Rotherham School Improvement Service

Primary Personal, Social and Health Education Scheme of Work for Years 1-6

Published - October 2019

Rotherham School Improvement Partnership Mission:

all students making at least good progress; no underperforming cohorts; all teachers delivering at least good learning; and all schools moving to at least the next level of successful performance

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Ctrl and click on a year group to jump straight to that section

Year 1

Year 2

Year 3

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 4

Year 5

Year 6

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

YEAR 1

	Autumn Term		Spring Term		Summer Term		
Scheme of Work	Term 1.1 The caring school and Feelings, friends and friendships *5 lessons*	Term 1.2 Focus on special people and Anti-bullying *6 lessons*	Term 2.1 Healthy eating and hygiene *6 lessons*	Term 2.2 Physical health and wellbeing *6 lessons*	Term 3.1 Growing and changing *2 lessons*	Term 3.2 Keeping myself safe *6 lessons*	Term 3.3 The world of drugs 4 lessons
SEAL	NB SNTB GOFO	CH R	GFG	GFG	GFG CH	SNTB GOFO	GTBM

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 1: **Term** 1.1
Theme: The caring school and Feelings, friends and friendships

Learning Objectives:	
H1g	**Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.**
R1c	**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.**
R2a	**How important friendships are in making us feel happy and secure, and how people choose and make friends.**
R2b	**The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.**
R2c	**That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.**
R3a	**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.**
To recognise ways in which we can promote a caring trusting environment.	
To see ourselves as a valued and valuable member of the school community.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can we make this a happy place for everyone to work and play?	• Agreed class/school rules • Choose playmates, monitors, etc. (positions of responsibility) from within the class • Set up classroom procedure and expectations • If necessary, do some 'getting to know you' activities during circle time • Take time to set up a safe learning environment		• Alike • Angry • Argue • Bored • Broken • Bullies • Caring • Choice(s) • Consequences • Cooperation • Different • Disappointed • Excited • Fair • Favourite • Feelings • Friend(s) • Friendly • Friendship • Fun • Happy • Honest • Interesting • Kind • Left out • Lonely • Make up • Mend • Pleased • Positive • Pretend • Problem • Quarrel
• What is a friend? • How do we learn to value different? • Making and breaking friends	• Discuss friends children have made in and out of school. Make a picture of a network of friends. They can place themselves in the middle of a group of friends and place photographs around of themselves to show their friendship circle. Invite children to share their work, this can be the starting point for the discussion of what friends are or can be. • Tell the story of a new child joining the class who is shy and knows no-one. Use role play and body language to explore with the children how this person may look, feel, move. How would they make friends with this person? • Expect Respect Toolkit: Y1, Section 2: Friends, Secrets and People who Help Us.	Expect Respect Toolkit Section 2: Year 1	
• Who are my friends?	• Draw and write about friends at school – likes/dislikes. Photo freeze of all types of friends including adults and pets, whom we can trust. Talk about imaginary friends.		
• How can I be a good friend?	• The Selfish Crocodile story • Present a range of playground scenarios involving a problem and use role play to explore. In pairs, children use puppets to develop solutions and play them out	The Selfish Crocodile	
• How am I the same as other people?	• Ask the children to look around the room at their friends and describe ways in which they are	Welcome to the Lizard Lounge	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• I like you because … (you are different)	similar to one another, e.g. arms, legs, hair, physical appearance • Ask the children to choose one person in the class who they think is quite different from them. This may be due to a hobby, their personality or what they like and/or dislike • Get the children to sit together in pairs and discuss their differences, e.g. my favourite food is … because …, I like watching … on television because … • Ask the children to remember when they were thinking about how they are similar to other people. Now ask them to think about what makes them different from other people, e.g. name, personality, likes, dislikes, physical differences, e.g. hair colour, size and shape of body	I'm Like You, You're Like Me CHIPS: Y1	• Real • Respect • Responsibility • Right • Rules • Sad • Same as • Secret • Sharing • Solution • Something I'd like to know about you is … • Special • Trust • Wrong

Year 1: **Term** 1.2
Theme: Focus on special people and anti-bullying

Learning Objectives:	
R1a	**That families are important for children growing up because they can give love, security and stability.**
R1b	**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.**
R1c	**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.**
R1d	**That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.**
R1f	**How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.**
R3d	**The importance of self-respect and how this links to their own happiness.**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

R3f	**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.**
R3g	**What a stereotype is and how stereotypes can be unfair, negative or destructive.**
R4a	**That people sometimes behave differently online, including by pretending to be someone they are not**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How are families different?	• Explore different families through stories and cartoons e.g. Peppa Pig – traditional family, The Gruffalo – single family, 2 mummies and 2 daddies.	Suitable books:- The Different Dragon Picnic in the Park Robopop We are family CHIPS – Year 1 Stonewall website	• Alike • Behaviour • Bully • Different • Different • Favourite • Feelings • Friendly • Friendship • Fun • Interesting • Kind • Network • Positive • Same • Same as • Share • Special • Tell • Treasure
• Who are my special people?	• Discussion – special people at home, school, elsewhere and how they make them happy? What do they do together? What do they share? What do they say to them? How often do they see them? What do they look like? How do they speak? Explain how unique each one of these people is • Promote inclusion by reading to class from picture books highlighting the different make up of families (2 dads, 2 mums, single parent and 1 mum/1 dad families) • Stonewall Plan KS1: Year 1 and 2 – Lesson 1: Who do you love?	Stonewall website	
• What do I do with my special people?	• Discuss what special people do to make you happy/upset/sad/angry. Emphasise that all of us experience these emotions • Discuss what they do to make their special people happy/upset/sad/angry. Encourage the children to share the content of the lesson at home • Identify who we can talk to if we need help, who are our trusted adults.	NSPCC website and assemblies.	
• Who are the special people, who help me? • What is the role of people who keep me safe?	• List e.g. doctors, nurse, school crossing patrol officer, school mates, supervisor, etc. whom they meet in day-to-day life. Is this a different kind of relationship to the one they have with their family? • Use a story/video to illustrate how police/fire service, etc. can help us. Ask the children to discuss the work of the police and express their ideas have with their family?	Visitors – nurse, school crossing patrol officer, etc. or visits to doctors, etc. www.inspiringthefuture.org #redrawthebalance stereotypes video	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Draw and write activity – draw a firefighter, a nurse, a car mechanic, a soldier etc. • Challenge the stereotypes identified from the draw and write activity. Consider visitors that challenge stereotypes into school – e.g. male nurse, female soldier (see video references in resources)		
• What is bullying? • Consider the national annual theme	• Discuss what is bullying and the different types of bullying, including cyber-bullying. Be explicit that bullying is sustained, deliberate and over time (remember 1 online incident is the same as repeated bullying due to the wider audience) • Cyber bullying can be saying an unkind word in a message or sending a picture. • Discuss what rude, mean and bullying is (see is it bullying poster)	Anti-bullying Alliance Andy and the Oddsocks CBeebies Ann Foxley-Johnson Worry Monster	
• How can bullying be prevented	• Make an anti-bullying rap • Make a class pledge to be kind friends		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 1: **Term** 2.1

Theme: Keeping healthy – Healthy eating and hygiene

Learning Objectives:	
H3a	**The characteristics and mental and physical benefits of an active lifestyle.**
H4a	**What constitutes a healthy diet (including understanding calories and other nutritional content)?**
H4b	**The principles of planning and preparing a range of healthy meals.**
H6d	**About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.**
H6e	**About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What does healthy eating mean to me?	• Mind map, chart. Draw a picture of themselves feeling hungry with associated words, e.g. 'pain in the tummy'. Collect these words. Ask children to draw and label foods and drinks they think keep them healthy. This can be presented in a variety of ways, e.g. charts, pictorially, etc.	Public Health England	• Aware • Barbecue • Bones • Break • Breakfast • Choose • Clean • Decide • Dinner • Energy • Feast • Grow • Healthy • Hungry • Hygiene • Lunch • Meals • Party • Picnic • Snack • Snacks • Soap • Supper • Take away • Tea
• Why and what do I eat?	• Taste investigation. List foods – likes/dislikes. Encourage children to share their ideas with the rest of the group. This activity provides opportunities to talk about other people's foods/food traditions. Encourage children to become more aware of different lifestyles as well as differences in healthy lifestyles	Book – Eat your greens Goldilocks	
• How much sugar does my food and drink contain?	• Look at various foods and drinks familiar to children and measure out the sugar content. Children to order the foods/drinks from healthiest to least healthy. • Explain that these can be enjoyed as part of a healthy and balanced diet	Change for Life Tesco visit Local dental nurse/visit to dentist	
• Choosing for myself	• Look at an unhealthy lunch box, children to consider healthy swaps. Use change for life sugar swaps as a guide.	BBC Bitesize – Barnaby and Becky visit the allotments. Change for Life	
• To be aware of basic personal hygiene.	• Hygiene rules/reasons. Discuss ways in which food can be made to stay fresh and clean. Focus on day-to-day hygiene, in particular washing hands before eating, after playing with pets and after using the toilet • Feely bag – full of resources that help us to keep clean and healthy, e.g. soap, toothbrush/paste, hairbrush, shampoo, deodorant, bubble bath, tissues	Books – Traditional tales about hygiene. Stinky Jack and the Beanstalk, Rapunzel Rapunzel wash your hair	
• What are the benefits of good oral hygiene? • How can I look after my teeth?	• Model how to brush teeth, children to have a go. • Use story books from resources. • Learn the toothbrush song	Bright Smiles – every child can have a free toothbrush, lesson plans available Books: The crocodile and the dentist Crocodile with the big scary smile Zoe Zookeeper Give us a smile Cinderella	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Notes to staff:	• Role play – shop, dentist, gymnasium, hairdresser, doctor, nurse • Small world – to reinforce topic • Links to breakfast clubs, fruit/water, packed lunches – health eating initiatives • Cross-curricular link to Geography, Numeracy (time), data handling • Links with Community Dietician – invite to school to look at 'balanced diet' • Links with '5 a Day' initiative

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 1: **Term** 2.2
Theme: Physical health and wellbeing

Learning Objectives:	
H3a	**The characteristics and mental and physical benefits of an active lifestyle.**
H2b	**The benefits of rationing time spent online, the risks of excessive time spent n electronic devices and the impact of positive and negative content online on their own and other's mental and physical well-being.**
H3b	**The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.**
H1c	**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.**
H1e	**The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.**
H6c	**The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What effect does exercise have on our bodies?	• Game – mime an action/activity to a partner • Play games that promote physical exercise and observe the effects on our bodies e.g. racing heart, hot, thirsty, feel good.		• Angry • Anxious • Blood • Breathing • Embarrassed (etc.) • Energy • Excited • Exercise • Happy • Heart rate • Keep-fit • Lonely • Muscles • Pulse • Relax • Sad • Scared • Sport • Stress • Sweating • Worried
• Why is exercise important? • Is lots of screen time good for you? Why/Why not?	• Ask the children to brainstorm all the things they can do now with their bodies. Celebrate how much they have learned since they were born • Produce a collaborative display of sporting activities and the different ways in which people exercise • Game – mime an action/activity to a partner • Discuss and list reasons why exercise is important • Talk about the devices they use and the apps they access at home. Does this type of activity keep them fit and healthy? • Compare with spending excessive time online/watching TV/playing games on devices – how does this make you feel?	Keep running gingerbread man Variety of magazines	
• How can we exercise regularly?	• The importance of getting regular exercise – children generate ideas to exercise at home (that doesn't cost anything) develop a 10 minute exercise routine to share with family.	Change for Life Cosmic Yoga	
• Why is it important to sleep?	• Discuss bedtime routines with children. • Explain importance of quality sleep on body and mind – how do we feel when we are tired? How does this affect our behaviour/learning/choices? • Make dreamcatchers	The Sleep Factor – lesson plans and PowerPoints (PSHE Association Member's only) Webster's Bedtime	
• What are emotions?	• Explore the different types of emotions – use pictures of different children. How are they feeling? Why might they be feeling this way? • Identify the names of different emotions – explore language. • Listen to music and children write how it makes them feel e.g. Bruno Mars – You are beautiful, Queen – Don't Stop me Now, Halloween – spooky music, Beatles – Get by with a Little Help from my Friends.	How are you feeling today? Mollie Porter	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• How to manage emotions?	• Use scenarios to explore different emotions. Children select an emoji to reflect on the characters feelings. Children think of tips and advice to the help the characters e.g. breathing exercises, listening to music, talking to a trusted adult		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 1: **Term** 3.1
Theme: Growing and changing

Learning Objectives:	
R5a	**What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).**
R5c	**That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.**
Lifecycles	
To recognise how they are growing and changing.	

Key questions / Ideas / Concepts	**Suggested Teaching and Learning Activities**	**Resources**	**Key Vocabulary**
• Which parts of me are growing? • Now I am growing up, what can I do?	• Bring in photographs from home and compare similarities/differences from being a baby to current age. Discuss memories of when they were younger (baby books) • Discuss becoming more independence (N.B. safety issues) • What can I do now? • What will I be able to do soon? • Things I can't do yet	BBC Bitesize clips – KS1 Science growth and change	• Change • Community • Describe • Different • Evidence • Growing up • Home • Picture • Recognise • Same • Shape • Size • Word
• What made me grow/who helped me to grow?	• List/draw and label all the people and things that helped them to grow. Use the children's combined responses to produce a large shared poster (Link to Maslow's Hierarchy of Needs) • Invite a parent/carer and baby into class to compare differences/similarities between themselves and baby. What do we need to do care for the baby? • Compare how a child's needs are similar to other animals e.g. puppies	BBC Watch: 'Birth Care and Grow'	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 1: **Term** 3.2
Theme: Keeping myself safe

Learning Objectives:	
H7a	**How to make a clear and efficient call to emergency services if necessary.**
H6b	**About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.**
R2e	**How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.**
R4c	**The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.**
To develop skills to keep themselves safe.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How do I keep myself safe?	• Discuss perceptions of what they think they have to keep safe from by drawing pictures of themselves keeping safe, label drawings, giving reasons.		• Bully • Dangerous • Feelings • Friend • Help • Home • I don't like that • I don't want t • I'd rather not • Imaginary • Imagination • Know • Magic • My job • No, thank you • Please don't • Pleased • Practice • Pretend • Real • Responsible • Rules • Safe • School • Secret • Special • Stranger • Teach • Tell • Touch • Worried
• How do children keep themselves safe?	• Talk to children about real and imaginary hazards which are found indoors/outdoors. Identify which would pose a hazard and discuss. Link into characters they may come across online. • Discuss physical manifestations of feeling unsafe with children, e.g. butterflies in tummy, nervous, upset, sweating, etc.	Childnet.com – Smartie the penguin	
• Which secrets should we keep and which should we share?	• Discuss and act out with a partner a safe secret, e.g. hiding mum's birthday present, protecting others' feelings, e.g. from embarrassment • Use puppets for children to share anxieties about secrets they should share, e.g. watching a 'bad' video, bullying and being wary of strangers. Discuss how they felt after sharing. Seeing something scary when watching You Tube. What should you do if you see something that you do not like? • Who can we talk to if we want to share a secret?	NSPCC resources	
• How can we stay safe during the holiday?	• What happens if you get too much sun? How does it feel? (Headache, burns, sick, tired) • How can we prevent this? (Sunscreen, hats, shade, glasses, water, clothing etc.) • Pack a suitcase for a day in the sun. • Look at different types of cream (e.g. squirty, spray, roll on, cream etc.) model how to apply and children practice.	Despicable Me Sun safety campaign – You Tube	
• What are real and pretend people, places?	• Share stories and TV programmes discussing what is real and imagined. Starting point for exploring real and imaginary fears and secrets. • Ask the children to consider if these unreal characters/creatures behave differently to real people. List the differences and discuss	Think you know website.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Discuss with partner, real and imaginary friends they know about. Role play, small world, use of puppets, story boxes, paint images of imaginary friend. • Link into e-safety lesson.		• Worry • Yes, please
• Do I know how to keep myself safe?	• Use a story where personal safety may be at risk, e.g. a stranger approached a group of children playing. Discuss how the children would react/respond in this situation. • Identify safer strangers e.g. police, shop keepers etc. and how to identify them e.g. uniform, name tag. • Identify safer buildings e.g. shop, bank, post office, library etc. • Know when to trust your instincts if they have a bad feeling about a place or person. • Discuss how to make a 999 call in an emergency.	QCA Citizenship Unit 4: People Who Help Us – The Local Police A Pipkin of Pepper – CBeebies.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 1: **Term** 3.3
Theme: The world of drugs

Learning Objectives:	
H5a	**The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.**
H7b	**Concepts of basic first aid, for example dealing with common injuries, including head injuries.**
To help children understand their role in the safe handling of medicines and substance.	
To recognise that substances can affect our bodies.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What goes ONTO my body?	• Draw a large outline of a child • Ask "what goes onto my body?" • Invite the children to give you their own drawings and pictures cut from magazines which can be added to the larger picture, e.g. clothes, ointment, cobwebs, shampoo • Categorise the items according to those they believe to be • OK (e.g. clothes) • Not sure (e.g. glue/paint) • Not OK (e.g. "I must not let it touch my body") • Practice saying "no"		• Arms • Body • Careful • Chemicals • Chemist • Cigarette • Cleaning Products • Dare • Doctor • Feelings
• Who told me to do that? • What goes INTO my body? • How does it feel?	• Teacher to lead discussion about things that go into bodies, e.g. medicine, food drinks • How did the children react to what entered their bodies, e.g. cried, felt better, tickled nose, didn't like it? • This is a good chance to discuss children who take medicines regularly to keep the healthy, e.g. asthma/diabetic and what others can do to help	British Red Cross	• Harmful • Head • Injection • Injection • Legs • Medicine • Medicines
• What are medicines and other dangerous substances? • Can I recognise medicines and other dangerous substances?	• Sit children in a circle on the floor. Explain: a medicine is a drug which people take when they are ill to make them feel better. Ask the children if any of them ever take medicine • Arrange 2 hoops on the floor – one for medicines and the other for non-medicines. Give each child or pair an object that is commonly found in the home, e.g. empty packages of medicines (such as Calpol, headache tablets, cough mixture, asthma inhaler), cleaning products, bleach, food stuffs, soft drinks, paint, glue, matches, lighter, cigarettes, alcohol, pet foods. In turn ask the children to place their object in one of the hoops, ensure they are correctly placed • Ask if it is safe to take medicines when you are not ill? What would happen? Ask the children where the items that are not medicines but that could still be harmful are kept/stored (e.g. window sills, shelves, handbags, table, bathroom cupboards, under the sink, shed, or garage)?	KS1 BBC Bitesize – Why do we take medicine?	• Mouth • Nicotine • Non-medicine • Nose • Not Sure • Nurse • Persuade • Persuade • Persuade • Pill • Protect • Rules • Safe • Safety • Skin • Sniff

