



The PSHE Curriculum

Year 3

Year 3	Family and relationships
RSE/Mental health and wellbeing statutory guidance	
<p>Families and people that care for me</p> <ul style="list-style-type: none"> • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring friendships</p> <ul style="list-style-type: none"> • Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • What trust is, who to trust and why and what to do if they don’t trust someone or someone breaks their trust. <p>Respectful relationships</p> <p>Pupils should know about:</p> <ul style="list-style-type: none"> • Different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • Pupils should know the practical steps they can take in a range of different contexts to improve or support respectful relationships. <p>RSE Statutory Guidance</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	
British Values Links:	
<ul style="list-style-type: none"> • Mutual respect • Tolerance of those with different faiths and beliefs 	
Cross-Curricular Links:	
<p>English – Spoken Language</p> <ul style="list-style-type: none"> • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • participate in discussions, presentations, performances, role play, improvisations and debates. • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. 	
Prior Learning	Future Learning
<p>Year 1</p> <ul style="list-style-type: none"> • Know that families can include different people. • Know the families looks after us. • Know that certain information is personal about me and my family. • Know some characteristics of a good friend. • Know stereotypes about boys and girls. <p>Year 2</p> <ul style="list-style-type: none"> • Know that families can be made up of different people. • Know that families may be different to my family. 	<p>Year 4</p> <ul style="list-style-type: none"> • Know that families are varied in the UK and across the world. • Know the different roles related to bullying including the victim, bully and bystander. • Know that everyone has the right to decide what happens to their body. • Know the courtesy and manners which are expected in different scenarios. • Know some stereotypes related to disability. • Know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. <p>Year 5</p> <ul style="list-style-type: none"> • Know that marriage is a legal commitment and a choice people can make.

- Know how some problems which might happen in friendships.
- Know that some problems in friendships might be more serious and need addressing.

- Know that, if I have a problem, I can call ChildLine on [0800 1111](tel:0800 1111).
- Know what attributes and skills make a good friend.
- Know what might lead to someone bullying others.
- Know what action a bystander can take when they see bullying.
- Know that positive attributes are the good qualities that someone has.
- Know that stereotypes can be unfair, negative and destructive.
- Know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.

Year 6

- Know that a conflict is a disagreement or argument and can occur in friendships.
- Know the concepts of negotiation and compromise.
- Know that everyone deserves respect but respect can be lost.
- Know that stereotypes can lead to bullying and discrimination.
- Know that loss and change can cause a range of emotions.
- Know grief is the process people go through when someone close to them dies.

Substantive Knowledge Acquired in the Unit

- Know that I can talk to trusted adults or services such as Childline if I experience family problems.
- Know that bullying can be physical or verbal.
- Know that bullying is repeated, not a one-off event.
- Know that violence is never the right way to solve a friendship problem.
- Know that trust is being able to rely on someone and it is an important part of relationships.
- Know the signs of a good listener.
- Know that there are similarities and differences between people.
- Know some stereotypes related to age.

Misconceptions

Some children may think:

- Bullying is when someone is unkind to you
- Trust isn't important for children's friendships
- If you get hit you should hit back
- Being unique is a negative
- Older people can't do the same things younger people can do
- Stereotypes don't exist anymore
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By the end of this unit pupils will:

- Understand that families are all different.
- Know that families offer each other support but sometimes they can experience problems.
- Understand that problems occur in friendships and that violence is never right.
- Understand what bullying is and what to do if it happens.
- Describe what a good listener is and know how to show that they are listening.
- Say who they trust and why.
- Understand that people can have similarities and differences and explain how differences can be a positive thing.
- Understand how toys can reinforce gender stereotypes.

