



The PSHE Curriculum

Year 6

Year 6	Family and relationships
RSE/Mental health and wellbeing statutory guidance	
RSE Statutory Guidance <ul style="list-style-type: none"> • 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. • Pupils should know practical steps they can take in a range of different contexts to improve or support respectful relationships. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. • 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. Caring relationship <ul style="list-style-type: none"> • Pupils should know that 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. 	
British Values Links:	
<ul style="list-style-type: none"> • Mutual respect 	
Prior Learning	
Year 1 <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. Year 2 <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. Year 3 <ul style="list-style-type: none"> • 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. Year 4 <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.

Year 5

- Know that marriage is a legal commitment and a choice people can make.
- Know that, if I have a problem, I can call ChildLine on [0800 1111](tel:08001111).
- 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.

Substantive Knowledge Acquired in the Unit

- 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.

Misconceptions

Some children may think:

- More respect should be show to adults than other children
- Respect should be earned so if you do not know someone then you don't need to show respect
- You would show different levels of grief for different people in your family
- Compromising means backing down and being the weaker person
- Various stereotypes may present themselves in this unit

By the end of this unit pupils will:

- Understand that everyone can expect a level of respect but this can be lost.
- Understand what respect is and how they should be respected.
- Understand how stereotypes influence our ideas and opinions.
- Understand a range of stereotypes and share this information effectively.
- Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise.
- Understand the term grief and describe some of the associated emotions.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	1. Remove the incorrect part of this statement <i>a marriage is a legal commitment by two people who choose to be</i>	1. Marriage is a legal /illegal _____ by two people who choose to be _____	1. Which of these aim to stop people being treated unfairly? The equality act , the discrimination act, the fairness act	1. Define what stereotypes are 2. name a stereotype someone might have on gender	1. <i>people don't always realise they are being influenced by stereotypes</i> . True or false . 2. define discrimination	1. Define negotiation 2. define compromise 3. Think of a situation where you made need to negotiate and use compromise.

	<p><i>together, but they must be a man and a woman</i></p> <p>2. A family can include parents who are the same sex- true or false?</p> <p>3. where might you need to be MOST careful with your manners? At home, at a friends, at a place of worship, at a shop</p>	<p>2. What is a civil partnership?</p> <p>3. How old must you be to get married?</p>	<p>2. 'you should respect adults who have important jobs more than other people'. Discuss.</p> <p>3. Sarah listened to Ben's opinion and then started laughing at it. Was Sarah being respectful and why?</p>	<p>3. Name three things you can do to make a change against stereotypes.</p>	<p>3. How might stereotypes lead to discrimination?</p>	
Learning Objective:	To understand what we mean by respect and why it is important.	To understand that respect is two-way and how we treat others is how we can expect to be treated.	To explore other people's attitudes and ideas and to begin to challenge these.	To understand stereotypes and be able to share information on them.	To resolve disputes and conflict through negotiation and compromise.	To begin to understand the process and emotions relating to grief.
Key vocabulary	<p>Tier 2</p> <p>Courtesy</p> <p>Tier 3</p> <p>Respect</p> <p>Earn</p> <p>Lose</p>	<p>Tier 2</p> <p>Demonstrate</p> <p>Tier 3</p> <p>Respect</p> <p>Peers</p> <p>Online</p> <p>Disrespect</p> <p>Consent</p>	<p>Tier 3</p> <p>Gender</p> <p>Stereotype</p> <p>Challenge</p> <p>Change</p>	<p>Tier 3</p> <p>Stereotype</p> <p>Message</p>	<p>Tier 3</p> <p>Conflict</p> <p>Argument</p> <p>Disagreement</p> <p>Solve</p> <p>Resolve</p> <p>Apology</p>	<p>Tier 3</p> <p>Feeling</p> <p>Grief</p> <p>Grieving</p> <p>Change</p> <p>Loss</p> <p>Death</p> <p>Emotions</p>
Possible outcome	Children write a list of things their peers might respect e.g. having a certain phone, being funny in class and a list of things adults might respect e.g. being polite, doing well at school. Children discuss the differences between their lists.	Explain to the children that they are going to think about how they would like particular groups of people to respect them. You will give the children some headings and they will write down key ways they would want to be respected by each of the groups or situations. Children are given the headings online, my friends, my peers, adults I know and other adults.	Discuss some of the notes in the video clip: 'The cut, boys and girls stereotypes'. Put children in groups and ask them to discuss why do they think there is an issue? Do they agree or disagree? How do they think a stereotype has an influence on people's opinion? What do they think might need to change? How could they bring about change?	The children will work in groups to create a piece of media (for example, a video, podcast, poster or leaflet) to encourage people to think about how ridiculous stereotypes can be. You can decide what format you want them to create, or let the children decide for themselves.	Children watch the presentation on resolution guide. They use the suggested notes in the presentation to create their own resolution guide.	Place the children into groups of three and give each group a copy of the <i>Activity: Loss scenarios</i> and ask the children to discuss them using the questions given. Once the groups have had a chance to discuss, take feedback on the scenarios, stressing that a range of feelings in each situation is perfectly normal.