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• Do I know how to say "No" to something I don't want to do?	• Concluding activity – Play 4 Corners (Say no, say yes, tell someone, ask more questions) • Give scenarios that cover the stay safe unit e.g. • An adult offers me medicine. • A stranger offers me some sweets. • A friend asks if you want to go to their house for tea. • My ball has rolled into the road.		• Stop • Sure • Surgery • Syrup • Think • Worried

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 1
Theme: Citizenship and money matters

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can I help others?	• Read a story, e.g. Jack and the Beanstalk and explore Jack's actions relating to money and the effect on his family. What could Jack have done with the money instead of buying the beans? Explore the differences between needs and wants • Pretend to have received a postcard for the class from Jack and his parent/carer who have gone on holiday; the giant's gold is running out and they want to make the most of what is left without getting in to debt; Jack has also sent the class a pile of gold to ask them what he should do with it. Introduce the pupils to different aspects of personal finance, e.g. • Was Jack sensible to spend his money on a holiday? • How might Jack keep his money safe? • Pupils draw pictures of what they might do when they grow up and earn money (link between income and spending) and also what they might spend their money on if they had lots of money • Children reply to Jack's original message saying they would look after his money and explore the idea of where – introduce the idea of banks; children also inform Jack that he needs to get a job to earn some income	pfeg 'What Money Means in Primary Schools' resource Pg. 12-13 Follow on from Jack and the Beanstalk What Money Means 'in Action' dvd – using puppets pfeg 'Learning About Money in the Primary Classroom' Pg. 62 pfeg 'My Money Primary Toolkit' Goldilocks and Baby Bear and Jack and the Beanstalk The Gold Coin by Alma F. Ada	• Bank • Belongings • Choice • Debt • Fair • Friend • Money • Money box • Needs • Own • Problem • Right • Safe • Solution • Wants • Wrong
• How can we look after our money?	• Draw a mind map to show different places where money can be kept safe. Introduce the idea of a bank and how they work • Ask children what they would do if they had lots of money; explore the different choices regarding spending. Focus on responsible use of money; examine the difference between needs and wants. As a class, select items from a table and put them in one of two hoops – needs and wants. Can we always have the things we want?	pfeg 'Learning About Money in the Primary Classroom' Pg. 26	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

YEAR 2

	Autumn Term	Spring Term		Summer Term	
Scheme of Work	Term 1 The caring school and Feelings and relationships *10 lessons*	Term 2.1 Healthy lifestyles *6 lessons*	Term 2.2 Growing and changing *4 lessons*	Term 3.1 Keeping myself safe *5 lessons*	Term 3.2 The world of drugs *6 lessons*
SEAL	NB SNTB GOFO R	NB	GFG GTBM	SNTB GOFO	GTBM

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 2: **Term** 1
Theme: The caring school and Feelings and relationships

Learning Objectives:	
R1a	**That families are important for children growing up because they can give love, security and stability.**
R2a	**How important friendships are in making us feel happy and secure, and how people choose and make friends.**
R2b	**The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.**
R2c	**That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.**
R2d	**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.**
R3f	**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.**
R3g	**What a stereotype is and how stereotypes can be unfair, negative or destructive.**
R3a	**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.**
R1c	**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.**
H1g	**Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.**
R3d	**The importance of self-respect and how this links to their own happiness.**
H1b	**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.**
H1h	**That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.**
H2e	**That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.**
To understand that different influences can affect choices.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can we make this a happy place for everyone to work and play?	• Agreed class/school rules • Choose playmates, monitors, etc. (positions of responsibility) from within the class • Set up classroom procedures and expectations relaitn to a "safe" learning environment. • If necessary, do some 'getting to know you' activities during circle time	PSHE Association – setting up a safe learning environment.	• Advert • Belong • Choice • Different • Empathise • Empathy • Feelings • Friendship • Gay Included • Groups • Influence • Like • Love • Network • Outsider • Persuade • Problems • Relaxed • Share • Similar • Special • Unique
• Who is in our family? • Why are families important?	• Explore different types of families. • Children to draw a family of who lives with them. • Read Tango Makes Three to explore loving families.	Tango Makes Three Stonewall website for the CHIPS book list.	
• What makes me the same as/different from you? • The importance of self-respect and how I feel.	• Self-portraits/mirror activity/talking together "I am unique because …" (this could form part of a display – addressing issues of self-esteem) • Read I Love my Hair - identify what they like about themselves and how they might feel.	'I Love My Hair!' by Natasha Anastasia Tarpley ISBN 0-316-52375-5	
• What makes a good friend?	• Discuss and agree the qualities that a good friend has, including mutual respect, truthfulness and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences. • Children to draw what a good friend might look like, and label with relevant adjectives.		
• What can I do if I fall out with a friend?	• Explain that friendships have ups and downs, explore ways to resolve conflict. • Use a puppet to discuss scenarios. Explore emotions (negative and positive emotions) and how to manage emotions and conflict without resorting to violence.	Ann Foxley-Johnson – Conflict Resolution.	
• What influences me and the choices I make? • Do I influence others? In what way? Do they influence me?	• Produce a class list of things that influence choice, e.g. personal likes/dislikes, knowledge, friends, adverts. Choose 1 or 2 and explore them in more detail • In small groups, discuss a real-life situation when a friend encouraged them to do something. Was it a good idea? Would they do it again?		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Discuss a scenario when someone had persuaded a friend not to something because it was foolish/dangerous. How can friends influence choices? • Talk about things that they see on screens– you tube, messages, pictures, tv, gaming and discuss how these can make you feel.		
• What can boys do and what can girls do?	• Look at photographs of everyday people. Let the children decide what jobs they think they could do. Discuss question "What job would you like to do in the future…?" • Explore gender stereotypes – What do boys like to do? What do girls like to do? Identify famous men who dance (Diversity) and women who play football for example.	Expect Respect Toolkit: Y2, Section 2: Gender, Careers and Assumptions Growing and Living DVD – Unit 1/ Programme 1 – Differences. Inspiring the Future	
• How does it feel to be different?	• Look at and discuss pictures of disabled children and discuss how their lives may be similar/different. – See video Corto Ian (2018) FundaciA – How does the child feel at the beginning/end? • Complete an Emotion Rollercoaster.	https://fundacionian.org.ar/the-short-film/	
• How does it feel to be isolated and lonely?	• Read book Something Else – explore how it feels to be left out? What advice could they give? Explain that if a child feels lonely or isolated they should discuss their feelings with an adult.	Stonewall KS1: Year 1 and 2 classroom activities	
• What is bullying?	• Identify the different types of bullying (including cyberbullying). Explain that bullying is intentional and repeated. • Discuss the impact of bullying on emotional health – link to previous lessons. • Discuss the responsibilities of bystanders to report bullying to an adult. • Explore ways to get help.	Ann Foxley-Johnson Anti-Bullying Alliance	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 2: **Term** 2.1
Theme: Healthy lifestyle

Learning Objectives:	
H6c	**The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.**
H6d	**About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.**
H4a	**What constitutes a healthy diet (including understanding calories and other nutritional content)?**
H4c	**The 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).**
H3b	**The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.**
H6e	**About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.**
H2b	**About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content on their own and other's mental and physical wellbeing**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How do healthy people look?	• Show photos of people in different states of health (e.g. dirty hair, bad teeth, unclean, sickly etc.) – children sort who is healthy/unhealthy		• Clean • Exercise • Happy • Healthy • Not so healthy • Responsible • Rest • Sometimes
• What do healthy people eat?	• Introduce Eatwell Plate and balanced diet • Focus on healthy eating – Ready Steady Cook – Design a meal using limited ingredients.	Eatwell Change for Life Big Cook Little Cook	
• What do healthy people do?	• Discuss different ways to exercise. • Survey how children travel to school – promote walking, scooting and cycling. • Link to PE – set up mini Olympics/Visit EIS		
• Why is it important to sleep?	• Discuss bedtime routines and how this can affect the quality of sleep. • Design a healthy bedtime routine – Write some Top Tips for Parents.	Bedtime diary	
• Why is it important to stay clean?	• Read Dirty Bertie books – give advice on how to stay clean.	Dirty Bertie books	
• How can I stay healthy?	• Explore leaflets/media about healthy lifestyles (e.g. catch it, bin it) • Identify ways to stay healthy linked to hygiene, exercise, diet, sleep and vaccinations • Talk about teeth and what happens at the dentist – show clips of what happens during a check up. • Suggest ways they can make their own day healthier. • Link in excessive usage of devices, such as Xbox, ipads, You Tube, etc – what do they think is acceptable usage?	Dental health.org	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 2: **Term** 2.2
Theme: Growing and changing

Learning Objectives:	
R5c	**That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.**
H1c	**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.**
To recognise their own growing competencies and responsibilities.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What do I remember about being born and growing?	• Discuss happy moments/sharing memories with family. Set up a class board of children's photographs. They could bring in 2 to 3 photographs to show how they have grown/changed since being born		• Change • Community • Discover • Evidence • Family • Food • Growing Up • Love • People • Places • Recognise • Remember • Responsible • Shape • Size • Skills • Visit
• What makes things grow? • What makes me grow?	• Plant bulb/seeds and chart progress. • Compare needs of bulbs with needs of humans, e.g. water, warmth, sun, care, etc. Discuss what helps them to grow, include love and care as well as shelter, food, warmth and water		

• How do people know I'm growing?
• What new things can I do
	• Time line of life events
	• What age did I/will I walk/go to school/ride a bike/play out on my own/drive a car/get a job etc.
	• Make a list
	  ○ Things I can do now
	  ○ Able to do soon
	  ○ Can't do yet
	  ○ Want to do
	  ○ Need to practice
	• They could write about wishes for the future. What do they hope they will be able to do:
	  a. This time next year?
	  b. When they are 10 years old?		

• How to recognise emotions and manage them?	• Explore emotions of very young children e.g. tantrums in the supermarket • Explore the emotions they feel now linked to different scenarios. • Explore how to manage those emotions.	Use video clips/stories	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 2: **Term** 3.1
Theme: Keeping myself safe

Learning Objectives:	
R5b	**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.**
H7a	**How to make a clear and efficient call to emergency services if necessary.**
H7b	**Concepts of basic first aid, for example dealing with common injuries, including head injuries.**
H2g	**Where and how to report concerns and get support with issues online**
R4c	**The rules and principles of keeping safe online, how to recognize risk, harmful content and contact and how to report them**
To know people who help them and how to ask for help.	
To know the difference between safe and dangerous places to play and how accidents can happen.	
To understand the responsibility involved in making choices.	
To recognise how to keep themselves safe.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What should I do when I'm lost?	• Use stories/poems as stimulus for discussion. Make rules for what to do. Have you ever been lost? Share thoughts and feelings. Who helped? Discuss 'safe people' and dangers from unknown people or know people who cause unease/fear. People who are lost – do we go with them? Act out in drama and use key words: "No, I can't help" or "I'll go and ask someone". (Links with 'Protective Behaviours')	Lost and Found Visit from PCSO	• Address • Dangerous • Describe • Harm • Hurt • My job • Name • Number • Recognise • Reference • Responsibility • Rules • Safe
• What is good about my home? When am I at risk?	• Collect pictures of household equipment that is useful and then link to potential danger, e.g. cooker, fires, knives. Devise strategies, e.g. not touching, etc. Discuss people/things at home that keep them safe, happy, warm, comfortable. Discuss when they might be 'at risk' at home. List and produce a list of solutions to keep themselves safe – whole class activity . Ensure online risks are discussed too – You Tube, "Bad" images, message apps/chats	Smartie the Penguin	
• What is good about outdoors? When am I at risk?	• Circle time – children's ideas and opinions about the places they go, who takes them, who goes with them, what they do, likes/dislikes. Make rules for these places – include the people they meet and traffic/water, etc. Explore skills for crossing the road – teach Green Cross Code. • Use role Play and Small World or Pretend Road Track to act out crossing the road.		
• How do I make the right choice? (online choices to be included)	• Discuss possible scenarios that the children could find themselves in when playing outdoors with older children and in an area that they are not familiar in. What choices would they make about: • Contact with their parents? • Doing something that they felt uncomfortable with, e.g. throwing litter, swimming in a river? • Is it ok to keep a secret? When is it ok/ when is it not ok? • Explore their responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' or 'I'll tell' • Consider as a class ways to stay safe online and the positive choices that can be made • Who can you go to for help?	Use childnet.com Get Smart resources, lesson plans and video clips	
• How do accidents happen?	• Children in pairs mime an accident they have had. Share with partner, then class. What caused it? • Look at fantasy characters, e.g. Superman, Spiderman and discuss why we don't copy their actions	BHF – how to make an emergency phone call	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• What to do in an emergency – Who would you call? What first aid help could you offer?		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

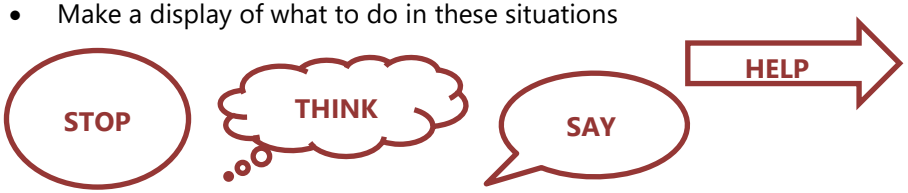
Year 2: **Term** 3.2
Theme: The world of drugs

Learning Objectives:	
H5a	**The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.**
To know when to say no.	
To extend understanding of what goes into their bodies, how it enters and its impact.	
To understand the role of medicines and health.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• When have I had to take medicines?	• Discuss illnesses – when/what/where? Collect packages and put into sets: tablets, liquids, powders, injections, etc. Discuss people who need them to stay alive/healthy		• Absorbed • Addictive • Alcohol • Asked • Bully • Dangerous • Dangerous • Decide • Don't like • Drugs • Gave, left • Germs • Harm • Harmful • Hide Hurt • Illegal • Inhale, spray • Injected • Injections • Legal • Listen • Medicines • Nicotine • Persuade • Persuade • Poison • Refuse • Responsibility • Risk • Secrets • Sensible • Showed • Swallowed
• Where do medicines come from? • What do doctors and nurses do?	• Discuss the safe handling of medicines and who should give me medicines – 'my safe person' • Encourage children to share their own personal stories of when they have required medicine • Circle time – when should I say "No", "I'll ask" or "I'll tell someone"? • Invite the School Nurse to come and talk to the children about the job they do and about how the children can keep themselves safe and healthy	Twinkl resources	
• What goes into the body?	• Think of all the things which can get into their bodies. Draw and label some (own/pair/group work), e.g. splinters, pollution, germs, dirt, foreign bodies and pollen • What different ways do they get into their body? Make a list, e.g. swallowed, injected, sniffed /breathed in or rubbed in • In pairs of groups, children make a chart to categorise how, when and why some of these things would be dangerous: • We think these are safe, e.g. food, perfume • We think these might be dangerous, e.g. splinters, pollution • We know these can be dangerous, e.g. alcohol, cigarettes • The terminology 'legal' and 'illegal' could be introduced and that it is illegal to sell alcohol or cigarettes to children could also be mentioned		
• What do we know about alcohol?	• Show children empty containers of beer, wine, spirits and ask what the ingredients/drug is that they all contain – alcohol • Write alcohol on the board and ask the children for the names of other drinks which contain alcohol. Write them on the board (also include Alcopops) • Ask the children to put hands up if they know someone who drinks alcohol • Explain that adults can behave differently when they drink alcohol. Use children's examples to illustrate this, e.g. argue/happy/lively. Mention that not all adults drink alcohol	PSHE Association	
• What do we know about smoking? (inc e-cigarettes)	• Show children a cigarette packet and explain they are going to learn about how smoking can affect people's health. Ask children to think of someone that they know who smokes. How does the child feel about it? Write down words to describe how they feel and discuss in a group. Show e-cigarettes and explain they contain the drug nicotine too.		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Ask the children "Why do people smoke?" Explain that adults tend to smoke because they are addicted, children tend to smoke because of pressure from others or to look good/show off in front of others. Explain that smoking cigarettes is dangerous to health. Do children know which parts of the body are affected? Lungs and heart – it makes breathing difficult		• Tell • Tell • Touched • Try it • Types of alcoholic drinks • Urgent
• What do I say and do if someone tried to persuade me?	• Explore with the children situations where someone might try to persuade them to touch, taste and sniff or puff something unknown or dangerous. What might they say when they are worried, under pressure or unsure? • Write some ideas of what they might say in speech bubbles and display – who are these people? Ask children to draw what these people look like and label. Point out stereotypes of strangers. What might these people who are trying to persuade you say? e.g. "It won't hurt", "They're only like sweets". Write these and display as speech bubbles. Help the children practice them, e.g. play with partner – confident refusals. • Who might they go to when they are unsure, worried, under pressure – discuss. Explore who this might be in different situations, e.g. school, parks, etc. Illustrate and label these people, explore reasons for choosing these people and the reasons for trust. • Make a display of what to do in these situations 		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 2
Theme: Citizenship and focus on outdoors

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• Is our playground a positive place to play?	• Encourage discussion about the playground and discuss things that make them happy/unhappy, what they like/dislike, how play changes in summer/winter, am/pm	Go-Givers lesson: 'Go-Givers Playground' asks the children to decide on needs for a range of different personalities and then design a playground to meet everyone's needs. Playground rules/guidelines are also discussed QCA Citizenship Unit 6: Developing Our School Grounds pfeg 'Learning About Money in the Primary Classroom' Pg. 64 'In the School Garden – Invest and Grow' What Money Means 'in Action' dvd – Minterne Junior School case study	• Community • Consult • Develop • Enhance • Environment • Grounds • Improve
• How can we improve our grounds?	• Using class/School Council – can children think of ways in which the playground could be improved for ALL? What do we need to do to make this happen? • What would these improvements cost?		
• How can we involve the views of everyone?	• Devise a simple questionnaire which could be used through School Council to ascertain the views of the whole school community, including children, teaching/non-teaching staff, etc.		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

YEAR 3

	Autumn Term		Spring Term		Summer Term	
Scheme of Work	Term 1.1 The caring school and Feelings, friends and friendships *6 lessons*	Term 1.2 Relationships, loss and separation *6 lessons*	Term 2.1 Choices, emotions and difference *6 lessons*	Term 2.2 My healthy body – Taking responsibility for my healthy lifestyle *6 lessons*	Term 3.1 Keeping myself safe *5 lessons*	Term 3.2 The world of drugs *6 lessons*

