



# The PSHE Curriculum

## Year 4

Year 4	Family and relationships
<b>RSE/Mental health and wellbeing statutory guidance</b>	
<p><b>RSE Statutory Guidance</b></p> <ul style="list-style-type: none"> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• The conventions of courtesy and manners.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• 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.</li> <li>• 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.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> </ul> <p><b>Caring friendships</b></p> <p>Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>Families and people who care for me</b></p> <p>Pupils should know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</p> <p><b>Respectful relationships</b></p> <p>Pupils should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	
<b>British Values Links:</b>	
<ul style="list-style-type: none"> <li>• Mutual respect</li> <li>• Individual liberty</li> <li>• Tolerance of others</li> </ul>	
<b>Cross-Curricular Links:</b>	
<p><b>English – Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	

Prior Learning	Future Learning
<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Know that families can include different people.</li> <li>• Know the families looks after us.</li> <li>• Know that certain information is personal about me and my family.</li> <li>• Know some characteristics of a good friend.</li> <li>• Know stereotypes about boys and girls.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Know that families can be made up of different people.</li> <li>• Know that families may be different to my family.</li> <li>• Know how some problems which might happen in friendships.</li> <li>• Know that some problems in friendships might be more serious and need addressing.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Know that I can talk to trusted adults or services such as Childline if I experience family problems.</li> <li>• Know that bullying can be physical or verbal.</li> <li>• Know that bullying is repeated, not a one-off event.</li> <li>• Know that violence is never the right way to solve a friendship problem.</li> <li>• Know that trust is being able to rely on someone and it is an important part of relationships.</li> <li>• Know the signs of a good listener.</li> <li>• Know that there are similarities and differences between people.</li> <li>• Know some stereotypes related to age.</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Know that marriage is a legal commitment and a choice people can make.</li> <li>• Know that, if I have a problem, I can call ChildLine on <a href="tel:0800 1111">0800 1111</a>.</li> <li>• Know what attributes and skills make a good friend.</li> <li>• Know what might lead to someone bullying others.</li> <li>• Know what action a bystander can take when they see bullying.</li> <li>• Know that positive attributes are the good qualities that someone has.</li> <li>• Know that stereotypes can be unfair, negative and destructive.</li> <li>• Know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Know that a conflict is a disagreement or argument and can occur in friendships.</li> <li>• Know the concepts of negotiation and compromise.</li> <li>• Know that everyone deserves respect but respect can be lost.</li> <li>• Know that stereotypes can lead to bullying and discrimination.</li> <li>• Know that loss and change can cause a range of emotions.</li> <li>• Know grief is the process people go through when someone close to them dies.</li> </ul>
Substantive Knowledge Acquired in the Unit	
<ul style="list-style-type: none"> <li>• Know that families are varied in the UK and across the world.</li> <li>• Know the different roles related to bullying including the victim, bully and bystander.</li> <li>• Know that everyone has the right to decide what happens to their body.</li> <li>• Know the courtesy and manners which are expected in different scenarios.</li> <li>• Know some stereotypes related to disability.</li> <li>• Know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives.</li> </ul>	
Misconceptions	
<p>Some children may think:</p> <ul style="list-style-type: none"> <li>• People who have a disability will always need help</li> <li>• Disabled people won't be able to partake in a wide variety of things</li> <li>• You do not need to remember your manners in a relaxed environment</li> <li>• You haven't done anything wrong if you watch bullying happen because you are not the bullying</li> <li>• My actions and behaviour have no impact on others</li> <li>•</li> </ul>	
By the end of this unit pupils will:	
<ul style="list-style-type: none"> <li>• Understand that manners vary in different situations.</li> </ul>	

- Understand boundaries in friendships, including physical boundaries and expectations.
- Understand that what they do and say affects other people.
- Understand the impact of bullying and the role bystanders can take.
- Recognise male and female stereotyped characters.
- Understand that stereotypes about disabilities are usually untrue.
- Understand that families are all different and they offer each other support but sometimes they can experience problems.
- Know what bereavement is and how to support someone who has experienced a bereavement.

## Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Week 7	Lesson 8
Retrieval	<p>1. Write a definition for bullying.</p> <p>2. Write a definition for stereotype</p>	<p>1. Which is another word for trustworthy? Hope, happiness, <b>reliable</b>, 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 <b>false</b>?</p> <p>3. A family can include parents who are the same sex- true or false?</p> <p>4. if a family is experiencing problems, what might help? Ignoring them, going on holiday, arguing with each other, <b>asking for help outside the family</b></p>	<p>1. if a friendship is making you unhappy you should... not say anything, hope it gets better, argue with your friends, <b>speak to your friend and explain how you are feeling</b></p> <p>2. _____ is the ability to understand other peoples feelings. <b>Empathy or sympathy</b></p> <p>3. _____ is feeling sorry for someone Empathy or <b>sympathy</b></p> <p>4. where might you need to be MOST careful with your manners? At home, at a friends, <b>at a place of worship</b>, at a shop</p>	<p>1. physical boundaries will not... be different for everyone, <b>be the same for everyone</b>, change from day to day, depend on the relationship between two people</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, <b>hurting someone physically and emotionally on a regular basis</b></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</p>	<p>1. doing something nice for someone can... make you feel happy, make them feel happy, have no impact on anyone, <b>make you, them and possibly others feel happier</b></p> <p>2. Correct the statement so it defines bullying correctly. <i>An act of unkindness, just online, towards someone once a year.</i></p> <p>3. define cyberbullying</p> <p>4. what is a bystander? A friend of the bully, <b>someone who sees the bullying happen</b>, the friend of the person being bullied, the bully</p>	<p>1. Stereotypes can help you understand groups of people. True or <b>false</b>?</p> <p>2. where can bullying happen? at school, at home, in the community, <b>anywhere</b></p> <p>3. which of these should you do to not be a bystander and help someone who is being bullied? Tell someone immediately, be assertive if necessary, help the victim, <b>all of the above</b></p>	<p>1. You should help someone who is disabled without asking if they need it. True or <b>false</b>?</p> <p>2. Having sporting events for disabled people is not a stereotype towards disabilities. <b>True or false</b>?</p> <p>3. Write a definition for bullying.</p>	<p>1. complete the statement – The country you live in might _____ your family but there will still be _____ in how people choose to live.</p> <p>2. What is this the definition of <b>A physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities.</b></p> <p><b>Disability</b>, stereotypes, gender, discrimination</p> <p>3. Families from around the world may have different traditions when a baby is born. <b>True or false</b>?</p>

				stops, tell an adult, ask a friend what to do				
<b>Learning Objective:</b>	To develop understanding of courtesy and manners in a range of situations.	To begin to understand the physical and emotional boundaries in friendships.	To understand that my behaviour can have an impact on others.	To understand the impact of bullying and the responsibility of bystanders to help.	To explore stereotypes in fictional characters and think about how these might influence us.	To recognise that stereotypes can relate to a number of factors.	To begin to understand that families are very varied, in this country and across the world	To explore how we can help following a bereavement.
<b>Key vocabulary</b>	<b>Tier 2</b> Authority Situation  <b>Tier 3</b> Manners Rude Respect	<b>Tier 2</b> Respect Permission Boundary Expectations Consent	<b>Tier 2</b> Impact  <b>Tier 3</b> Happiness Helping Kind	<b>Tier 2</b> Involved  <b>Tier 3</b> Bystander Bullying Witness	<b>Tier 2</b> Reinforce  <b>Tier 3</b> Stereotype Gender Negative Character	<b>Tier 3</b> Disability Discrimination Stereotype	<b>Tier 2</b> Similarity Difference Culture  <b>Tier 3</b> Respect Same	<b>Tier 2</b> Sympathy <b>Tier 3</b> Bereavement Death Loss Helpful
<b>Possible outcome</b>	Place the children into groups so that there are eight groups, and give each group one of the scenarios from <i>Activity: Good manners scenarios</i> . Explain that in their groups, the children will write top tips for Zog so that he doesn't get into trouble or upset the people in the situation. Make sure the children think about each of the people Zog encounters and how he might behave with them.	Put the children into pairs or small groups and ask them to come up with 10 expectations for friends. If there are any they disagree on they can add them to their list but mark them in some way to show they couldn't agree.	Watch the video: ' <a href="#">Life Vest Inside - Kindness Boomerang - One Day</a> ' on VideoLink, which is about acts of kindness being passed on. Give each pupil a copy of the <i>Activity: Dominoes sheet</i> and invite them to: Write in the 'Action' domino what they will do to make someone else happy, based on the ideas they came up with earlier in the lesson.	Put the children into small groups (making sure there is a good reader in each group) and explain that they are going to be given a story in parts. When the children have completed the stories, ask them to think about something that surprised them during the story and something they have learned. Invite the children to feed back to the class.	Children are given characters to sort into genders. They then sort them into those that reinforce gender stereotypes for each gender and those that do not.	Explain that the children are going to work in pairs and write a biography of someone with a disability. Each pair can decide how to display their findings themselves or they can use the <i>Activity: Biography template</i> provided. Give the class approximately 15 minutes to work on their biographies and then ask each pair to share their favourite fact from their research with the rest of the class.	Get the children into pairs or groups of three and give each group a copy of the <i>Activity: Families around the world</i> and access to any relevant books and the internet. Briefly discuss the search terms they can use to help with their online research, including that they will need to include the name of the country each time. Following their research, the children can share the most interesting information they	Each child will need a whiteboard and pen. Read out each statement from the <i>Activity: Supporting someone who has experienced a bereavement</i> , and invite the children to answer by showing their choice of card after each statement. Discuss some of the responses using the prompts from the <i>Activity</i> as well as what the children think.

							have found with the rest of the class.	
<b>British values</b>	Mutual respect			Mutual respect	Mutual respect	Mutual respect Individual liberty	Mutual respect Tolerance of others	

