

PSHE SCHEMES OF WORK 2010-2011

YEAR: 3

TERM: AUTUMN 2010

| WEEK | Learning target/s (Assessment method)   | SKILLS  | Content (Knowledge)<br>Suggested Activity  | RESOURCES  |
|------|---|---|--|--|
| 1    | Introductions; new faces - learning new routines.<br>Settling in – how is it going? Coping with change.<br>(New beginnings)           | Listening; speaking   | Week 1 – how is it going?<br>Lunch – choices, vegetarian, hand-washing; good manners & good behaviour<br>Open session - discussion | Poem – First Day at School                           |
| 2    | to know how to get on with others; to be able to identify the qualities of friendship<br>(It's good to be me; getting on with others) | Identifying qualities in others; self-evaluation; speaking                  | What makes a good friend?<br>Who is your best friend and why?<br>What kind of friend are you?<br>Do you need to be more...?        | Poem – The Boy with no name<br>Paper<br>Pencil       |
| 3    | To understand the school policy on rewards and sanctions (relationships)  | Framing questions; speaking; listening to others; listening for information | Discuss school policy on rewards and sanctions – merits, commendation cards, cautions, misdemeanours; House Merit Cup              | Homework diary; commendation card; misdemeanour card |
| 4    | To know what good listening is, and how to be a good listener. Be able to describe what good listening                                | Understanding what the key features of good listening are; practising       | Spotting different things from sound effects<br>Listening to instructions –  | Sound effects CD<br>Paper<br>Pencil                  |

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|       | looks like (relationships)  | being a good listener   | draw pictures/write in specific places on paper<br>Simon says  |   |
| 5     | Understand the nature of Community Action; understand the importance of honesty during this week  | Listening; small group discussion; taking turns; reflective thinking                      | What is CA and why do we do it? Fundraising for charity<br>Stealing & borrowing – what's the difference?<br>How do you return something you have 'borrowed'? | Match attack cards, football, pencil case, money                  |
| 6     | Understand the school rules & school ethos  | Listening to others; taking turns in discussion; reflective thinking                      | What are the school rules about<br>Which one is the most important (secret ballot)<br>What does UCS stand for?   | Homework diaries  |
| 7&8   | Dealing with conflict ; anti-bullying policy; how to deal with being bullied; how to deal with being a bully<br>(Getting on and falling out; relationships) | Practising strategies for dealing with bullying; being assertive without being aggressive | SWAT – introduce Say, Walk away, Ask an adult, Think.<br>teasing and bullying – is there a difference?<br>Reminder of school ethos                           | Homework diary<br>Peer mentors                                    |
| 9&10  | World religions: to have a basic understanding of the main differences and similarities between the major world religions<br>good to be me; relationships   | Research; teamwork; understanding differences; identifying common themes                  | Discuss knowledge of world religions;<br>XC – History, geography   | Map and books on world religions<br>A4 blank table – fact-finding |
| 11&12 | P4C session – introduction  | P4C – thinking skills,  | Introduce the process of   | Not now, Bernard  |

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|    | to be able to listen and think reflectively; to feel safe to express an opinion, and to change their opinion after reflecting on other people's opinions/feedback        | framing questions, reviewing own opinion in the light of discussions | P4C; read the story, twice; pupils write questions in silence, discuss in pairs, and choose favourite question; list of questions collated by T; secret ballot; class uses most popular question as a starting point for discussion. | Paper<br>Pencils<br>(Laptop;<br>Memory stick)         |
| 13 | To understand what the grades mean that they will be given at the end of term; to recognise what can they do to improve effort/learning (good to be me; going for goals) | Self-evaluation; self-knowledge                                      | Explanation of grades and meanings; what to expect; what matters most, effort or attainment?<br>Self assessment; targets for improvement?<br>XC – all (reports – grade cards)  | Copies of a blank grade sheet - to fill in<br>pencils |

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PSHE SCHEMES OF WORK 2010-2011

YEAR: 3

TERM: SPRING 2011

| WEEK | Learning target/s (Assessment method)  | SKILLS  | Content (Knowledge)<br>Suggested Activity<br>XC links  | RESOURCES  |
|------|--|---|--|--|
| 1    | Review of first term and holidays – knowing how to share news, recount orally<br>What's in the news? Be aware of how we learn news, and discuss the main stories | Listening; public speaking; skimming and scanning   | Boys' presentations – any questions?<br>Look at newspapers, look at website, listen to radio player. Why do we need news? What is in the news a the moment? What do they think of the stories? | boys' souvenirs , photographs; newspapers; laptop (BBC news website, radio player) |
| 2    | Road safety – knowing how to stay safe as a pedestrian   | Knowledge and understanding; reflective listening   | Road crossings for pedestrians; road signals;  | photographs of road furniture  |
| 3    | Rules at home – understanding why rules are important for keeping us safe and well   | Comparing environments; listening to others<br>Understanding other ways of living; not judging others – different isn't bad, just different | Family life; routines; differences and similarities; rules at home;<br>Review of school/class rules What is your routine at home after school?   | Hwk. Diary<br>Class rules? – wall questionnaire                                    |
| 4    | Homework – why, when, how? understanding why it is important to have good independent work habits  | Listening to others; understanding differences  | Why do we do homework?<br>Homework routines<br>How to get better at doing homework   | Homework diaries   |