SEAL	NB SNTB GOFO	CH R	NB	GFG	GOFO SNTB GTBM	GTBM

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 3: **Term** 1.1

Theme: The caring school and Feelings, friends and relationships

Learning Objectives:	
R3a	**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.**
R3c	**The conventions of courtesy and manners.**
R3e	**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.**
R2a	**How important friendships are in making us feel happy and secure, and how people choose and make friends.**
R2c	**That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.**
R3d	**The importance of self-respect and how this links to their own happiness.**
R4b	**The same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous.**
H1b	**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.**
H1c	**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.**
H2c	**How to consider the effect of their online actions on others and know how to recognize and display respectful behavior online and the importance of keeping personal information private.**
To know that choices have consequences	
To see ourselves as valued and valuable members of the school community	
To recognise what is fair and unfair and the difference between right and wrong	
To recognise the difference between wants, needs and rights	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can we make this a happy place for everyone to work and play?	• Agreed class/school rules • Choose playmates, monitors, etc. (positions of responsibility) from within the class • Set up classroom procedures and expectations • Discuss the rules for a "safe" learning environment • If necessary, do some 'getting to know you' activities during circle time		• Angry • Caring • Choices • Consequences • Cooperation • Delighted • Different • Emotions • Family • Feelings • Friends • Furious • Glad • Hurt • Loving • Miserable • Moods • Nervous • Problems • Respect • Rules • Sad • Sharing • Similar • Something I'd like to know about you is … • Something I'd like you to know about me is … • Special • Terrified
• How do we make ourselves and each other happy, sad or cross?	• In small groups, list occasions that have made them happy or encourage to draw a picture and build in feelings words around it. • Compile a list of scenarios, e.g. playground, classroom, home. Role play scenarios for class discussion, how could positive feelings turn negative – identify the triggers. Use a third person or puppet so the scenarios are not personal to anyone.	Twinkl resources – free discussion scenario cards.	
• What other feelings have you experienced?	• Circle time activity - "I expressed feelings of … when …" • Make a circle of feelings, children to move around to music. When the music stops, call out a feelings word. Make a statue depicting that feeling using the whole body • Google examples of "feelings quotes" or songs about feelings, children to discuss the meaning of them.	Use stories/films as a distancing technique. The first Harry Potter book is a good example. Feelings quotes Feelings wheels	
• How can I make someone feel special?	• 'Child of the Week'. Produce a class book of positive comments about the chosen child • Circle time activity - "One thing I like about … is …" • Send a 'Happigram' to someone you care about or who has done something for you telling them what you like about them. • Create a kindness calendar for the whole class to follow for a given time. For example, Monday smile at everyone who you have eye contact with, Tuesday give 2 people a compliment, etc.		
• What is special about you?	• Make a badge or certificate to show why they are special	CHIPS books Stonewall	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Self-portrait with positive comments written around it, use mirrors to support. Talk with a partner to contribute comments • Play game would you rather….. eat ice cream or chocolate? etc. Which shows difference • Game: Bingo. Children to populate a grid (6 – 8 squares) of things about them, then move around their group, or class, asking questions and recording the names of people who fit the description on their list: e.g. has played basketball; has celebrated a religious occasion; likes curry; has travelled on a plane; is allergic to peanuts; has more than three names; has more than two siblings; has lived in another country; likes cold weather; speaks more than one language; rides a bicycle. First to complete their list calls out Bingo. Regroup to talk about similarities and differences between class members.		
• Why is having a group of friends important? • What makes a healthy friendship?	• Discuss how a friend can affect our EHWB, what does it feel like when a friend is off ill/on holiday. What emotions do you feel when you are with/ not with your friends? • Use questions on a sliding scale and children to vote against the statements from strongly agree to strongly disagree, statements could be – A friend should be the same gender as me, A friend should like everything that I do, A friend listens to me. A friend won't let me play with anyone else, A friend makes me feel better when I am sad, A good friend talk behind my back, etc. Consider adding in examples of online situations – consider cohort and ensure developmentally appropriate scenarios • Put statements into a good friend or bad friend heading • Discuss the meaning of RESPECT. How do you expect to be treated and in turn how to you respect others? Does this also apply to respect online? Discuss what is said online/messages is no different to face to face.		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 3: **Term** 1.2
Theme: Relationships, loss and separation

Learning Objectives:	
R1a	**That families are important for children growing up because they can give love, security and stability.**
R1b	**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.**
H1b	**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.**
H1f	**Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.**
To consider some of the changes that take place in people's lives and reflect on some of the changes in their own lives.	
To be able to recognise some of the emotions involved in loss situations and consider what is helpful and unhelpful in such situations.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• Who is in your family? • Why are families important?	• Use known characters such as Harry Potter, The Simpsons, to map out their family tree. Then create their own and compare. • Look at other families, use books from CHIPS range to support. • Make a family recipe using the child's own family as the ingredients. Add in extra bits like a sprinkle of love, heaps of laughter etc.	Stonewall has several book suggestions for different families	• Angry • Bereaved • Change • Cry • Death • Divorce • Excited • Guilty • Happy • Help • Listen • Lonely • Moving • New • Sad • Separation • Shout • Talking • Understand
• Why is rest time important? • What do you do away from school?	• Come up with a class list of things they do out of school, write on a post it note and put it on a wall. Children to then "steal" someone's idea of something that they are going to try during the forthcoming week. Discuss at the next lesson. • Demonstrate and encourage children to take part in a mindfulness activity. Seas of tranquility – make a small paper boat and lay on the floor with it on your stomach. Concentrate on your breathing and make the boat go up and down on your sea. When you breathe in your stomach and lungs should fill with air. Put some calming music on for the children to listen to.	Headspace – Mini Meditation www.youtube.com/watch?v=ldFD-L-Csz0	
• What does it feel like when you lose something?	• "Something I once lost was …, it made me feel …", e.g. money – the consequences of losing money or having it stolen • Ask children to close their eyes and think of something that is important or precious to them. Imagine looking for it and it has gone. Discuss how it feels and what they will do • Explore other emotions beyond sad and upset, how do these emotions actually feel.	CHIPS: Y1, Week 4, Week 5 and Week 6 Expect Respect Toolkit Section 2: Year	
• How does it feel when we lose or are separated from a special person?	• Discuss different types of loss as a group i.e. losing an object, falling out with a friend, parental separation, moving schools, death of a pet or family member. (be sensitive to children's personal circumstances) • Use Harry Potter as an example – loss of his parents and living with an Aunt who doesn't want like him!		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• What helps us when we lose something or someone?	• Use a story or poem to explore how a character feels in a loss situation • In groups, children make lists of things that help or do not help and discuss. Ask the children to describe verbally or use drawing and writing, someone who has helped them when they lost something or someone • Use scenarios cards to sort into helpful;/unhelpful		
• What can we do to help somebody else experiencing loss?	• Give children examples of situations on cards, e.g. new child in your class, friend's dog dies. In pairs, think through what they could do to help in those situations and share ideas		

Notes to staff:	• Appropriate staff training may be needed to build awareness, skills and confidence in this sensitive area. • The book "Helping children think about bereavement" by Heather Buller (ISBN: 978-0-415-53685-4) outlines 4 lessons based around the story of a turtle who dies.

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 3: **Term** 2.1
Theme: Choices, Emotions and Difference

Learning Objectives:	
H1h	**That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.**
R3f	**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.**
R4b	**That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous**
To understand the consequences of racism, teasing, bullying and discrimination.	
To understand the feelings and emotions associated with belonging.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What is belonging?	• Read the book 'Something Else' to the children • Ask the children to consider what is 'Something Else's' primary emotion? Have they ever experienced or felt like this? Why? What happened? • If they were to give 'Something Else' a name, what would it be and why?	Book - Something Else CHIPs materials	• Acceptance • Bullying • Charter • Consequences • Convention • Different • Discrimination • Empathise • Empathy • Forgiveness • Human rights • Hurtful • Kind • Need • Policies • Problem • Racism • Responsibility • Rights • Sad • Same • Similarities • Solution • Tolerance • Unhappy • United Nations • Unkind • Upheld • Upset • Want
• How can we make people feel that they belong?	• Using the text consider how 'Something Else' made 'the Creature' welcome? How did this affect 'the Creature'? How did it make 'the Creature' feel? • Ask the children to consider their school. If a new person joined their class tomorrow what would they do to make them feel welcome?	Something Else' by Kathryn Cave / Chris Riddell ISBN 0-14-054907-2	
• Some people are different	• Use a stimulus such as pictures from SEAL to show a difference. Ask the children to list differences, e.g. speak a different language, have a different religion, and have different coloured skin. Does this make any difference to how they would treat and welcome a newcomer, if so, how? • Has the school recently welcome children from other schools, other areas, other countries, etc.	Use film clips to identify difference Book - Lizard Lounge CHIPS books Stonewall	
• What is bullying – consider different types of bullying and the impact this can have on our feelings	• Use Be Internet Legends SOW, lesson plans and activities - Section entitled Respecting Each other • Use scenerios for the children to discuss what they would do, include examples of online bullying.	Be Internet Legends- Respect Each other pages 38 - 46 Ann Foxley-Johnson Anti-Bullying Alliance resources	
• Do I know the difference between fair and unfair?	• Discuss what is 'fair' and 'unfair'. Relate to age, gender and race. Discuss, are there any types of disability among children? • Set up a mock job interview, with characters of different ages, races and genders – get the class to interview and choose the suitable candidate. • Discuss unfair examples of treatment in stories and literature, e.g. Cinderella, to discuss fairness and situations where rights are infringed. Who had the responsibility to ensure that Cinderella's rights were upheld? Other activities	Use traditional Tales with a twist	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	for follow up, e.g. role-play, hot-seating or writing a litter to a character in a story		
• What are my rights? • What are my responsibilities??	• Look at the 'Whole School Charter of Rights' and write appropriate responsibilities alongside each right, e.g. 'we have the right to a home' and 'the responsibility to help care for it', 'we have the right to learn' and 'the responsibility not to prevent others from learning' • Explain about the United Nations Convention of the Rights of the Child and provide them with a simplified version. Compare their own version with the UN Charter • Create a 'Charter of Rights' for children, e.g. the right to a home, to lean, to be safe. Present to the whole class and produce a 'Whole School Charter' – could run as a type of election campaign. • Play some 'trust' games to raise awareness of responsibility to others. Discuss feelings of being blindfolded and having the responsibility of a leader	QCA Citizenship Unit 7: Human Rights UNICEF rights of a child	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 3: **Term** 2.2

Theme: My healthy body – Taking responsibility for my healthy lifestyle

Learning Objectives:	
H4a	**What constitutes a healthy diet (including understanding calories and other nutritional content)?**
H4b	**The principles of planning and preparing a range of healthy meals.**
H1e	**The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.**
H3a	**The characteristics and mental and physical benefits of an active lifestyle.**
H2b	**About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negatice content online on their own and others' mental and physical wellbeing.**
H3b	**The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.**
H3c	**The risks associated with an inactive lifestyle (including obesity).**
H6c	**The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.**
To begin to consider the effect of media and peer influences on their lifestyle choices.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What do you like to eat/drink?	• Circle time activity – "My favourite food is …" • Circle game – change places if you like eating/drinking, e.g. pasta, milk, bananas		• Advertise • Balance • Body • Breathing • Choices • Diet • Eating • Energy • Enjoy • Exercise • Fat • Fitness • Food • Fruit • Healthy • Heart • Leisure • Lifestyles • Lungs • Media • Minerals • Muscles • Not enough • Nutrition • Persuade • Protein • Pulse • Stamina • Strength • Suppleness • Too much • Vegetables • Vitamins
• Why do we need to eat/drink? • What food do we need to eat, to grow and stay healthy?	• In pairs or small groups, children list why they think they need to eat and drink. Categorise their responses under headings such as 'growth', 'energy', 'feeling good' and 'enjoyment' • Using two paper plates, invite children to draw/cut and stick what they consider to be healthy/unhealthy foods. Discuss • Use the 'Eatwell Plate' to discuss the different food groups which contribute to a balanced diet • Groups of children to make a collage of the section from the 'Wheel of Good Health'. Find foods that fit their particular category	Eatwell Plate poster	
• How can we eat for health?	• Each child divides a sheet of paper in two. On one half they draw and label foods which they think they should eat more often, the other half which they think they should be more cautious with		
• What exercise do we take? • What happens when you exercise? • Why should you exercise? • What impact could excessive device usage have on our physical and mental health?	• In pairs, ask the children to think about their favourite form of exercise and mime it for their partner to guess • Conduct a survey of favourite kinds of exercise • Taking as a starter point a recent PE lesson, make a 'Circle of Feelings' about how the children felt whilst taking exercise. From this, pull out the physical effects of exercise • Ask the children to think about that happens to their muscles, heart and lungs during exercise • Possible exploration and measurement of pulse rates before and after exercise • Discuss over use of devices, online activities and gaming – what is acceptable – they could make a home agreement to their parents regarding device time. • Consider Mental wellbeing impact too	Laptops to search for local groups	
• What other activities do you enjoy?	• In pairs, children think about other leisure opportunities they participate in • Children to prepare a short PowerPoint or leaflet advertising a physical activity. Can they persuade their friends with all of the	Invite Brownie or Cub leader to talk with the children or a local sports team.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	benefits that their activity provides? What equipment is needed? Are there any cost implications? • Gather information on what is available for children to do in the locality.		
• Is our a healthy school?	• Ask the children what a healthy school would have/have not, do/do not. What kind of rules would they have? • Children to produce an action plan using some of their ideas. Set a review date to look for positive signs of improvement.		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 3: **Term** 3.1
Theme: Keeping myself safe

Learning Objectives:	
R4a	**That people sometimes behave differently online, including by pretending to be someone they are not.**
R4b	**That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.**
R4c	**The rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them**
R4e	**How information and data is shared and used online**
R5a	**What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).**
R5b	**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.**
R5f	**How to ask for advice or help for themselves or others, and to keep trying until they are heard.**
R5h	**Where to get advice e.g. family, school and/or other sources.**
H2d	**Why social media, some computer games and online gaming, for example are age restricted**
H2g	**Where and how to report concerns and get support with issues online.**
H7a	**How to make a clear and efficient call to emergency services if necessary.**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• When are you most at risk?	• Tell the story of Goldilocks or Jack and the Beanstalk, children to discuss the story and highlight all of the risks she/he took. • Ask the children to think of places and people with whom they feel really safe. • Then ask them to imagine situations in which they may feel unsafe. What feelings do they experience in each situation? Are there times when they put themselves in these situations? For example, take risks • Ask the children to draw pictures of someone their age taking a risk. Then in pairs, talk about the pictures and the possible consequences of the situation. Children could role play the situations. (Try to steer some examples towards online risks) • Consider sharing information online (photos, personal information)	Goldilocks and the Three bears, Jack and the Beanstalk. Be Internet Legends – Scheme of Work – Keep it Private activity 4 page 10	• Consequences • Frightened • Happy • Nervous • Pain • Pause • Risk • Scared • Think • Threatened • Unhappy • Worried
• Who are you? • Where are you going? • Who are you with? • How to identify risks online	• Follow Be internet legends lesson plan – Who are you, really? • Use a story that the children have heard of and look at the character's knowledge of who they are, where they are going and where they have been • In pairs, ask the children to draw a picture of themselves going out with their friends. Show where they are going and who, if anyone, is in charge • Freeze frame activity – explore unforeseen situations which might happen on their outings, e.g. someone getting left behind, scared, and worried. Ask the children how they might deal with the situation, what they might be thinking. Write their thoughts using speech bubbles	Be Internet Legends – Scheme of work Page 20 activity – Who are you, really? Page 14 - Check it's for real	
• How do you say no when you do not like something?	• Discuss the differences between genuine pressure on children and requests from adults to help with tasks that they do not want to do, either because they want to play, watch television or because they do not feel like it • Partner discussion about what children should and should not do, including when it is ok to keep a secret and when it is not.		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Discuss the physical contact that is generally acceptable and that which is unacceptable. Draw and write what you think may happen after different situations, e.g. being tickled and not enjoying it, being cuddled by someone they are not happy with • What can they do if they are made to feel uncomfortable? Who can they ask for help? Including online issues		
• Consider age restrictions for games, TV shows and films.	• Ask children to consider the criteria headings that decide the age rating of game/website/film (language, violence, etc) • Can the children age rate examples. • Use Net Aware website to look up websites and games that they use, look at description and ratings - do they agree?	www.cbbfc.co.uk – View what's right for you lesson plans and activities. netaware.org	
• How do I make a clear and efficient call to emergency services if necessary?	• Discuss what a prank call is • Give scenario cards which contain emergencies and non-emergencies, children to role play making the call – who will they call and why?	BHF – how to make an emergency call British Red Cross – redcross.org.uk/educationresources	

Year 3: **Term** 3.2
Theme: The world of drugs

Learning Objectives:	
R5h	**Where to get advice e.g. family, school and/or other sources.**
R5f	**How to ask for advice or help for themselves or others, and to keep trying until they are heard.**
H5a	**The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.**
To develop skills for weighing up the choices involved in and the reasons for and against taking risks.	
To develop ways to resist unhelpful pressure to take risks with their health.	
To understand that pressure comes in different forms.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What goes into my body?	• In small groups brainstorm the question and note responses on slips of paper. "What goes into my body?" Categorise their responses, e.g. get into my body by accident, I can't stop or avoid taking it in, people tell me to take it, are dangerous and could make me ill. Invite the children to share their responses and discuss		• Addicted • Bad • Belonging • Consequence • Cure • Debt • Decision • Dependent • Dieting • Exercise • Feelings • Good • Health • Healthy • Hooked • Painkilling • Pressure • Responsibility • Risk • Risky • Safe
• When do people need drugs?	• Ask the children when people need drugs, e.g. prevention of illness, vaccination for travel, curing illness, emergencies, painkilling, lead normal life (asthma) • Children's responses could be presented pictorially, to demonstrate for others the wider meaning of the word 'drugs'. Ask: • What should they leave for an adult to deal with? • What can they do to help another child who is taken ill? • How to describe clearly what is wrong		
• Why do some people think they cannot manage without drugs?	• Do they know people who think they need to have: • A cigarette/ e-cigarette? • An alcoholic drink? • A cup of tea or coffee? • What do we call it when someone needs these things? Addicted • Use a 'circle of feelings' exercise to think about and show how they would feel if they had to give up their favourite food/activity, e.g. sweets; jealous of others, miserable sometimes, bad tempered, pleased, sensible. (The children could actually try to give up a favourite food or drink for a day or two to actually experience how it feels) • Ask "How could you help yourselves to give up?", e.g. ask family or friends to help support them, do something to take their mind off it, save money for a treat • Emphasise interaction between body and brain, mind and feelings		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• What is 'Risk Taking'?	• Tell the children a simple story about a risk someone took, explaining the good and/or bad consequences • In circle time, talk about the sorts of risks children have taken and try to categorise them, thinking about, for example, their feelings, whether they risked their health, safety or belongings • Discuss the positive and negative results of taking the risks	QCA Drug, Alcohol and Tobacco Education	• Safety • Slightly • Unsafe • Vaccination • Very
• What can be 'positive' and 'negative' about taking risks?	• Place two large signs reading 'very risky' and 'slightly risky' at opposite ends of the room, drawing a line or stretching a piece of string between them. Give children large cards describing different health related choices and ask them to place them on the line between the two signs. The cards could include choices such as: o Eating an unhealthy diet, with lots of crisps and sweets o Not washing o Taking no exercise o Dieting o Drinking alcohol o Taking someone else's medicine o Smoking a cigarettes o Not brushing teeth o Borrowing money o Meeting a stranger met on the internet who has become their friend • Encourage the children to give reasons for their decisions, using their prior knowledge to help them. Try to help them decide if it is short or long term risk		
• Why do we take risks?	• Read a story about a child or young person who takes a risk (along with their friends) that has bad consequences • The children discuss the reasons why the person took that risk • Children explore and discuss all the pressures and influences the character was under		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Explain that pressure to take risks comes from a variety of sources, including our friends. Explain that we have a right to feel safe and secure and a responsibility to look out for each other, as well as make out own decisions		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 3
Theme: Citizenship and rights and responsibilities

