household products / medicines and drugs.</p> <p>SEAL: getting on and falling out (booklet for y1/2 - small group activities)</p> <p>Use of puppets to demo/talk about inappropriate touching. How to report this and how to say 'no' NSPCC visit / assembly</p> <p>Access NSPCC website for support and guidance /school nurse.</p>

# PSHE Scheme of Work



<p>surprises and not to keep adults' secrets.</p> <p>SRE booklet</p> <p>Relationships and Changes (SEAL)</p> <p>How can I help those that look after me? How can I get help if I need it?</p> <p>-To judge what physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond (who &amp; how to tell)</p> <p>-People's bodies /feelings can be hurt</p> <p>-recognise when people are being hurtful/unkind and who/what to say.</p>		
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Year 2 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p><b>RESPECT FOR SELF &amp; OTHERS</b> New Beginnings (SEAL) -how can I contribute to the life of the classroom? <b>DEMOCRACY &amp; RULE OF LAW</b> -to help construct, agree to follow, group and class rules and how these rules help them.</p>	<p>I begin to share my ideas about issues affecting our community with others. With help I join in with my group. I tell people my ideas and what I have found out. I begin to give opinions about communities and issues that affect me. I discuss why healthy eating and physical activity are beneficial. I make healthy eating choices and prepare simple healthy foods. I manage my own personal hygiene.</p>	<p>Circle time, partner, group work, collaboration and discussion opportunities- ongoing Discuss class jobs and what they entail to work as a team to keep our classroom safe and tidy. Allocate jobs and add to display.  Discuss and review class/school rules.  Personal hygiene- regular reminders about washing hands, brushing</p>

# PSHE Scheme of Work



<p>Hygiene</p> <p>-washing our bodies and why</p> <p>Family relationships</p> <p>Health &amp; wellbeing: -dealing with change and loss and associated feelings.</p> <p>- growing and changing responsibilities &amp; independence</p> <p>Global concern- To share opinions on things that matter to them and explain views through discussion with 1:1 and whole class.</p> <p>-what improves &amp; harms local, natural and built environments &amp; how we can look after them.</p> <p>Anti-Bullying (SEAL) -bodies and feelings can be hurt, recognise unkind behaviours to themselves and others – how to respond and how to help others.</p> <p>-how to resist bullying / teasing – who to go to and how to get help.</p> <p><b>INDIVIDUAL LIBERTY:</b> Economic Awareness</p> <p>-concept of where money comes from, saving and spending.</p>		<p>teeth, being smart, using a tissue when coughing/sneezing, ongoing.</p> <p>Relationships SEAL- p15 /16 understanding feelings/Granny had to go (see p20 resource sheet)</p> <p>Book 1 Folens textbook p22/23. Growing and changing</p> <p>New beginning SEAL- P16 circle games, lining up games, hedgehogs, listening game, rounds7 building community</p> <p>Book 1 Folens textbook p20/21. Our environment</p> <p>Anti Bullying week activities linked to National theme &amp; Say no to bullying SEAL- 15-28 as appropriate Folens teacher book C-p31 down with bullying &amp; Book 1 Folens textbook p44/45.</p> <p>Macmillan Nurses Coffee Morning</p> <p>Linking with Broadfield Primary School as appropriate.</p> <p>New beginning SEAL- p22-the flag challenge, new beginnings (see p26 resource sheet)</p>
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# PSHE Scheme of Work



<p>-the role money plays in lives: managing money, keeping it safe, choices and influences.</p> <p>Citizenship <b>Right &amp; Wrong / Respect for law: TOLERANCE &amp; RESPECT:</b> -we belong to various groups including family, community groups and school.</p> <p><b>Democracy</b></p>	<p>What laws do you know? Why do you think certain laws exist? What happens if you break the law? How can I become a responsible citizen? Who enforces the law?</p> <p>Can I vote 'on paper'? Do I know what a 'majority vote' is? How can I make decisions in the playground?</p>	<p>Discussions &amp; debates EG: what can you do within the law for the good of others? Reporting wrong-doings. Who</p> <p>What is the job of the police? PCSO visit.</p> <p>School council Teach ideas about how to problem-solve in the playground.</p>
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## Year 2 - Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p><b>RULE OF LAW / SELF-RESPECT</b> Keeping safe</p> <p>-to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (who to tell and how to tell them)</p> <p>E – Safety</p> <p>-safe use of ICT, the difference between secrets and surprises, responsible use of ICT, not to keep</p>	<p>I find out about the different types of work people do and about different places of work. I ask questions to find out about the different groups and communities I belong to. I give opinions about communities and issues that affect me. I tell people how I feel. I recognise, manage and control strong feelings and emotions.</p> <p>I actively join in with discussions about:</p> <ul style="list-style-type: none"> <li>• Harmful substances.</li> <li>• My feelings.</li> <li>• Healthy meals.</li> <li>• Relationships.</li> </ul> <p>I discuss the physical changes to my body since birth.</p>	<p>Circle time, partner, group work, collaboration and discussion opportunities- ongoing</p> <p>Linking with Broadfield Primary School as appropriate.</p> <p>NSPCC ASSEMBLY / PUPPETS / CIRCLE TIME</p> <p>Find out about RNLI/Lighthouses keepers job Folens teacher book C-p39 my communities</p> <p>New beginning SEAL- P19-20 -exploring feelings New beginning SEAL- P20 -calming down</p> <p>E Safety week activities linked to National them</p>