Year 4	Health and wellbeing
<b>RSE/Mental health and wellbeing statutory guidance</b>	
<ul style="list-style-type: none"> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>The importance of self-respect and how that links to their own happiness.</li> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or activity to control their emotions.</li> </ul>	
<b>British Values Links:</b>	
<ul style="list-style-type: none"> <li>Individual liberty</li> </ul>	
<b>Cross-Curricular Links:</b>	
<b>English – Spoken Language</b> <ul style="list-style-type: none"> <li>Use relevant strategies to build their vocabulary</li> </ul>	
Prior Learning	Future Learning
<b>Year 1</b> <ul style="list-style-type: none"> <li>Know that families can include different people.</li> <li>Know the families looks after us.</li> <li>Know that certain information is personal about me and my family.</li> <li>Know some characteristics of a good friend.</li> <li>Know stereotypes about boys and girls.</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>Know that families can be made up of different people.</li> <li>Know that families may be different to my family.</li> </ul>	<b>Year 5</b> <ul style="list-style-type: none"> <li>Know the risks of sun exposure.</li> <li>Know that relaxation stretches can help us to relax and de-stress.</li> <li>Know that calories are the unit that we use to measure the amount of energy certain foods give us.</li> <li>Know that what we do before bed can affect our sleep quality.</li> <li>Know what can cause stress.</li> <li>Know that failure is an important part of success.</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>Know that vaccinations can give us protection against disease.</li> </ul>

<ul style="list-style-type: none"> <li>• Know how some problems which might happen in friendships.</li> <li>• Know that some problems in friendships might be more serious and need addressing.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Know the positive impact relaxation can have on the body.</li> <li>• Know the importance of belonging.</li> <li>• Know what being lonely means and that it is not the same as being alone.</li> <li>• Know what a problem or barrier is and that these can be overcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that changes in the body could be possible signs of illness.</li> <li>• Know that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</li> <li>• Know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</li> <li>• Know that a number of factors contribute to my mental health (diet, exercise, rest/relaxation).</li> <li>• Know the effects technology can have on mental health.</li> </ul>
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## Substantive Knowledge Acquired in the Unit

<ul style="list-style-type: none"> <li>• Know that visualisation means creating an image in our heads.</li> <li>• Know that different job roles need different skills and so some roles may suit me more than others.</li> <li>• Know that it is normal to experience a range of emotions.</li> <li>• Know that mental health refers to our emotional wellbeing, rather than physical.</li> <li>• Know that mistakes can help us to learn.</li> <li>• Know who can help if we are worried about our own or other people's mental health.</li> </ul>
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## Misconceptions

Some children may think:

- I am not responsible for my own happiness
- Mistakes are a bad thing
- I will get told off if I make a mistake
- You cannot develop skills, you are just born with them
- Mental health only affects adults
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## By the end of this unit pupils will:

<ul style="list-style-type: none"> <li>• Describe a calm place that helps them to feel relaxed.</li> <li>• Describe how they feel when they make a mistake and explain what can be learned from making mistakes.</li> <li>• Write or describe their strengths and how they could use these in school.</li> <li>• Describe what makes them happy, suggesting how they could work towards this as a goal.</li> <li>• Explain that there are some things they can control and others they cannot.</li> <li>• Understand the range of emotions we can experience.</li> <li>• Understand what mental health is and that sometimes people might need help.</li> </ul>
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## Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Retrieval</b>	1. which of these is not a portion of fruit or vegetables? Grapes, fruit juice, onions, <b>potatoes</b> 2. A healthy diet consists of only fruit and	1. Which activity would help us relax? <b>Laughter</b> , running around, shouting at people, watching a scary film 2. After breathing exercises you will hopefully feel.... <b>Calm</b> ,	1. Consent is... not letting people do things, <b>giving permission for something to happen</b> , people doing what they want, a feeling of sadness	1. Which of these is less likely to help up relax? <b>Online gaming</b> , visualizing somewhere we feel happy, breathing exercises, stretches	1. which of these statements is true? We should be happy all of the time, the adults I live with are responsible for making me happy, <b>we can all do things to make ourselves and</b>	1. who can help us if we are experiencing negative emotions? A teacher, a doctor, childline, <b>any of the above</b> 2. Explain why mistakes are useful?