British values	Mutual respect	Mutual respect	Mutual respect	Mutual respect		
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Year 6	Health and wellbeing
RSE/Mental health and wellbeing statutory guidance	
<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. That mental wellbeing is a normal part of daily life, in the same way as physical health. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 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). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p>Health and prevention</p> <ul style="list-style-type: none"> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination. <p>Physical health and fitness</p> <ul style="list-style-type: none"> The risks associated with an inactive lifestyle (including obesity) The characteristics and mental and physical benefits of an active lifestyle <p>Healthy eating</p> <ul style="list-style-type: none"> Characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	
British Values Links:	
<ul style="list-style-type: none"> Individual liberty 	
Cross-Curricular Links:	
<p>Science</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <p>PSHE Association</p> <ul style="list-style-type: none"> H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. 	
Prior 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.

Year 3

- 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.

Year 4

- 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.

Substantive Knowledge Acquired in the Unit

- 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.

Misconceptions

Some children may think:

- Nurses can only help doctors, they cannot treat you
- A healthy lifestyle doesn't include our mental health
- Children can only speak to a healthcare professional if with an adult
- Children do not experience stresses that may negatively affect their lives
- Vaccines can be harmful not helpful

By the end of this unit pupils will:

- Describe qualities or values they want to develop and create achievable goals.
- Describe the importance of relaxation and suggest different strategies.
- Describe how they take care of their physical wellbeing.
- Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.
- Describe what resilience is, why it is important and some useful resilience strategies.
- Understand how vaccination works and why it is important to individuals.
- Understand that habits can be good or bad for health.
- Understand that changes in their body could indicate illness and know what to do if they notice them.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	1. Define relaxation	1. As we get older we need to take more or	1. name two things you can do to help you achieve a goal.	1. When should you use relaxation techniques?	1. Define what a vaccination is.	Write a sentence for each area of physical health-

	<p>2. Name two stresses that someone may experience</p> <p>3. Name three suggestions for someone to get a better night sleep.</p>	<p>less responsibility for our health.</p> <p>2. how we react to a situation can affect our friends, our family, ourselves, all of the above</p> <p>3. You should only use relaxation techniques when you are stressed. True or false.</p>	<p>2. A healthy lifestyle is only about your physical health. True or false?</p> <p>3. How does protein help our bodies?</p>	<p>2. Why is exercise important for our mental health? It releases chemicals that improve mood</p> <p>3. Define resilience</p>	<p>2. how does a vaccine work? By giving us a mild form of the disease so our bodies can build resistance</p> <p>3. Name an illness that you cannot get a vaccine for.</p>	<p>1. dental care</p> <p>2. rest/relaxation</p> <p>3. diet</p> <p>4. exercise</p>
Learning Objective:	To use mindfulness to manage emotions.	To understand and plan for a healthy lifestyle.	To reflect on skills they have developed to identify and respond to difficult situations.	Understand ways that we help prevent ourselves and others becoming ill.	To understand how habits can be good or bad for our health.	To understand what happens when we are ill and begin to understand when to seek support.
Key vocabulary	<p>Tier 2</p> <p>Technique</p> <p>Visualisation</p> <p>Tier 3</p> <p>Yoga</p> <p>Stress</p> <p>Worry</p> <p>Relaxation</p> <p>Stretches</p>	<p>Tier 3</p> <p>Responsibility</p> <p>Health</p> <p>Physical</p> <p>Mental</p>	<p>Tier 3</p> <p>Failure</p> <p>Succeed</p> <p>Overcome</p> <p>Resilience</p> <p>Growth</p> <p>Mindset</p> <p>Assertive</p>	<p>Tier 3</p> <p>Immunisation</p> <p>Vaccine</p> <p>Disease</p> <p>Illness</p> <p>NHS</p> <p>World Health Organisation</p>	<p>Tier 2</p> <p>Consequence</p> <p>Tier 3</p> <p>Habit</p> <p>Positive</p> <p>Negative</p>	<p>Tier 2</p> <p>Responsibility</p> <p>Tier 3</p> <p>Risk</p> <p>Weather</p> <p>UV rays</p> <p>Sunburn</p> <p>Sun cream</p>
Possible outcome	Get children to get into a comfortable position, then go through the 'Mindbe-education's Mindfulness activity ' or follow the ' Guided meditation video '.	Children answer a range of questions based around four categories: Diet, exercise, rest, dental health. Children to fill in the <i>Activity: Looking after my body and mind</i> , writing in one colour to record what they are already doing within each of these four areas, based on the ideas discussed	Give each pupil a copy of the <i>Activity: Resilience toolbox</i> and ask them to record five different strategies. Then ask them to share these with the rest of the class, letting them know that they can add to their ideas as they listen. Using the <i>Activity: What can I say to myself?</i> ask the children to work in pairs to write down positive statements on the green cards, to be paired with the negative statements on the flashcards,	Put the children into groups of three and give each group a copy of the <i>Activity: Vaccine information</i> (the information is taken from the ' NHS website ') The groups are going to take on the roles of nurses or doctors, explaining why immunisation is so important, in the form of a short speech.	Give out the <i>Activity: Good and bad habits</i> sheets and ask the children to write down as many good and bad habits as they can in the top section. They can include habits adults might have, such as smoking. Now ask the children to work in pairs and focus on one of the habits, thinking about what their chosen area would look like as a good and bad habit. For example, eating a balanced diet and not eating a balanced diet or	Ask the children what illnesses they know of and create a class list of these. Look at the list and talk about illnesses which we normally get over quite quickly and those which might take longer. Focus on the short-term illnesses such as colds and ask the children about what some of the signs are that the person is unwell and what they can do to get better. Who might be able to help? Display the <i>Activity: Health</i>