# PSHE Scheme of Work



<p>adults' secrets.</p> <p>Relationships - To offer constructive support to others and give feedback.</p>	<p>. I explore how some substances can help or harm the body.</p>	<p>Peer assessment and feedback- ongoing</p> <p>Healthy lifestyles- regular reminders about effect of and benefits of exercise. Regular reminders about healthy eating choices by middays. Ongoing.</p>
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## Year 2 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p><b>INDIVIDUAL LIBERTY</b> Healthy Living and Hygiene -How we grow from young to old &amp; how people's needs change.</p> <p>- the names of main body parts including external genitalia.</p> <p>-similarities and differences between boys and girls.</p> <p>SRE bookelt</p> <p>Citizenship, Relationships and Changes (SEAL) <b>TOLERANCE:</b> To listen to others and play/work cooperatively (incl. strategies to resolve simple arguments through negotiation)</p>	<p>•I find out about the different types of work people do and about different places of work.</p> <p>•</p> <p>I ask questions to find out about the different groups and communities I belong to</p> <p>•I give opinions about communities and issues that affect me.</p> <p>•I tell people how I feel.</p> <p>I recognise, manage and control strong feelings and emotions</p> <p>I actively join in with discussions about:</p> <ul style="list-style-type: none"> <li>• Harmful substances.</li> <li>• My feelings.</li> <li>• Healthy meals.</li> <li>• Relationships.</li> </ul> <p>• I discuss the physical changes to my body since birth.</p> <p>. I explore how some substances can help or harm the body.</p>	<p>Circle time, partner, group work, collaboration and discussion opportunities- ongoing</p> <p>Linking with Broadfield Primary School as appropriate.</p> <p>Book 1 Folens textbook p26/27. Harmful materials</p> <p>God Made Me Book</p> <p>Relationships SEAL- p15 miming game and rounds exploring feelings</p> <p>Changes SEAL- p9-11 circle games and changing our behavior activities (see resource sheet p12)</p> <p>Other suggested activities: Getting on and falling out SEAL- P17 thankyou and back to back Getting on and falling out SEAL- P18 friendships and compliments Getting on and falling out SEAL- P19/20 seeing another point of view and making up Getting on and falling out SEAL- P21 managing anger</p> <p>Healthy lifestyles- regular reminders about effect of and benefits of exercise. Regular reminders about healthy eating choices by middays and during healthy schools week.</p>

# PSHE Scheme of Work



## Year 3 - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>New Beginnings (SEAL) Rules and Responsibilities Anti-Bullying (SEAL)</p>	<p>•I find out about the different types of work people do and about different places of work. I ask questions to find out about the different groups and communities I belong to •I give opinions about communities and issues that affect me. •I tell people how I feel. I recognise, manage and control strong feelings and emotions I actively join in with discussions about:</p> <ul style="list-style-type: none"> <li>• Harmful substances.</li> <li>• My feelings.</li> <li>• Healthy meals.</li> <li>• Relationships.</li> </ul> <p>I discuss the physical changes to my body since birth. . I explore how some substances can help or harm the body.</p>	<p>Discuss and agree class rules. Swimming rules. Discuss attributes required for different jobs. Folens PSHE p. 8 The work people do. p.26 Harmful materials p. 36, 38 Relationships p.2 Growing and Changing p44 Bullying</p>
<p>Right &amp; Wrong, respect for law.</p>	<p>What laws directly affect me? What laws exist to keep me safe?</p>	<p>Discussion &amp; debate Research</p>
<p>Democracy</p>	<p>Who is in charge? How were they put in charge?</p>	<p>-at school level -at scouts/cubs etc -local level (Council/religious leaders etc) -country level (Prime Minister etc)</p>

## Year 3 - Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p><b>TOLERANCE:</b> Citizenship -what being part of a community means: about varied institutions that support communities – OLDHAM</p>	<p>I find out where money comes from and the choices people make to spend money on things they need and want. . I identify similarities and differences between</p>	<p>Folens: p4. Similarities and Differences.  p16. Communities</p>

# PSHE Scheme of Work



<p><b>FOOD BANK &amp; OXFAM</b></p> <p><b>RESPECT FOR SELF:</b> Keeping Safe -the differences between danger, risk and hazard.</p> <p>-recognise, predict and assess risks in different circumstances: how to manage them responsibly (eg road safety, water safety)</p> <p>-with increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>E Safety -strategies for keeping safe physically and emotionally in the environment and online (incl. social media, ICT use and mobile phones)</p> <p>- the importance of protecting personal info, passwords, addresses and images.</p> <p><b>RESPECT / RULE OF LAW:</b> Safe choices:</p> <p>- Which, why and how medicines and other commonly available substances could damage immediate and future health. That some are legal and some are restricted.</p> <p>-people who are responsible for helping them to stay healthy, safe and the ways they can help these people.</p>	<p>myself and between the communities to which people in the UK belong.</p> <ul style="list-style-type: none"> <li>•I identify different relationships that I have and why these are important.</li> </ul> <p>I suggest how things might be improved through my actions or the actions of others</p> <p>I develop reasons for my opinions and communicate them.</p> <ul style="list-style-type: none"> <li>•With support I help in solving problems with more than one solution.</li> </ul> <p>I identify the difference between people's needs and wants.</p> <p>I investigate what is fair and unfair in different situations.</p>	<p>p40. Understanding others. Judaism P 46 Different Customs</p> <p>ID DANGERS AND RISKS IN PICTURES.</p> <p><a href="http://www.ROSPA.com">www.ROSPA.com</a> - water safety guide - copy diagrams of warning signs.</p> <p>Make a poster to show how to keep self / friends safe</p> <ul style="list-style-type: none"> <li>-park</li> <li>-school</li> <li>-baths</li> <li>-countryside</li> <li>-town centres</li> </ul> <p><a href="http://www.saferinternet.org.uk/safer-internet-day/2015">http://www.saferinternet.org.uk/safer-internet-day/2015</a></p> <p>P36 Primary Health (PINK) - medicines</p> <p>P32 Primary Health (PINK)</p>
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# PSHE Scheme of Work