- Understand that stereotypes arise from a range of factors, including some of those associated with age.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Week 7	Lesson 8
Retrieval	<p>1. If we meet someone with a different family to us we should...? Think they aren't a real family, accept their family is different, make fun of them for having a different family, ask to join their family</p> <p>2. regard for someone's feelings, wishes or rights. What is this describing? Behaviour, manners, respect, support</p> <p>3. Why are good manners important? It helps us get what we want, we might get in trouble if we don't use them, we are told to use them, it shows respect for others</p> <p>4. What should we NOT do when we meet people who are different to us? Show respect to others, ask lots of personal questions that are upsetting to</p>	<p>1. Allowing someone to do something is giving them _____ permission, support, security, love</p> <p>2. if a friendship is making you unhappy you should... not say anything, hope it gets better, argue with your friends, speak to your friend and explain how you are feeling</p> <p>3. which group do we choose to belong to? Our family, our friends, our class</p> <p>4. all families are different and they sometimes have problems – true or false?</p>	<p>1. A family can include parents who are the same sex- true or false?</p> <p>2. Friends should not... make us happy, make us feel worried, enjoy things we do, play with other children</p> <p>3. Which of these is never a way to solve a friendship problem? Hitting, shouting, laughing, ignoring</p>	<p>1. Brothers and sisters sometimes only have one of the same parents- true or false?</p> <p>2. which of these is an accurate definition of bullying? Not speaking to someone during lunch, calling someone a name, hurting someone on a regular basis, hurting someone physically and emotionally on a regular basis</p> <p>3. Someone is bullying you but they said that if you tell anyone then the bullying will get worse- what should you do? Keep it a secret, wait to see if the bullying stops, tell an adult, ask a friend what to do</p>	<p>1. Grandparents might look after children all of the time- true or false?</p> <p>2. which of these is an open question? Are you sad? Are you happy? Are you crying? How has that made you feel?</p> <p>3. _____ is the ability to understand other peoples feelings. Empathy or sympathy</p> <p>4. _____ is feeling sorry for someone Empathy or sympathy</p>	<p>1. Which is another word for trustworthy? Hope, happiness, reliable, kind</p> <p>2. To show respect to people who are different to you, you should talk about their differences all the time. True or false?</p> <p>3. Name 3 people you would trust to look after your money.</p>	<p>2. An idea about a type of person that might not be true is a... stereotype, friendship, relationship, respect</p> <p>3. Which of these is a stereotype? Some girls like pink and some girls like blue, girls and boys can play with any toy they want, girls only like dolls and boys only like dinosaurs</p> <p>4. Which of these is true about stereotypes? There is nothing we can do about stereotypes, we can help people think differently about stereotypes, they do not exist anymore</p>	<p>1. Write a definition for bullying.</p> <p>2. Write a definition for stereotype</p>

	answer, take time to listen to them, include them in your conversation							
Learning Objective:	To understand that families love and support each other but sometimes problems can occur and help is available if needed	To understand that friendships have ups and downs and that problems can be resolved.	To begin to understand the impact of bullying.	To listen and communicate effectively.	To understand why trust is an important part of positive relationships.	To begin to understand the differences between people and why it is important to respect these differences.	To recognise that stereotypes are present in everyday life.	To recognise that stereotypes exist based on a number of factors.
Key vocabulary	Tier 2 Support Problem Tier 3 Family Love Help Care Different	Tier 2 Problem Apologise Forgive Tier 3 Calm Listening Talking	Tier 2 Repeated Emotional Rapport Physical Bullying	Tier 2 Empathy Communication Sympathy Tier 3 Listen Open questions	Tier 2 Trust Reliable Issue Resolve Trustworthy Tier 3 Let down	Tier 2 Respect Similar Tier 3 Same Different	Tier 2 Stereotype Career Appearance Gender Tier 3 Boy Girl Judge Male Female	Tier 2 Stereotype Discrimination Tier 3 Equality act
Possible outcome	Put the children into small groups and give each group a family from the <i>Activity: Family worksheet</i> to consider. Invite the groups to write down some of the good things their family might do together and how they might support each other. They can write these down in the top part of the space on the	Put the children into pairs and give each pair a copy of the <i>Activity: Friendship problems</i> . Invite the children to decide, in their pairs: Which would be the best things to do in each situation: they can tick a maximum of three per problem. Which things they should not do: these things they	Show the children the video on link: 'CBBC - Lara's bullying story' on VideoLink up to 01:13. Stop the video at this point and ask the children how they think Lara is feeling. Put the children into groups and ask them to discuss what Lara should do next. Invite each group to develop a short role-play scene to	As a class, go through the <i>Presentation: Being a good listener</i> , discussing any vocabulary or phrases with which the children are unfamiliar, such as empathy, sympathy, open questions, encouragement. Put the children into groups of three and give each group a copy of the <i>Activity: Good listening</i> .	Give each child a copy of the <i>Activity: Comic book story</i> and explain that the children are going to write a comic book story about a trust issue. They first need to decide who is in the story, where it is set, what happens to do with trust, and how the issue is resolved. For children who need some help,	Invite the children to find a partner or put them into pairs. Invite them to write a list of things that are the same about both of them and things that are different. They should aim to write five things for each list. Invite the children to share some of these things with the class.	Children look at a range of toys considering if they are aimed at boys or girls. They discuss stereotypes they made during the lesson.	Children look through ideas about older people. They decide which ones might be stereotypes. They explore the Equality Act 2010 and discuss how it protects people from being treated unfairly.

	left-hand side of the sheet.	should mark with a cross.	show what happens if Lara takes their advice.	Explain that in their groups, the children will take turns to talk, listen and observe.	the <i>Activity: Comic book ideas</i> contains some ideas.			
British values	Mutual respect	Mutual respect	Mutual Respect	Mutual Respect		Tolerance of those with different faiths and beliefs Mutual respect	Mutual respect	Mutual respect

Year 3	Health and Wellbeing
RSE/Mental health and wellbeing statutory guidance	
<p>Mental wellbeing</p> <ul style="list-style-type: none"> Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. That mental wellbeing is a normal part of daily life, in the same way as physical health. That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health. <p>Physical and mental fitness</p> <ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). <p>RSE</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. <p>Being safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	
British Values Links:	
<ul style="list-style-type: none"> Mutual respect Individual liberty 	
Cross-Curricular Links:	
Science	

<ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. <p>Physical education</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	
Prior Learning	Future Learning
<p>Year 1</p> <ul style="list-style-type: none"> Know that families can include different people. Know the families looks after us. Know that certain information is personal about me and my family. Know some characteristics of a good friend. Know stereotypes about boys and girls. <p>Year 2</p> <ul style="list-style-type: none"> Know that families can be made up of different people. Know that families may be different to my family. Know how some problems which might happen in friendships. Know that some problems in friendships might be more serious and need addressing. 	<p>Year 4</p> <ul style="list-style-type: none"> Know key facts about dental health. Know that visualisation means creating an image in our heads. Know that different job roles need different skills and so some roles may suit me more than others. Know that it is normal to experience a range of emotions. Know that mental health refers to our emotional wellbeing, rather than physical. Know that mistakes can help us to learn. Know who can help if we are worried about our own or other people's mental health. <p>Year 5</p> <ul style="list-style-type: none"> Know the risks of sun exposure. Know that relaxation stretches can help us to relax and de-stress. Know that calories are the unit that we use to measure the amount of energy certain foods give us. Know that what we do before bed can affect our sleep quality. Know what can cause stress. Know that failure is an important part of success. <p>Year 6</p> <ul style="list-style-type: none"> Know that vaccinations can give us protection against disease. Know that changes in the body could be possible signs of illness. Know that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). Know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. Know that a number of factors contribute to my mental health (diet, exercise, rest/relaxation). Know the effects technology can have on mental health.
Substantive Knowledge Acquired in the Unit	
<ul style="list-style-type: none"> Know the positive impact relaxation can have on the body. Know the importance of belonging. Know what being lonely means and that it is not the same as being alone. Know what a problem or barrier is and that these can be overcome. 	
Misconceptions	
<p>Some children may think:</p> <ul style="list-style-type: none"> It isn't important for children to relax My lifestyle is controlled by my parents I cannot stop people coming to close to me if I don't want them too Nobody should be too close to us 	

- Strengths relate to how strong we are
- You should never eat unhealthy foods

By the end of this unit pupils will:

- Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.
- Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose.
- Understand the different aspects of my identity.
- Identify their own strengths and that they can help other people.
- Describe how they would break a problem down into small, achievable goals.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Retrieval	1. Name two benefits exercise has on your body. 2. Exercise is good for...? Just your body, just your mind, your body and mind 3. which of these is NOT an effect of exercise on the body? Keeps your heart healthy, makes your hair grow , lifts your mood, makes your muscles and bones stronger 4. how many times a day should you brush your teeth? Once a day, twice a day , once every hour, twice every hour	1. Which activity would help us relax? Laughter , running around, shouting at people, watching a scary film 2. After breathing exercises you will hopefully feel.... Calm , angry, emotional, nervous 3. Doing physical activity can help you digest your food? True or false 4. Which of these is an energetic activity? Colouring, watching TV, skipping , reading	1. What do germs do? Make us poorly if they get in our bodies , do nothing, make us stronger, give us energy 2. which of these protects our skin the most in the sun? Hat and sunglasses, swimming costume and towel, bucket and spade, sun cream and shade 3. which of these gives us the most energy? Potatoes and pasta , fruit and vegetables, milk and cheese, meat and fish 4. relaxation helps... Restore your energy, helps you stay calm, repair your body, all of the above	1. feeling left out and not belonging is feeling _____ lonely , worried, upset, nervous 2. which of these is not a portion of fruit or vegetables? Grapes, fruit juice, onions, potatoes 3. A healthy diet consists of only fruit and vegetables. True or False?	1. Which of these strengths can you not have? Perseverance, courage, problem solving, invisibility 2. Name 2 groups I belong to. 3. helping others is good for us and our mental health. True or false?	1. Trying to solve a problem in one go is a good problem solving strategy true or false ? 2. A sense of belonging is feeling like you are not part of group. True or false ? 3. name two strengths you have.	1. Consent is... not letting people do things, giving permission for something to happen , people doing what they want, a feeling of sadness 2. Why is it important to express your feelings? To stop feelings building up into an outburst, to get help, to offload problems, all of the above 3. What is a body boundary? A fence around us where people shouldn't go, an invisible, special personal space around us that we can control , somewhere for people to get close to us, an area around us that is out of our control
Learning Objective:	To understand and plan for a healthy lifestyle including physical activity, rest and diet,	To perform a range of relaxation stretches.	To understand the different aspects of my identity.	To identify my own strengths and begin to see how they can affect others.	To break down barriers into smaller, achievable goals.	To recognise when to give consent.	To understand the benefits of healthy eating and dental health
Key vocabulary	Tier 2 Diet	Tier 2 Feeling	Tier 2 Identity	Tier 2 Strength	Tier 2 Barriers	Tier 2 Boundary	Tier 2 Healthy