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|     |  |   | XC - (All subjects where homework is set)  |   |
| 5   | Developing a positive self-image; raising self esteem (*good to be me)   | self assessment; peer assessment                            | What am I good at? What do I like about myself? What makes me feel good about me? What have I got better at? What do others like and appreciate in me? [Peers identify these areas for others (emphasis on the positive)]                        | question sheet  |
| 6-7 | Keeping healthy<br>Understanding how your lifestyle affects your health, and that you have control over what happens to your body  | listening, teamwork, discussion                             | Bedtimes - the importance of rest before sleep; why sleep is important<br>Personal hygiene - teeth, skin and hair; clothing and bedding; in the home – cleaning; pests; disease<br>Diet and exercise – healthy eating; snacks and school lunches | What's living in your classroom?<br>– Andrew Solway<br>Food packaging<br>DT books – healthy breakfasts<br>Y6 Teeth projects |
| 8-9 | Things that are/can be bad for the body<br>Understanding how your lifestyle <i>choices</i> affect your health<br>Understand that all medicines are drugs, but that all drugs are not medicines | listening, teamwork, discussion, making and reviewing notes | Smoking, alcohol, drugs – look at how each can affect the body; discuss potential harm as well as any benefits pupils know for alcohol and drugs; discuss age limits, safe   | Drugs and their dangers – KS1 activity pack (Freeway)<br>Health Education<br>Key Stage 2<br>Photocopiable                   |

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|       | Know how to keep and use medicines safely |  | storage, safe use. Pupils should understand how smoking is bad for health, the difference between safe use and abuse of alcohol and drugs, and the adverse effects that such abuse can have; they should know that all medicines are drugs, but not all drugs are medicines pupils brainstorm names of different medicines, and discuss what they re for Introduce the idea of alcohol and nicotine as drugs, and addiction/abuse. Do the pupils know of any medicines that have been / can be used in the wrong way? | Pupil Resource & Teacher's Resource Books Science – Smokey Sue |
| 10-11 | P4C session                               | Reflective thinking; questioning; listening; considering other points of view, and reviewing own POV | Read the story; pupils write own questions, which they discuss in pairs, then class chooses favourite by secret vote and this is used as a springboard for discussion.  | The Tunnel – Anthony Browne Paper Pencils                      |



PSHE SCHEMES OF WORK 2011-2012

YEAR: 3

TERM: SPRING 2012

| WEEK | Learning target/s (Assessment method)  | SKILLS  | Content (Knowledge)<br>Suggested Activity<br>XC links  | RESOURCES  |
|------|--|---|--|--|
| 1    | Review of first term and holidays – knowing how to share news, recount orally<br>What's in the news? Be aware of how we learn news, and discuss the main stories | Listening; public speaking; skimming and scanning   | Boys' presentations – any questions?<br>Look at newspapers, look at website, listen to radio player. Why do we need news? What is in the news a the moment? What do they think of the stories? | boys' souvenirs , photographs; newspapers; laptop (BBC news website, radio player) |
| 2    | Road safety – knowing how to stay safe as a pedestrian   | Knowledge and understanding; reflective listening   | Road crossings for pedestrians; road signals;  | photographs of road furniture  |
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PSHE SCHEMES OF WORK 2010-2011

YEAR: 3

TERM: SUMMER 2011

| WEEK | Learning target/s (Assessment method)  | SKILLS   | Content (Knowledge)<br>Suggested Activity   | RESOURCES  |
|------|--|--|---|--|
| 1-2  | Understanding the roles of the emergency services<br>Knowing how to use the 999 number correctly<br>Identifying what is a serious accident/emergency | Independent thinking, group work and teamwork, listening, notetaking | Ask pupils for the names of the emergency services and what they do<br>Discuss what would be a serious accident, and what could be dealt with by other responsible adults?<br>Talk about the correct way to use 999 – go through the steps (Show video)   | 999 Teacher's Guide (Video)<br>999 quiz                                      |
| 3-4  | First aid and accidents; what to do in school<br>Gaining a basic knowledge of first aid techniques and safety  | Teamwork; listening; note-making; reviewing notes and opinions       | Ask for responses to a number of given scenarios – on p/c sheet<br>pupils discuss in pairs, one makes notes, then the pair's outcomes are discussed with another pair.<br>One pupil from each group reports back to the class on selected scenarios, and may be discussed by the class as a whole | KS2 Health Education Photocopiable Books<br>First aid box<br>Blue form (MCM) |

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| 5 | To be aware of the danger of talking to strangers; to learn and practise strategies and techniques for dealing with possible situations           | assertiveness<br>problem-solving<br>teamwork   | The pupils are given a scenario and asked to think how they would deal with it – discussed in groups, then reported back and discussed as a class. establish good practice for keeping safe   | What would you do? A kid's guide to tricky and sticky situations – Linda Schwartz Junior Citizens DVD |
| 6 | showing awareness of different aspects of communication understanding and explaining how someone feels, as well as what they say (*relationships) | awareness of body language and tone of voice when listening and watching someone                                   | Discuss choosing teams – why can this be a source of conflict?<br>Getting your own way – do you always get what you want?<br>Discuss winning and losing on Sports Day – how to be a good winner and a good loser  | mime, prompt cards  |
| 7 | P4C session   | effective, reflective listening; giving one's own opinion clearly; contributing to a discussion; framing questions | Show the pupils the picture. Ask them to think about what they see. Do they have any questions? Pupils write their questions on post-it notes (one on each), then stick them on the board. The whole class looks at the questions, and then votes on their favourite. This is | photograph of cow tied to parking meter (John Gay)  |