Economic Awareness Project		
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Year 3 – Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>SRE booklet. Plant Relationships and Changes (SEAL)</p> <p><b>TOLERANCE:</b> -to recognise and respond appropriately to a wider range of feelings in others.</p> <p><b>INDIVIDUAL LIBERTY:</b> -what constitutes a healthy, positive relationship &amp; develop the skills to form and maintain them.</p> <p>-to recognise when a relationship is unhealthy and who to talk to if they need support.</p> <p>-to judge what kind of physical contact is acceptable or unacceptable &amp; how to respond.</p> <p>- the concept of 'keeping something confidential or secret': when we should/should not agree to this &amp; when it is right to 'break a confidence' or 'share a secret'.</p> <p>-to resolve differences by looking at alternatives, seeing &amp; respecting</p>	<p>I find out where money comes from and the choices people make to spend money on things they need and want.</p> <p>. I identify similarities and differences between myself and between the communities to which people in the UK belong.</p> <p>•I identify different relationships that I have and why these are important.</p> <p>I suggest how things might be improved through my actions or the actions of others</p> <p>I develop reasons for my opinions and communicate them.</p> <p>•With support I help in solving problems with more than one solution.</p> <p>I identify the difference between people's needs and wants.</p> <p>I investigate what is fair and unfair in different situations.</p>	<p>SRE booklets. P 20 Our Environment River pollution link p. 42 Arguments</p> <p>SEAL - getting on &amp; falling out modules</p> <p>P17 Primary Health 'Getting Personal' (PINK)</p> <p>Its Good to be me - SEAL group activities y3/4</p> <p>NSPCC ASSEMBLY</p>





# PSHE Scheme of Work

<p>-how rules and laws protect themselves &amp; others – why needed in different situations. How to take part in making and changing rules. How laws are made and enforced.</p> <p><b>Right &amp; Wrong, respect for law.</b> How do laws affect the local community? What are the issues? What are the consequences of behaviours &amp; actions within their communities?</p> <p>Anti-Bullying (SEAL)</p> <p>-To realise the nature &amp; consequences of discrimination, teasing, bullying and aggressive behaviours (incl. cyber bullying, use of prejudice-based language, how to respond &amp; ask for help)</p> <p>-consequences of anti-social behaviours &amp; aggression on individuals and communities.</p> <p><b>RESPECT:</b> Friends -Getting on and Falling Out (SEAL)</p> <p>New Beginnings (SEAL)</p>	<p><b>LITERACY.</b></p> <ul style="list-style-type: none"> <li>I have a good attitude to coming up with ideas <b>ONGOING CROSS CURR</b></li> <li>I begin to present my ideas to others. <b>ONGOING CROSS CURR</b></li> </ul> <p>I am beginning to be aware of other viewpoints. <b>ONGOING CROSS CURR</b></p> <ul style="list-style-type: none"> <li>I plan and help prepare simple healthy meals. <b>SCIENCE LESSONS AND HEALTHY SCHOOL WEEK DESIGN A HEALTHY BISCUIT IN SPRING 2</b></li> <li>With help I find out about the impact of some harmful and beneficial substances on the body. <b>SCIENCE EXPERIMENT AND SUBSTANCE LESSON</b></li> </ul>	<p>Where have the children come across rules? What rules do they have for these situations? Why do we need rules? What would happen if we didn't have them etc?</p> <p>How do rules and laws protect you and others? Why are different rules needed in different situations? How are laws made and enforced? How can we take part in making and changing the rules? Why do we have to respect the law? What laws are there?</p> <p><u>Right &amp; wrong:</u> Eg: double yellow lines 'OSCAR' parking car Litter &amp; graffiti Anti-social behaviour – what is it and how to avoid it. What would happen if people didn't follow the laws. What issues are there in Shaw, Oldham? What are the consequences of people's actions within our community? Discuss rights and responsibilities. In pairs create rules see remember to. Children report back, can the rules be changed to suit everyone? Which are good rules and why? How do rules improve our classroom environment? How can they help us to make good decisions? Create a list to suit everyone on IWB. Children to write up and complete in best handwriting in one of the following weeks guided reading sessions.</p> <p><u>Lesson 2</u> Can you say what qualities make a good friend? To reflect on aspects of friendship.</p> <p>What relationships do you have? List teacher, parents etc... Discuss friendship; what qualities make a good friend; why have they chosen their friends? What is a friend? What do you want from a good friend? Is it good to have a best friend? How do you show your friendship? Should you ever fall out with a friend? Why (not)? Create a word bank of qualities that a good friend should have. Make a friendship bracelet using coloured beads. Each colour denotes a quality of friendship decided by the class.</p> <p><u>Lesson 3</u> Can you say what you have learnt about friendship from the Bible story of David and Jonathon?</p> <p>To learn about the friendship of David and Jonathan in the Bible To reflect on what the pupils have learned about friendship</p> <p>Recap who David was from Year 2. Explain that after David killed Goliath that he was taken by King Saul to live in the palace. Tell the story of David and Jonathan. How did Jonathan demonstrate he was a good friend? How did David show loyalty to God's chosen king? What would the children have done? How did David and Jonathan show their friendship? Why was Saul jealous? How does Jonathan support David? Why did David not kill Saul when he had the chance? Why does this make Saul weep? What would you have done if you were in Jonathan's place? What would you have done in David's place? What are the qualities of a good friend? Children in talking partners explain what they have learnt about friendship. Devise a "Friendship is ....." display. Children to use big write pens to write on a cut out card hand and use to create a friendship wreath.</p>
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# PSHE Scheme of Work