	<p>vegetables. True or False?</p> <p>3. Exercise is good for...? Just your body, just your mind, <b>your body and mind</b></p> <p>4. which of these is NOT an effect of exercise on the body? Keeps your heart healthy, <b>makes your hair grow</b>, lifts your mood, makes your muscles and bones stronger</p>	<p>angry, emotional, nervous</p> <p>3. Doing physical activity can help you digest your food? <b>True</b> or false</p> <p>4. which of these do you not need to stay physically healthy? Balanced diet, exercise, sleep, <b>quiet time</b></p>	<p>2. Why is it important to express your feelings? To stop feelings building up into an outburst, to get help, to offload problems, <b>all of the above</b></p> <p>3. What is a body boundary? A fence around us where people shouldn't go, <b>an invisible, special personal space around us that we can control</b>, somewhere for people to get close to us, an area around us that is out of our control</p>	<p>2. which of these is a skill? Being tall, having a nice smile, <b>planning and organizing</b>, finding things funny</p> <p>3. What is this quote trying to tell us? 'the only bad mistakes is the one we learn nothing from'.</p>	<p><b>others happy</b>, everyone is happy about the same things</p> <p>2. if we have negative emotions, which of these would be least helpful thing to do? Speak to an adult, <b>get angry with our friends</b>, think about things that make us happy, write down our worries</p>	<p>3. Name 3 negative emotions you may experience.</p> <p>4. name 3 positive emotions you may experience</p>
<b>Learning Objective:</b>	To understand what relaxation feels like	To develop a growth mindset.	To identify my own strengths and begin to see how they can affect others.	To identify what's important to me and to take responsibility for my own happiness.	To understand a range of emotions.	To begin to understand what mental health is and who can help if I need it.
<b>Key vocabulary</b>	<p><b>Tier 2</b></p> <p>Visualise</p> <p>Imagine</p> <p><b>Tier 3</b></p> <p>Relax</p> <p>Calm</p>	<p><b>Tier 3</b></p> <p>Resilience</p> <p>Mistake</p> <p>Growth</p> <p>Mindset</p>	<p><b>Tier 3</b></p> <p>Job</p> <p>Role</p> <p>Skill</p> <p>Strength</p>	<p><b>Tier 3</b></p> <p>Feelings</p> <p>Emotions</p> <p>Happy</p>	<p><b>Tier 3</b></p> <p>Disappointed</p> <p>Nervous</p> <p>Anxious</p> <p>Shocked</p> <p>Happy</p> <p>Joyful</p> <p>Astonished</p> <p>Enthusiastic</p> <p>Grateful</p> <p>Worried</p> <p>Sad</p>	<p><b>Tier 3</b></p> <p>Disability</p> <p>Discrimination</p> <p>Stereotype</p>
<b>Possible outcome</b>	Watch the video on on link: ' <a href="#">Cosmic Kids balloon visualisation</a> ' (Teachers report that Cosmic Kids has a recognisable positive impact on well-being and behaviour in the classroom). Ask pupils to draw their calm place or even build it using junk modelling.	Put the children into pairs or small groups and ask them to come up with 10 expectations for friends. If there are any they disagree on they can add them to their list but mark them in some way to show they couldn't agree.	Share some different job roles that happen in school and the skills needed to complete these. Using the activity pupil job application template to help them, the children will need to explain what their strengths are and why they are suited for a chosen job.	Hand out a copy of the <i>Activity: Project happiness</i> to each pupil and ask them to fill out the thought bubbles by drawing a picture of what would make them happy in the centre of it. The children write what they could do to make this happen, around the image.	Put the children into pairs and give each pair a copy of <i>Activity: Sam's diary</i> of his/her day. Explain that we don't know if Sam is a boy or a girl and it doesn't really matter. Ask the children to think about how Sam might feel at each point and why they have decided that. Explain	Read the colour thief to the children. Explain the roles of key staff in the school who can support if children are struggling with their mental health. Children work through scenarios that might happen in school and they discuss who they could talk to in



					there are no right or wrong answers but some of them have more clues than others.	order to support their mental health.
British values		Individual liberty		Individual liberty		

Year 4	Safety and the changing body
RSE/Mental health and well-being guidance	
<p><b>. Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>That for most people the internet is an integral part of life and has many benefits.</li> <li>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.</li> <li>Where and how to report concerns and get support with issues online.</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>How information and data is shared and used online.</li> </ul> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul> <p><b>Relationship and sex guidance</b></p> <ul style="list-style-type: none"> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>Pupils should know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>Changing adolescent body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	
British Values Links:	
<ul style="list-style-type: none"> <li>Raw of law</li> </ul>	
Cross-Curricular Links:	
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>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</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p><b>Science</b></p>	

Pupils should be taught to:

- describe the changes as humans develop to old age.

## Prior Learning

### Year 1

- 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.

### Year 2

- 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.

### Year 3

- 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.

## Future Learning

### Year 5

- 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.

### Year 6

- 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.

## Substantive Knowledge Acquired in the Unit

- 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.
- Know asthma is a condition that causes airways to narrow.

## Misconceptions

Some children may think:

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## By the end of this unit pupils will:

- Understand the reasons for legal age restrictions.
- Understand how quickly information can spread on the internet and some of the risks associated with that.
- Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.
- Understand the difference between private and public, and secrets and surprises.
- Understand how search engines work and whether information is useful.

- Understand the changes they have already gone through and aware of some changes to come.
- Understand that they will change physically as they develop into adults.
- Understand some of the risks of smoking and some of the benefits of being a non-smoker.

## Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Retrieval</b>	<p>1. which of these is not a good influence? <b>Your brother telling you to leave your homework</b>, 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>2. Why can email messages be misinterpreted? There might be spelling mistakes, <b>you don't know the tone of voice being used</b>, the email might have been sent to more than one person, it might not be delivered.</p> <p>3. Which of these might influence us? Our friends, adverts, family, <b>all of the above</b></p>	<p>1. A restriction is _____</p> <p>2. Someone sending fake emails to try and trick you into sending personal information is called _____</p> <p>cyberbullying, <b>phishing</b>, password, emailing</p> <p>3. which of these is a sign of a fake email? <b>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</b></p>	<p>1. If someone has been stung and are struggling to breathe, what two things should you do? <b>Keep them calm, dial 999 for help</b>, give them a drink, keep an eye on them to see if it gets worse</p> <p>2. What should you NOT do if you found some tablets? <b>Shallow them</b>, take them to a trusted adult, not touch them, warn others not to touch them</p> <p>3. Why are there age restrictions on online games? Top stop children having fun, gaming companies make more money from children, video games are bad for children, <b>there may be things that are unsuitable for children in the game</b></p>	<p>1. which two things are the best ways to avoid being pressured to do something you don't want to do? <b>Repeatedly saying no</b>, saying no once, trying it to see if you like it, <b>moving away from the situation</b></p> <p>2. a secret is _____</p> <p>3. a surprise is _____</p> <p>4. Who do our private parts belong to? Anyone, parents, <b>you and only you</b>, doctors</p>	<p>1. which of these is a risk to sharing things online? <b>They are there for a very long time</b>, it doesn't cost anything to share, your friends can see what you have shared, <b>people you don't know can see what you have shared</b></p> <p>2. what should you do if someone has an asthma attack? <b>Try keep them calm and ask if they have an inhaler</b>, use someone else's inhaler, leave them on their own and get an adult, try take their mind off it</p> <p>3. Which two of these might children do or keep in private? <b>Try on clothes</b>, discuss their weekend, their name, <b>have a shower</b></p>	<p>1. which of these statements is false? People can pay to have their websites appear in searches, <b>the best website is the one which appears first</b>, anyone can create a website, when you search something you should look for reliable searches</p> <p>2. The female private parts are called _____</p> <p>3. The male private parts are called _____</p> <p>4. who do our private parts belong to?</p>	<p>1. what is puberty? Changes from a baby to a child, <b>changes which happen when a child becomes an adult</b>, getting older, growing up</p> <p>2. if you cannot speak to an adult, which organization will help you with your problems? Red cross, NSPCC, Samaritans, <b>ChildLine</b></p> <p>3. complete the PANTS rules- Private parts are _____ Always remember your body belongs to _____ No means _____ Talk about _____ that upset you _____ someone can help you</p>	<p>1. which of these personal hygiene tips should people follow who are going through puberty? Showering or having a bath daily, washing your face daily, washing your body with soap, <b>all of the above</b></p> <p>2. changes when growing up can often feeling exciting but scary. <b>True or false?</b></p> <p>3. What causes puberty? Mood, what we eat, <b>hormones</b>, who are parents are</p>
<b>Learning Objective:</b>	To understand that age restrictions are designed to protect us.	To understand the benefits and risks	To understand how to help	To develop understanding of privacy and the difference	To understand that not all information on	To recognise that change is part of growing up.	To recognise the physical differences	To begin to understand the risks of smoking and the benefits

		of sharing material online.	someone with asthma.	between secrets and surprises.	search engines is valuable.		between children and adults.	of being a non-smoker.
<b>Key vocabulary</b>	<b>Tier 2</b> Reason Debate Restriction  <b>Tier 3</b> Law Social media For Against Consent	<b>Tier 2</b> Sharing  <b>Tier 3</b> Internet Social media	<b>Tier 2</b> Inhale Exhale Deflate  <b>Tier 3</b> Airways Trachea Lungs Medicine Larynx	<b>Tier 2</b> Benefit Diversity Community  <b>Tier 3</b> Group Same Different	<b>Tier 3</b> Sorting Search engine	<b>Tier 2</b> Develop  <b>Tier 3</b> Child Adult Physical changes	<b>Tier 3</b> Hygiene Height Brest Physical Penis Testicles Hips Waist Shoulders Puberty Chest hair	<b>Tier 3</b> Smoker Tobacco Risk
<b>Possible outcome</b>	<p>Refer back to the list of age restrictions from the Attention grabber and ask the children for which activity they would like to see the age restriction changed. They can include online and gaming. Establish whether the children want to see it increased or decreased.</p> <p>Arrange the children into groups and ask them to come up with reasons either for or against changing the age restrictions of one of the things on the list.</p>	Hand out the <i>Activity: Letter template</i> to each pupil. Ask the children to write a letter to an imaginary person in that situation, giving them advice on what they could have done differently and what they should do now to get help.	resources from St John Ambulance lesson plan found on link: ' <a href="#">St John Ambulance: KS2 Asthma first aid lesson plan and teaching resources</a> '.	Put the children into groups of three and give each group a copy of <i>Activity: Privacy scenarios</i> and explain that they are going to have a look at some situations that have happened to children who are a similar age to them. In their groups they answer the questions for each scenario.	Arrange the children in pairs and give each pair a copy of the <i>Activity: Which websites are useful to me?</i> Ask the children to work with their partner to search for some keywords relating to your current topic in history, geography, or science.	Children create a mind map with the title 'me as an adult' in the centre and 'what I do', 'where I live' and 'what I like'	Put the children into pairs and give each pair a copy of <i>Activity: Body changes</i> . Ask them to discuss and write down the physical differences between each stage that they can see. Label or draw on the person on the left the hygiene issues someone going through puberty might experience (e.g. greasy hair, spots, smelling differently).	Arrange the children in pairs and give each pair a copy of the <i>Activity: Effects of smoking</i> , which shows two body outlines. Ask the children to draw or write down some of the effects of being a smoker on the left-hand person, and some of the benefits of being a non-smoker on the right-hand side.
<b>British Values</b>	Rule of law							