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|   |   |  | the jumping off point for the discussion.  |   |
| 8 | <p>Identify different points of transition and change, their own feelings about change and strategies for managing that change (*change)</p> <p>Understand that part of everyone's life experience involves change</p> <p>Understand and show concern for others who are experiencing transition</p> <p>Recognising the positive aspects of change (*going for goals)</p> | <p>empathy</p> <p>recognising and owning feelings</p> <p>discussing feelings with another person</p> | <p>Review of the year &amp; transition into Year 4.</p> <p>Talk about what they know will be different; answer any questions about organisation; discuss their feelings – and that it is usual to feel apprehensive</p> <p>Talk about who else in the school community will be undergoing transition – how can we help them?</p> | <p>Homework Diary,</p> <p>Map of school</p> |
| 9 | <p>What to expect at Prize-Giving</p> <p>how to deal with not winning (*good to be me)</p> <p>how to receive your prize politely!</p> <p>presents – receiving gifts</p> <p>earning money, or receiving money as a gift – what is the difference</p> <p>Spending &amp; saving money</p>  |  | <p>Prize-giving – EHT (eyes, hand, thank you) – how it works</p> <p>What PG is for – celebrating success</p> <p>money / other rewards</p>  | <p>book (prize)</p> <p>money</p>            |

PSHE SCHEMES OF WORK 2011-2012

YEAR: 3

TERM: SUMMER 2012

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|------|--|--|---|--|
| 1-2  | Understanding the roles of the emergency services<br>Knowing how to use the 999 number correctly<br>Identifying what is a serious accident/emergency | Independent thinking, group work and teamwork, listening, notetaking | Ask pupils for the names of the emergency services and what they do<br>Discuss what would be a serious accident, and what could be dealt with by other responsible adults?<br>Talk about the correct way to use 999 – go through the steps (Show video)   | 999 Teacher's Guide (Video)<br>999 quiz                                      |
| 3-4  | First aid and accidents; what to do in school<br>Gaining a basic knowledge of first aid techniques and safety  | Teamwork; listening; note-making; reviewing notes and opinions       | Ask for responses to a number of given scenarios – on p/c sheet<br>pupils discuss in pairs, one makes notes, then the pair's outcomes are discussed with another pair.<br>One pupil from each group reports back to the class on selected scenarios, and may be discussed by the class as a whole | KS2 Health Education Photocopiable Books<br>First aid box<br>Blue form (MCM) |

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PSHE SCHEMES OF WORK 2010-2011

YEAR: 4

TERM: AUTUMN 2010

| WEEK | Learning target/s<br>(Assessment method)   | SKILLS   | Content (Knowledge)<br>Suggested Activity   | RESOURCES   |
|------|--|--|---|---|
| 1    | School ethos & rules –<br>know why we need rules,<br>how they help us<br>Understand that rules<br>ensure fairness and protect<br>rights  | Listening to others; taking turns<br>in discussion   | Discussion about the school<br>ethos and individual school<br>rules:<br>why do we need this rule?<br>is it fair?<br>who makes it?<br>what happens when it is<br>broken?<br>would they add / change<br>anything? | Homework diaries  |
| 2-3  | All about me – recognising<br>and describing own identity;<br>identifying other people's<br>qualities and strengths as<br>well as their shortcomings;<br>respecting other people's<br>feelings | contribute to group and class<br>discussions; empathy;   | All about me – what I am like;<br>my personal qualities and<br>strengths; my goals<br>Who I like / admire - heroes  | Personal goals for the<br>year – in diary<br>Magazines and<br>newspapers            |
| 3-4  | Tolerance and prejudice –<br>know that we all belong to<br>different groups and<br>communities, including<br>family and school   | contribute to group and class<br>discussions; empathy;<br>reflective listening; skim and<br>scan | Recognising and respecting<br>differences between cultural and<br>religious backgrounds – pupils<br>write a brainstorm list of all the<br>different groups they each  | Collected books on<br>major world religions<br>In the News:<br>Immigration & Asylum |

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|   | <p>know that we all have connections to other people in other groups<br/> know and understand that it is wrong to tease or abuse others and suggest ways of supporting those who have experienced such treatment. Be aware of sexism, racism, ageism, disability discrimination.<br/> know that all humans have basic needs and rights</p> |   | <p>belong to. In groups they tell others about their own different cultural and domestic customs; they talk about experiences they have had when they have not been shown respect by others, because they are different.<br/> (Sexism, ageism, disability – challenging discrimination and promoting equal opportunities)<br/> Pupils suggest strategies for dealing with such situations.</p> |  |
| 5 | <p>Friendship – its value, how to establish new friendships in new situations, and how to maintain old ones; be able to describe the qualities of a friend; identify how to support friends in decision-making, and when dealing with peer pressure</p>  | <p>listening, and contributing in a discussion; re-evaluating opinions;</p> | <p>Qualities of friends – make a list of these in a group, brainstorm session, then discuss how you might be able to put them in order of importance.<br/> How can peer pressure challenge friendships? Write down some scenarios where this might be an issue.<br/> How might making new friends challenge old friendships? How can you avoid this happening?</p>                             | <p>Raising self-esteem in the young activity book<br/> Feeling Good: Raising Self-esteem in Primary Classrooms</p> |
| 6 | <p>Feelings – realising that there are several alternatives with behavioural reactions;</p>  | <p>self evaluation; self awareness</p>                                      | <p>Exploring feelings of self and others; discussion of different ways we express our feelings; non-verbal ways to express</p>   | <p>Feelings - Alike</p>  |