<p>Rules and Responsibilities THROUGH R.E Anti-Bullying (SEAL) ANTI BULLYING WEEK Friends -Getting on and Falling Out (SEAL) R.E LESSONS</p>		<p><u>Lesson 4</u></p> <p>Can you reflect on what you have learnt about the character of Ruth and what made her such a good friend? To learn about the friendship of Ruth and Naomi in the Bible To reflect on what the pupils have learned about friendship</p> <p>Show a video / DVD of Ruth or tell the story of Ruth and Naomi. Discuss why it was unusual for Ruth to stay with Naomi? Why was it unusual for Ruth to stay with Naomi? (Being of a different race she would be expected to go back to her own people) What qualities did Ruth have as Naomi's daughter in law? Present Ruth's character portraits (eg loyal, kind, hard-working, reliable, caring, honest) as a poster. Children given a character sheet to complete with adjectives to describe her both inside and out. Discuss key character adjectives and create a word bank on a large cut out of the character as a class.</p> <p><u>Lesson 5</u></p> <p>Can you compare the teachings in the bible stories you have read and the beliefs behind them?</p> <p>Can you say why they are important and what impact they have on you and how you live your life?</p> <p>To learn about how Esther was a friend to the Jews To reflect on what the pupils have learned about friendship</p> <p>Tell the story of Esther (see resources). Children dress up as a character from the story and make a dreadful noise when Haman's name is mentioned. (cf Jewish celebration of Purim). Discuss why Haman is disliked and how Esther is a true friend of the Jews. How is Esther able to help the Jews? Why does Haman take a dislike to the Jews? How does Haman influence King Xerxes? How does Esther turn the tables on Haman? How does this show Esther to be a good friend to Jews? Make a board game of the ups and downs of Esther's life (eg based on snakes and ladders) Children to work in pairs to create an up and down statement to write on a preprinted ladder or snake. A.A to draw the images in their books first. Recap on all the bible stories that we have read as a class. What do they have in common? What are the ideas and beliefs behind them? Why are these teachings important and what can we learn from them? <i>How can these teachings impact on our lives?</i></p> <p><u>Lesson 6</u></p> <p>Can you list your qualities/ talents and say how you can use them to help others? Can you say why the teachings of the bible are important and what impact they have on you and how you live your life? To learn the parable of the talents To reflect on how the pupils might use their talents and abilities</p> <p>What are the gifts and talents of the people in your class? How will you find out what your gifts and talents are? How do you find out about the gifts and talents of others? P6&amp;7 P.S.H.E Explore the song 'Magic Penny (Love is something if you give it away)'. Tell the parable of the Talents (Luke 19: 11 - 26) by acting it out. Then discuss its meaning. Discuss with their talking partner what talents the children have. Report back about their partner. Discuss how harvest is not just giving gifts but giving time and skills to the benefit of others. Design a class display of the talents in Year 4. How can you end up with more love by giving it away? What does 'make the most of what you have' mean? Who in the story makes the most of what they have? How do they do this? What talents / skills / abilities do you have? How can you make more of what you have? How could you help others by doing this? How is this a harvest of your talents?</p>
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# PSHE Scheme of Work



## Lesson 7

Additional PS.H.E lesson on rights and responsibilities

### **AUTUMN 2**

#### Lesson 1

Can you reflect upon how disappointment can be turned into success and explain God managed to achieve this.

Can you talk about a time when you turned disappointment into success?

To understand how God helps the Jews through Samson's death;

To reflect on how disappointment can be turned into success

Discuss whether the children have ever let a friend down. Tell the story of Samson and Delilah. Explain how the story is part of God's plan to save the Jews from their enemies. Discuss how Delilah betrays the friendship of Samson. How does God's plan win in the end?

Have you ever let someone down or been let down?

How is Samson betrayed? Why does Delilah do this? Who is doing what God wants? How does God's plan win in the end?

Have you ever been successful after being disappointed or in difficulty? How were you successful? How did you bring about success?

Discuss how the pupils can turn disappointment into success.

Make a cartoon sequence of the story.

#### Lesson 3

Can you describe how praising god is important to religious people?

Can you describe how you would praise God (or people of other religions) and others for the things you value?

To describe how praising God is important to religious people;

To link what they value to that of others, including people of religion(s)

Read Psalm 150 to the class. Discuss the meanings of words and the ideas in it. Pupils, in small groups, prepare to act it out (with or without the specified instruments) and present their results to the full class. Discuss how successfully the idea of praising God has been achieved.

Tell the story of the juggler of Notre Dame.

What does 'praise' mean? Why do some people want to praise God? Is making a loud noise the only / best way of praising God?

What else could you do to praise God? How successful have we been in showing what praise is?

How did the juggler of Notre Dame praise God? How might a teacher / nurse / shopkeeper / child praise God? What would you want to praise? Pupils reflect on other means of praising God and write out their ideas. What and who do you consider worthy of your praise and why?

#### Lesson 4

Do you understand how Mary feels about her special news?

Can you understand why religious people go to their leaders for support in times of happiness and sadness?

Can you write about who you would turn to in times of need?

Mary would feel about the news she would give birth to Jesus;

To link their own attitudes and behaviour to that of Mary



# PSHE Scheme of Work



		<p>Tell the stories of the annunciation and of Mary and Elizabeth from Luke 1:26 - 45. What is the correct order of events? What would Mary be feeling when the angel appeared / the angel told her not to be afraid / the angel told her the news of Jesus / she heard how important Jesus would be / ... ? Why do you think Mary would be feeling like this? Who else agrees? Why? Who do you go to when you have good news / are worried? Why? Is there anyone religious people would go to at these times? Why? Small groups devise fortune lines for Mary. Discuss this as a class and see if the class can agree on one line. Children draw their own fortune line for Mary and write her thoughts at each stage. Discuss who the children go to when they have good news, / worrying news. Discuss who religious people turn to. Look at the image of from Davinchi. What does it show? Write about a time when you were worried/happy. Who did you go to and why?</p> <p><u>Lesson 5</u> Can you say what the meaning of each part of the Christingle is?</p> <p>Can you identify who is a light for you?</p> <p>To learn about the meaning of the Christingle; To identify who or what influences them and to link this to other people's experiences.</p> <p>Children make christingles, then draw and label one. After the teacher's explanation they indicate what each part symbolises. What does each part of the christingle mean / symbolise / stand for? Why is Jesus described as the light of the world? Who or what shows you right from wrong, etc? Who or what is a light for you? Do you agree with anyone else on this? Why (not)? Who can you be a light (good influence) to? Why? Discuss why Jesus is described as the light of the world. (enables seeing right from wrong, good from bad; leading people in the right way; etc) Children recount who is a light for them and for whom they can be a light. How does this impact on their own and the lives of others? What have they learnt from this? Assess 3b target on impact.</p> <p><u>Lesson 6</u> Do I know how and why Hindu's celebrate Divali?</p> <p>1-2 lessons</p> <p>See QCA lessons for detail. Diwali lesson- At time of event. Espresso clips. Diwali originated from the story of Rama and Sita. Read the story and discuss. Discuss how the Diva also originated from the story. Look at one lit. Look at the flame, what are their feelings? Discuss why it is lit to celebrate Divali. Link to the use of light in the Christingle. Watch Espresso clips. Discuss music, dancing, food and music etc...</p> <p>How do Hindu's prepare for Divali? The start of the new year for Hindu's. Show greeting cards and the symbols used on several examples. Children to create their own Divali card, possibly with a rangoli pattern on it. (Discuss use of pattern) OR draw and describe a Diva lamp and compare it with the Christingle. Recap on who is the light in their lives? More to be taught in detail during Spring topic.</p> <p>Lesson 7</p>
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# PSHE Scheme of Work