Year 4	Growing up in Gainsborough
PSHE non-statutory guidance	
<b>Learning opportunities in Living in the Wider World</b> <b>L2.</b> to recognise there are human rights, that are there to protect everyone. <b>L6.</b> about the different groups that make up their community; what living in a community means. <b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. <b>Preparing to play an active role as citizens</b> g. what democracy is, and about the basic institutions that support it locally and nationally.	
British Values Links:	
<ul style="list-style-type: none"> <li>Tolerance of different cultures and religions</li> <li>Mutual respect.</li> </ul>	
Cross-Curricular Links:	
<b>English</b> <b>Spoken language:</b> <ul style="list-style-type: none"> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	
Prior Learning	Future Learning
<b>Year 1</b> <ul style="list-style-type: none"> <li>Know the school rules.</li> <li>Know that different pets have different needs.</li> <li>Know the need of younger children and these change over time.</li> <li>Know that all people are different.</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>Know some of the different places where rules apply.</li> <li>Know that some rules are made to be followed by everyone and are known as 'laws'.</li> <li>Know some of the jobs people do to look after the environment in school and the local community.</li> <li>Know how democracy works in school through the school council.</li> <li>Know that everyone has similarities and differences.</li> </ul> <b>Year 3</b> <ul style="list-style-type: none"> <li>Know the rights children have.</li> <li>Know that not all children benefit from rights.</li> <li>Know that children have the responsibility to make sure other children can benefit from rights.</li> <li>Know that recycling rubbish helps protect the environment.</li> <li>Know what I can do to increase/improve recycling at home/school.</li> <li>Know what a community is.</li> <li>Know that there are buildings and places that are there for the community.</li> <li>Know that charities support different things in our community.</li> <li>Know why we have rules in the community.</li> </ul>	<b>Year 5</b> <ul style="list-style-type: none"> <li>Know what happens when someone breaks the law.</li> <li>Know that rights apply to everyone.</li> <li>Know how reducing materials and energy help the environment.</li> <li>Know how contributions to the community are recognised and valued.</li> <li>Know how the Parliament works.</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>Know what happens when someone breaks the law.</li> <li>Know that rights apply to everyone.</li> <li>Know how reducing materials and energy help the environment.</li> <li>Know how contributions to the community are recognised and valued.</li> <li>Know how the Parliament works.</li> </ul>
Substantive Knowledge Acquired in the Unit	

- 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 councillor.

## Misconceptions

Some children may think:

- Human rights are only for adults.
- Human rights are sentences that don't mean anything.
- Recycling is more beneficial than reusing.
- Reusing is for poor people.
- Community groups help vulnerable people only.
- There are only White British people who live in the Southwest Ward.
- The National Government makes decisions for your local community.

## By the end of this unit pupils will:

- Understand what human rights are and why they are important.
- Understand how reusing items benefits the environment.
- Understand the range of groups that exist in the wider community.
- Understand how community groups can focus on different areas of interest.
- Understand that diversity supports a community to work effectively.
- Understand the role of local councillors.

## Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	<p>1. An organization set up to provide help and support for people in need. What is this describing? Community, volunteers, recycling, <b>charity</b></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, <b>make sure children in all countries who sign up have all their basic</b></p>	<p>1. The process of changing waste into reusable materials. What is this describing? Recycling, reusing, rubbish, throwing away</p> <p>2. How does recycling help the environment? Choose two. <b>Reduces the amount of rubbish,</b> people buy less, rubbish can be washed and used again, <b>reduces the use of new material</b></p> <p>3. Complete the sentence. The environment is the place and condition we</p>	<p>1. What is a community? <b>A group of people living in the same place,</b> 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? <b>House,</b> church, library, doctors surgery</p> <p>3. When was the UN convention on Human Rights written? After world 1, <b>after world 2,</b> when Queen Elizabeth came onto the</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, <b>different people will have different ideas and skills,</b> everyone has the same ideas</p> <p>2. which of these is not a human right? Right to safety, right to belong to a group, <b>right to have money,</b> right to believe what we want to believe</p> <p>3. name 2 community groups in our area</p>	<p>1. What is voting? One person making all the decisions, an unfair way to make decisions, <b>a fair way to make decisions that affect a group of people,</b> a way of leaving people out of the decision</p> <p>2. a community group can make an area a better place to live. <b>True or false</b></p> <p>3. which of these would make a successful community? <b>A mix of people including gender, age and skills,</b> everyone</p>	<p>1. Local councils make decisions about... the country, a region, <b>a county or city,</b> where they live</p> <p>2. how does someone become a local councilor? <b>They are elected by local people,</b> the leader chooses them, they are the oldest person in the council, your name is picked out a hat</p> <p>3. only adults in the area can tell local councilors what they think. True or <b>false?</b></p>