	Balance Energy Intake Energetic Tier 3 Exercise	Balance Relax Stretch	Belonging Tier 3 Group Alone Lonley	Power Tier 3 Hero	Strategy	Consent Express Permission Tier 3 Feeling Respect	Balanced Tier 3 Teeth Food groups
Possible outcome	Watch the video: ' Operation Ouch: Fuelling the body ' which looks at what food does for the body and why having a balance of food intake and activity is important. Give each child the <i>Activity: My healthy diary</i> plan which looks at diet, exercise and rest. Discuss how they would need more energy when they are being more active. Share ideas for rest and relaxation activities. (Sitting, listening to calm music, etc.)	and out the <i>Activity: Animal stretches cards</i> , and ask the children to practise the poses, and then draw themselves as a stick figure completing the stretch described. Try calling out the animal names without describing the stretch. Children then use their stick figure drawings to help them remember what they should do. Encourage them to look around at their peers to illustrate how they can learn from others. Discuss when they could use these – at what times in the day? How would this make them feel?	Ask the children to create a kenning-style poem named after themselves to show what they love and how it forms part of what makes them them. Get the children to read out/perform their poem to the other people on their table. Those children who are listening should consider which descriptions also match themselves to recognise what they have in common with the people around them.	Children draw themselves as superheroes and list examples of what they are good at, labelling strengths and superpowers.	Read the story of 'The owl who was afraid of the dark' by Jill Tomlinson. Give each pupil a copy of the <i>Activity: Breaking down barriers template</i> . This features a goal they wish to achieve, or problem they want to resolve or fear or barrier they want to overcome. The children then fill in the boxes with smaller steps that will help them achieve their final goal. You might want to leave slide 4 displayed on the board to remind the children how Plop's fear of the dark was broken down.	Using the <i>Resource: Scenario cards</i> , read each example aloud and ask the children to think about how the people mentioned may feel. Point out that there are no right or wrong answers. Read each scenario again and this time, after each one, ask the children how the people could deal with the situations.	Look at the food groups and what they provide for us. Link them to keeping their teeth healthy- any groups that are good for their teeth or bad for their teeth? In small groups children to look at the website https://www.childrengroups.org.uk/learning-activities/science/teeth-and-eating/looking-after-your-teeth/ in the sections looking after your teeth and brushing your teeth. What important messages do we need to give children about how to take care of their teeth? Ch to create a poster in their groups.
British values						Mutual respect Individual liberty	

Year 3

Safety and the changing body

RSE/Mental health and being statutory guidance

Basic first aid <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries Internet and safety harms <ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online. Online relationships <ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • where and how to report concerns and get support with issues online. Internet and safety harms <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • where and how to report concerns and get support with issues online. • where and how to report concerns and get support with issues online. Mental wellbeing <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where to get advice e.g. family, school and/or other sources Online relationships <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • where and how to report concerns and get support with issues online. 	
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British Values Links:

<ul style="list-style-type: none"> • Mutual respect • Individual liberty
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Cross-Curricular Links:

Computing <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create [...] content that accomplishes given goals. PSHE Association <ul style="list-style-type: none"> • strategies for keeping safe in the local environment or unfamiliar places (rail, water, road). 	
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Prior Learning	Future Learning
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Year 1 <ul style="list-style-type: none"> • Know that some types of physical contact are never appropriate. • Know what to do if I get lost. • Know that a hazard is something which could cause an accident or injury. • Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. 	Year 4 <ul style="list-style-type: none"> • Know there are risk with sharing things online. • Know the difference between private and public. • Know the risks associated with smoking tobacco. • Know the physical changes to both males and female bodies as people grow into adults from children.
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<ul style="list-style-type: none"> Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. Know that emergency services are the police, fire service and the ambulance service. <p>Year 2</p> <ul style="list-style-type: none"> Know that some types of physical contact are never appropriate. Know what to do if I get lost. Know that a hazard is something which could cause an accident or injury. Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. Know that emergency services are the police, fire service and the ambulance service. 	<ul style="list-style-type: none"> Know asthma is a condition that causes airways to narrow. <p>Year 5</p> <ul style="list-style-type: none"> Know the steps to take before sending a message online (using the THINK mnemonic). Know some of the possible risks online. Know some strategies I can use to overcome pressure from others and make my own decisions. Know the process of the menstrual cycle. Know the names of the external sexual parts of the body and the internal reproductive organs. Know that puberty happens at different ages for different people. Know how to assess a casualty's condition. <p>Year 6</p> <ul style="list-style-type: none"> Know that online relationships should be treated in the same way as face to face relationships. Know where to get help with online problems. Know the risks associated with drinking alcohol. Know how a baby is conceived and develops.
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Substantive Knowledge Acquired in the Unit

<ul style="list-style-type: none"> Know that cyberbullying is bullying which takes place online. Know the signs that an email might be fake. Know the rules for being safe near roads.