		<p>Do you know how to consider the needs of others and that your actions have consequences?</p> <p>P.S.H.E - anti bullying week. Friends, getting on and falling out - SEAL lessons. Look at stories of friendships and discuss how they can be resolved. What have we learnt about friendships?</p> <p>Discussion on what is a drup and which drugs are harmful or helpful? Smoking experiment in Science to see the harmful effects.</p>
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Year 4 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Citizenship. Keeping Safe E Safety SRE - Economic Awareness Project (Fair Trade) Citizenship.</p> <p>- The different types of responsibilities, rights and duties at home, school, in the community and towards the environment.</p> <p>-what being part of a community means: about varied institutions that support communities - THE CHURCH &amp; FAIRTRADE ORGANISATIONS <b>TOLERANCE:</b> -appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>Keeping Safe</p> <p>-to recognise and manage 'dares' - how to say 'no -it's not right' - <b>Term 1.</b></p> <p>-to recognise when a relationship is unhealthy and who to talk to if they need support. <b>Term</b></p>	<ul style="list-style-type: none"> <li>• I understand why people work and the different jobs people do.</li> <li>• I give my views on how the media influences how people spend money.</li> <li>• I describe some of the different features of my community and how it is changing</li> <li>• I come up with creative solutions</li> <li>• I adapt well.</li> <li>• I persevere.</li> <li>• I find answers to questions using different sources.</li> <li>• I present my ideas to others.</li> <li>• I am aware of other viewpoints.</li> <li>• I join in discussions about: Lifestyle choice, Healthy meals, Recognising emotions, Relationships, How the human body changes with growth.</li> <li>• I discuss the relationship between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</li> </ul>	<p>God the caring Protector (Sticklebacks) - SRE - how the human body changes with growth. Creating healthy biscuits - D.T - creative solutions. Adverts in literacy for the biscuits - how the media influences how people spend money. Selling biscuits - Economic awareness project in D.T Science- making healthy choices in healthy school week. Healthy meals and menus - how nutrition helps a healthy lifestyle . P.E. How exercise helps to achieve a healthy lifestyle- heart rate etc. Geography- features in the community and how our community is changing. Use a range of sources to find out about what Spain and out locality is like. Jobs and why people work.</p> <p>I.T - E safety and E - safety week. Healthy relationships. R.E - looking at the groups they belong to and the support groups in the community and other local charities or the Samaritans. Who or what do people turn to and why? Sell the biscuits for a local charity. Whose responsibility is it? What are our roles within the community? Look at Hinduism to appreciate other ethnic and religious groups in the U.K.</p> <p>P.S.H.E - 2a I can suggest how things might be improved through my actions or those of others. 2a I develop reasons for my opinions and communicate them. 3c- I begin to present my ideas and am beginning to be aware of the</p>

# PSHE Scheme of Work



<p><b>1</b></p> <p>-to judge what kind of physical contact is acceptable or unacceptable &amp; how to respond.</p> <p>- the concept of 'keeping something confidential or secret': when we should/should not agree to this &amp; when it is right to 'break a confidence' or 'share a secret'.</p>		<p>viewpoints of others.</p> <p>3b- I present my ideas and am aware of others viewpoints.</p> <p>2a- Identify different relationships and why these are important.</p> <p>New beginnings- gifts and talents.</p> <p>Present ideas and be aware of others viewpoints. 3c&amp;3B</p>
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Year 4 – Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p><b>RESPECT FOR SELF:</b>                      Making Healthy Choices : smoking Relationships and Changes (SEAL)                      SRE - Relationships and Changes (SEAL)                      SRE -                      -differences and similarities between themselves and others arise from a number of factors: family, cultural, ethnic, racial, religious diversity, age and sex differences –rights, wrongs and responsibilities. - <b>Term 2 - Geography &amp; R.E</b></p>	<ul style="list-style-type: none"> <li>• I understand why people work and the different jobs people do.</li> <li>• I give my views on how the media influences how people spend money.</li> <li>• I describe some of the different features of my community and how it is changing</li> <li>• I come up with creative solutions</li> <li>• I adapt well.</li> <li>• I persevere.</li> <li>• I find answers to questions using different sources.</li> <li>• I present my ideas to others.</li> <li>• I am aware of other viewpoints.</li> <li>• I join in discussions about:                      Lifestyle choices, Healthy meals, Recognising emotions, Relationships, How the human body changes with growth.</li> <li>• I discuss the relationship between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</li> </ul>	<p>God the caring Protector (Sticklebacks) - SRE - how the human body changes with growth - reproduction of the stickleback.                      Creating healthy biscuits - D.T - creative solutions.                      Selling biscuits - Economic awareness project in D.T -                      Science- making healthy choices in healthy school week. Healthy meals and menus - how nutrition helps a healthy lifestyle .                      P.E. How exercise helps to achieve a healthy lifestyle- heart rate etc.                      Science: Smoking experiment and lung demonstration in healthy schools week. Discussion on what is a drug and which drugs are harmful or helpful? Smoking experiment in Science to see the harmful effects.                      I.T - E safety                      Term 2 -Week 8 - Explain how the lives of people in the Med are different to their own. R.E look at Hinduism and their beliefs and compare with Christianity.                      Health week  <b>Developing environmental awareness Developing a healthier, safer lifestyle</b>                      I join in discussions about:</p> <ul style="list-style-type: none"> <li>• Lifestyle choices</li> <li>• Healthy Meals</li> <li>• Recognising emotions</li> <li>• Relationships</li> </ul>