			showing how they could reframe negative thoughts into more positive ones.		getting enough sleep or not getting enough sleep.	<i>concerns scenarios</i> on the board and in pairs, ask the children to discuss the questions. During feedback cover the main points given on the answer sheet.
British values	Individual liberty					

Year 6	Safety and the changing body
RSE/Mental health and well-being guidance	
<ul style="list-style-type: none"> Children should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. <p>Internet and safety harm</p> <ul style="list-style-type: none"> How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. <p>Basic first aid</p> <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. 	
Cross-Curricular Links:	
<p>Science</p> <ul style="list-style-type: none"> Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the changes as humans develop to old age. <p>Computing</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	
Prior Learning	
<p>Year 1</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. <p>Year 2</p>	

- 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.

Year 4

- 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.

Substantive Knowledge Acquired in the Unit

- 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.

Misconceptions

Some children may think:

- Alcohol is not a drug
- Alcohol has no lasting harm
- Saying unkind things online isn't as bad because you are not saying it to their face
- If you are choking, you will be fine coughing it back up
- If someone is unconscious they are not breathing
- Misconceptions around how babies are conceived

By the end of this unit pupils will:

- Understand some of the reasons why adults decide to drink or not.
- Understand some ways to check that a news story is real.
- Understand how they should behave online and the impact negatively has.
- Understand of changes that place during puberty.
- Understand the menstrual cycle and that a male and female are needed to conceive a baby.
- Understand a baby changes in a womb and some of the baby's requirements during the first few months.
- Recognise when someone is chocking and how to deal with this.
- Place a casualty who is unresponsive and breathing into the recovery position and identify when it is necessary to do CPR.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
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Retrieval	<p>1. which two statements are most important when sharing online. Is what I am sharing Funny, going to upset someone, true, going to make me popular?</p> <p>2. Which of these are most risky to share online? Your name, a picture of where you live, a photo of you in your school uniform, your</p>	<p>1. Someone sending fake emails to try and trick you into sending personal information is called _____ cyberbullying, phishing, password, emailing</p> <p>2. 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>1. Alcohol is a drug true or false?</p> <p>2. what is a long term consequence to drinking alcohol?</p> <p>3. Define what 'fake news' is</p>	<p>1. Girls usually start their periods between the ages of _____ and they tend to last between _____ days</p> <p>2. Boys and girls go through only physical changes during puberty- true or false?</p> <p>3. what is puberty?</p> <p>4. What cause puberty?</p>	<p>1. Name three ways to keep clean and hygienic during puberty?</p> <p>2. puberty usually starts between what ages?</p> <p>3. What changes do both boys and girls go through?</p>	<p>1. You have started to talk to someone online but they are making you feel uncomfortable. What should you do?</p> <p>2. To conceive a _____ from the males travels to the _____ in the female.</p> <p>3. What is menstruation?</p>	<p>1. what should you do if someone has an asthma attack? Try keep them calm and ask if they have an inhaler, use someone else's inhaler, leave them on their own and get an adult, try take their mind off it</p> <p>2. If someone has been stung and are struggling to 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>3.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>1. Define emergency</p> <p>2. if someone has a wound that is bleeding what should you do first? Check to make sure nothing is in it, ring 999, apply a dressing, run it under cold water.</p> <p>3. someone is choking- put these steps in the correct order as to what you should do. Give 5 back blows, encourage to cough, ask if choking, give 5 tummy thrusts</p>