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|     | taking time to consider options and consequences of actions; knowing what you like and dislike; knowing what is right and wrong; being aware of peer, family and media pressure |  | feelings<br>Healthy ways to express feelings – verbally, non-verbally, writing, drawing<br>Acting out scenarios with different feelings, and discussing ways to react  |  |
| 7   | Using money safely – taking responsibility for money  | numeracy – money, contributing to discussion, listening; group work; debating and collective decision-making | Discuss the use of money during Community Action Week – keeping it safe, how to budget for your idea, how much to charge, how much you are allowed to spend<br>Then discuss budgeting with pocket money – what are they responsible for buying? do they have to do chores to earn the money?<br>Scenario: you have 50p/£1/£2/£5/£10 per week, and do not get any ‘extras’ – just food, clothes and other ‘needs’.<br>What would you do with the money? |  |
| 8-9 | Pets – know that we all have a responsibility towards animals and that there are laws to protect them; recognise that   | Discuss and develop ideas in groups; listening   | Who has a pet? Is your pet ever like Fluffy?<br>Discuss how those who do have different pets look after and care for them.   | Diary of a killer cat – Anne Fine<br>RSPCA website |

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|       | different pets have different needs; understand the role of voluntary organisations and charities in protecting and caring for animals, and the role of one in particular; recognising that not all people make suitable pet or animal owners |   | Make a list of basic pet and human needs – can they see the similarities?<br>Some things are natural behaviour for animals, but we might find it hard to deal with it; discuss what happens to animals that are not cared for properly.<br>Examine the role of the RSPCA in supporting animal welfare |  |
| 10&11 | P4C   | P4C – thinking skills, framing questions, reviewing own opinion in the light of discussions | Introduce the process of P4C; read the story, twice; pupils write questions in silence, discuss in pairs, and choose favourite question; list of questions collated by T; secret ballot; class uses most popular question as a starting point for discussion.   | BOOK - ?<br>Paper<br>Pencils<br>Laptop<br>Memory stick |
| 12&13 | Public speaking   | Research skills; public speaking; listening to and answering questions; taking turns        | Two minute challenge – talk about something that you are interested in and then answer questions, in groups   | Pupils' discretion                                     |

PSHE SCHEMES OF WORK 2011-2012

YEAR: 4

TERM: AUTUMN 2011

| WEEK | Learning target/s<br>(Assessment method)   | SKILLS   | Content (Knowledge)<br>Suggested Activity   | RESOURCES   |
|------|--|--|---|---|
| 1    | School ethos & rules –<br>know why we need rules,<br>how they help us<br>Understand that rules<br>ensure fairness and protect<br>rights  | Listening to others; taking turns<br>in discussion   | Discussion about the school<br>ethos and individual school<br>rules:<br>why do we need this rule?<br>is it fair?<br>who makes it?<br>what happens when it is<br>broken?<br>would they add / change<br>anything? | Homework diaries  |
| 2-3  | All about me – recognising<br>and describing own identity;<br>identifying other people's<br>qualities and strengths as<br>well as their shortcomings;<br>respecting other people's<br>feelings | contribute to group and class<br>discussions; empathy;   | All about me – what I am like;<br>my personal qualities and<br>strengths; my goals<br>Who I like / admire - heroes  | Personal goals for the<br>year – in diary<br>Magazines and<br>newspapers            |
| 3-4  | Tolerance and prejudice –<br>know that we all belong to<br>different groups and<br>communities, including<br>family and school   | contribute to group and class<br>discussions; empathy;<br>reflective listening; skim and<br>scan | Recognising and respecting<br>differences between cultural and<br>religious backgrounds – pupils<br>write a brainstorm list of all the<br>different groups they each  | Collected books on<br>major world religions<br>In the News:<br>Immigration & Asylum |

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|   | <p>know that we all have connections to other people in other groups<br/> know and understand that it is wrong to tease or abuse others and suggest ways of supporting those who have experienced such treatment. Be aware of sexism, racism, ageism, disability discrimination.<br/> know that all humans have basic needs and rights</p> |   | <p>belong to. In groups they tell others about their own different cultural and domestic customs; they talk about experiences they have had when they have not been shown respect by others, because they are different.<br/> (Sexism, ageism, disability – challenging discrimination and promoting equal opportunities)<br/> Pupils suggest strategies for dealing with such situations.</p> |  |
| 5 | <p>Friendship – its value, how to establish new friendships in new situations, and how to maintain old ones; be able to describe the qualities of a friend; identify how to support friends in decision-making, and when dealing with peer pressure</p>  | <p>listening, and contributing in a discussion; re-evaluating opinions;</p> | <p>Qualities of friends – make a list of these in a group, brainstorm session, then discuss how you might be able to put them in order of importance.<br/> How can peer pressure challenge friendships? Write down some scenarios where this might be an issue.<br/> How might making new friends challenge old friendships? How can you avoid this happening?</p>                             | <p>Raising self-esteem in the young activity book<br/> Feeling Good: Raising Self-esteem in Primary Classrooms</p> |
| 6 | <p>Feelings – realising that there are several alternatives with behavioural reactions;</p>  | <p>self evaluation; self awareness</p>                                      | <p>Exploring feelings of self and others; discussion of different ways we express our feelings; non-verbal ways to express</p>   | <p>Feelings - Alike</p>  |