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What are my rights? • What are my responsibilities?	• Brainstorm things they want. Identify from the list 'wants' and 'needs'. Expand the 'needs' list to include other things they need and discuss. Which of these are fundamental human rights, e.g. food and shelter • Create a 'Charter of Rights' for children, e.g. the right to a home, to lean, to be safe. Present to the whole class and produce a 'Whole School Charter' • Play some 'trust' games to raise awareness of responsibility to others. Discuss feelings of being blindfolded and having the responsibility of a leader • Look at the 'Whole School Charter of Rights' and write appropriate responsibilities alongside each right, e.g. 'we have the right to a home' and 'the responsibility to help care for it', 'we have the right to learn' and 'the responsibility not to prevent others from learning' • Explain about the United Nations Convention of the Rights of the Child and provide them with a simplified version. Compare their own version with the UN Charter • Produce a post of the Charter and display in a prominent position within school (could be included in School Prospectus)	QCA Citizenship Unit 7: Human Rights Go-Givers lesson: 'The Gap Exposed' explores the global perspective	• Bullying • Charter • Consequences • Convention • Discrimination • Empathise • Empathy • Human rights • Need • Policies • Problem • Racism • Responsibility • Rights • Solution • United Nations • Upheld • Want
• Do I know the difference between fair and unfair?	• Discuss what is 'fair' and 'unfair'. Relate to age, gender and race. Discuss, are there any types of disability among children? • Discuss unfair examples of treatment in stories and literature, e.g. Cinderella, to discuss fairness and situations where rights are infringed. Who had the responsibility to ensure that Cinderella's rights were upheld? Other activities for follow up, e.g. role-play, hot-seating or writing a litter to a character in a story		
• What are my responsibilities to others?	• What are the consequences when things go wrong? What are the children's responsibilities when they know another child is being treated unfairly. Children to undertake an	QCA Citizenship Unit 7: Human Rights	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	enquiry into unfairness, e.g. bullying, racism, discrimination. What are the schools' policies? • Discuss their responsibility for upholding the rights of others, e.g. the right of all children to learn, e.g. 'be a quiet worker', 'don't disturb next-door neighbour', always put hands up/don't shout out', etc. • Children to list other examples and identify their individual responsibility	Go-Givers lesson: 'You Can't Do That Here!'	
• Can I make a difference? If so, how?	• Children identify a problem that needs to be addressed and develop a strategy for dealing with it, e.g. access to drinking water is a problem. They investigate ways to provide and take responsible action to remedy the situation • Children work together as a class to produce a school display on Children's Rights. They plan and lead an assembly	QCA Citizenship Unit 7: Human Rights Go-Givers lesson: 'You Can't Buy Anything with a Penny'	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

YEAR 4

	Autumn Term		Spring Term	Summer Term	
Scheme of Work	Term 1.1 The caring school and Feelings, friends and friendships *6 lessons*	Term 1.2 Respecting the difference between people *6 lessons*	Term 2.1 and Term 2.2 My healthy body and Caring for my body *9 lessons*	Term 3.1 Keeping myself safe *5 lessons*	Term 3.2 The world of drugs *3 lessons*

SEAL	SNTB GOFO R	CH R SNTB	GFG NB	GOFO SNTB	GTBM

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 4: **Term** 1.1
Theme: The caring school and Feelings, friends and friendships

Learning Objectives:	
R3a	**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.**
R3d	**The importance of self-respect and how this links to their own happiness.**
R3e	**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.**
R2a	**How important friendships are in making us feel happy and secure, and how people choose and make friends.**
R2b	**The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.**
R2c	**That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.**
R2d	**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.**
R3b	**Practical steps they can take in a range of different contexts to improve or support respectful relationships.**
R4a	**That people sometimes behave differently online**
R4b	**That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others including when we are anonymous.**
R4d	**How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.**
H1c	**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.**
To learn how to make positive choices.	
To know that choices have consequences.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can we make this a happy place for everyone to work and play?	• Agree class/school rules • Choose playmates, monitors, etc. (positions of responsibility) from within the class • Set up classroom procedures and expectations • Discuss what is = a safe learning environment and why this is important. • If necessary, do some 'getting to know you' activities during circle time • Mingle Bingo activity • Classroom Charter		• Caring • Choices • Concern • Consequences • Cooperation • Coping • Emotions • Friendship • Fun • Gay • Personal • Relationships • Respect • Rules • Sharing • Sharing • Something I'd like to know about you is … • Something I'd like you to know about me is … • Strategies • Strong feelings • Worried
• What qualities do you look for in a friend? • Apply the same principle discussed above but to an online friend.	• Circle time activity – A good friend is … • List words associated with 'friend' as a class • Children reflect individually on qualities of their close friends • Create a profile of an "online friend" using the qualities already said that they look for in a "real" friend. Discuss dangers associated with friends online – use Be internet legends lesson plans.	Be Internet Legends – Be Internet Alert lessons p20 – Who are you really?	
• What affects the way my friendship works?	• Introduce the concept of friends being linked together by friendship chains, i.e. school, youth club or dancing. Make chains using paper dolls/links. • Consider ways in which chains might be broken or made stronger. • Consider how feelings and attitudes affect the way friendships are strengthened/broken. Use distancing (3rd person) examples of broken friendships. • Link in online friendships, discuss the positives and negatives of online friends.	Be Internet Legends – Be internet Kind lessons page 40	
• How do you sometimes make other people feel?	• Divide the children into groups of three – in pairs they talk in 'gobbledygook' taking it in turns to be excluded from the conversation. They share their feelings as a trio, e.g. how does it feel to be left out? How did iyou make each other feel better? Share examples of things that happen at school/at home where people might feel like that • Stonewall KS2: Year 3 and 4 – Classroom activities: The Sissy Duckling Explore stereotypes	Sissy Duckling by Harvey Fierstein and Henry Cole Stonewall website	
• How do you respect differences?	• Link into anti-bullying week • Group rap to demonstrate difference and acceptance.	Anti-bullying Alliance Andy and the Odd Socks	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Lizard Lounge book from CHIPS list – could the children create their own comic strip based on the text using their own character?		
• How can you cope with strong feelings	• In groups, give each a card with a strong feeling on it. Groups discuss and prepare a scenario for their chosen feeling. Each group presents it to the class who then discuss possible strategies for dealing with this • Practice mindfulness	Expect Respect Toolkit Section 2: Year 4	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 4: **Term** 1.2
Theme: Respecting the differences between people

Learning Objectives:	
R1c	**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.**
R1d	**That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.**
R3a	**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.**
R3e	**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.**
R3f	**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.**
R3g	**What a stereotype is and how stereotypes can be unfair, negative or destructive.**
H1h	**That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.**
H2c	**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.**
H2e	**That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can families be similar and different?	• Consider why a family is important for everyone. • Show video clips/photos of "animal adoption" dog caring for a kitten, cat adopts a baby rabbit, etc.	See Stonewall's suggested reading list – relationships and different families.	• Age • Attitudes • Beliefs • Culture • Difference • Expected • Gender • Judgements • Opinion • Poor • Prejudice • Religion • Respect • Response • Rich • Sameness • Stereotypes • Unexpected
• What judgements do you make about people from their external appearance?	• In pairs, ask the children to talk about three differences and three things they have in common, e.g. hair colour, skin colour, eye colour • Prepare a collection of clothes/pictures. Ask groups of children to draw and describe the person to whom the clothes belong. Discuss and compare findings of different groups • Learning area 1: Who am I? - Learn that different things contribute to identity. Explore similarities and differences between classmates, as well as dreams and goals.	Equal Choices, Equal Chances – learning area 1 Premier League Primary Stars – full lesson pack on stereo types. https://plprimarystars.com/resources/rainbow-laces	
• What do you assume about people and their lifestyles?	• Give children pictures of people with very different appearances, e.g. race, age, physically challenged, gender, rich/poor. Ask the children what they think each of them is like and what they like to do. Can you tell what someone is really like just by looking at them? • Learning area 3: There's no such thing as a boy's/girl's job Explore a wide range of jobs, while challenging preconceptions about who does different jobs.	See Stonewall suggested reading list – Challenging gender norms and stereotypes. 'Rich or Poor? The Story of a Rich Dog and a Poor Dog' – a fable and timeless message about being who you are by Lydia Ugolini	
• How do you think it feels to be treated differently from others?	• Using a story such as 'Amazing Grace', explore themes such as making judgements, stereotyping, equal opportunities and valuing difference. Using the main character as a stimulus, children will produce thought bubbles to show how he/she is feeling • Equal Choices, Equal Chances: Learning Area 2: Challenging Stereotypes. Identify stereotypes and challenge stereotypical thinking. Develop respect for difference and understand what discrimination is and how to challenge it. Begin to look at stereotypes in the world of work	'Amazing Grace' by Mary Hoffman Equal Choices, Equal Chances: Learning Area 2 Book 'Hello Sailor' by Ingrid Godon and Andre Soilie – ISBN 978-0333992906	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Classroom activities: Hello Sailor Discuss how some people have to keep secrets because of how other might treat them		
• What are lifestyles in different cultures like?	• Invite a visitor from a different racial background to come and talk with the children about their lifestyles, culture and beliefs	Development Education Centre for South Yorkshire (DECSY)	
• How should you treat other people? • What is bullying (including cyber bullying)	• In pairs ask the children to identify positive ways to treat people whatever their background and to write a code or slogan to encourage good relationships and understanding. • Use Antibullying Alliance videos to remind of what bullying is. Children to make their own scenerios cards of what bullying is and is not. (3rd person examples or their own experiences)	Be Internet Legends – Be kind activity 4 "Mixed Messages"	

Year 4: **Term** 2.1 and 2.2
Theme: My healthy body and Caring for my body

Learning Objectives:	
H1a	**That mental wellbeing is a normal part of daily life, in the same way as physical health.**
H1e	**The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.**
H1f	**Simple self- care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.**
H2b	**The benefits of rationing time spent online on their own devices and the impact of positive and negative content online on their own and others mental and physical wellbeing**
H2g	**Where and how to report concerns and get support with issues online**
H3c	**The risks associated with an inactive lifestyle (including obesity).**
H3d	**How and when to seek support including which adults to speak to in school if they are worried about their health.**
H4c	**The 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).**
H6c	**The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

H6d	**About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.**
H6e	**About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.**
H6f	**The facts and science relating to allergies, immunisation and vaccination.**
H8a	**Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.**

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What do you know about caring for your body? • What does Wellbeing mean?	• Review the knowledge the children have of healthy living and exercise • Draw a picture of a healthy person and an unhealthy person. Add in labels and captions to explain what they have drawn. • List/draw a mind map of all the different ways someone can be healthy. Include all aspects including sleep, alcohol, smoking, busy lifestyle, screen time etc. • Discuss the impact of screen time and the different ways this can impact on our mood. (relate to inactivity, gaming and social media) • Pack a bag with all of the things you would need to be healthy.		• Bacteria • Balanced • Choices • Clothing • Damage • Drinking • Eating • Energy • Germs • Heart • Hygiene • Infection • Lifestyles • Lungs • Media • Muscles • Not enough • Persuade • Precaution • Repair • Screen time • Self-care • Sleep • Toiletries • Too much • Transmission
• How is my body changing? • Why do I need to keep clean? • How can you keep yourself clean?	• Briefly talk about how it was parents responsibility when younger and now it is our own responsibility. What is changing about our bodies, talk about washing, using deodorant, clean clothes. • Experiment with removing dirt from skin with cold water, warm water, not using soap and using soap • Work in groups to develop a 'keeping clean' board game using the same principle as Snakes and Ladders • Teacher to create a keeping clean sorting activity. Cards to denote toiletries and personal grooming items which can be sorted into daily use, two or three times a day, continuous use or occasionally • Write a 'class rap' for keeping clean		
• How can you look after your teeth?	• Ask the children to plan a poster (possibly for different audiences, e.g. younger children) explaining different ways they can look after their teeth. This may follow up a video or a visit to or from the dentist/community dental health care specialist • Consider impact of diet on their teeth – sugar swaps. Look at some familiar foods and weigh out in sugar – look for healthy alternatives.	www.colgate.com 'Caring for your Teeth' pack Dentalcare.co.uk – lesson plans	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• What are viruses and how can you minimise the risk to yourself? • What are immunisations?	• Ask children about illnesses they have had which have been caused by viruses. Find out their effects and best ways to cope with these effects. • Discuss experiences – can they remember or have younger siblings. Flu immunisation in school.	NHS website for advertisements.	• Virus • Wash
• Why is sleep important?	• Discuss Randy Gardner's sleep experiment from 1964. • Make a sleep diary for a week containing statements such as – An hour before bed I…, Half an hour before bed I….I switch the light off at… I get up at…. • Sleep factor lessons – discuss importance and barriers to sleep. • Write a story about a character getting ready for bed.	Sleep factor – lesson plans and PowerPoints	
• Why do we need to have daily exercise?	• Children to complete anonymous tally to show as a class the frequency and type of exercise they have. • Children to talk in groups of the implications of being inactive. Consider barriers to leading an active lifestyle. Can children give suggestions to overcome. • Link into how regular exercise makes them feel - mental wellbeing. • Set up a walk/scoot/cycle to school initiative. Bring bikes and scooters to school to "pimp them up" • Repeat tally activity to see if it has had any impact.	Bikeability Modeshift stars	
• What are the benefits of physical activities?	• Children to plan their own lunchtime/playtime club. Why would someone want to attend? Who is the target audience? What will they achieve? How will it make the members feel? Ensure mental wellbeing is discussed. Design flyers outlining all of the above. The club could be for the purposes of the lesson or could be carried through in school.		
• What do we mean by "self-care?"	• Recap what we have covered so far this term – dental hygiene, being clean, healthy eating, sleep, illness, exercise. • What other ways can we look after ourselves? Prompt if necessary – friendships, family time and hobbies. • Star and a wish – name one thing they currently do for themselves to relax and come up with something new that they are going to have a go at.		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• Who is your support network?	• Give children a range of posters, leaflets from a variety of organisations. Childline, NHS, dental, change4life, etc. Children to discuss how to contact the organisations and what they could help them with. Include support for issues online • Are there any other support networks – who and what support could they offer?		

Year 4: **Term** 3.1
Theme: Keeping myself safe

Learning Objectives:	
R4c	**The rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.**
R5a	**What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).**
R5b	**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.**
R5d	**How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.**
R5e	**How to recognise and report feelings of being unsafe or feeling bad about any adult.**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

R5f	**How to ask for advice or help for themselves or others, and to keep trying until they are heard.**
R5h	**Where to get advice e.g. family, school and/or other sources.**
H2g	**Where and how to report concerns and get support with issues online.**
H7a	**How to make a clear and efficient call to emergency services if necessary.**
H7b	**Concepts of basic first aid, for example dealing with common injuries, including head injuries.**
To explore the concepts of safety and risk	
To explore personal safety indoors and outdoors	
To consider sensible road safety	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What activities do you do that are safe or risky?	• Give activity cards to children, ask them to put onto a scale of very risky to no risk. Encourage conversations and what happens if….. type questions. Give blank post it notes for children to add in some of their own activities if they wish. Include risky situations online – sharing where they live, meeting someone, etc		• Brave • Cautious • Childline • Confident • Consequences • Dare • Emergency services • Exciting • Journey • Nervous • NSPCC • Pause • Personal Safety • Reckless • Recognise • Risk • Safer Building • Safer stranger • Safety • Safety • Scared • Think
• What are your favourite outdoor places?	• Children to draw a picture of their favourite place – Where is it? Who is there? How would you get there? Add onto the picture using post it notes of potential risks. Consider cycle safety, strangers, road safety, if an accident happens.	Brake.org	
• What would you do if something dangerous or frightening happened?	• Using previous lesson's activity - teacher led discussion regarding behaviour in a potentially dangerous situation, e.g. group of children dared you to touch, taste, and sniff or smoke something; stranger from on line wants to meet up. Use role play, drawing or writing to express how they would react. Class to share ideas and decide which skills they need to learn, practice and revise. Children to then discuss to lower or eliminate the level of risk . • Where could they go for help? How do they make a clear 999 call and when is 999 appropriate.		
• How do you keep safe outside?	• Children to participate in class survey of their views of road accidents involving children of their age. Discuss what accidents are most likely to occur, at what time of day/week/year • Devise road safety rules to cover time when they are pedestrians, cyclists and passengers • Develop a 'Keeping Safe on the Roads' campaign with children, families, friends, local community and safety officers • Give the children a scenario that describes an accident. Ask the children to analyse it and find possible causes • Invite a Road Safety Officer to talk to the class and demonstrate road safety and cycling skills	Brake.org	
• Who has the job of keeping you safe?	• What does it feel like to be unsafe? How do you know? • Ask the children to think about journeys which they take and who they see regularly on the journeys. Make a class list of these people. Children to	Invite PCSO into school. Childline	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	draw and write about these people. How do they recognise them and what do they say or do? • Who is responsible for keeping children safe? Talk about places in the neighbourhood, where the children go, who keeps them safe in these places and how is this done? • Recap KS1 Learning about Safer Strangers and Safer Buildings. • Recap who can they go to for help (support network) including emergency services. Share basic first aid • Introduce Childline website and show where the posters are in school. • Use Be internet legends lessons to support what to do if you feel unsafe online.	Be Internet Legends – Be Secure page 35 Taking care of yourself and others Red Cross website	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 4: **Term** 3.3
Theme: The world of drugs

Learning Objectives:	
H5a	**The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.**
To increase awareness of the different types of drugs, their effects and dangers.	
To revise health and safety skills and awareness of handling medicines.	
The increase knowledge of the effects and dangers of smoking.	
To explore feelings around smoking and smokers.	
To reinforce awareness of peer pressure.	
To help children say no to cigarettes.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary

• What kind of drugs are these?	• Card sort activity in small groups of 4 – 12 cards with the following on them:
	  ○ Wine, beer, gin (types of alcohol)
	  ○ Benson and Hedges, Superkings, Silk Cut (types of cigarettes) include e-cigarettes
	  ○ Tippex, glue, marker pens (types of solvents)
	  ○ Cough syrup, asthma inhaler, Calpol (types of medicines)
	• Give each group a large piece of paper, divided into 4 equal sections. The children arrange their cards into the 4 groups (check answers)
	• Ask if there are words to describe each category, e.g. alcohol, tobacco, solvents, medicines. Mention the fifth group of drugs – illegal drugs. See if they can:
	  ○ Name 2 others drugs in the categories
	  ○ Describe the effect the drug has
	  ○ Describe a danger of taking the drug
	• Share results, checking accuracy with other children
	• Give the children a simple quiz, e.g. 'Medicines are Drugs' quiz and discuss answers
			• Advice
			• Advise
			• Alcohol
			• Attitude
			• Cigarettes
			• Consequences
			• Fact
			• Illegal Drugs
			• Laws
			• Opinion
			• Physical Health
			• Recover
			• Rules
			• Rules
			• Solvent
			• Warning

• What helps me to get better?	• Revise body systems with the children and explore:
	  ○ How the body deals with germs, viruses and diseases
	  ○ Role of drugs in helping deal with diseases and the role of the immune system (germ buster) which the body uses to protect itself
	  ○ The quickest and slowest ways in which drugs work in the body and why, e.g. inhale, inject, sniff and swallow
	  ○ The fact that drugs are substances which change the way people feel and behave
	• Ask how children can help medicines work in order to get better		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	○ Following instructions ○ Only taking the right dose at the right time ○ Only taking drugs with adult supervision ○ Talking to someone		
• What are the facts about smoking?	• Show the class a set of empty cigarette cartons • Ask what is written on the cigarettes packs, i.e. Government Health Warning and levels of tar and nicotine • Ask the name of the drug which cigarettes contain (nicotine) Mention that e-cigarettes contain the drug nicotine. • Introduce 'Smoking Machine' to children. Make the bottle smoke a cigarette. Extract the blackened cotton wool and show the children. Explain that people's lungs become black when they smoke. Ask the children to smell the cotton wool and describe. Do they recognise the smell? • Ask are there any drugs which can be smoked? (e.g. Cannabis) • Ask children to put their hand up if they know someone who smokes. How do they feel about it? Write words on a board – explain you want to find out how the class feels about smoking so that they are individually to answer to answer questions on attitudes to smoking, e.g. what would you do if someone offered you a cigarette? What would you do if someone offered you an e-cigarette? How would you feel if you had to sit in a room full of people smoking? Do you think there should be more places where smoking is not allowed? If yes, give examples. If a friend was smoking, how would you feel? • In groups, ask pupils to list as many reasons as possible for a) why people should not smoke and b) what encourages them to smoke. Share the lists, e.g. bad for health, cost a lot, may see others doing it, may want to		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	know what it is like, may think it is grown up, ignorance of health risks • Tell a story which involves a group of friends finding a packet of cigarettes and a box of matches in the playground. One person picks them up, opens the cigarette packet, takes a cigarette out and offers it to you: o Draw a picture of what happens next – what do you do and how would you feel if one of your friends offered you a cigarette? o Why do you think a friend might offer you a cigarette? • Discuss pressure from others – could they be persuaded to take a cigarette? Role play and point out any good phrases/actions which help resist peer pressure		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 4
Theme: Citizenship and Environmental stability

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can we use water responsibly	• Consider how much water we use each day from getting up and going to bed. List uses and discuss, divide the uses of water into luxury and necessity • Compare costs of range of bottled water to tap water	www.unicef.org.uk/teacherzone	• Attitudes • Consumption • Cost • Environment • Luxury • Necessity • Responsibility • Save • Usage • Values • Wastage • Water Rates
• How can we save water?	• Consider water consumption facts to make children aware of how much water they use. Children to estimate how much water it takes, e.g. taking a bath, washing the car, watering the garden in summer, filling a paddling pool, etc. • Discuss strategies that could be employed to save water, children tasked with conveying this message throughout and at home		

• How can we promote responsible water use?	• Produce class 'Water Charter' to reflect the UN Convention of the Rights of the Child, for example:
	  ○ "In our class we are going to … to save water"
	  ○ "Our aim is to …"
	• Discuss 'should we be allowed to use as much water as we want?' This could take the form of a debate regarding whether or not all homes should be equipped with water meters or not
	• Consider how communities in third world countries conserve water
		www.oxfam.org.uk
		
		Go-Givers lesson: 'Water: Our Most Precious Resource'	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 4

Theme: Citizenship and How do rules and laws affect me?

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary

• Why do we have rules?
• Are these rules fair?
	• In groups, children play board games, after 10 minutes ask them to stop playing and discuss the rules. Why are rules needed? What would happen if there were no rules? It is important to point out that rules ensure fairness
	• In groups, lists the rules they follow in difference situations at home, e.g. watching TV, at bedtime, doing chores. Discuss and compare. What other kinds of rules do they follow, e.g. at school, playing sport, etc. Why are those rules needed? Who makes rules and laws? Are the rules fair to everyone? What happens when rules are broken? Share discussion and think about what they would do if they wanted a rule to be changed. Point out when everyone has a say, this is 'democracy' and that children can take part in 'democracy' by having a say in their school
	• Working in pairs, list 3 rules they need to follow:
	  ○ In the classroom
	  ○ In school
	  ○ At home
	• For each rule, discuss the below and feedback to whole class:
	  ○ Why do they need the rule?
	  ○ Is the rule fair?
	  ○ What happens when the rule is broken?
	  ○ Would we like to change the rule?
		QCA Citizenship
		Unit 8: How do rules and laws affect me?
		
		Go-Givers lesson: 'When is Enough, Enough?'
			• Choices
			• Choices
			• Councillor
			• Decision making process
			• Democracy
			• Democracy
			• Fair
			• Governor
			• Influence
			• Influence
			• Invest
			• Laws
			• Loan
			• Negative
			• Peer Pressure
			• Positive
			• Resist
			• Risk
			• Rules
			• Temptation
			• Unacceptable
			• Unfair

• How can I affect rules?	• Reflect how rules are made for classroom, playground or school. Ask children to suggest any rule they think could be improved or propose a new rule. Refer to the rule of class/School Council and how they are involved in decision making. Ask children to decide any new rules/changed rules they would like to take to School Council. This is 'democracy'		
• What is democracy?	• Children to look up 'democracy' in the dictionary and write down in their own words what this means		
• Why are some rules broken?	• Ask children to consider rules/laws that they know have been broken in school/wider community, e.g. misusing play equipment, playing football in quiet areas, distracting others from work, causing		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	damage to a bus shelter, etc. Discuss what happened, whether there were any victims, if it was dangerous, etc. Children create a TV news report on what happened and why the rule was broken		
• Am I influenced, if so, how?	• Children reflect on the daily choices they make and what influences them, e.g. wanting to be like their friends. Identify positive/negative influences and discuss when an influence becomes a pressure. Ask them to discuss peer pressure and to identify ways of resisting temptation. Children to work in small groups and present to class in a style of their own choosing	QCA Citizenship Unit 8: How do rules and laws affect me? Go-Givers lesson: 'It's your choice'	
• What influences how I behave with money?	• Children reflect on what they can do with money: spend, save, give, loan and invest • Who/what influences them regarding what they do with money? • Explore the notion that there are some things people have to buy and other things that we choose to buy (needs and wants) • Write a children's guide/create a display on the five things that you can do with money: spend, save, give, loan and invest, with the keyword of 'risk' linking 'loan and invest'	pfeg 'Learning about Money in the Primary Classroom' Pg. 68-69	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

YEAR 5

	Autumn Term		Spring Term	Summer Term	
Scheme of Work	Term 1.1 The caring school and Bullying, pressure and risks *6 lessons*	Term 1.2 Me and my relationships *7 lessons*	Term 2.1 and 2.2 Healthy lifestyles *7 lessons*	Term 3.1 Growing up – Relationships and r4sponsibilities of puberty *5 lesson*	Term 3.2 The world of drugs *7 lessons*

SEAL	NB SNTB GOFO	CH R	GFG GTBM	R CH	GTBM

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 5: **Term** 1.1
Theme: The caring school and Bullying, pressures and risks

Learning Objectives:	
R2c	**That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.**
R2d	**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.**
R2e	**How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.**
R3a	**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.**
R3d	**The importance of self-respect and how this links to their own happiness.**
R3e	**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.**
R3f	**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.**
R3g	**What a stereotype is, and how stereotypes can be unfair, negative or destructive.**
R4b	**That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous**
R5f	**How to ask for advice or help for themselves or others, and to keep trying until they are heard.**
R5g	**How to report concerns or abuse, and the vocabulary and confidence needed to do so.**
R5h	**Where to get advice e.g. family, school and/or other sources.**
H1h	**That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.**
H2e	**That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.**
H2g	**Where and how to report concerns and get support with issues online.**
To know it is their right not to be hurt and to live without fear.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can we make this a happy place for everyone to work and play?	• Agreed class/school rules • Choose playmates, monitors, etc. (positions of responsibility) from within the class • Set up classroom procedures and expectations • Agree rules for a "safe" learning environment • If necessary, do some 'getting to know you' activities during circle time		• Caring • Choices • Consequences • Cooperation • Respect • Rules • Sharing • Something I'd like to know about you is … • Something I'd like you to know about me is … • Actions • Aggression • Bullied • Bully • Dilemma • Discrimination • Effects • Emotional • Emotions • Environment • Few • Locality • Moral • Physical • Picked on • Predict • Recognise • Resolve • Respect • Responsibility • Right • Risks
• What makes a friendship healthy? • How to get support if a friendship is making you feel uncomfortable	• Use words to describe both healthy and unhealthy friendship/relationship, link in associated feelings healthy and unhealthy relationships can have. • What might happen if a friendship breaks down – mind map the scenarios. E.g. violence, isolation, blackmail, bullying, etc. • Look at different ways to get help – children use laptops/Ipads to research themselves the different organisations who can support – children to give ways to contact organisations and the different situations they can support with. Also consider closer networks of support – family, school friends etc.	NSPCC changing friendships lesson plans.	
• What is respect – how do you show it?	• Self-respect – use Premier League Stars – lesson plans • Include respect towards others online should be the same principles.	Premier League Primary Stars – self-esteem video, PowerPoint and lesson plan	
• What are we afraid of?	• Class survey – 'What are we afraid of?'. Classify responses according to categories which the children come up with and display on a chart. Talk about the results. Discuss ways of coping with fears and come up with strategies. Match strategies to fears. • What does it feel like when we are afraid? What is your reaction? Fight or flight, etc.		
• What is a bully? • What is bullying? (include cyberbullying)	• Ask the children to think of a child who has just been bullied – get them to draw the child and get them to write around the picture how the child feels. Discuss and categorise according to physical or emotional state	Anti-bullying Alliance	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Use Ann Foxley Johnson's video of "What is Bullying"
	• Do the same for a bully or use the story and question to bring out the issues
	• Explore the nature and consequences of teasing, bullying, discrimination and aggressive behaviour (including prejudice based language, how to respond and ask for help)
	• Circle Time activity:
	  ○ When I was called a name I felt …
	  ○ I think people who call names are …
	  ○ Knowing about bullying makes me feel …
	  ○ I think a person who is bullied feels …
	  ○ I think a person who bullies is …
	• Use conscience corridor activity – children line up and make an archway and the bully walks down the middle, children in the archway shout out what the bully is thinking as he / she walks passed them. Repeat with the victim walking down the corridor.
			• Self-esteem
			• Solution
			• Stand up
			• Stereotype
			• Strategies
			• Survey
			• Teasing

• What is the risk of being bullied outside school? • What is the risk?	• List with the children all the places they go beyond school and home? Talk about the risk of being bullied if they go anywhere – alone, with families, someone they have just met, etc. • Provide the children with, or ask them to devise, a rating scale of being bullied. Get them to think of different situations and to relate them to the scale. How could they decrease the risk? • Who can you talk to? Discuss inner network of support available and NSPCC etc. ways to report worries. Recap previous lesson of organisations who can support. Include reporting online concerns too. • Discussed online bullying and scenerios. Refer to Be Internet Legends lesson ideas.	Be Internet Legends – Be Internet Kind – Lesson Plan How can I stand up to others online? P 41	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 5: **Term** 1.2
Theme: Me and my relationships

Learning Objectives:	
R1b	**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.**
R1d	**That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.**
R1e	**That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.**
R3h	**The importance of permission- seeking and giving in relationships with friends, peers and adults.**
R3b	**Practical steps they can take in a range of different contexts to improve or support respectful relationships.**
R4d	**How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.**
H1b	**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.**
H1c	**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.**
H1d	**How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.**
To know what is meant by love.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can I cope with strong feelings?	• Teacher led discussion about strong feelings – when did they have them? How did they cope? How do we deal with other people's strong feelings? Ask children to role play or talk about situations, e.g. losing a toy, learning a pet has died. • Children to make an emotions board game. Draw emojis or write words to describe feelings. Go around the board with a partner and when land on an emotion to share with their partner an example of when they have felt that emotion.		• Attraction • Attraction • Death • Grief • Loss • Love • Love • Negative • Positive • Positive • Puberty • Refuge • Respect • Secrets • Separation • Sexual • Sexual • Strong feelings

• What do I mean when I talk about 'love'?	• Ask children to describe, draw or talk about:
	  ○ One thing they love and care about
	  ○ Someone they love and care about
	• Collect the ideas into two columns and talk about differences
	• Lead onto discussions about:
	  ○ The way loving relationships can grow and change especially at adolescence
	  ○ Falling in love/sexual attraction
	• Ask children to explain:
	  ○ Falling for someone
	  ○ Loving someone
	  ○ Falling out of love		

• How can we make relationships grow and last?	• Group and pair activity – what are the daily needs of:
	  ○ Pets
	  ○ People
	• Add a relationship column and think about how relationships are 'fed' and made stronger
	• Pairs or circle time activity:
	  ○ "When I break off a friendship I feel …"
	  ○ "When my friend breaks off a friendships I feel …"
	  ○ Explore positive as well as negative feelings
	• Move onto other relationships (discuss online relationships), including any which cause the children concern:
	  ○ To reinforce that their bodies belong to them
	• To practice strategies for refusal		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• What are the characteristics of a healthy family?	• Discuss difference in families, refer to CHIPS list of books • Debate why people get married? Arguments for and against. Set up as a formal debate, children to write their own speeches either for or against marriage, can they persuade anyone to change their opinion?	CHIPS materials	
• Is it ok to share a secret?	• Expect Respect Toolkit: Y5, Section 2: Secrets and Stories. Use activities relating to loss via controlling relationships and what to do if worried about a secret • Discuss support networks from previous sessions. Map out according to the situation and who they feel they could talk to, also discuss wider organisations.	Expect Respect Toolkit Section 2: Year 5	
• How can I cope with loss and separation?	• Discussion around the strong feelings involved in separation, loss, death and grief • Class discussion on feelings of losing someone important, e.g. pet, favourite possession • Repeat You tube video from Y3 – Story "The heart in the bottle" https://www.youtube.com/watch?v=Aj5lSmhUhhM		
• Memories – sad and happy times	• Collage of pictures and quotations which describe their happy experiences illustrated with stories and poems, maybe a kennings poem that can be performed as a rap. • Repeat activity, this time looking at the saddest times they remember • What have they learnt listening to others?		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 5: **Term** 2.1 and 2.2
Theme: Healthy lifestyles and online safety

Learning Objectives:	
H1a	**That mental wellbeing is a normal part of daily life, in the same way as physical health.**
H1e	**The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.**
H1f	**Simple self- care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.**
H1i	**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).**
H1j	**That 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.**
H2a	**That for most people the internet is an integral part of life and has many benefits.**
H2b	**The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.**
H3a	**The characteristics and mental and physical benefits of an active lifestyle.**
H3d	**How and when to seek support including which adults to speak to in school if they are worried about their health.**
R2a	**How important friendships are in making us feel happy and secure, and how people choose and make friends.**
R3d	**The importance of self-respect and how this links to their own happiness.**
R4a	**That people sometimes behave differently online, including by pretending to be someone they are not.**
R4c	**The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.**
R4e	**How information and data is shared and used online.**
H2f	**How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.**
To understand the importance of self-image.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• Why do we use the internet? • How does social media, reality tv, advertising affect how I feel about myself?	• Mind map as a class all of the uses for the internet. • Consider positive and negative characters on TV/singers. How they behave/look. • Use BBC clips RSE2 "What is Perfect" to discuss body image. Check content is developmentally appropriate for cohort.	www.bbc.co.uk/teach/class-clips-video/rse-ks2-body-image-what-is-perfect/zhq3xyc	• Acceptance • Angry • Appreciate • Ashamed • Attitudes • Class • Culture • Difference • Disability • Diversity • Emotions • Ethnicity • Feelings • Gender • Homophobia • Hurt • Lifestyle • Listening • Loving • Loyalty • Miserable • Moods • Proud • Race • Racism • Religion • Respect • Role model • Sad • Tolerance
• What risks can online friendships have? • How can you eliminate these risks? • How is information from search engines targeted and used?	• Play the think you know game, then children to come up with their own version of the game. • Make an online charter to ensure safe online – include password protection. Protect your Stuff – Be Internet Legends lesson ideas	Think you know website ages 8-10 https://www.thinkuknow.co.uk/8_10/ Be Internet Legends lesson plan ideas	

• Why should I value myself?	• Design a coat of arms using the different aspects:
	  ○ What's special about me as a person?
	  ○ Something that I'm good at
	  ○ Something I stand up for
	  ○ Something special or important in my life
	• Ending up with 'my lifestyle motto'
	• Looking at the best things about ourselves
	• In pairs, discuss positive things about their partner in relation to skills, friendship, emotional support, attitude, etc.
	• Complete positive personal profile and share with the class		

• How do people show they value me?	• What does it feel like to be valued? Discuss how people show they value us. Draw themselves in the centre of the page. Write their ideas round the outside • In small groups, discuss what upsets us and makes us feel less valued. Are these feelings normal?	CHIPS: Y5&6 https://www.bbc.com/teach/class-clips-video/rse-ks2-respecting-myself-and-others/zjnqgwx	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Challenging Homophobia in Primary Schools (CHIPS): Y5&6, Week 2 Activity to explore stereotypical behaviour • Use BBC class clips (check content is appropriate for cohort) Clips will generate discussion		• Values
• How do I value people who are different from me?	• In pairs, ask children to list things they have in common and ways that they are different. Share ideas with the rest of the class and consider ways that people are different. What are the benefits to us of difference? • Watch the film and identify inclusive behaviour and ways to celebrate difference.	BBC Class Clips Premier League Primary Stars https://plprimarystars.com/resources/pshe-sample-pack/sample-activity3	
• What is a support network and who are they?	• Children to draw a flow chart, mapping out their support network. Start with themselves and lead off different scenarios such as I have fallen over and hurt myself, someone at school is bullying me, I have been told to keep a bad secret, I am lonely, I feel really sad and don't know what to do, etc. • Show NSPCC websites, look for posters around school.	NSPCC	
• What does good emotional health and wellbeing look like? • How can you change your at home routine to promote health and wellbeing? Consider online/device usage.	• Use a large body map and in groups children to write on and around • Discuss the impact of negative thoughts • Down load free Twinkl developing mindset resource pack. • How can restricting time spent online improve emotional health and wellbeing. Children design a timetable that could support this – agree to follow for a week and evaluate at the beginning of the next lesson.	Twinkl free Mental health pack	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 5: **Term** 3.1