Learning Objective:	To begin to understand the risks of alcohol.	To start to become a discerning consumer of information online.	To understand that online relationships should be treated in the same way as face to face relationships.	To understand the changes that happen during puberty.	To understand the biology of conception.	To understand the development of the baby during pregnancy.	To understand how to help someone who is choking.	To understand how to help someone who is unresponsive.
Key vocabulary	<p>Tier 2</p> <p>Excessive Responsible</p> <p>Tier 3</p> <p>Alcohol Choice Risk Short term Long term</p>	<p>Tier 3</p> <p>Reliable Sources</p> <p>Tier 3</p> <p>Fake News</p>	<p>Tier 3</p> <p>Anonymous</p> <p>Tier 3</p> <p>Internet Trolling Cyberbullying Negative Respect</p>	<p>Tier 3</p> <p>Menstruation Period Egg Ova Ovaries Fallopian tube Uterus Womb Bleeding Lining</p>	<p>Tier 3</p> <p>Sperm Egg Erection Fertilise Conception Sexual intercourse Relationship</p>	<p>Tier 3</p> <p>Sperm Egg Erection Fertilise Conception Sexual intercourse Pregnancy Baby Love Care</p>	<p>Tier 3</p> <p>Airway Inhale Breathing Obstruction Trachea Windpipe Epiglottis Stomach Back blows Abdomen</p>	<p>Tier 2</p> <p>Unresponsive Resuscitate Monitor Conduct</p> <p>Tier 3</p> <p>Respiratory rate Heart rate Pulse DRsABC</p>

				Sanitary products Towels Tampons Erections Wet dreams Ejaculation			Ribcage Exhale Lungs Esophagus	C.P.R Recovery position Airway Breathing Circulation Compression
Possible outcome	Children are given the activity effects of alcohol use to write down the physical and emotional effects that responsible and excessive use of alcohol may leave.	Children are given prints out of the 'The Guardian - Spotting fake news' . They work in pairs to identify whether the stories are fake or not and to justify their opinions.	Explain to the children that you will read out some scenarios and they will stand on one side of the room (e.g. left side) if they think that the action is acceptable, stand on the other side (e.g. right) if they think the action is unacceptable and in the middle if the answer is that it depends. Read out each of the scenarios from the <i>Activity: Attitude continuum scenarios</i> , discussing each scenario in turn once the children have made their moves. Cover each of the points made on the sheet.	<p>Arrange the children in groups and give each group one of the letters from <i>Activity: Problem pages scenarios</i>. You might want to create additional letters if there are issues that you need to address within your class.</p> <p>Explain that the groups are going to write a letter in response to the problem they have been given. Discuss their responses as a class.</p>	Show the <i>Pupil video: Conception</i> . Ask the children to write the statements in the correct order and record which image from the presentation goes with each statement.	Show children the video pregnancy and birth, which explains how the development of the baby in the womb. Children create a PowerPoint that illustrates how the baby develops during the 9 months.	Students then have a turn and use key steps to simulate looking after a choking casualty. Ensure that they remember to reassure the casualty and use decision making skills and rationale to decide if their casualty needs to seek medical attention. Teacher should observe and feedback to students	As a teacher you should demonstrate the key steps to performing a primary survey. Children can then be placed into pairs/small groups and have a turn to practice. Use your turn sheet to help remember the steps to conducting a primary survey. Ensure that they remember to communicate with the casualty (even if seemingly unresponsive) and use decision making skills and rationale to decide if their casualty needs to seek medical attention

PSHE non-statutory guidance

Learning opportunities in Living in the Wider World

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.

L2. to recognise there are human rights, that are there to protect everyone.