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|     | taking time to consider options and consequences of actions; knowing what you like and dislike; knowing what is right and wrong; being aware of peer, family and media pressure |  | feelings<br>Healthy ways to express feelings – verbally, non-verbally, writing, drawing<br>Acting out scenarios with different feelings, and discussing ways to react  |  |
| 7   | Using money safely – taking responsibility for money  | numeracy – money, contributing to discussion, listening; group work; debating and collective decision-making | Discuss the use of money during Community Action Week – keeping it safe, how to budget for your idea, how much to charge, how much you are allowed to spend<br>Then discuss budgeting with pocket money – what are they responsible for buying? do they have to do chores to earn the money?<br>Scenario: you have 50p/£1/£2/£5/£10 per week, and do not get any ‘extras’ – just food, clothes and other ‘needs’.<br>What would you do with the money? |  |
| 8-9 | Pets – know that we all have a responsibility towards animals and that there are laws to protect them; recognise that   | Discuss and develop ideas in groups; listening   | Who has a pet? Is your pet ever like Fluffy?<br>Discuss how those who do have different pets look after and care for them.   | Diary of a killer cat – Anne Fine<br>RSPCA website |

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|       | different pets have different needs; understand the role of voluntary organisations and charities in protecting and caring for animals, and the role of one in particular; recognising that not all people make suitable pet or animal owners |   | Make a list of basic pet and human needs – can they see the similarities?<br>Some things are natural behaviour for animals, but we might find it hard to deal with it; discuss what happens to animals that are not cared for properly.<br>Examine the role of the RSPCA in supporting animal welfare |  |
| 10&11 | P4C   | P4C – thinking skills, framing questions, reviewing own opinion in the light of discussions | Introduce the process of P4C; read the story, twice; pupils write questions in silence, discuss in pairs, and choose favourite question; list of questions collated by T; secret ballot; class uses most popular question as a starting point for discussion.   | BOOK - ?<br>Paper<br>Pencils<br>Laptop<br>Memory stick |
| 12&13 | Public speaking   | Research skills; public speaking; listening to and answering questions; taking turns        | Two minute challenge – talk about something that you are interested in and then answer questions, in groups   | Pupils' discretion                                     |

PSHE SCHEMES OF WORK 2010-2011

YEAR: 4

TERM: SPRING 2011

| WEEK | Learning target/s<br>(Assessment method)  | SKILLS   | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links   | RESOURCES                   |
|------|---|--|--|-----------------------------|
| 1    | Learning about how other pupils spend their holidays and how pupils are the same as/different from each other; recognising and understanding cultural differences   | listening; public speaking   | Review of first term and holidays – sharing news; talking about different festivals and celebrations from different cultures. Free open session  | Pupils' Discretion          |
| 2-3  | Understanding differences and similarities between groups and families; appreciate the range of national, regional, religious and ethnic identities in the UK; reflect on SMSC issues, using imagination to understand other people's differences | taking part in discussions with one other person and the whole class | Explore differences in eye colour, skin colour, hair colour, size of feet, height, etc – why are they different?<br>Introduce the concepts of differences in national, regional and ethnic and backgrounds in the class. Ask the children to explore their differences, and celebrate the diversity in the class and the school.<br>Explore religious and cultural differences in the same way (started last week).<br>Look out into the wider community of London and the South East, England | Stories from other cultures |

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|   |   |   | <p>and the UK. How is diversity evident in the wider UK community? How do different groups connect with each other and with society at large? What can they learn about themselves and their neighbours and fellow citizens? What would they like to know?</p> <p>Read some stories from other cultures.</p>   |   |
| 4 | <p>Understand how the human body works to stay alive. Identify what is good and bad for keeping healthy, in terms of diet, exercise and other activities and substances</p> | <p>teamwork; contribution in group discussion; listening; debating and discussing; being able to compromise</p>   | <p>The Human Body – main parts and organs, and their purposes, especially circulation, respiration and digestion<br/>What is good/bad for the body?<br/>Revisit the discussions and learning from Year 3 with a House Quiz, based on the knowledge that pupils should have gained from Science, D&amp;T and PSHE in Y3. Questions will be discussed by the team before answers are written down.</p> | <p>Quiz sheet</p>   |
| 5 | <p>Understand basic mammalian reproduction as well as growth and development<br/>understand how the human body changes through life</p>                                     | <p>research skills – skim and scan, looking for specific information; using an index and a contents page; note-making<br/>teamwork; contribution in group discussion; listening</p> | <p>research and discuss how cats have kittens, or dogs have puppies; introduce “egg”, “sperm”, “fertilisation”. Discuss how baby mammals grow into adulthood, and then grow old if they achieve a full life-span.<br/>Compare human growth and</p>   | <p>Library<br/>‘All the world’s a stage’ – Jaques’ 7 ages of man speech (Shakespeare)</p> |

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|     |   |   | development – birth to death and the seven ages of man  |   |
| 6   | Develop an understanding that all people have the right to be given an equal opportunity to take on any role, and should not be pre-judged because of their nationality, religion, sex or age                           | teamwork; contribution in group discussion; listening; empathy; respect for diversity   | Discuss the equal abilities of males and females in a range of roles<br>Discuss other forms of discrimination which may prevent a person from taking on a role and what can be done to prevent such discrimination  | You Me Us: Social and Moral Responsibility for Primary Schools                      |
| 7   | know how to travel safely between home and school, using a variety of   | discussion; listening; use of own experiences   | revisit road safety from year 3; discuss car travel (Seat belts, booster seats); discuss public transport (bus, train, plane) and related safety issues; discuss cycling – training courses; helmets!   | photographs; pupils' own experiences; HSE guidance                                  |
| 8-9 | Being responsible with money – looking after money, understanding the value of money<br>Knowing where money comes from<br>Understand that when resources are limited we need to make informed choices about what we buy | listening; contributing to a discussion as part of a group and in the whole class; reviewing own practice in the light of information from others in discussion | Pocket money questionnaire:<br>How much do you get? How often?<br>Who gives it to you?<br>What do you keep it in?<br>When you go shopping, where do you put it?<br>What do you spend your money on?<br>If you were given £100, what would you do with it?<br>Discuss how pupils get money (earned or given?), how to keep money safe, the balance of spending | money- paper and coins<br>money box<br>purses & wallets<br>price lists and receipts |