Theme: Growing up – Relationships and responsibilities of puberty

Learning Objectives:	
H1a	**That mental wellbeing is a normal part of daily life, in the same way as physical health.**
H8b	**About menstrual wellbeing including the key facts about the menstrual cycle.**
H1b	**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.**
H1d	**How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.**
H1i	**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).**
H8a	**Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.**
R3h	**The importance of permission- seeking and giving in relationships with friends, peers and adults.**
R5a	**What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).**
R5c	**That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.**
To understand that feelings can influence behavior and vice versa.	
To empathise with the feelings of other people.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How do we change?	• Ask the pupils to draw a quick picture of a child (a stick-person is fine) the same age as them. • Now ask the pupils to think about the changes that will happen to that child as they develop into a teenager. Ask pupils to write the changes around their picture. Encourage them to write as many ideas as they can think of. Pupils work individually. Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing. • Use a dictionary to find out the meanings of the words 'puberty' and 'adolescence'. Write them up and display the best ones • Organise pupils into small groups and display the following questions. Ask pupils to discuss the answers in their groups. Qu. Do boys and girls start puberty at the same time? • A: Usually, puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. This wide range in ages may help to explain why some young people still look like children whereas others the same age look more like adults. • Qu. Will these changes happen to everyone at the same time? • A: Puberty starts when your body is ready. It's a bit like when you start to lose your milk teeth—it happens to everyone at different times. • Qu. Why are these changes happening? • A: Puberty is a time when someone's body begins to develop and change as they mature from being a child to an adult. During puberty, your body will grow faster than at any other time in your life—except for when you were a baby. • Use scientific vocabulary for external male and female body parts/genitalia to label external changes to the body . See Medway resources.	Use an "Ask it Basket" Lesson 1 - Full lesson plan and resources available via Medway Primary PSHE Education. Link available on RoSIS website https://www.always.co.uk/en-gb/puberty-education-resources	• Absorb • Accept • Affects • Age • Angry • Average • Bad • Behaviour • Blood • Body hair • Boys • Breaking • Breasts • Breasts • Broader • Changes • Cheerful • Chest • Choosing • Deciding • Delighted • Develop • Disgusted • Egg • Ejaculate • Embarrassed • Emotions • Erection • Fed up • Feelings • Fertilised • Flow
• Which changes can we control?	• Ask the children to think about some changes that occur which they can control and write up answers, e.g. clothing, friends, food, leisure	Use an "Ask it Basket"	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

<table>
<tr>
<td></td>
<td>activities and then think of ones they cannot control, e.g. hair growing under arms, developing breasts, voices deepening in boys, etc.
• Use BBC Clip – Body image – what is perfect? (check content before use)
• Ask the children to think of all the ways they have changed in the last 3 years. Ask them to make 3 lists: appearance, personality, relationships. Ask them to suggest changes they would like to make now. Write a list of “What I’d like to change about me”. Next to it write “What can I do about it?”, e.g.
<table>
<tr><th>What I’d like to change about me</th><th>What can I do about it</th></tr>
<tr><td>• I’d like to be taller</td><td>• Nothing!</td></tr>
<tr><td>• I’d like to stop blushing</td><td>• Try not to worry so much</td></tr>
<tr><td>• I’d like to be more energetic</td><td>• Do more exercise</td></tr>
</table>
Include talk about is everyone the same, do changes happen at the same time?</td>
<td>https://www.always.co.uk/en-gb/puberty-education-resources

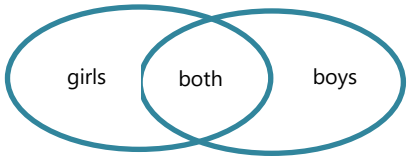
BBC clips</td>
<td rowspan="2">• Frightened
• Furious
• Glad
• Growing
• Growing up
• Hair (pubic)
• Happy
• Heavy
• Hips
• Hips
• Hormones
• Hurt
• Light
• Lining
• Lonely
• Mad
• Menstruation
• Miserable
• Monthly
• Mood swings
• Nervous
• Others
• Penis
• Periods
• Periods
• Physical
• Puberty
• Puberty
• Pubic Hair
• Responsibility
• Sad
• Sanitary towel</td>
</tr>
<tr>
<td>• Emotions and feelings during puberty</td>
<td>• Display or read to the pupils the following:
“I used to be a really happy person, but now I sometimes feel really angry or fed up about things. My mum says that since I turned 12, I’ve been very moody, going up and down all the time. Dad keeps telling me to snap out of it. Is this normal and how can I stop it from happening?” Taz, age 12
Ask pupils what they think might be causing Taz to feel like this. What would they suggest Taz does?
• Hair in Funny places book - Read the story to the class.
• Have a brief discussion about the physical changes that happen to bodies during puberty, referring to the book as necessary and reminding pupils of the previous lessons on puberty and change.
• Next ask the pupils to think about some of the emotional changes they read about in the book (pages 11, 13–14, 21, 24, 27–28). Record the pupils’ responses on the whiteboard.
• Display the following labels in different corners and sides of the classroom:</td>
<td>Lesson 4 - Full lesson plan and resources available via Medway Primary PSHE Education. Link available on RoSIS website

https://www.always.co.uk/en-gb/puberty-education-resources</td>
</tr>
</table>

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	Talk to friends • Talk to a family member • Talk to a teacher • Find out from a website (see Teacher's Notes) • Read a book about it • Something else • Nothing • Ask pupils to stand in the centre of the classroom. Read aloud one of the following sentences and ask them to move to the label that best expresses what they think the young person should do. Invite individuals to explain their thinking and discuss each option in terms of effectiveness and limitations. Take each statement in turn repeating the activity. • Taz feels moody all the time and Dad has told Taz to 'snap out of it' • Brook is feeling worried about the physical changes that will happen • Faris feels angry about really small things and shouts at his mum which upsets her • Jules has a crush on someone in the same class • • Rabiah is feeling anxious because she has just started her period and is at school		• Scared • Sex organs • Shoulders • Sperm • Start • Strong • Stupid • Taller • Tampon • Thrilled • Underarm • Understand • Unhappy • Uterus • Vagina • Voice • Wet dream • Wider • Womb
• Periods – what do I know?	• Ask the children to share what they already know about periods. Dispel any myths or inaccuracies • Give individuals the opportunity to approach class teacher/School Nurse privately to discuss any worries/concerns about menstruation • Show the Medway video that explains the menstrual cycle. Pause the video if required after each section to ensure that the pupils understand what is happening. • You might discuss that people sometimes say that starting periods is when a girl's body becomes able to have children. (Although it is possible for a girl to become pregnant, if she has sex, during the month before her first period starts). Although starting periods is a sign that a girl's body is preparing for adulthood, there are other aspects of growing up that means their body is not ready yet to have a baby. • Now may be a good time to show examples of sanitary pads, tampons and reusable sanitary protection (although this is covered in further detail in the next lesson). Explain how they are used, and that	https://bettyforschools.co.uk/resources/8-11-year-olds Lesson 2 - Full lesson plan and resources available via Medway Primary PSHE Education. Link available on RoSIS website. Check content before delivery. https://www.always.co.uk/en-gb/puberty-education-resources School Nurse	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	it is a personal choice about which to use, which should be discussed with a trusted adult at home.		
• How do boys change?	• Class teacher to lead discussion that it is not only girls who have things to cope with during puberty (e.g. periods, breast development) • Ask class if they know any things that happen to boys at this time (e.g. voice breaking, body hair, wet dreams) • Ask class to look at things which happen just to girls, just to boys or to both • Make a diagram of two circles which overlap, put things which happen just to girls in one circle, just to boys and to both in the overlap, e.g.  • Give the opportunity for boys to talk to the School Nurse if they have any worries/concerns around puberty	Lesson 2 - Full lesson plan and resources available via Medway Primary PSHE Education. Link available on RoSIS website	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 5: **Term** 3.2
Theme: The world of drugs

Learning Objectives:	
H4c	**The 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).**
H5a	**The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.**
H6a	**How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.**
H7a	**How to make a clear and efficient call to emergency services if necessary.**
H7b	**Concepts of basic first aid, for example dealing with common injuries, including head injuries.**
To help children acquire the skills and ideas to enable them to resist early experimentation.	
To understand the importance of alcohol on physical and mental health and lifestyles.	
To offer a more realistic view of what addiction can mean.	
To look at risk assessment linked to personality.	
To learn about different reasons why people do or no not drink alcohol.	
To reflect on the impact of one's behavior on others.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What does healthy look like?	• Children to draw/mind map characteristics of a healthy person, label or add to mind map what supports these characteristics (sleep, diet, positive mind, etc) • What could be an indicator that someone is physically unwell? What advice could you give that person>		• 'Hooked' • Addicted • Attitude • Cultural • Danger • Dependent • Experiment • Fact • Factual • Hazard • Hearsay • Long term effects • Opinion • Personality • Pressure • Reflection • Resistance • Risk • Short term effects • Situation • Source • Units

• What does it mean to be addicted, dependent or hooked?	• Think about a person who is hooked/addicted to something, e.g. gambling, play station, arcade games, exercise, food, cigarettes, alcohol, other illegal substances. Do they know someone who is addicted to something? What happens if they cannot do/have what they are addicted to? Make sure you make the distinction between physical and psychological (mental) addiction – what is the difference?
	• Draw such a person
	• Add words/phrases to describe what being addicted can mean
	  ○ How the person/character looks, feels and behaves
	  ○ The possible outcomes of being addicted, e.g. health, behaviour, self-esteem, financial consequences, vulnerability to exploitation/grooming
	  ○ The possible effects on friends, family and community
	• Where could this person go for help (staff and/or friend/family of the person). Where can you find information on helping agencies? CHILDLINE
	• Ask the children to imagine their character is forced to give up what they are hooked/addicted to. How would the characters feel physically and mentally? Draw a circle of feelings to depict this		

• What do we know about alcohol?	• Use simple quizzes or games to assess the children's current knowledge and understanding of alcohol, their attitudes to drinking and their knowledge to the law concerning young people and alcohol (18yrs in most cases) • Ask the children to work in small groups to research the effects of drinking alcohol, e.g. using their current knowledge, ICT, leaflets and other sources. Ensure that the children understand	QCA Drug, Alcohol and Tobacco Education The World of Alcohol	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	that the effects depend on how much is drunk. On large sheets of paper each group records: ○ Short term and/or long term effects ○ Effects on the body/health ○ Effects on the way people feel or behave ○ Financial consequences • The children use different colours to highlight the positive or negative effects. They discuss their findings with the class • As a class, discuss different opinions on the effects of alcohol and why the effects might not be the same on everyone. Show the children two different sized containers of clear water. Add the same amount of food dye to each and ask them to observe what happens. Explain that the smaller container, which will be darker in colour, represents the way that smaller people are more affected after drinking the same amount of alcohol • Show the children a chart of the recommended daily limits or no more than 2-3 units of alcohol for women and 3-4 units for men. Ask the children to explain how knowing about units can help people keep within the recommended limits • Research sources of information and advice both inside and outside school, e.g. DrinkLine, Alcohol Concern website		
• What do we think about alcohol and related issued?	• Give the children 'character cards' representing people with different attitudes to drinking alcohol, e.g. ○ An adult who drinks a glass of wine each day ○ A person who gets very drunk at the weekend ○ A person who doesn't drink alcohol at all because of their religious of other beliefs ○ A person who is on medication and doesn't drink alcohol at all ○ A person who used to drink whisky heavily and now doesn't drink at all ○ A person who does not drink because they do not like it • In pairs or as a class, the children discuss the reasons why each character does or does not drink alcohol. Reasons are noted on	QCA Drug, Alcohol and Tobacco Education	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

<table>
<tr>
<td></td>
<td>the board or on individual sheets. Explore reasons for not drinking, such as loss of ability to make judgements, effects on health and religious/cultural reasons. Discuss other reasons not covered by the characters. The children could role-play the characters taking to each other, explaining their views on drinking
• Discuss how a person who drinks alcohol might affect others around them
• Individually the children write down their own attitudes to drinking, giving a reason for their views. They could share their ideas with a partner
• The children develop short dramas, write a story or cartoon board to explore what could happen when a group of friends go out, some of whom drink. These should show:
o Why some people want to drink and some don't
o How someone resists pressure from others to drink too much when they don't want to
o How the other people in the group feel and react
o How the drinker feels after the event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How do we assess the risk?</td>
<td>• Ask the children to remember situations when they took risks and had the skills to cope, e.g. swimming with no armbands or cycling without stabilisers
o Did they feel they were taking risks?
o Do different personalities have different views on taking risks?
• What is the difference between the terms risk, danger and hazard? How might this influence choices and the outcomes in terms of positive, neutral and negative?
• Develop an personalities chart with the children
<table>
<tr><td>I don't like taking risks much</td><td>I take risks sometimes</td><td>I like taking risks</td></tr>
<tr><td>I try to let others try first</td><td>It depends what it is</td><td>It's exciting, people think you're clever</td></tr>
<tr><td>I am always thinking about dangers</td><td>I like to know what could happen</td><td>It's great if you are successful</td></tr>
</table>
</td>
<td></td>
<td></td>
</tr>
</table>

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	○ Where would the children put themselves? ○ Is it possible to be one point in the chart in some situations and at another point in another situation? ○ Suggest some situations and ask how they would react, e.g. where they are persuaded to try to experiment with cigarettes, alcohol, solvents or other drugs ○ Emphasise they need to 'assess risk' by: ▪ Knowing as many facts as possible (how could they do this?) ▪ Knowing the different between fact and hearsay ▪ Being able to recognise opinion		
• What have we learned:	• To conclude, give the children a 'reflection sheet' an ask them to write: ○ 3 new facts they now know about alcohol – "I know …" ○ 3 opinions they now have about alcohol – "I think …" ○ 3 things about their behaviour as a result of the work – "I will/will not …" • If someone asked them for 3 good reasons for the following, what would they say? ○ Not smoking ○ Not drinking alcohol ○ Not getting involved in other things • Remind them to base their decisions on factual information from a truthful, up to date source (not relying on others who say they know but who don't really know at all) • Use their skills to help make and follow through with decisions (not giving in to persuasion when they know they've decided not to do something)		
• How do I deal with a basic first aid situation	• Use British Read Cross free resources – films, quizzes and worksheets which will teach children essential first aid. Fictional characters are used to encourage children to think about how they would react. • What should be in a first aid kit? • Use an old first aid kit to practice skills	British Heart Foundation British Red Cross	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Use BHF call push rescue for CPR skills		
• How to make an efficient call to the emergency services	• Listen to some real 999 calls – start with "prank calls" discuss the implications including it being a criminal offence. Then listen to some emergency calls discuss what was good about the information given, etc. • Give scenarios and children to role play making a call.	Youtube	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 5
Theme: Citizenship and Political literacy

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• Do I know the difference between fact and opinion?	• Gather a collection of articles from newspapers and magazines and look for similarities and differences. Children discuss how each piece is presented and distinguish between fact and opinion	QCA Citizenship Unit 11	• Advertisement • Choices • Conflicting • Decision • Influence • Media • Messages
• Can I believe the media?	• Explore what is meant by 'bias' in the media. Is there any bias in the reporting of the articles? Is bias wrong in a news item? Why? Show the children a children's TV programme and newspaper article from the same day. Are they similar of different? Discuss • Extension Activity – The children could work together to prepare articles for the school newspaper. Contributions could be sought from the whole school community. Children will need to consider how editing decisions will be made and what information is to be published		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 5
Theme: Citizenship and the consequences of inequality

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What is inequality and what are its effects?	• Inequality activity – Divide the children into two groups, the 'haves' and 'have not's'. This could be based upon those who have access to drinking water for the duration of the session and those who do not • Ask the children how this makes them feel, list the feedback from the children. Consider what a shortage of water means to people around the world and how this affects every day existence • Conclude that inequalities exist and ask the children to consider the consequences that these can have	QCA Citizenship Unit 8	• Attitudes • Consequences • Democracy • Fair • Inequality • Need • Responsibilities • Rights • Unfair
• What are the consequences of inequality?	• Following on from work undertaken examining inequality and the effects of inequality, ask the children to consider other examples of where inequality exists in the world, for example: • The shortage of food for children in Africa • The lack of medical care , e.g. vaccinations for some children, the effects of HIV/advanced HIV on children • Child labour in Pakistan • Education inequalities in developing countries • Poor housing Favellas (shanty towns, Rio De Janeiro) • What are the ethical dimensions to financial decisions? e.g. Fairtrade • Consider the needs of the global environment and the impact of consumer choices	www.oxfam.org.uk/coolplanet www.fairtrade.org.uk pfeg 'Learning About Money in the Primary Classroom' Pg. 32 pfeg 'My Money Primary Toolkit' Teachers Booklet KS2 Pg. 54-57 Go-Givers lessons: 'Improving Life Chances', 'Mind the Gap' and 'The Food Shortage'	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 5
Theme: Citizenship and the consequences of inequality – Book: Sweet Clara and the Freedom Quilt

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What is slavery?	• Ask the children what they think is meant by the term 'slavery' • Clarify exactly what slavery means (definition: Slavery is a form of forced labour in which people are considered to be, or treated as, the property of others). Encourage the children to use the internet to locate accurate information regarding slavery • Using the book 'Sweet Clara and the Freedom Quilt' as stimuli for discussion, consider how Clara's life is different from theirs. What can they do the Clara cannot? What does Clara have to do that they don't? Ask the children to reflect on the enormous differences between their life and the life that Clara led. Are they at all surprised by the enormity of these differences?	Sweet Clara and the Freedom Quilt by Deborah Hopkinson ISBN 0-678-87472-0 Go-Givers lesson: 'Freedom'	• Ambition • Aspiration • Attributes • Character • Courage • Emotional • Empathy • Free • Freedom • Helplessness • Oppressed • Physical • Powerlessness • Self-belief • Single-mindedness • Slavery • Strength • Vision • Wellbeing
• What does it mean to be free?	• Ask the children to consider how their lives compare to, for example, someone in prison or someone who lives in an oppressed country, e.g. a country at war (Afghanistan would be a good example to consider due to the current military operation of the UK in the country, there is extensive information available to children focusing on this) • List how the UK differs from a country under oppression, how would it feel to live in such a country? Discuss helplessness and powerlessness and the effect that these feelings have on physical, emotional and psychological wellbeing	Go-Givers lesson: 'Freedom Bird and the Arab Uprisings'	
• What attributes do we need to be in control of what happens to us?	• Focus on Clara's character and discuss what it is about her that helps her find a way out. List, e.g. brave, courageous, intelligent, determined, believes in herself, etc. Can they relate these attributes to themselves • Can they tell a story of how they took control of something in their lives in order to achieve a positive outcome?		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