# PSHE Scheme of Work



<p><b>Democracy</b></p>	<p>What is a democracy?</p> <p>What are the alternatives to democracy?</p>	<ul style="list-style-type: none"> <li>• 3b</li> </ul> <p>I discuss the relationship between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. 3b</p> <p>One P.S.H.E lesson.</p> <p>The basics of democracy - definition of.</p> <p>Is it a democracy at home?</p> <p>Look at dictatorship.</p>
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Year 5 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>New Beginnings (SEAL)</p> <p>Anti-Bullying (SEAL) &amp; Discrimination and prejudice</p> <p><b>RULE OF LAW/DEMOCRACY:</b></p> <p>-To realise the nature &amp; consequences of discrimination, teasing, bullying and aggressive behaviours (incl. cyber bullying, use of prejudice-based language, how to respond &amp; ask for help)</p> <p><b>TOLERANCE:</b></p> <p>-to recognise and challenge stereotypes</p> <p>-appreciate the range of national, regional, religious and ethnic identities in the UK.</p>	<p>I understand what influences the choices people make about how money is spent. (eg ethical spending, advertising, lifestyle choices, media).</p> <ul style="list-style-type: none"> <li>• I identify what could be done to change things in communities.</li> <li>• I plan some action and take part in decision making activities with others.</li> <li>• I describe some of the rights and responsibilities people have towards each other and the environment.</li> <li>• I recognise that in a democracy people have a say in what happens locally and nationally.</li> <li>• I am aware people's rights can clash.</li> <li>• I use my thinking skills to help solve problems.</li> <li>• I actively join in discussions about:</li> </ul> <p>How the human body changes with growth.</p> <p>Substance misuse</p> <ul style="list-style-type: none"> <li>• With help I find out about the physical and emotional changes that take place as I grow and approach puberty.</li> </ul>	<p>Class assembly theme 1 from 'Theme overview' -understand emotions when beginning new things.</p> <p>To create a 'community' as class and link to school. 'Starcatcher' game p5 and p6 story &amp; character.</p> <p>To understand rights and responsibilities - class rules, rewards, sanctions - set up guidelines.</p> <p>Conflict resolution and problem-solving -calming techniques and ways to solve disagreements.</p> <p>Understanding change affects the emotions - especially as we grow into adolescence.</p> <p>Who lives in the UK? A study of population by ethnic ID and religion. Use census 2011 website to show the variety of ethnic groups now present in UK.</p> <p>Anti-bullying week activities - cyber-bullying and the consequences of.. How to respond and ask for help. (BAND)</p> <p>Use of SEAL anti-bullying lessons (y5)</p>

# PSHE Scheme of Work



<p><b>Right &amp; wrong, respect for the law:</b></p>	<p>At what age can I ....?</p> <p>What laws are 'in the news' and debate the issues.</p>	<p>Age of criminal responsibility Age for driving, drinking alcohol etc.</p>
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## Year 5 - Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>SRE booklet</p> <p><b>RESPECT FOR SELF:</b> Keeping Safe</p> <p>Which, why and how cigarettes (anti-smoking lessons) and other commonly available substances could damage immediate and future health. That some are legal and some are restricted.</p> <p>-to recognise and manage 'dares' – how to say 'no –it's not right' – relate to anti-smoking,</p>	<p>I am beginning to understand the connections between my learning, the world of work and my future economic well-being.</p> <ul style="list-style-type: none"> <li>•I investigate issues affecting communities using a range of sources.</li> <li>•I begin to explain some of the different ways in which people can take part in democracy in the UK and how they can change things</li> <li>• I identify different viewpoints.</li> <li>•I am beginning to take responsibility for physical activity and nutrition for a physically and mentally healthy lifestyle.</li> <li>•I am beginning to understand that hygiene, physical activity and nutrition needs might change as a result of growth and adolescence.</li> </ul>	<p>God the Great Provider</p> <p>Anti-smoking booklets in Y5 (Will Powers) and the activities linked to anti-smoking education.</p> <p>Which substances can cause immediate and future health issues? -teach about how smokers experience shortness of breath even early on in their smoking habit.</p> <p>Teach the laws relating to smoking and purchasing tobacco,</p> <p>Teach about peer pressure (SEAL - It's Good to be Me - green booklet) - y5/6 lessons and photocards regarding peer pressure. How to say 'no' when under pressure.</p>