Misconceptions

Some children may think:

<ul style="list-style-type: none"> Only an adult can sort emergency situations A sting or a bite isn't pleasant, but is not life threatening All emails are sent by someone and are genuine Children can't make any decisions about my life 999 can only be dialled by an adult
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By the end of this unit pupils will:

<ul style="list-style-type: none"> Show an understanding that they must consider their own safety before helping others in an emergency situation. Understand how to help someone who has been bitten or stung. Write an email with instructions written using positive language. Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. Send an email that describes some of the best ways to avoid being tricked by fake emails.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Week 7	Week 8
Retrieval	1. Adults try to keep us safe, what should we do to	1. What should you do if someone is unkind to you	1. Name three adults you could speak to if you are	1. Where is the best place to story medicine? Under	1. If someone has been stung and are struggling to	1. Which of these is cyberbullying? Hitting someone	1. Which of these decisions is someone your age	1. Where should you safely walk on the pavement?

	<p>help them? Ignore them and make your own choices, call 999, ignore hazards, listen to them and follow their instructions, take the lead</p> <p>2. What should you NOT do if you found some tablets? Shallow them, take them to a trusted adult, not touch them, warn others not to touch them</p> <p>3. All visitors coming into school should first _____</p> <p>Sign into the office, say hello to everyone, meet the children, have a look around</p> <p>4. An _____ is a serious, often dangerous situation. Stranger, contact. Police officer, emergency</p>	<p>online? Stop talking to them and tell an adult, say unkind things back, tell your friends to be unkind</p> <p>2. If someone is unkind to you online over and over again it is now _____</p> <p>Online bullying, physical bullying, being a horrible friend, illegal.</p> <p>3. Which is NOT a benefit to the internet? You can spend a very long time online, you can find information easily, you can easily keep in touch with friends and family</p> <p>4. Name three things you can do on the internet.</p>	<p>feeling unsafe online.</p> <p>2. Which of these is a secret not a surprise? Knowing what someone is getting for their birthday, not telling your brother you are going on holiday, not telling your mum you have made her a card, breaking something and not telling anyone</p> <p>3. A surprise should NOT make you feel... excited, happen, upset, worried</p> <p>4. What should you do if you are asked to keep a secret which makes you feel uncomfortable? Tell a trusted adult, keep the secret, write it down on paper, tell you pet</p>	<p>the stairs, in the bathroom, in your bag, in a high, locked cupboard</p> <p>2. What is the first thing you should do in an emergency? Dial 999, ask what has happened, go away and let someone else deal with, make sure you and others are safe</p> <p>3. What information is important to tell the emergency services when ringing 999?</p>	<p>breathe, what two things should you do? Keep them calm, dial 999 for help, give them a drink, keep an eye on them to see if it gets worse</p> <p>2. What is cyberbullying?</p> <p>3. What two things should you do if someone has been unkind over email or online message? Send it to your friends to see what they think, tell a trusted adult, reply straight away, reread it to make sure they meant to be unkind</p>	<p>on the playground, making an unkind comment on an online game, someone making unkind comments everyday on an online game, someone ignoring them at play time</p> <p>2. Someone sending fake emails to try and trick you into sending personal information is called _____</p> <p>cyberbullying, phishing, password, emailing</p> <p>3. which of these is a sign of a fake email? Spelling mistakes, not calling you by your real name, attachment without an explanation, offers that are too good to be true e.g winning money</p>	<p>likely to make? What to have for tea, what book to read, where to go on holiday, which school to attend</p> <p>2. change this scenario so it describes cyberbullying <i>someone has sent me one unkind message online.</i></p> <p>3. look at the picture (assessment slides qu 10) what clues are there that this is a fake email?</p>	<p>Near the kerb, in the middle, next to the shops and buildings</p> <p>2. which of these is not a good influence? Your brother telling you to leave your homework, your friend telling you to try a new main meal on the menu, your sister suggesting a new club to join, your friend teaching you a new game to play at playtime</p> <p>3. which two things are the best ways to avoid being pressured to do something you don't want to do? Repeatedly saying no, saying no once, trying it to see if you like it, moving away from the situation</p>
Learning Objective:	To understand the role I can take in an emergency situation.	To understand how to help if someone has been stung or bitten.	To understand the importance of being kind online and what this looks like.	To understand that cyberbullying involves being unkind online.	To understand that not all emails are genuine.	To understand the choices people can make and those which are made by others.	To begin to recognise who and what can influence our decisions.	To develop an understanding of safety on or near roads.
Key vocabulary	Tier 2 Emergency Hazard Services Injury	Tier 2 Allergic Reaction Infection	Tier 2 Identity Positive Tier 3	Tier 2 Intended Content Report Influencer	Tier 3 Phishing Fake Real	Tier 2 Decision Choice Rather	Tier 2 Influence Choice Decision	Tier 3 Temperature Sneeze Doctor Nurse