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|       |     |  | and saving; identify the difference between need and want  |  |
| 10-11 | P4C | listening; forming questions; debating; contributing to a discussion as part of a group and in the whole class; reviewing own opinions and POV in the light of information from others in discussion | BOOK - read the story, twice; pupils write questions in silence, discuss in pairs, and choose favourite question; list of questions collated by T; secret ballot; class uses most popular question as a starting point for discussion. | BOOK – How to live forever<br>Paper<br>Pencils |

PSHE SCHEMES OF WORK 2011-2012

YEAR: 4

TERM: SPRING 2012

| WEEK | Learning target/s<br>(Assessment method)  | SKILLS   | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links   | RESOURCES                   |
|------|---|--|--|-----------------------------|
| 1    | Learning about how other pupils spend their holidays and how pupils are the same as/different from each other; recognising and understanding cultural differences   | listening; public speaking   | Review of first term and holidays – sharing news; talking about different festivals and celebrations from different cultures. Free open session  | Pupils' Discretion          |
| 2-3  | Understanding differences and similarities between groups and families; appreciate the range of national, regional, religious and ethnic identities in the UK; reflect on SMSC issues, using imagination to understand other people's differences | taking part in discussions with one other person and the whole class | Explore differences in eye colour, skin colour, hair colour, size of feet, height, etc – why are they different?<br>Introduce the concepts of differences in national, regional and ethnic and backgrounds in the class. Ask the children to explore their differences, and celebrate the diversity in the class and the school.<br>Explore religious and cultural differences in the same way (started last week).<br>Look out into the wider community of London and the South East, England | Stories from other cultures |

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|   |   |   | <p>and the UK. How is diversity evident in the wider UK community? How do different groups connect with each other and with society at large? What can they learn about themselves and their neighbours and fellow citizens? What would they like to know?</p> <p>Read some stories from other cultures.</p>   |   |
| 4 | <p>Understand how the human body works to stay alive. Identify what is good and bad for keeping healthy, in terms of diet, exercise and other activities and substances</p> | <p>teamwork; contribution in group discussion; listening; debating and discussing; being able to compromise</p>   | <p>The Human Body – main parts and organs, and their purposes, especially circulation, respiration and digestion<br/>What is good/bad for the body?<br/>Revisit the discussions and learning from Year 3 with a House Quiz, based on the knowledge that pupils should have gained from Science, D&amp;T and PSHE in Y3. Questions will be discussed by the team before answers are written down.</p> | <p>Quiz sheet</p>   |
| 5 | <p>Understand basic mammalian reproduction as well as growth and development<br/>understand how the human body changes through life</p>                                     | <p>research skills – skim and scan, looking for specific information; using an index and a contents page; note-making<br/>teamwork; contribution in group discussion; listening</p> | <p>research and discuss how cats have kittens, or dogs have puppies; introduce “egg”, “sperm”, “fertilisation”. Discuss how baby mammals grow into adulthood, and then grow old if they achieve a full life-span.<br/>Compare human growth and</p>   | <p>Library<br/>‘All the world’s a stage’ – Jaques’ 7 ages of man speech (Shakespeare)</p> |

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|-----|---|---|---|---|
|     |   |   | development – birth to death and the seven ages of man  |   |
| 6   | Develop an understanding that all people have the right to be given an equal opportunity to take on any role, and should not be pre-judged because of their nationality, religion, sex or age                           | teamwork; contribution in group discussion; listening; empathy; respect for diversity   | Discuss the equal abilities of males and females in a range of roles<br>Discuss other forms of discrimination which may prevent a person from taking on a role and what can be done to prevent such discrimination  | You Me Us: Social and Moral Responsibility for Primary Schools                      |
| 7   | know how to travel safely between home and school, using a variety of   | discussion; listening; use of own experiences   | revisit road safety from year 3; discuss car travel (Seat belts, booster seats); discuss public transport (bus, train, plane) and related safety issues; discuss cycling – training courses; helmets!   | photographs; pupils' own experiences; HSE guidance                                  |
| 8-9 | Being responsible with money – looking after money, understanding the value of money<br>Knowing where money comes from<br>Understand that when resources are limited we need to make informed choices about what we buy | listening; contributing to a discussion as part of a group and in the whole class; reviewing own practice in the light of information from others in discussion | Pocket money questionnaire:<br>How much do you get? How often?<br>Who gives it to you?<br>What do you keep it in?<br>When you go shopping, where do you put it?<br>What do you spend your money on?<br>If you were given £100, what would you do with it?<br>Discuss how pupils get money (earned or given?), how to keep money safe, the balance of spending | money- paper and coins<br>money box<br>purses & wallets<br>price lists and receipts |

|       |     |  |  |  |
|-------|-----|--|--|--|
|       |     |  | and saving; identify the difference between need and want  |  |
| 10-11 | P4C | listening; forming questions; debating; contributing to a discussion as part of a group and in the whole class; reviewing own opinions and POV in the light of information from others in discussion | BOOK - read the story, twice; pupils write questions in silence, discuss in pairs, and choose favourite question; list of questions collated by T; secret ballot; class uses most popular question as a starting point for discussion. | BOOK – How to live forever<br>Paper<br>Pencils |