YEAR 6

	Autumn Term		Spring Term	Summer Term	
Scheme of Work	Term 1.1 The caring school and Growing up - relationships *7 lessons*	Term 1.2 Emotions and transition to Secondary School *5 lessons*	Term 2.1 and 2.2 Growing up – responsibilities *6 lessons*	Term 3.1 Rollercoaster: The ups and downs of puberty *6 lessons*	Term 3.2 The world of drugs and keeping safe online *7 lessons*

SEAL	NB CH R GOFO	GFG CH	GTBM NB	CH R	GTBM

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 6: **Term** 1.1
Theme: The caring school and Growing up - relationships

Learning Objectives:	
R1b	**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.**
R1d	**That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.**
R1e	**That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.**
R2b	**The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.**
R2d	**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.**
R2e	**How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.**
R3a	**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.**
R3d	**The importance of self-respect and how this links to their own happiness.**
R3e	**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.**
R3h	**The importance of permission- seeking and giving in relationships with friends, peers and adults.**
R4b	**That the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous**
R4d	**How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.**
R5f	**How to ask for advice or help for themselves or others, and to keep trying until they are heard.**
H1d	**How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.**
To discuss what we mean by "going out" with someone and what we mean by love.	
To learn how to make positive choices.	
To know that choices have consequences.	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can we make this a happy place for everyone to work and play?	• Agreed class/school rules • Choose playmates, monitors, etc. (positions of responsibility) from within the class • Set up classroom procedures and expectations. Ensure aware of rules for a safe learning environment. • If necessary, do some 'getting to know you' activities during circle time – Mingle Bingo type activities.		• Attraction • Better • Boyfriend • Capable • Caring • Changes • Choice • Choices • Conflict • Consequences • Considerate • Cooperation • Evaluate • Fancy • Friend • Gay • Girlfriend • Going out • Group • Happy • Image • Keep • Kind • Kiss • Looks • Love • Loyal • Network • Physical • Qualities • Reflect • Relationship • Relationships
• People I am close to • How has my network changed?	• Class teacher to lead discussion by asking pupils to think of people they are close to (family members, friends, neighbours, teachers or anyone else) • What is a healthy family relationship? Why are they important? • Pupils could draw themselves in the middle of a large sheet of paper and then draw, or get a photo of, people they are close to and put around themselves and write about them. Set out like target board with closer network in the middle moving outwards. • Class teacher to ask children to think back to the network they had when they were babies or toddlers. How have these grown or changed? • Talk about any 'tensions' in current network and feeling of 'being in the middle'/'being left out' How can this be resolved. • Ask the pupils to think of different relationships in their network. Which are good? Which vary? Which cause tension? Use 3rd person example of an online relationships	NSPCC https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/	
• What makes a good friend? • How can a good friendship make us feel?	• Discuss how the way people treat them has changed • Ask the class to suggest ways they can convince people in their networks that they are growing up and becoming more responsible and capable of making their own decisions • Ask the class to share/make notes of how they can build better/stronger relationships with people in their networks • Ask the pupils to think of different relationships in their network. Which are good? Which vary? Which cause tension? • Include an example of an unknown online friend and the implications this may have.	NSPCC	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Class teacher to ask small group of pupils to think about what makes a good friend and to give examples of when someone has been a good friend to them (or they've been a good friend to someone else). Discuss ideas • Pupils could make an 'advert' for a good friend: "Wanted – Good Friend", must have/must be, etc. as a list.		• Respect • Responsible • Rules • Secrets • Sexual • Sharing • Something I'd like to know about you is … • Something I'd like you to know about me is … • Special • Stable • Stronger • Tension • Treat • Worried
• How am I different to my friends?	• Challenging Homophobia in Primary Schools (CHIPS): Y5&6, Week 2 Explore how to make sure no-one feels they cannot be how they really are and why it's important to be proud of who we are. • Discuss how self-respect also links to happiness and good wellbeing. • Link into anti bullying week activities to celebrate difference.	Primary Premier League Stars	
• What do we mean by 'going out' with someone?	• Teacher led discussion about what we mean by 'going out', 'boyfriend' and 'girlfriend'. How is it the same as being a good friend? How is it different? • Divide the class into small single gender groups. Ask them to talk about what kind of person they'd like to 'go out' with. What would that person be like? What qualities would they have? Discuss any differences in what they say. What about having feelings for someone of the same gender? • Class teacher to lead discussions on what we mean when we talked about love • Ask pupils to describe/draw/talk about one thing they love and care about/someone they love and care about. Collect ideas in 2 columns: 'Things we love', 'People we love' • Teacher and pupils to discuss the way loving relationships can grow and change especially in adolescence. Their view on falling in love, its meaning and how sexual attraction is connected to love. What we mean by 'fancying someone' • Class teacher to lead discussion on whether looks are more important than personal qualities or vice versa • Expect Respect Toolkit: Y6, Section 2: Court Room Game. Explore stereotypical views of male and female behaviour in relationships	BBC Class Clips Expect Respect Toolkit Section 2: Year 6 https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• What is "not ok" in a relationship.
What are the potential risks to an online friendship?
Who / where can you go to for help if you feel unsafe?
	• Explore what is 'not ok' in a relationship. Along with general negative qualities ensure points which could link to 'being groomed' for sexual exploitation, are covered. E.g. Is it ok if:
	  ○ there is a large age difference when young? (12yr old 'going out' with a 16yr old or 14yr old with an 18yr old OR OLDER!);
	  ○ there is an imbalance of power/control in the relationship?
	  ○ someone is being asked to keep inappropriate secrets?
	  ○ Someone is being asked to do things they do not want to do?
	  ○ someone is being asked not to continue seeing friends/family?
	  ○ someone is 'buying' friendship/relationship by giving presents or items e.g. food & drink etc.
	  ○ Being asked to meet up with someone you have met online.
	• Pupils to look at their favourite soap opera and make notes on who is 'going out' with whom. Is it a good relationship? Do they make each other happy?
	• Pupils to make a 'problem page' about worries around relationships and offer appropriate advice. Or use conscience corridor activity.
		CEOP website	

• How does someone commit to another in a relationship?	• Discuss marriage as a formal commitment to each other(include same sex marriage) • Why do people get married?		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 6: **Term** 1.2
Theme: Emotions and transition to Secondary School

Learning Objectives:	
H1b	**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.**
H1c	**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.**
H1d	**How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.**
H1i	**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).**
H1f	**Simple self- care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How am I feeling?	 How did you know they were feeling like that? Name the feeling: Distressed What was their face showing?: Eyes down, lips closed What were they thinking?: I'm not happy here. I need out What was their body doing on the inside?: Heart beating fast Feeling hot and cold What did they want to do?: Run away What was their body showing on the outside?: Goose pimples White face/ flushed face • Use a similar format to identify feelings. • Link into different situations e.g. When I stood up in assembly I felt… When I won at sports day I felt..		• Achievement • Apprehensive • Celebration • Change • Influence • Nervous • Transition • Worry
• To identify possible fears that the children may have and similarities and differences between primary and secondary school • To identify questions children would like to know about secondary school • Interview an older child about their experiences • Share their own experiences/feelings and concerns with others • Display their knowledge of secondary school	• Display pictures of secondary school and discuss possible worries/concerns over anxieties, e.g. "Many of you will be thinking ahead to a few months' time when you will be going to secondary school". As children discuss fears/similarities and differences, make a note on the board. These can then be transferred to form a list that can be re-examined after visit. • Teacher led discussion / Circle time activity – list questions that need answers finding, re: transition/induction visit, e.g. personal diary/learning log/journal • Ask Liaison Officer from secondary school during pre-visit to primary, to answer pressing questions • Invite a comprehensive Y11 pupil to school to be interviewed by class (This could form part of transition work) • Activity – "A map to help me as I change school". Children can draw a map of transition and answer key questions along with way, e.g. What will I miss? Am I happy about it? etc • Produce 'Top Ten Tips' for successful secondary transfer to give upcoming Y5's	Public Health England – Transition into secondary school lesson plan pack	
• What do I know about transition? • What do I know about secondary school?	• Discuss what the word 'transition' means. In pairs, encourage the children to identify and consider points of change and transition that they have already experienced in their life, e.g. starting school, moving homes, etc. Children share views and consider choices	QCA Citizenship Unit 12: Moving On QCA Citizenship	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	involved in these changes and what influences the decision that they made? Are there any changes that they are looking forward to? Changes that they find worrying? • Ask the children to complete a simple questionnaire about the move to secondary school. The class could then analyse the data to identify major worries and concerns of the whole class. (There will be common areas of concern). Discuss the questions/concerns during circle time or answers/solve the problems by using group problem solving skills	Unit 12: Moving On	
• How can I find out more/prepare for transition to secondary school? • What have I learnt about my transition to secondary school?	• Use the school prospectus or welcome booklet of each of the new schools and invite the children to research practical information, e.g. • What does the timetable include? • What happens at dinner time? • In pairs, children list and discuss 3 things they are looking forward to about moving to a new school and 3 things they have learnt or can help them cope with change. These points could be recorded in a Citizenship portfolio		
• What is Mindfulness?	• Discuss self-care-techniques and why they are important. • Have a practical lesson for the children to experience mindfulness. • Make Mala mediation beads or stress balls.		

Year 6: **Term** 2.1 and Term 2.2
Theme: Growing up - Responsibilities

Learning Objectives:	
H1a	**That mental wellbeing is a normal part of daily life, in the same way as physical health.**
H1c	**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.**
H1d	**How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.**
H1e	**The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.**
H1f	**Simple self- care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

H1j	**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.**
H2b	**The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.**
H3a	**The characteristics and mental and physical benefits of an active lifestyle.**
H3c	**The risks associated with an inactive lifestyle (including obesity).**
H4a	**What constitutes a healthy diet (including understanding calories and other nutritional content)?**
H4c	**The 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).**
H6a	**How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.**
H6f	**The facts and science relating to allergies, immunisation and vaccination.**
To explore the types of challenges that occur as children grow.	
To help children to face new challenges positively	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary

• What do we mean by challenge?
• What helps or hinders us when coping with challenge?
	• Class teacher to lead discussion on what we mean by 'challenge'
	  ○ What kind of things have been challenges to them? e.g. change to school, house or family structure, etc.
	  ○ How did they cope? What helped/hindered?
	  ○ What sort of skills could they use to cope with challenges in the future?
	• Class could design a flag or banner showing the skills, qualities and some of the strategies needed to cope with challenges in the future
		Premier League Primary Stars – resilience	• Access
			• Accurate
			• Advantages
			• Assertive
			• Assess
			• Behaviour
			• Being realistic
			• Challenge
			• Charity
			• Choosing
			• Communicate
			• Confident
			• Confident
			• Consequences
			• Cooperate
			• Decision
			• Difficult
			• Disabled
			• Discerning
			• Doing it myself
			• Effort
			• Encourage
			• Fair
			• Feelings
			• Feelings
			• Good judgement
			• Healthy
			• Help
			• Hydration
			• Impact
			• Judgement
			• Losing control
			• Me

• Looking at ways of dealing with challenge	• Class teacher to lead discussion on things needed to cope, e.g. accurate information, help and advice from others, personal qualities, link in to stereotypes, discuss people with disabilities and the challenges these people may face on a daily basis (use sports people and actors) • In small groups, class can write and rehearse a role play of a challenging situation, showing various ways they might deal with the challenge • In small groups, class can either design a board game highlighting some ways of dealing with different challenges/consequences of actions, or write a newspaper article on a real or imagined challenge that was successfully dealt with, or design a webpage to help others deal with challenges		
• How can I be responsible for me?	• Class teacher to talk with class about the jobs they do at home and school for which they are responsible. Ensure understanding of the word 'responsible' (use dictionary – discuss) • Add up the amount of time under various headings each day, headings could include, school, watching tv, online, gaming, homework, with family, physical activity, etc • Ask them to choose one job and mime it to a partner/class. Partner/class to identify job • Compile list of jobs/responsibilities that children have at home and in school. Talk about how they feel doing them. • Do they feel that they should be paid for doing chores? Should all children receive pocket money?	Bank of England school resources pfeg resource – Pocket Money and Banking pfeg 'My Money Primary Toolkit' KS2 Teachers Booklet Pg. 26 and 66	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Why do we have to do jobs? How do they help us become more responsible? How do they differ at different ages/stages? • What about voluntary work, giving to charities? What impact does charity work have on EHWB? • Brainstorm some of the responsibilities people have in childhood and compare to when grown up • How and why do they change?		• Mental Health • Nutrition • Others • Personal • Physical • Physical Health • Pocket money
• How can I take responsibility for myself? • What are my rights? • What are my responsibilities?	• Class teacher to ask pupils to write on a piece of paper the answer to the question "Whose responsibility is it to keep me healthy and safe?" (Can be more than one person – a list). Share and record responses. Compile a wall story of 'People who keep me healthy and safe" • Pupils to design a flower diagram with name and 'looking after myself' in the centre. Petals to be filled in with what they themselves can do to help. Draw on all previous learning (eating, exercise, sleep, online, friendships, etc.) • Ensure mental wellbeing is enforced as part of a daily routine in the same way as physical wellbeing. • Circle Time activity: "I am going to look after myself by …" • Discuss with children what we mean by 'rights', e.g. the way they should be treated, what should be provided for them and how they should not be treated. This might be extended to rights within children's friendships • Ask the children to think about the word 'responsibility'. Write up ideas and discuss. In groups, ask different groups to draw up a list of responsibilities for children at different ages, e.g. 5, 10, 13, 16, and 18. Discuss. Also discuss responsibilities for looking after ourselves and responsibilities towards and for, other people • This might develop into responsibilities in relationships. How should friends show responsibility for each other? How should children and parents show responsibility towards each other? If the class are mature, they might explore how people involved in a sexual relationship should show responsibility • Ask what the children know about laws. Discuss with them how laws are made and why we have laws, e.g. drink driving. Explain that we		• Positive • Positive • Positive attitude • Predict • Prejudice • Pro's and Con's • Problems • Realistic • Responsibility • Responsibility • Responsible • Rights • Saying no • Self Esteem • Sleep • Support • Support • Teamwork • Treatment • Violated • Voluntary work • Wellbeing • Wise • Work together

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	also have laws about sex and relationships, e.g. age at which you can marry, age of consent, adults having sex with children, rape, etc. Discuss ○ Why we have the laws ○ What might happen if they're broken ○ What they think about them		
• What does it mean to be healthy? (physically and mentally)	• Split into visual and non-visual characteristics of being healthy. Look beyond food and exercise – sleep, hobbies, time outdoors, positive relationships/friendships, attitude, etc. • Look at pressure from advertisements and famous people re appearance. • How does it feel to be healthy/unhealthy? • How does being healthy impact on our mental health? • Immunisations – why they are important , when do we have them	Change for Life Premier League Primary Stars – Self Esteem pack.	
• What is a healthy diet?	• Use change for life resources and nutritional pyramid to design a healthy meal. • Discuss impact of sugar and alcohol on a person's diet and health. • Give children some statement cards that could be true, false or sometimes true/false – it is ok to be underweight but not overweight, drinking fruit juice is good for my teeth, an alcoholic drink is ok every day for an adults as long as they don't get drunk. My doctor can help me if I am worried about my weight. • Look at statistics from England regarding obesity and discuss why this is an upward trend (convenience/junk food/ busy lifestyles) Look at nutritional value of a Big Mac. • Discuss the NHS system and how people's lifestyle choices impact on it.	Premier League Primary Stars - nutrition	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 6: **Term** 3.1
Theme: Rollercoaster – The ups and downs of puberty

Learning Objectives:	
R3h	**The importance of permission- seeking and giving in relationships with friends, peers and adults.**
R5f	**How to ask for advice or help for themselves or others, and to keep trying until they are heard.**
R5g	**How to report concerns or abuse, and the vocabulary and confidence needed to do so.**
R5h	**Where to get advice e.g. family, school and/or other sources.**
H8a	**Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.**
H8b	**About menstrual wellbeing including the key facts about the menstrual cycle.**

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What does puberty mean?	• Class teacher to ask class what we mean by 'puberty' and 'adolescence'. As a class or individually, use a dictionary to find out the meaning of these words (or refresh memories if done before) • Naming Body Parts exercise: Give a set of 'naming body parts' cards to each group. Get them to match up correct term with definition card. Process. • Children can label body parts on body templates in Rollercoaster resource. Label them in correct place and highlight those that will change. • Growing Up game: Divide class into groups and give each group a set of family picture cards plus a set of orange cards. Groups to match the orange cards to the correct family member. Some of the cards may fit more than one person	Dictionaries Rollercoaster Naming Body Parts exercise and Growing Up game Lesson 1 (Y6)- Full lesson plan and resources available via Medway Primary PSHE Education. Link available on RoSIS website. Check content before delivery.	• Adolescence • Adore • Advertising • Angry • Aspirational • Body hair • Boy • Brand • Breasts • Caring • Changes • Clitoris • Emotional
• What happens at puberty?	• Class teacher to lead discussion on the fact that change is part of life. Ask pupils to give examples of the changes that have occurred in themselves since they started school. Ask them about the changes they expect to happen over the next few years. Concentrate first on physical changes • Remind pupils of the correct terminology and ask them what they have already been told/heard about regarding sex and their development. Correct any misconceptions/myths. • Discuss the importance of permission-seeking in relationships. • Using template of the body or outlines of pupils in class, ask pupils to put arrows to areas where they feel changes will take place as they go through puberty. Do one for boys and one for girls – display • Class teacher to lead discussion on changes that happen only to boys – body hair, voice breaking, erections, wet dreams, etc. • And changes that happen only to girls – menstruation, breast development, etc. • And changes that happen to both boys and girls – underarm hair, pubic hair, spots, moods, etc.	Rollercoaster Changes exercise School Nurse Rollercoaster Monthly Match game A collection on sanitary products Rollercoaster True or False game Lesson 1 (Y6)- Full lesson plan and resources available via Medway Primary PSHE Education. Link available on RoSIS website. Check content before delivery.	• Emotions • Erections • Excited • Fallopian tube • Feelings • Feelings • Female • Frustrated • Genitals • Girl • Happy • Hormones • Human Values • Identity • Images • In love • Labia • Like • Looking After

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Remind children that they can ask questions about any concerns/worries either in class, via the anonymous question box or in private to the School Nurse • Class teacher to lead discussion on menstruation asking what pupils already know, dispelling myths and explaining the process • Monthly Match game: Using boards, ask children to place the four large cards showing stages of the menstrual cycle in the correct four spaces. Read out small yellow cards and decide which stage of the cycle it goes. Process • A selection of sanitary products can be shown to the class to show different ways of absorbing menstrual flow. Discuss advantages and disadvantages, absorbency, how they are used, how often they should be changed, how comfortable they are, where to dispose of them, etc. • Show video of your choice about puberty to recap the work you have done • Puberty – True or False game: There are two games included in this section of 'Rollercoaster', one about changes in girls and one about changes in boys. It is important that the boys and girls play both of these games. If done together, the exercise is too long, so they need to be split		• Love • Male • Masturbation • Media • Mood swings • Moods • Myths • Needs • Ovary • Penis • Periods • Physical • Puberty • Pubic Hair • Reality • Relationships • Respect • Sad • Sanitary towel • Self-esteem • Sensitive • Shave • Social • Strong • Tampon • Teenager • Testes • Testicles • Uterus • Vagina • Voice breaking • Weepy • Wet Dreams
• What happens to my feelings at puberty?	• Class teacher to lead discussion on how it is not just our bodies that change during puberty. Our emotions can change too, and we have to learn ways of dealing with these changes in a positive way • The Problem with Young People! situation cards: small groups – give each group 2/3 of the cards and ask them to discuss the young person's situation • Ask the children to recount a scene from a recent episode of the favourite soap or book they have read, telling what happened and the different characters involved. For each character they should write 2/3 emotions they might have felt about the situation • Class could design a wall story about different feelings using colours, words and faces	Rollercoaster The Problem with Young People situation cards	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Children could write a letter to an agony aunt about a possible problem to do with feelings at puberty. Letters could be swapped and replies written • Children could compile a class book of 'strong feelings' with drawings, poems, stories, etc. • Class teachers to give contentious statement to class, e.g. "boys should never cry". Class to move to 'agree' on one side and 'disagree' on other side with 'prods' from teacher to try to explain why they agree/disagree		• Womb

• The social changes that occur at puberty	• Class teacher to lead discussion on how our relationships change as we get older and on different perceptions of love, being in love and loving someone. Who/what do you love?
	• In small groups, discuss the many aspects of love, collecting all words/phrases used. Complete "love is …", write a poem or make a card
	• Explain to class how feelings can change quickly often depending on how others behave
	• Class teacher to lead discussion on the importance of feeling that you 'belong' to a group and how easy it is to make someone feel 'left out' and how that might make them feel
	• Working in fours, children can think about the following questions:
	  ○ Why is it sometimes hard to make friends?
	  ○ What problems might you encounter in a friendship – especially during puberty?
	  ○ What we can do to deal with these problems in a positive way?
		Rollercoaster
		The Problem with Young People situation cards
		
		Use diamond 9 activity and relationship stories:-
		Lesson 4 (Y6)- Full lesson plan and resources available via Medway Primary PSHE Education. Link available on RoSIS website. Check content before delivery.	