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).

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.

Preparing to play an active role as citizens

g. what democracy is, and about the basic institutions that support it locally and nationally.

British Values Links:

- Individual liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs.
- Democracy

Cross-Curricular Links:

Geography

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water'

Prior Learning

Year 1

- Know the school rules.
- Know that different pets 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.

Year 3

- 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.

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 councillor.

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.

Substantive Knowledge Acquired in the Unit

- 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.

Misconceptions

Some children may think:

- Women have always been allowed to be education.
- Women in all countries have a right to be education.
- If food is passed its best before date it cannot be eaten.
- Discrimination only happens face to face.
- Discrimination and prejudice isn't a crime.
- Protected characteristics are not legally binding.
- The Prime Minister makes all the decisions for the country.
- Decisions made the Government only affect London.

By the end of this unit pupils will:

- Understand that education is a human right and why education is important.
- Understand some environmental issues relating to food and food production.
- Understand the importance of caring for others and that we all have a responsibility to care for things and people around us.
- Understand what prejudice and discrimination are and why and how they should be challenged.
- Understand the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	1. the right to freedom of expression means you can say what you think	1. put these words from the hierarchy of waste	1. Children in every country are able to go to school. True or False .	1. which of these would make a successful community? A mix of	1. which of these is NOT showing prejudice? Assuming girls will	1. Define discrimination 2. Define prejudice

	<p>as long _____</p> <p>2. Who does the convention of human rights apply to? Children, adults, everyone is rich countries, everyone</p> <p>3. name three ways someone could contribute to their local environment</p>	<p>in the correct order starting from the top. Disposal, reuse, reduce, recycle</p> <p>2. the benefits to reusing items are environmental and _____ saves people money</p> <p>3. What does the hierarchy of waste show? How the government should deal with waste, what you can recycle, how to deal with waste to help the environment, what you shouldn't do to help the environment</p>	<p>2. Ben is trying to buy food that is grown locally- why is this a good thing?</p> <p>3. Complete the sentence <i>human rights were put together after _____ to protect everyone's _____</i></p> <p>World war 2, basic rights</p>	<p>people including gender, age and skills, everyone being the same, having a large group of older people, having lots of people who have been to college.</p> <p>3. People's pets are a cause to be concerned about true or false.</p> <p>4. Name a cause someone might care about</p>	<p>choose the pink bottle, thinking all people who are Asian are from the same country, asking an older person if they need help with something, thinking all disabled people use wheelchairs</p> <p>2. Sara stops her baby brother playing with dolls- what is Sara showing? Discrimination</p> <p>3. Name a good way to challenge discrimination and prejudice.</p>	<p>3. which of these make up the UK Parliament? The house of commons, the house of lords, the monarch, all of the above</p> <p>4. who would you find in the house of commons? The monarch, lords, government, members of parliament (MPs)</p>
Learning Objective:	To understand human rights, including the right to education.	To understand some environmental issues relating to food and food production within the community.	To understand how to show care and concern for others.	To recognise prejudice and discrimination and learn how these can be challenged.	To understand diversity and the value different people bring to a community.	To begin to understand how Government works.
Key vocabulary	<p>Tier 2 Education</p> <p>Tier 3 Human rights</p>	<p>Tier 2 Environmental</p> <p>Tier 3 Seasonality Waste</p>	<p>Tier 2 Responsibility Concern</p>	<p>Tier 2 Prejudice Discrimination Segregation</p> <p>Tier 3 Homosexual</p>	<p>Tier 2 Recognition</p> <p>Tier 3 Protected characteristics Equality Act</p>	<p>Tier 3 Government Cabinet Prime Minister MP Tax Elected</p>
Possible outcome	<p>Explain that this lesson is going to focus on the right to an education.</p> <p>The right to education is one of the Universal Human Rights and is also in the UN Convention on the Rights of the Child.</p> <p>Children explore facts about Malala Yousafzai</p>	<p>Children watch the video UN:The diet that helps fight climate change and then discuss the issues raised around food waste and why it happens. One way to solve this issue is food banks. A member of the Salvation Army visits the school and discusses how food is reused to support the community.</p>	<p>Children create a circle of care writing down causes and issues within the community they care about and things that happen in their day-to-day life that they care about. They share these with the rest of the class.</p>	<p>Children work in pairs to explore different scenarios of discrimination and prejudice that might happen in the community. They discuss how they would challenge discrimination and prejudice within the scenarios.</p>	<p>Children explore the protected characteristics and discuss ways they could educate the community to understand the protected characteristics further.</p>	<p>Children work in groups and are allocated to look at one of the following: Minister of Education, Minister of Health, Minister of the Environment and Minister of Transport. In groups, children explain what they would change about Britain if they were in charge of the chosen area.</p>