PSHE SCHEMES OF WORK 2010-2011

YEAR: 4

TERM: SUMMER 2011

| WEEK | Learning target/s (Assessment method)   | SKILLS  | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links   | RESOURCES                        |
|------|---|---|--|----------------------------------|
| 1-2  | How to prepare for tests; how to memorise facts; how to tackle tests; not fearing 'failure'   | memory skills; how to do your best in a test  | Study skills<br>Pupils discuss and list ways they learn for tests – share ideas, and suggest any other strategies they may have not yet taken on board<br>'It's ok to make mistakes" – discuss how they feel   | memory skills book               |
| 3-4  | Identify different points of transition and change, their own feelings about change and strategies for managing that change<br>Understand that part of everyone's life experience involves change<br>Understand and show concern for others who are experiencing transition<br>Recognising the positive aspects of change | empathy<br>recognising and owning feelings<br>discussing feelings with another person | Review of the year & transition into Year 5, especially the changes of class, and routines. Talk about what they know will be different; answer any questions about organisation; discuss their feelings – and that it is usual to feel apprehensive<br>Talk about who else in the school community will be undergoing transition – how can we help them?<br>Friendships; making new friends; fear of change | Homework Diary,<br>Map of school |

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| 5   | Know how to keep safe online  |  | Personal safety and child protection; chatrooms, games, websites; personal information – online “friends”; privacy settings   | Kidscape worksheets                            |
| 6-7 | Knowing how to keep safe around home and school, with specific regard to chemical substances; know how to administer basic first aid, and school procedures | listening, role play   | Understand simple safety rules about medicines, tablets, solvents, household substances – storage, what the hazards of each could be, what to do in the case of an accident, or if you think someone else has had an accident with something chemical<br>Basic emergency aid<br>Emergency services and dialling 999 - ambulance | First Aid Manual, Young People’s First Aid     |
| 8   | P4C session   | effective, reflective listening; giving one’s own opinion clearly; contributing to a discussion; framing questions | Show the pupils the picture. Ask them to think about what they see. Do they have any questions? Pupils write their questions on post-it notes (one on each), then stick them on the board. The whole class looks at the questions, and then votes on their favourite. This is the jumping off point for the discussion.         | photograph of bunch of keys in door (John Gay) |
| 9   | What to expect at Prize-Giving<br>how to deal with not winning  |  | Prize-giving – EHT (eyes, hand, thank you) – reminder of how it   | book (prize)<br>Report form, with              |

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|  | how to receive your prize politely!<br>identifying personal successes<br>and goals for the future |  | works and what it is for –<br>celebrating success<br>Write own report of the year – for<br>self and for school, with targets | categories to<br>classify |
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PSHE SCHEMES OF WORK 2011-2012

YEAR: 4

TERM: SUMMER 2012

| WEEK | Learning target/s (Assessment method)   | SKILLS  | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links  | RESOURCES                        |
|------|---|---|---|----------------------------------|
| 1-2  | How to prepare for tests; how to memorise facts; how to tackle tests; not fearing 'failure'   | memory skills; how to do your best in a test  | Study skills<br>Pupils discuss and list ways they learn for tests – share ideas, and suggest any other strategies they may have not yet taken on board<br>'It's ok to make mistakes" – discuss how they feel  | memory skills book               |
| 3-4  | Identify different points of transition and change, their own feelings about change and strategies for managing that change<br>Understand that part of everyone's life experience involves change<br>Understand and show concern for others who are experiencing transition<br>Recognising the positive aspects of change | empathy<br>recognising and owning feelings<br>discussing feelings with another person | Review of the year & transition into Year 5, especially the changes of class, and routines.<br>Talk about what they know will be different; answer any questions about organisation; discuss their feelings – and that it is usual to feel apprehensive<br>Talk about who else in the school community will be undergoing transition – how can we help them?<br>Friendships; making new friends; fear of change | Homework Diary,<br>Map of school |

|     |   |  |   |  |
|-----|---|--|---|--|
| 5   | Know how to keep safe online  |  | Personal safety and child protection; chatrooms, games, websites; personal information – online “friends”; privacy settings   | Kidscape worksheets                            |
| 6-7 | Knowing how to keep safe around home and school, with specific regard to chemical substances; know how to administer basic first aid, and school procedures | listening, role play   | Understand simple safety rules about medicines, tablets, solvents, household substances – storage, what the hazards of each could be, what to do in the case of an accident, or if you think someone else has had an accident with something chemical<br>Basic emergency aid<br>Emergency services and dialling 999 - ambulance | First Aid Manual, Young People’s First Aid     |
| 8   | P4C session   | effective, reflective listening; giving one’s own opinion clearly; contributing to a discussion; framing questions | Show the pupils the picture. Ask them to think about what they see. Do they have any questions? Pupils write their questions on post-it notes (one on each), then stick them on the board. The whole class looks at the questions, and then votes on their favourite. This is the jumping off point for the discussion.         | photograph of bunch of keys in door (John Gay) |
| 9   | What to expect at Prize-Giving<br>how to deal with not winning  |  | Prize-giving – EHT (eyes, hand, thank you) – reminder of how it   | book (prize)<br>Report form, with              |