	Location Operator	Tier 3 Anaphylaxis Breathing Reddening Puncture Venom Swelling	Email Kind	Tier 3 Password Gaming Cyber bullying				Pharmacist Prescription Medicine
Possible outcome	Children understand how to call the emergency services. Children role play different scenarios and script a call to the emergency services.	Miss Marshal follows the St Johns ambulance plan for dealing with bites and stings. They use different first aid equipment to role play how to support those who have been bitten or stung.	Explain to the children that they are going to send an email to somebody else in the class giving them a set of instructions for how to email in a friendly and appropriate manner. You could invite the children to draw names from a hat so they send an email to a classmate rather than a friend.	Watch the video ThinkUKnow. Children create a decision tree using the decision tree activity to consider possible scenarios people could encounter online, suggesting what course of action they should take.	Give each pupil a copy of the <i>Activity: Fake email reminder</i> and set children the challenge of adding a visual reminder to each point to help them remember what to look out for in their emails. This could be text, images or a combination of the two.	Hand out a selection of magazines. Children create a collage of all the things they would choose to have or not have if there were no limits. Ask the children to share their choices to the rest of the class.	Arrange the children into groups of three and give each group a copy of the <i>Activity: Influencer scenarios 1 and 2</i> . Ask the children to develop a role play based on the given characters.	Junior Road Safety Officers present to the class about other rules of the road children think people might forget or other potential dangers e.g. using a mobile phone while crossing, not wearing bright clothes, not using a crossing place or not wearing a seatbelt.
British values			Mutual respect	Mutual Respect		Individual liberty	Individual liberty	

Year 3	Growing up in Gainsborough
PSHE non-statutory guidance	
Learning opportunities in Living in the Wider World L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws' L3. about the relationship between rights and responsibilities' L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices)' L6. about the different groups that make up their community; what living in a community means.	
British Values Links:	
<ul style="list-style-type: none"> Rule of law 	
Cross-Curricular Links:	
Geography	

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies'

Prior Learning

Year 1

- Know the school rules.
- Know that different people have different needs.
- Know the need of younger children and these change over time.
- Know that all people are different.

Year 2

- Know some of the different places where rules apply.
- Know that some rules are made to be followed by everyone and are known as 'laws'.
- Know some of the jobs people do to look after the environment in school and the local community.
- Know how democracy works in school through the school council.
- Know that everyone has similarities and differences.

Future Learning

Year 4

- Know that everyone has human rights.
- Know why these rights are important.
- Know who helps to protect human rights.
- Know that groups exist do different things in a community.
- Know that communities are made up of different groups.
- Know the role of the local council.

Year 5

- Know what happens when someone breaks the law.
- Know that rights apply to everyone.
- Know how reducing materials and energy help the environment.
- Know how contributions to the community are recognised and valued.
- Know how the Parliament works.

Year 6

- Know that human rights are there to protect everyone.
- Know why individual campaign for causes they believe in.
- Know some environmental issues relating to food.
- Know that I have a responsibilities for other people and living things.
- Know what discrimination and prejudice is.
- Know the contribution that people with protected characteristics bring to society.
- Know how the government works.

Substantive Knowledge Acquired in the Unit

- Know the rights children have.
- Know that not all children benefit from rights.
- Know that children have the responsibility to make sure other children can benefit from rights.
- Know that recycling rubbish helps protect the environment.
- Know what I can do to increase/improve recycling at home/school.
- Know what a community is.
- Know that there are buildings and places that are there for the community.
- Know that charities support different things in our community.
- Know why we have rules in the community.

Misconceptions

Some children may think:

- Only adults have rights.
- Only adult are responsible members of the public.
- Recycling doesn't impact the community.
- A community is just where you live.
- A charity only supports vulnerable people with money.
- Only adults face punishment for breaking rules in the community.

By the end of this unit pupils will:

- Explain that children have rights and how these benefit them.
- Explain the responsibilities adults have for supporting children's rights.
- Discuss the benefits of recycling.
- Recognise some of the different groups within the local community and how they use local buildings.
- Explain how charities support the local community.
- Describe how democracy works locally and how this affects us.
- Recognise the need for rules and the consequences of breaking rules.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	<p>1. We have rules to keep us...</p> <p>Safe, happy and healthy, friends, unhappy fed up and afraid</p> <p>2.. Name a rule you need to follow in a shop.</p> <p>3. Name a rule you need to follow when crossing the road.</p> <p>4. What is voting? One person making all the decisions, an unfair way to make decisions, a fair way to make decisions that affect a group of people, a way of leaving people out of the decision</p>	<p>1. Which job is there to keep us safe? Crossing patrol officer, police officer, fire fighters, teachers</p> <p>2. In a community, there will be people who are both similar and different. True or false</p> <p>3. What jobs do people do in our local environment? Name 4.</p> <p>4. A right is _____</p>	<p>1. Which of these is a benefit to having different groups in a community? People will never agree, one group will tell everyone what to do, different people will have different ideas and skills, everyone has the same ideas</p> <p>2. What is the UN convention of the Rights of a child designed to do? Make sure rich children have their basic needs met, make sure poor children have their basic needs met, make sure children in all countries who sign up have all their basic needs met, make sure children in the UK have their basic needs met</p> <p>3. All adults have a responsibility to make sure children enjoy their right to education. Which would be an example of a Government responsibility?</p>	<p>1. Whose responsibility is it to keep the school environment nice? Headteacher, teachers, caretaker, everyone in school</p> <p>2. The process of changing waste into reusable materials. What is this describing? Recycling, reusing, rubbish, throwing away</p> <p>3. How does recycling help the environment? Choose two. Reduces the amount of rubbish, people buy less, rubbish can be washed and used again, reduces the use of new material</p> <p>4. Complete the sentence. The environment is the place and condition we _____ visit, live in, go to school in, go on holiday in</p>	<p>1. What is a community? A group of people living in the same place, a group of buildings in one place, a family living in the same area, a group of animals</p> <p>2. Which of these is not a community building? House, church, library, doctors surgery</p> <p>3. A school is a community building. True or false</p>	<p>1. An organization set up to provide help and support for people in need. What is this describing? Community, volunteers, recycling, charity</p> <p>2. which of these statements is not true? Charities have to work across the whole country, they have a registration number, volunteers can work for them, they can help animals and humans</p> <p>3. a volunteer is a person who _____ gets paid to do a job, only works weekends, works for an organisation without getting paid, doesn't work at all</p> <p>4. LEAP is a charity organization that works locally, nationally, across the world</p>