• Who are my support network?	• Why is a support network important? • Is your "go to person" the same for every situation? • Bring back the network of support from Autumn term, would the children like to add any extra support networks onto their circle? • Consider external support such as Childline, NSPCC, and GP. • Discuss different ways to get help (write it down, phone, text, ask a friend to get help for you)	NSPCC Childline	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• Why can body image affect our self-esteem?	• A lesson and resources on how the media influences out thoughts and self-esteem in regard to body image, the tactics used by the media to enhance photos and the importance of personal attributes and human values over physical beauty. • BBC Clips and lesson plan – What is perfect? https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-body-image-what-is-perfect/zhq3xyc	BBC Clips	

Notes to staff:	• It is recommended that teachers read and become familiar with the guidance notes which are in the Rollercoaster pack • This is a sensitive topic. Pupils will need reminding that we are all different and we go through these changes at different times • If videos are to be used in this topic it is recommended that teachers view them beforehand to be familiar with content and approach • Some Y6 teachers may wish to include human reproduction including conception (and that this can be prevented) developing links with the Science curriculum • The national curriculum 2014 includes some changes to Science curriculum • Pupils may prefer to work in single gender groups. The class teacher can decide when/if this is appropriate but it is recommended that the same work is done with both groups at all times • It is recommended that a question box is used to de-personalise issues • Menstruation can be a very scary subject for some children and as such, it should be handled with sensitivity • Class teacher may wish to involve School Nurse to talk to pupils about menstruation and other issues around puberty, • This is a sensitive topic and it may prompt disclosures from children. Teachers should be prepared for this and should know the school policy for dealing with such disclosures

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 6: **Term** 3.2
Theme: The world of drugs and being safe

Learning Objectives:	
H5a	**The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.**
R5h	**where to get advice e.g. family, school and/or other sources.**
H7a	**How to make a clear and efficient call to emergency services if necessary.**
H2a	**That for most people the internet is an integral part of life and has many benefits.**
H2b	**The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.**
H2d	**Why social media, some computer games and online gaming, for example, are age restricted.**
H2e	**The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.**
H2g	**Where and how to report concerns and get support with issues online.**
R4a	**That people sometimes behave differently online, including by pretending to be someone they are not.**
R4c	**The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.**
To understand about the laws on drugs, alcohol and tobacco and about reasons for having such laws	
To know how to take part in a discussion or debate	
To consider other people's opinions and a range of relevant factors when making a decision	
To develop skills and awareness for dealing with drug related situations	
To develop and practice strategies for resisting peer pressure	

Key questions / Ideas / Concepts	**Suggested Teaching and Learning Activities**	**Resources**	**Key Vocabulary**
• What risks are associated with using the internet, messaging, apps, social media?	• In small groups children to list the positives and negatives of using apps, messaging, social media, etc. • Do an anonymous class survey to find out what apps/gmaes/social media the children use. • From the information above, introduce children to the net-aware site and look at some of the apps they use. Give reasons why they are not age appropriate.	Net-aware.org.uk	• Alcohol • Caffeine • Cannabis • Consequences • Dealing • Influence • Inhale

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• What steps can you take to ensure you are safe online? • Who can you report an online concern to?	• Children to give 10 top tips on how to stay safe online. • Consider that people may behave differently online and may not be who they say they are – how do you know? • Look at fake news, , can children identify what is real and what is fake? Use News wise resources from The Guardian Literacy Project.	http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/ https://literacytrust.org.uk/programmes/news-wise/	• Negative • Over the counter • Positive • Possession • Possession with intent to supply • Prescribed • Situation • Sniffing • Solvents • Stereotypes • Supply • Tobacco • Volatile substances
• What do we already know and understand about drugs? • What do we know about caffeine?	• Use a 'draw and write' activity, e.g. 'Jugs and Herrings' by Noreen Wetton to assess the children's current levels of knowledge and understanding about medicines and drugs. Display and discuss the children's answers. Explain that drugs can include medicines, alcohol, tobacco, illegal drugs, 'legal drugs', glues and other volatile substances, as well as everyday substances such as caffeine. • Explore the amounts of caffeine in everyday food and drinks compared to suggested consumption rates. • Negotiate with children a definition of what is mean by the term 'drug'. Explore the fact that some are legal, some are restricted, e.g. medicines, some are illegal to own, use and supply to others	https://www.thegrid.org.uk/learning/pshe/drugs/materials/	
• What do we know about solvents?	• Write 'Solvents' and 'Volatile Substances' on the board and ask what they mean. Has anyone seen/heard of someone sniffing solvents/volatile substances? What would they/did they do? Explore the difference between risk, danger and hazard • Give out a copy of the quiz with true/false answers and let children fill them in. Discuss answers and clarify uncertainties and allow class to ask questions. One of the questions could be: ○ "If a friend was sniffing solvents, I would … a. do nothing b. tell an adult c. try to help them stop d. try it myself e. something else …	https://www.thegrid.org.uk/learning/pshe/drugs/materials/	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	• Explain and discuss this question as a class fully • Tell a story about 2 friends, one of whom notices the other is behaving strangely at school. It's funny but then Sally gets worried and tells Ben to behave normally. Ben says he can't because he's sniffed some gas and asks Sally if she wants to try some • Ask/Write/Discuss: a. Reasons why Ben might be sniffing gas b. What can Sally do to help Ben? • Develop ideas into role play, some to be performed in front of class. Focus the children's attention on the decisions the characters made. Were they sensible? Realistic? • If a friend is doing something wrong, what can you do? What are the options? Discuss		
• What influence does peer pressure have on me?	• In groups ask children: a. What people say to persuade others to take drugs, e.g. make you feel if you don't want to join in b. What people can do to resist c. Where can people who have a drug problem (or someone close to them has a problem) get help? • Explain that if you feel good about yourself, it will help you resist unwanted pressure from other people. Ask children to name 3 things they like a. About where they live b. Going out on their own or with friends c. About themselves – may need help with this one! • Put children into groups. Ask each to do a role play based on the following: o 2 friends trying to persuade 2 friends of same age to take a drug o 2 friends trying to persuade 1 friend of the same age to take a drug	https://www.thegrid.org.uk/learning/pshe/drugs/materials/	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	○ 2 friends trying to persuade 1 child of a younger age to take drugs ○ 2 friends trying to persuade 2 younger children to take drugs		
	• Perform and discuss role plays. Ask each child to write down something they can do to resist unwanted pressure from other children. Share ideas with whole class. Display in speech bubbles		
• What are the general drug categories?	• In smaller groups of four, on a large piece of paper ask the children to write as many drugs as possible they know that fit into the categories; one category per one piece of paper. Allow a short amount of time for the group to write on the paper then pass the paper to the next group and add more ideas to new sheet Categories: ○ Prescribed medicines ○ Over the counter medicines ○ Solvents ○ Nicotine – both in tobacco and in e-cigarettes ○ Alcohol ○ Illegal drugs ○ Legal highs • Display sheets, and look for and correct any inaccuracies • Use the card game exercise in 'A Practical Guide for Primary School Teachers' (pg. 33-38) to clarify information about some of the drugs mentioned above • Focus on illegal drugs. Ask what type of person would take an illegal drug ○ Look out for stereotypes – challenge them. Ask do we feel the same about someone who uses illegal drugs and someone who uses legal highs or alcohol/nicotine. Or taking nicotine via tobacco in cigarettes or via e-cigarettes?	http://www.quit.org.uk/wp-content/uploads/2017/09/PrimaryResourcePack.pdf	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	○ It is important children are aware that although alcohol and nicotine are legal drugs they are harmful too		
• What are the laws around drugs and why do we need them? • What do we know about drugs?	• Ask the children to identify drugs that are legal or illegal, drawing on their knowledge from earlier activities. Discuss the reasons why laws restricting the use of drugs are made • Explain to the children that they will work in groups to decide whether a new drug, e.g. a medicine or something that goes in a drink, should be legal or illegal. Explain that they will debate the issue and reach a decision through a vote. They will be able to suggest a total ban or laws to regulate the drug's sale or use and the punishments for breaking the law. Give the children information about the drug, e.g.: ○ What it looks like ○ How it is taken ○ The way it makes people feel ○ Its long and short term effects on the body • To conclude the debate, each group takes a vote. Group representatives briefly explain their decision, with reasons, to the rest of the class. Remind the children of their definition of 'drugs' from their first activity • Ask the children to reflect on their decisions and to compare their views with the real laws on similar drugs. Ask them to consider how much they have learnt about drugs and to write down questions they still need answering • Ask the children to fill in a reflection sheet with the new information on drugs they have learned in Y6, e.g. ○ What new things I have learned about drugs? ○ Facts – write down 3 facts you have learned. i.e. "I know …" ○ Opinions – write down 3 opinions you have about drugs, i.e. "I think …"		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

	○ Behaviour – write down 3 things you will/will not do, i.e. "I will/will not .."		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 6
Theme: Money management and careers

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How do people get money and what is it spent on? • To understand the value of money. What does it mean to budget? • Spend or save? • To understand that different jobs have different salaries and that good qualifications may lead to better opportunities	• Paired activity – write down how many ways people can obtain money legally. Write down three things that they could do with that money. Discuss approximate cost of items and how people are encouraged to 'live within their mean' and what this means in a real life situation • Teacher led discussion about budgeting. Explain to the children that they are going to have to plan a well-balanced healthy diet with varying budgets therefore cost the items they wish to buy. Discuss budget monitoring and control, and financial understanding • Group or individual activity – Each pupil is handed an occupation card and a range of salary cards. They choose which they think is the most likely salary and report back to group or whole class. Discuss other values to a job, i.e. worth to the community, etc. • Explore their desired lifestyle activity and the financial implications • Information about annual salaries can be found at www.nationstatistics.gov.uk • Discuss how different values influence how we spend our money. To consider why saving is so important. If applicable, discuss how School Council has been influential on purchasing resources and the process that has to be undertaken. Interview School Councillor/Bursar/Business Manager	I Am, I Know, I Can Section 1 Pg. 32 Folens CPSHE Book 4 Pg. 12 pfeg 'Learning about Money in the Primary Classroom' Pg. 38 pfeg 'My Money Primary Toolkit' Teachers Booklet Pg. 58 pfeg 'My Money Week' Primary Resources Pack 2011 and 2012 – Scenario Cards pfeg 'Adding up to a Lifetime' pfeg 'What Money Means in Primary Schools'	• Ambition • Aspiration • Bank • Budget/spend • Building Society • Career • Career Officer • Credit • Debit • Expenses • Future • Income/wage/salary • Insurance • Interest rate • Interview • Interviewee • Loan/value/worth • Rules and Regulations • Save/savings • Savings account • Skills/training • Succeed • Tax • Teamwork • Working together • World of Work
• To recognise that there are no such things as a boys/girls jobs	• Equal Choices, Equal Chances: Learning Area 3: There's no such thing as a boy's/girl's job. Explore a wide range of jobs while challenging preconceptions about who does different jobs	Equal Choices, Equal Chances: Learning Area 3	
• To learn about the range of jobs carried out by people	• Discuss why adults go out to work. Ask children to form into small groups to consider questions they would like to ask about someone's job or voluntary work • Equal Choices, Equal Chances: Learning Area 4: Exploring jobs in my community has a variety of activities and resources to support with and develop this	Ready to Go: Ideas for PSHE in KS2 Pg. 59 Equal Choices, Equal Chances: Learning Area 4	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

		I Am, I Know, I Can Lesson 31	
• You're doing a valuable job	• Children devise a questionnaire to ask various people what skills they need, the difficulties, why the feel their job is important • Invite the Careers Officer to talk to Y6 about the service that is provided to students at secondary school (links to transition)	Folens CPSHE Book 4 Pg. 10	
• What job would you like to do?	• Teacher led activity – Create imaginary job applications and ask the children to choose one and: • Write a letter explaining why they feel they are suitable for the job • Describe things they have done that show their knowledge, skills and qualities • Role-play in pairs, interview situation – interviewer/interviewee		
• Job done	• Equal Choices, Equal Chances: Learning Area 5: Job Done! Has a variety of activities and resources to help consolidate learning and conclude the work	Equal Choices, Equal Chances: Learning Area 5	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 6
Theme: Citizenship – Global citizenship

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• What are our roots?	• Discuss what is meant by national and ethnic identities. Look at a world map. Identify the UK. Indicate as an example, the places your own parents, grandparents and earlier ancestors originate from • Investigate your 'roots' using a mind map	Ready to Go KS2 Pg. 17-18 Go-Givers lesson: 'Coming to Britain'	• Ancestors • Celebrations • Ceremonies • Culture • Culture • Customs • Difference • Difference • Distance • Ethnicity • Festivals • Identity • National • Nationalities • Origin • Origin • Products • Race • Regional • Religion • Religious • Similar • Similarity • Traditional • Traditions • Transport
• How am I different? • How am I similar?	• Two children – make positive comparisons showing different and similarities. In pairs, make a grid to show similarities and differences. Process in full group – is there a gender bias? What other factors are important, e.g. religion?	Teacher's Handbook for PSHE and Citizenship: KS2	
• How are the other countries different from ours?	• Explain that you are going to take the children on a journey. Ask them to close their eyes and imagine what you are describing • Working in pairs, describe their imaginary trip and the things they say. Each pair to read out one of the main similarities and one of the main differences between the country that they visited and this country • Children paint a picture and write a story about the country they visited	I Am, I Know, I Can Lesson 37	
• What different religions are there? • How am I similar? • What are the different attitudes to money in different religions and cultures?	• Investigate religions of the world. Make a class collage to represent 'The World Family' • As a class, draw up a calendar of events for different religions. Find out how these days are celebrated and use dance, drama, short stories and poetry to demonstrate some of them • Using some stories, parables and traditions explore what different religions say about money. For example, why did Jesus want to stop the traders from selling things in the temple? Why do guests at a Sikh wedding cover the bride in money? Look at Zakat (charity) which is one of the main pillars of Islam. Using the internet research some religious charities such as CAFOD, Jewish Care, Hare Krishna, Food for Life, etc. Find out why certain religious groups believe that sharing with others is a fundamental aspect of living	Go-Givers lesson: 'The Golden Rule'	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

• How many different nationalities are there in my community?	• Conduct a survey of different groups and nationalities in their local area or community. Invite in family representatives from difference cultures		
• How many restaurants offer food from other countries?	• Children to find out about restaurants in the local area serving foods from other countries		
• Where does my food come from?	• Organise a visit to a local supermarket to record products that are obtained from different parts of the world. Plot on a world map and work out the distance		

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.

Year 6
Theme: Citizenship – Global difference and diversity

Key questions / Ideas / Concepts	Suggested Teaching and Learning Activities	Resources	Key Vocabulary
• How can we become active and responsible global citizens?	• Consider the similarities and differences between how we value water in the UK and how it is viewed and valued in a contrasting third world country, e.g. Ghana • Photographs can be an excellent vehicle to stimulate discussion in this area	QCA Citizenship Unit 5: Living in a Diverse World	• Active • Community • Difference • Fair Trade • Global • Identify • National • Regional • Responsibility • Similarities • Sustainable • Values
• How do charitable organisations impact globally?	• Find out about the impact of the work of charitable organisations, for example, Oxfam, Comic Relief, Water Aid, etc. • Oxfam and Unicef work with communities overseas to assist them in becoming self-sustaining. Research how this is done and the positive effects which results from this. (Independent research project)	'Global Focus Weeks in Primary Schools – A Guide for Teachers' Go-Givers lesson: 'The Gift of Sight'	
• How can we maintain quality of life without damaging the planet for future generations?	• Engage the children in a debate regarding sustainable development. Consider the impact of the Fair Trading initiative and how awareness has been raised over recent years. For example, Supermarket products – orange juice, tea, coffee, chocolate, fruit and vegetables, clothing. (Fair Trade Fortnight)	'Global Focus Weeks in Primary Schools – A Guide for Teachers' www.fairtrade.org.uk Go-Givers lessons: 'Sustainable Development' and 'Fair Trade: Have a Banana'	

© Rotherham Local Authority (RoSiS) owns this document and it is subject to copyright laws. We will take appropriate action against someone found to be unlawfully using this document.