# PSHE Scheme of Work



## Year 5 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p><b>RESPECT FOR SELF:</b>Healthy Living and Diets</p> <p>-to research, discuss &amp; debate topical issues, problems &amp; events concerning health &amp; well-being &amp; offer their recommendations to appropriate people.</p> <p>-to make &amp; take own opportunities to make choices about food – what might influence choices and benefits of a healthy, balanced diet.</p> <p>SRE</p> <p>Relationships and Changes (SEAL)</p> <p>-differences and similarities between themselves and others arise from a number of factors: family, cultural, ethnic, racial, religious diversity, age, sex and disability.</p> <p>-to be aware of different types of relationships – including those between friends and families.</p> <p>-loss, separation, divorce and bereavement.</p> <p>Economic Awareness Project</p>	<p>I make and sell products. I am beginning to understand how people manage money. •I am beginning to understand the terms cost, selling price and profit.</p> <p>•I am beginning to understand how people earn money, save and plan for the future. •I identify some of the diverse groups and communities in the UK and the wider world.</p> <p>I explain some of the different ways in which people can take part in democracy in the UK and how they can change things</p> <p>I show some initiative and take responsibility for activities. •I help to organise events. I take part in creative problem-solving situations.</p> <p>I discuss what is fair and unfair and describe how justice is applied in some situations.</p> <p>•I communicate about: • Lifestyle choices. • Healthy meals. • Controlling emotions. • Substance misuse. • Relationships. • Growth and reproduction.</p> <p>I am taking more responsibility for my physical activity and nutrition for a physically and mentally healthy lifestyle. I am learning to manage changing emotions and relationships and understand how new relationships may develop.</p>	<p>Economic awareness / healthy living project (linked to DT) - healthy design and selling of pizzas for profit and to give to charity. Work to a budget in order to make a profit for chosen charity.</p> <p>School bank initiation – HSBC Oldham?</p> <p>Meal planning – make a ‘fantasy menu’ to take home, based on research linked to science lessons on balanced diets.</p> <p>Look at voting for ‘player of the season’ in football clubs etc, examine how to lobby an MP in order to make change. Write to headteacher as a class.</p> <p>God the friend and neighbour booklet</p> <p>Getting on and falling out SEAL units - relationships. Build a family tree Where to go for help when you have problems (NSPCC helpline / staff and friends at school / other family adults)</p> <p>Where to get help when dealing with complex issues. (Winston's Wish.org = bereavement charity for children - look at how to get help)</p> <p>Produce a powerpoint about an aspect of 'healthy lifestyles' that links to science topic. Use this to communicate findings to class.</p> <p>Make an exercise plan to stick to, which ensures some form of activity each day. Keeping healthy - establish a routine - what responsibilities can you take on for yourself at your age?</p>

# PSHE Scheme of Work



<p>-the role money plays in their lives and the lives of others. How to manage money &amp; be a critical consumer.</p> <p>-what is 'enterprising'</p> <p>SRE talk</p> <p>-changes as you approach puberty</p> <p>-following simple routines can help to reduce spread of diseases and viruses.</p>	<p>I am beginning to understand the physical changes that take place in the human body as we grow and how these relate to human reproduction.</p>	<p>What routines do you follow? How can you help?</p> <p>Design, make and sell pizzas for charity. Run as a small business.</p> <p>School nurse invited into school to talk with children.</p>
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## Year 6 - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>New Beginnings (SEAL)</p> <p>Relationships – resolving differences.</p>	<p>I help to design solutions to problems both in indoor and outdoor activities.</p> <p>I explore situations where rights compete.</p> <p>I describe situations where rights or interests conflict and need to be balanced.</p> <p>I identify a range of viewpoints, weighing up different ideas, and draw some conclusions.</p>	<p>Falling out – resolving differences inside and outside the classroom. Consider relationships in the playground e.g. What to do when people fall out.</p> <p>Resolving differences within the communities - 'negotiation and compromise'.</p> <p>Disputes between neighbours – eg playing loud music into the evening, mowing the lawn at 6am</p>



# PSHE Scheme of Work



<p>Anti-Bullying (SEAL)          -To realise the nature &amp; consequences of discrimination, teasing, bullying and aggressive behaviours (<b>incl. cyber bullying, use of prejudice-based language, how to respond &amp; ask for help</b>)</p> <p><b><u>INDIVIDUAL LIBERTY</u></b>          I know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources – including people they know in the media.</p> <p><b><u>Tolerance: Discrimination and prejudice</u></b></p> <p>I give examples of how the UK is a diverse society/ I appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p><b><u>TOLERANCE: discrimination &amp; prejudice</u></b>          I know that the differences and similarities between myself and others arise from a number of factors: family, cultural, ethnic, racial, religious diversity, age, sex and disability, GENDER IDENTITY AND SEXUAL ORIENTATION.</p> <p>I recognise and challenge stereotypes</p>	<p>I communicate my arguments clearly, giving relevant reasons for my opinion.</p> <p>I use different methods of enquiry and sources of information to investigate issues.</p> <p>I realise the nature &amp; consequences of discrimination, teasing, bullying and aggressive behaviours (<b>incl. cyber bullying, use of prejudice-based language, how to respond &amp; ask for help</b>)</p> <p><b><u>INDIVIDUAL LIBERTY</u></b>          I know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources – including people they know in the media.</p> <p>I recognise and manage ‘dares’ – how to say ‘no –it’s not right’ – relate to peer pressure debates and keeping healthy.</p> <p><b><u>Discrimination and prejudice</u></b></p> <p>I give examples of how the UK is a diverse society/ I appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p><b><u>TOLERANCE: discrimination &amp; prejudice</u></b></p> <p>I know that the differences and similarities between myself and others arise from a number of factors: family, cultural, ethnic, racial, religious diversity, age, sex and disability, GENDER IDENTITY AND SEXUAL ORIENTATION.</p> <p>I recognise and challenge stereotypes</p>	<p>Literacy link – persuasive argument e.g. write a letter to persuade the council to clean up your local area.</p> <p><b>As below</b>          E.g. Road safety – investigate through local paper – contact Oldham council etc          Devise questionnaire and investigate a local views.</p> <p>Anti-bullying week November, CEOP, St Mary’s Superhero, Cyber Café activities about keeping safe on the internet. Responsibilities when on -line – Don’t be an on-line bully.</p> <p>Peer pressure – making own choices/ coping with pressure          Citizenship and PSHE book 4</p> <p>Profile a ‘celebrity’. What poor choices have they made? Are they a positive role model? What is a role model for you? Design a ‘future CV’          Discuss and debate issues around ‘Instagram’ &amp; ‘Facebook’ – discuss implications of unhealthy / unrealistic images. Who could they turn to for advice?</p> <p>Investigate cultural diversity in Oldham          Oldham Council fairness statement  <a href="http://www.oldham.gov.uk/info/200146/strategies_plans">http://www.oldham.gov.uk/info/200146/strategies_plans</a></p> <p>Judging a book by it’s cover –  <a href="https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf">https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf</a>          Saved desktop Challenging stereotype  <a href="https://www.tes.co.uk/teaching-resource/challenging-stereotypes-and-discrimination-6298553">https://www.tes.co.uk/teaching-resource/challenging-stereotypes-and-discrimination-6298553</a>          Saved desktop Challenging discrimination          Challenge language choices and discrimination. What’s not ok? Be sure about the</p>
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# PSHE Scheme of Work