			Deciding who should teach in school, running clubs and activities, buying books for libraries, providing money for schools 4. A responsibility is			
Learning Objective:	To begin to understand the United Nations Convention on the Rights of the Child.	To understand the responsibilities of both children and adults to help all children benefit from their rights.	To understand the community benefits of recycling.	To understand the groups that make up the community.	To understand that charities care for others and how people can support them.	To understand why we have rules and the consequences of breaking rules
Key vocabulary	Tier 2 Rights Benefits Tier 3 UN/United Nations Convention of Rights	Tier 2 Rights Benefits Responsibility Tier 3 UN/United Nations Convention of Rights	Tier 2 Environment Recycling Tier 3 Materials Rubbish	Tier 2 Community Purpose Support Together Tier 3 Building	Tier 2 Community Volunteer Charity Donations Support Tier 3 Fundraise Care	Tier 2 Consequences Tier 3 Rule Break Fair
Possible outcome	Organise the children into small groups and explain that they are going to look at some of the rights from the Convention. Explain to the children that there are 42 rights in total but the children will only look at a few today. Children discuss the questions below: What does this right actually mean for them? What stops us or might stop us benefiting from this right? What stops us or might stop us benefiting from this right?	Children work in groups to look at article 31 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities' and they are going to think first of all about the responsibilities adults might have in relation to these rights. They share their ideas with the group.	Children understand what recycling is and the benefits of recycling. Children go on a local community walk to identify whether there is an opportunity in the South-West Ward to recycle and throw away rubbish. Children to create in groups a suggestion sheet on how to improve recycling in the South-West ward.	Children visit X-Church and discuss how the building is used to meet the needs of the community.	Explain that there are other ways we can show care for others and one way could be to support a charity. Explain that there are many charities. Some work: <ul style="list-style-type: none">Locally.Across the whole country.In other countries. Arrange of visit from a volunteer from LEAP housing to discuss the support LEAP provides	Children explore what anti-social behaviour is and the effects it has on the community. Local police officers discuss consequences to the children of anti-social behaviour and how this might impact their own lives. E.g. feeling safe and peoples perception of Gainsborough. Parents should be invited into this session to build a rapport with local police officers.

					for those vulnerable facing homelessness.	
						Rule of law

Year 3	Economic Wellbeing
Cross-Curricular Links:	
<p>Mathematics</p> <ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts <p>PSHE Association</p> <ul style="list-style-type: none"> L17. about the different ways to pay for things and the choices people have about this. L19: To learn that people’s spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity). L20. to recognise that people make spending decisions based on priorities, needs and wants. L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them. L31. to identify the kind of job that they might like to do when they are older. <p>English: Spoken language</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates 	
Prior Learning	Future Learning
<p>Year 1</p> <ul style="list-style-type: none"> Know that coins and notes have different values. Know some of the ways children may receive money. Know that it is wrong to steal money. Know that banks are places where we can store our money. Know some jobs in school. Know that different jobs need different skills. <p>Year 2</p> <ul style="list-style-type: none"> Know some of the ways in which adults get money. Know the difference between a ‘want’ and ‘need’. Know some of the features to look at when selecting a bank account. 	<p>Year 4</p> <ul style="list-style-type: none"> Know that money can be lost in a variety of ways. Know the importance of tracking money. Know that many people will have more than one job in their lifetime. Know ways to overcome stereotyping in the workplace. <p>Year 5</p> <ul style="list-style-type: none"> Know when money is borrowed it needs to be paid back usually with interest. Know that it is important to prioritise spending. Know that income is the amount of money received and expenditure is the amount of money spent. Know some ways that people lose money. <p>Year 6</p> <ul style="list-style-type: none"> Know that there are certain rules to follow to keep money safe in a bank. Know that gambling is a risk where money, or something else, is swapped in hope of winning something better or more money. Know that different jobs have different routes into them. Know that banks and organisations such as Citizen Advice can help with money related issues.

Substantive Knowledge Acquired in the Unit

- Know that there are different ways to pay for things.
- Know that budgeting money is important.
- Know that there are a range of jobs available.
- Know that some stereotypes can exist around jobs.