	<p><b>needs met</b>, 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>Deciding who should teach in school, running clubs and activities, buying books for libraries, <b>providing money for schools</b></p>	<p>_____ visit, <b>live in</b>, go to school in, go on holiday in</p> <p>4. if a tin has been melted and made into something else it has been _____</p> <p>Reused, recycled, reduced, rubbish</p>	<p>throne, when man landed on the moon.</p> <p>4. which of these is not an environmental benefit of reusing something? It saves energy by not recycling it, it saves materials as new things aren't made, it reduces the need to buy new things, <b>it saves money</b></p>		<p>being the same, having a large group of older people, having lots of people who have been to college.</p> <p>4. define diversity</p>	
<b>Learning Objective:</b>	To begin to understand the human rights convention.	To understand how reusing items can benefit Gainsborough.	To understand the contribution groups make to a community.	To understand the value of diversity in a community.	To develop an understanding of the role of local government.	To develop an understanding of the role of local government.
<b>Key vocabulary</b>	<p><b>Tier 2</b></p> <p>Rights</p> <p>Protect</p> <p>Freedom</p> <p><b>Tier 3</b></p> <p>UN/United Nations</p> <p>Human rights</p>	<p><b>Tier 2</b></p> <p>Environment</p> <p>Benefit</p> <p>Responsibility</p> <p>Recycle</p> <p>Reuse</p> <p><b>Tier 3</b></p> <p>Waste hierarchy</p>	<p><b>Tier 2</b></p> <p>Volunteer</p> <p>Community</p> <p><b>Tier 3</b></p> <p>Group</p> <p>Logo</p> <p>Difference</p>	<p><b>Tier 2</b></p> <p>Benefit</p> <p>Diversity</p> <p>Community</p> <p><b>Tier 3</b></p> <p>Group</p> <p>Same</p> <p>Different</p>	<p><b>Tier 2</b></p> <p>Local</p> <p>Community</p> <p><b>Tier 3</b></p> <p>Council</p> <p>Councilor</p> <p>Government</p> <p>Resident</p>	<p><b>Tier 2</b></p> <p>Local</p> <p>Community</p> <p><b>Tier 3</b></p> <p>Council</p> <p>Councilor</p> <p>Government</p> <p>Resident</p>
<b>Possible outcome</b>	<p>After watching <a href="https://video.link/w/lv4U">https://video.link/w/lv4U</a> on the human rights, in partners children will be given 1/2 rights to discuss these questions- What do you think this right means? Why do you think this right is important? What do you think happens in Gainsborough to protect this right?</p>	<p>What does recycle mean and how does it help the environment?</p> <p>How is reusing better for our community than recycling?</p> <p>Arrange for a visit or visitor from a charity shop in Gainsborough to come to talk to the children how people can donate and reuse items- how does this help Gainsborough?</p>	<p>Teachers share different community groups with children around Gainsborough. Children identify barriers to accessing these groups e.g. distance, travel, cost. Children create own community group, designing own logo and rationale for choices.</p>	<p>Show a range of different people and ask the children what differences they can see between the people in the picture. Begin with the things they can see, like physical features, age and gender, and then move on to things you might not be able to see such as beliefs (religious and other),</p>	<p>Children reflect on the barriers identified throughout this unit and how the Southwest Ward could be improved. They create questions ready to ask to the Local Councilor.</p>	<p>Children question the Local Councilor on some of the issues that have been identified within this unit.</p>

		Make a pledge to bring in something they no longer use to donate to a charity shop to be used again.		skills, personality and interests. Children use the West Lindsey District Profile of the Southwest Ward to identify the different diversity groups within the ward. Children discuss the pros of having a diverse community.		
British values				Mutual respect Tolerance of different cultures and religions		

Year 4		Economic Wellbeing	
Cross-Curricular Links:			
<p><b>PSHE Association (Living in the wider world)</b></p> <ul style="list-style-type: none"><li>• L18 – to recognise that people have different attitudes towards saving and spending money.</li><li>• L20. to recognise that people make spending decisions based on priorities, needs and wants.</li><li>• L21. different ways to keep track of money.</li><li>• L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</li><li>• L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</li><li>• L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</li><li>• L31. to identify the kind of job that they might like to do when they are older</li></ul> <p><b>English: Spoken language</b></p> <ul style="list-style-type: none"><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li></ul>			
British values:			
<ul style="list-style-type: none"><li>• Individual liberty</li></ul>			
Prior Learning		Future Learning	
<p><b>Year 1</b></p> <ul style="list-style-type: none"><li>• Know that coins and notes have different values.</li><li>• Know some of the ways children may receive money.</li><li>• Know that it is wrong to steal money.</li><li>• Know that banks are places where we can store our money.</li><li>• Know some jobs in school.</li></ul>		<p><b>Year 5</b></p> <ul style="list-style-type: none"><li>• Know when money is borrowed it needs to be paid back usually with interest.</li><li>• Know that it is important to prioritise spending.</li><li>• Know that income is the amount of money received and expenditure is the amount of money spent.</li><li>• Know some ways that people lose money.</li></ul>	



<ul style="list-style-type: none"> <li>Know that different jobs need different skills.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Know some of the ways in which adults get money.</li> <li>Know the difference between a 'want' and 'need'.</li> <li>Know some of the features to look at when selecting a bank account.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Know that there are different ways to pay for things.</li> <li>Know that budgeting money is important.</li> <li>Know that there are a range of jobs available.</li> <li>Know that some stereotypes can exist around jobs.</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Know that there are certain rules to follow to keep money safe in a bank.</li> <li>Know that gambling is a risk where money, or something else, is swapped in hope of winning something better or more money.</li> <li>Know that different jobs have different routes into them.</li> <li>Know that banks and organisations such as Citizen Advice can help with money related issues.</li> </ul>
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## Substantive Knowledge Acquired in the Unit