<p>Economic Awareness Project</p>	<p>I work with others to plan and carry out a course of action to address issues that we feel are significant in our community.</p> <p>I work with others from the wider community to plan and carry out actions aimed at making a difference to the lives of others.</p> <p>I explain the impact of actions taken.</p> <p>I show initiative and take responsibility for activities.</p> <p>I organise events.</p> <p>I help to host performances.</p> <p>I make and sell products, taking into account profit and loss (cost price, selling price, profit).</p>	<p>meaning of words you choose to use.</p> <p>Look at stereotypes in the press. Challenge. Examine the maxim 'don't judge a book by its cover'.</p> <p><i>As above</i></p> <p>E.g. Road safety – investigate through local paper – contact Oldham council etc</p> <p>Devise questionnaire and investigate a local views.</p> <p>? Orange for Orangutan Day ?</p> <p>Oldham Foodbank - <a href="http://oldham.foodbank.org.uk/">http://oldham.foodbank.org.uk/</a></p> <p>What is it? What does it do? Who does it help? How?</p> <p>Is this an organization we'd like to help as a class?</p>
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# PSHE Scheme of Work



Year 6 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
E Safety	I appreciate online safety. I understand responsible use of ICT, mobile phones.	E-safety February ( See November details)
Citizenship	I recognise how images in the media do not always reflect reality and can affect how people feel about themselves. I know what being part of a community means. I know that there are varied institutions that support communities e.g. CHRISTIAN AID & SALVATION ARMY	You are ugly – or so the media would have you believe. Powerpoint. ( Altered images we can't live up to)  Our community/communities school, church, street etc Work of organisations to support UK communities
Lifestyles choices	I take responsibility for physical activity and nutrition for a physically and mentally healthy lifestyle.	Ongoing throughout PE sessions  The healthy plate – What makes up a healthy/balanced diet?
Personal safety Smoking, Drugs, Alcohol, Peer Pressure, making choices.	I communicate clearly about: -Lifestyle choices. -Healthy meals. -Controlling emotions. -Substance misuse. -Relationships.	BBC Programme – Substance misuse  Different relationships – appropriate behaviours in different circumstances – treating all people with respect

# PSHE Scheme of Work



## Year 6 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Relationships and Changes (SEAL)	<p>-Growth and reproduction (I understand the physical changes that take place in the human body as we grow and how these relate to human reproduction)</p> <p>I understand that hygiene, physical activity and nutrition needs might change as a result of growth and adolescence.</p> <p>I have strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures.</p> <p>I know that there are different types of relationships – including those between friends and families, civil partnerships and marriage</p>	<p>God the Image Maker SRE booklet</p> <p>Nurse visit</p> <p>Look at support agencies available for people with issues: Eg <a href="http://www.winstonswish.org">www.winstonswish.org</a> <a href="http://www.divorceaid.co.uk/child/children.htm">www.divorceaid.co.uk/child/children.htm</a></p>
Relationships and Changes (SEAL)	<p>-loss, separation, divorce and bereavement.</p> <p>I discuss how people look after their finances.</p> <p>I understand the connections between my learning, the world of work and my future economic well-being.</p> <p>I understand how people manage money.</p> <p>I know the role money plays in my life and the lives of others. I understand how to manage money &amp; be a critical consumer.</p> <p>-I understand that resources can be allocated in different ways and these economic choices affect individuals, communities and sustainability of the environment.</p> <p>I know the terms 'interest, loan, debt and tax – eg VAT'</p>	<p>Link to SRE book</p> <p>Looking after a home – what does it cost? Where does the money go? Budgeting, banking, loans etc ( parent visit?)</p> <p>Link to % in maths lessons.</p>

# PSHE Scheme of Work



<p>Transition: Problems and Worries</p> <p><b><u>Right &amp; wrong, respect for law &amp; Rule of Law</u></b>  I know which, why and how some drugs /alcohol and other commonly available substances could damage immediate and future health. I know that some are legal and some are restricted.</p> <p><b><u>Democracy: Individual Liberty &amp; Freedom of speech.</u></b>  -the role of voluntary &amp; pressure groups</p>	<p>Prepare for a smooth transition to secondary school</p> <p>I understand who makes laws?  I know how laws are made?  I know who enforces the laws?  I recognise the consequences of law-breaking?  I can question - How might the law treat you, depending on your circumstances?</p> <p>I know which, why and how some drugs /alcohol and other commonly available substances could damage immediate and future health. I know that some are legal and some are restricted.</p> <p>How can the law be shaped?  What is a 'fair' debate?</p>	<p>bbb</p> <p>Hopes and Fears of transition.  Frequently asked questions  General worries  Being prepared  Being organised  What to do if....  Secondary school ( Crompton House) visit  Individuals to visit schools in final term.  Staff from other schools visit individuals.</p> <p><a href="http://www.parliament.uk/documents/education/online-resources/printed-resources/Parliament-laws-and-you-ks2-illustrated-booklet.pdf">http://www.parliament.uk/documents/education/online-resources/printed-resources/Parliament-laws-and-you-ks2-illustrated-booklet.pdf</a></p> <p>PCSO visit  Traffic officers, council officers, social workers.  Citizenship book p14,15</p> <p>Democracy see Ancient Greece topic Democracy in Britain  <a href="http://www.parliament.uk/education/teaching-resources-lesson-plans/universal-suffrage-timeline/">http://www.parliament.uk/education/teaching-resources-lesson-plans/universal-suffrage-timeline/</a></p> <p>Women and voting in Britain  Possible comparison to role of women in Ancient Greece</p> <p>Lobby MPs  Pressure groups  Mandela</p> <p>Debate strong issues in a sensitive way (topical)</p>
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# PSHE Scheme of Work