Misconceptions

Some children may think:

- It doesn't matter where I buy something from as long as you get what you want
- A debit or credit card isn't using money
- Adults only budget, children don't need to
- If you have a lot of money you are happier
- You cannot change your mind about jobs, you have to stay at the same job
- Children don't need to start thinking about what job they want to do
- Only certain types of people can do certain jobs
-

By the end of this unit pupils will:

- Recognise some different ways to pay for items.
- Explain that money is needed when paying for items using a cheque, bank transfer or card.
- Create a simple budget.
- Explain how situations involving money can affect our feelings.
- Understand that a range of things might influence our spending choices.
- Recognise that there is a wide range of jobs available and that personal skills and interests affect career choices.
- Understand that stereotypes sometimes exist about the jobs people do.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	1. Which has the highest value? Notes , coins, credit card, all the same 2. which of these can children NOT do to earn money? Get pocket money, receive money as a present, do chores around the house, get a job 3. How might an adult get money? Get a job , steal it, given it by banks, get it from their parents 4. If you put your money in a bank you can never	1. What is 'cash'? notes and coins , notes, coins, a card you can pay with 2. the name of the place where you can keep your money safe is a _____ shop, bank/building society , café, supermarket 3. To keep your money for future use is to _____ Spend, collect, save , reward 4. All jobs pay the same amount. True or false?	1. something I would like to have is a want or need ? 2. Something that I have to have is a need or want ? 3. which of these is not a good reason to use a debit or credit card? You can buy whatever you like , it is safer than carrying a large amount of cash, it can be used in shops and online, a shop might find it easier 4. The money you have, the money you want to	1. what is the most important thing to remember when using a card or phone to buy something? You need a receipt, you can use it as much as you like, you must have enough money to buy the item , you need to tell the cashier you are using a card or phone 2. The money you might get in the future should be included in a budget. True or false ?	1. Which of these does not have a positive impact on others? Buying from a charity shop, buying from a local business, buying something and using it once before throwing it away , buying something that is fair trade. 2. I want to buy a book online- would I use a debit card or cash? Why? 3. having an affect on something or someone. This is describing?	1. What is not important when applying for a job? The pay you get, the skills you have, your interests, what people look like who work there 2. which of these are false? There are lots of different jobs, there are some jobs I might not want to do, people do jobs they are interested in, the job I choose to do now is the job I will do when I am older 3. Which of these is true about stereotypes?

	get it back, true or false?		spend and the money you want to save. What is this describing? Budget , expense, plan, credit card	3. spending is taken straight from your account when using a card- is this describing a debit or credit card?	Influence , charity, budget, choices	There is nothing we can do about stereotypes, we can help people think differently about stereotypes , they do not exist anymore 4. which of these should influence our choice of job? Our skills, our qualifications , our friends, our looks
Learning Objective:	To understand the different ways to pay for things and why people might choose them.	To understand how to put together a budget.	To recognise that money has an impact on how we feel.	To begin to recognise how ethics can influence our spending decisions.	To understand that there are a range of jobs available and to think about what job they might want to do.	To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.
Key vocabulary	Tier 3 Payment Bank Transfer Credit Debit Cheque	Tier 3 Budget Plan Spend Save Expense Needs	Tier 2 Situation Negative Tier 3 Anger Surprise Happiness Jealous Money	Tier 2 Clarity Environment Impact Influence Tier 3 Positive Negative Choices	Tier 3 Job Career Skill Interest	Tier 2 Stereotype Gender Tier 3 Qualification Job
Possible outcome	Give each pupil a copy of the <i>Activity: Payment methods</i> . Ask the children to complete Part 1, to match the different types of payment with the correct explanations. Alternatively, these could be cut out as cards and matched together. Ask children to look at Part 2 of the <i>Activity: Payment methods</i> activity sheet and write down which payment method someone might choose in each situation and	Give each pupil or pair of pupils a copy of the <i>Activity: Scenarios</i> and <i>costs sheet</i> and copies of the <i>Activity: Budget planner</i> . Ask the children to work through the budgets for each of the characters.	Get the children into small groups and explain that they are going to be thinking about different emotions and how money might make someone feel. Ask children to work through <i>Activity: Scenarios</i> and an <i>Activity: Emotions sheet</i> .	Explain that the class are going to decide what to spend money on and how this impacts on other people. Place children into groups and give each group a copy of the <i>Activity: Choice cards</i> . Ask them to sort the cards out into 'positives', 'negatives' and 'not sure'.	Using the ideas of jobs the children have come up with, ask them to create their own sheet of jobs they might like to do and jobs they would not want to do.	Ask the children to choose a job from the <i>Presentation: Job list</i> and write a short piece exploring: The skills they think would be needed for the job, the qualifications required and whether there is any gender stereotyping around this job and if so, why they think that is, and how it can be challenged.

	why. Pupils needing additional support can use the <i>Activity: Payment methods multiple choice</i> version.					
British values				Individual liberty, mutual respect		Mutual Respect