	and discuss what she is famous for. Children discuss how they would feel if they weren't allowed to come to school.					
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Year 6	Economic Wellbeing
Cross-Curricular Links:	
PSHE Association (Living in the wider world) <ul style="list-style-type: none"> • L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money. • L22. About the risks associated with money and ways to keep money safe. • L23. About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. • L24. To identify the ways that money can impact on people's feelings and emotions. • L28. About what might influence people's decisions about a job or career. • L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. • L32. To recognise a variety of routes into careers (e.g. college, apprenticeship, university) 	
Prior Learning	
Year 1 <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. Year 2 <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. Year 3 <ul style="list-style-type: none"> • 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. Year 4 <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.

Year 5

- 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.

Substantive Knowledge Acquired in the Unit

- 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.

Misconceptions

Some children may think:

- Gambling is betting on sporting events
- Qualifications are based on the skills and knowledge you have of a job
- Qualifications link to specific jobs and cannot be transferred to other jobs
- A pin number needs to be memorable so using numbers such as your birthday is a good idea
- People who earn the same amount of money will have the same attitudes to money
- You will have positive attitudes and feelings to money if you earn more
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By the end of this unit pupils will:

- Understand that there can be a range of feelings related to money and the desire to spend and save.
- Understand their responsibilities in keeping money safe in the bank.
- Understand what gambling is and some risks associated with it.
- Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs.
- Understand that there are different routes into careers.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	1. what should you do if you borrow money? Repay it all , repay some of it, borrow more money to pay it, not repay it 2. Who might you borrow money off without any interest charges? The bank, credit card, family , mortgage 3. which of these is of highest priority for most families to spend money on? Clothes, toys, food , days out	1. What does a bank statement show you? How much money is in your account, how much money has gone out of your account, how much money has gone in and out of your account and how much is left . 2. income is money _____ coming in/ going out	1. name two ways you can keep track of your money so you know how much you have left. 2. Which of these would be considered the riskiest? Buying a £1 raffle ticket, spending £1.50 on a game at the arcade, leaving £5 in your coat pocket , lending your brother £10 who usually pays you back	1. Name a stereotype that you may find in a work place 2. list three things you should NOT do when creating a secure pin number 3. swapping money or something else in the hope for something better is defining what?	1. Why can gambling become a risky thing for adults to do? 2. Qualifications are the skills I have for a job. True or False? 3. I get a phone call from my bank asking for my account password and personal details. What should I do?

		3. expenditure is money _____ coming in/ going out	3. people who earn the same wage, have the same attitudes towards money- discuss		
Learning Objective:	To understand attitudes and feelings around money.	To understand how to keep money in bank accounts safe.	To begin to understand the risks associated with gambling.	To understand the range of jobs people might do.	To understand the different routes available into careers.
Key vocabulary	Tier 2 Attitude Influence Tier 3 Spend Save	Tier 3 Pin Safe Password	Tier 3 Gambling Luck Risk Loss Gain Win Luck Chance	Tier 3 University Further education Job seeker Career	Tier 3 Job Career Skill Interest
Possible outcome	Children will write and perform a short play that shows how people react to and feel about their money event. Give an example: someone wins a large amount of money, they are already rich and they have a tendency to spend. What might the person do in this situation? Ask one child from each group to select one card from separate bags. Remember that the groups need to have one card from each category per group. Ensure that the children understand all the scenarios, particularly, the inheritance and bonuses.	Children present their key learning on how to keep money safe in bank accounts through creating a digital advert.	Read out the <i>Activity: Sam's dilemma</i> to the class. In small groups ask the children to discuss the following questions: 1. How is Sam feeling about making this decision? 2. What is the risk? 3. If Sam doesn't get the new skin for his character how would Sam feel? 4. What if Sam cannot afford to lose the money, would this affect the decision whether to gamble or not?	Children visit Lincoln University to explore the different types of careers that further education can offer.	Give each pupil a copy of the <i>Activity: My career route</i> and ask them to complete a career route for themselves. Stress that we often change what we think we want to do as we get older, but it's useful to have an idea of the possibilities. If possible, let the children have access to the internet for research. Take some feedback from the children and focus on the importance of getting qualifications at school to enable them to access the next stage of their education.