<ul style="list-style-type: none"> <li>Know that money can be lost in a variety of ways.</li> <li>Know the importance of tracking money.</li> <li>Know that many people will have more than one job in their lifetime.</li> <li>Know ways to overcome stereotyping in the workplace.</li> </ul>
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## Misconceptions

Some children may think:

<ul style="list-style-type: none"> <li>I can only work in one job for my whole life</li> <li>There are no influences to which job you get</li> <li>Your friends and family only have positive influences on you</li> <li>Keeping track of money is about counting how much money you have</li> <li>If you buy something you want, that is good value for money</li> <li></li> </ul>
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## By the end of this unit pupils will:

<ul style="list-style-type: none"> <li>Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions.</li> <li>Understand how to keep track of money and why this is important.</li> <li>Understand ways in which we can lose money and the range of feelings associated with losing money.</li> <li>Understand that there are a range of influences on job choices and that these can be positive or negative.</li> <li>Understand that people can change their job.</li> </ul>
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## Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Retrieval</b>	1. which of these is not a good reason to use a debit or credit card? <b>You can buy whatever you like</b> , it is safer than carrying a large amount of cash, it can be used in shops and online, a shop might find it easier 2. The money you have, the money you want to spend	1. What does a budget help you do? Make more money, <b>plan spending and saving</b> , know where your money has gone, plan spending 2. Which of these is not a factor when deciding if something is value for money? <b>What the advert says</b> , how much it costs, how	1. it is important to keep track of your money so you know how much money you have left. <b>True</b> or false? 2. What does a bank statement show you? How much money is in your account, how much money has gone out of your account, <b>how much money</b>	1. What is not important when applying for a job? The pay you get, the skills you have, your interests, <b>what people look like who work there</b> 2. which of these are false? There are lots of different jobs, there are some jobs I might not want to do, people	1. which of these should influence our choice of job? <b>Our skills, our qualifications</b> , our friends, our looks 2. Where you live does not influence where you live, true or <b>false</b> ? 3. give a reason why your parents might have a

	<p>and the money you want to save. What is this describing?</p> <p><b>Budget</b>, expense, plan, credit card</p> <p>3. 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, <b>you must have enough money to buy the item</b>, you need to tell the cashier you are using a card or phone</p>	<p>long it will last, how often it is used</p> <p>3. Name a way that makes something good value for money</p>	<p><b>has gone in and out of your account and how much is left.</b></p> <p>3. name two ways you can keep track of your money so you know how much you have left.</p>	<p>do jobs they are interested in, <b>the job I choose to do now is the job I will do when I am older</b></p> <p>3. How is best to keep our money safe? Keep it under the bed, ask someone else to look after it, <b>put it in a bank account</b>, get a grown up to keep it</p>	<p>positive influence on your future career.</p> <p>4. give a reason why your parents might be a negative influence on your future career.</p>
<b>Learning Objective:</b>	To understand what makes something good value for money.	To begin to understand the importance of keeping track of money.	To understand ways money can be lost and how this makes people feel.	To understand that people's decisions about their careers can be influenced by a variety of things.	To understand that many people will have more than one job or career.
<b>Key vocabulary</b>	<p><b>Tier 3</b></p> <p>Job</p> <p>Career</p> <p>Interests</p> <p>Skills</p>	<p><b>Tier 3</b></p> <p>Debit card</p> <p>Bank account</p> <p>Track</p> <p>Bank statement</p>	<p><b>Tier 3</b></p> <p>Debit card</p> <p>Bank account</p> <p>Track</p> <p>Bank statement</p>	<p><b>Tier 2</b></p> <p>Influence</p> <p><b>Tier 3</b></p> <p>Positive</p> <p>Negative</p> <p>Choices</p>	<p><b>Tier 3</b></p> <p>Job</p> <p>Career</p> <p>Skill</p> <p>Interest</p>
<b>Possible outcome</b>	Show children the presentation: continuum statements. Ask the children to decide whether they think each statement is good value for money.	Put the children into pairs and give each pair a copy of the <i>Activity: Budgeting scenarios</i> sheet. Ask them to work through <b>Scenario 1</b> . Ask the class to then share their answers. Ask them how Adam could have kept track of his spending, e.g. writing everything down or keeping receipts. Explain to the children that they may find some problems in the remaining scenarios. Ask the children to work in their pairs, through <b>Scenarios 2, 3 and 4</b> . The scenarios get	In small groups ask the children to develop a short role-play which focuses on one of the ways we can lose money. They will need to include: How the money was lost. How the person losing the money feels about it. How the person gaining the money feels. How the person might avoid losing money in the future.	Explain to the class that there are lots of things that might influence the job we want to do. There are also things which might make us think we cannot do a certain job. Explain that we are going to look at positive influences and negative influences on career choices. Put the children into small groups and hand out a copy of the <i>Activity: Influence cards</i> to each group. Ask the groups to look at each card and decide if it is a positive	Go through the presentation and ask the children to complete the table in the <i>Activity: Answers</i> as they watch. Discuss some of the factors which have caused the changes in careers. Some of the reasons might be include something that happened to make someone change their mind, a change in interest, or a desire to do something someone always wanted to do but didn't have the courage to do initially.

		increasingly complex, so you may wish to allocate different scenarios to different groups.		influence or a negative influence.	
British values				Individual liberty	Individual liberty