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|  | how to receive your prize politely!<br>identifying personal successes<br>and goals for the future |  | works and what it is for –<br>celebrating success<br>Write own report of the year – for<br>self and for school, with targets | categories to<br>classify |
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PSHE SCHEMES OF WORK 2010-2011

YEAR: 5

TERM: AUTUMN 2010

| WEEK | Learning target/s (Assessment method)   | SKILLS  | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links   | RESOURCES   |
|------|---|---|--|---|
| 1    | understand that rules ensure fairness and protect rights; describe how rules could be changed in class or school  | Listening to others; taking turns in discussion   | Discussion about the school ethos and mutual trust and respect; would they add / change anything with the rules?   | Homework diaries  |
| 2    | understand that we all have personal and moral responsibility for our own actions and towards those around us; develop own personal values with regard to tolerance and respect | listening; debating; contributing to discussion in pairs and with the whole class; evaluating own opinion | Small group discussions – situations with moral choices; give the pupils three situations and ask them to decide with a partner how they would react – then feed back to the rest of the class and discuss moral choices | What would you do? A kid's guide to tricky and sticky situations                                    |
| 3    | Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can conflict with each other           | listening; debating; contributing to discussion in pairs and with the whole class; evaluating own opinion | Explore the concept of right and wrong in decision-making (peer pressure – vandalism, stealing, gangs)   | What should I do? Resource book<br>What would you do? A kid's guide to tricky and sticky situations |
| 4-5  | Be able to express own views; make decisions after considering options; be aware of and recognise what they like and dislike; awareness of peer                                 | self-evaluation and self-knowledge; listening; peer evaluation  | Identify personal qualities and strengths; discuss what is a good person? How self-esteem is affected by others and ways of coping with this; belonging to   | Kidscape  |

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|     | pressure, and family pressure  |   | groups and responsibility of being part of a team, or group (including a family)<br>Identify teams and groups that pupils belong to, and discuss what makes them work, and what stops them working;<br>establish framework or rules for a successful group |   |
| 6   | Being able to recognise feelings; being able to express feelings, even the “hard ones”; knowing who to talk to and when/where                        | Role play; mime; sympathy and empathy   | Mime feelings – facial expressions and bodily actions. Discuss feelings we are prepared to share and feeling we like to keep hidden – discuss why. Discuss with whom/where/when they feel safe to share those feelings.                                    | Aliki - Feelings  |
| 7   | realise the consequences of anti-social and aggressive behaviours, such as bullying and racism; understand how to deal with it, where to go for help | role play, ICT skills   | Name-calling and bullying- why do some people call names? What names and why? The place of anger or self-control in name-calling<br>Bully and victim behaviour; role play – change it!<br>Bullying and the law   | School policy<br>Kidscape books                             |
| 8-9 | Understand that laws and rules are designed to protect us, also that evidence must be produced as part of our justice system                         | research – skim and scan; listening; framing questions; making judgements; defending POV, or changing | Crime and punishment – using the materials, decide who did which crime, and how they should be sentenced.  | Crime and the Law resource File – Unit 8 photos, crimes and |

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|       | before a conviction can be upheld; have a simple understanding of how the justice system works   | it on reflection  |   | sentences<br>Govt website                                 |
| 10-11 | describe democracy in simple terms; know that voting is an important means of contributing to group decision-making; know that there is a process by which laws are made | research skills: skim and scan, directed Internet research; debating a new rule, or putting forward and debating a change to an old one; preparing for a debate | Learn how local and national government is elected – councillor/MP, ward/constituency, party/independent<br>Learn how MPs make decisions and laws: discussion, debate and voting by MPs in Parliament<br>Explore how those issues come to be discussed<br>Debate: For and against a new rule, or a change to an old one, then vote like MPs do! | govt website<br>local government websites<br>ballot paper |
| 12&13 | P4C  | P4C – thinking skills, framing questions, reviewing own opinion in the light of discussions   | Introduce the process of P4C; read the story, twice; pupils write questions in silence, discuss in pairs, and choose favourite question; list of questions collated by T; secret ballot; class uses most popular question as a starting point for discussion.   | BOOK – The Rabbits<br>Paper<br>Pencils                    |

PSHE SCHEMES OF WORK 2011-2012

YEAR: 5

TERM: AUTUMN 2011

| WEEK | Learning target/s (Assessment method)   | SKILLS  | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links   | RESOURCES   |
|------|---|---|--|---|
| 1    | understand that rules ensure fairness and protect rights; describe how rules could be changed in class or school  | Listening to others; taking turns in discussion   | Discussion about the school ethos and mutual trust and respect; would they add / change anything with the rules?   | Homework diaries  |
| 2    | understand that we all have personal and moral responsibility for our own actions and towards those around us; develop own personal values with regard to tolerance and respect | listening; debating; contributing to discussion in pairs and with the whole class; evaluating own opinion | Small group discussions – situations with moral choices; give the pupils three situations and ask them to decide with a partner how they would react – then feed back to the rest of the class and discuss moral choices | What would you do? A kid's guide to tricky and sticky situations                                    |
| 3    | Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can conflict with each other           | listening; debating; contributing to discussion in pairs and with the whole class; evaluating own opinion | Explore the concept of right and wrong in decision-making (peer pressure – vandalism, stealing, gangs)   | What should I do? Resource book<br>What would you do? A kid's guide to tricky and sticky situations |
| 4-5  | Be able to express own views; make decisions after considering options; be aware of and recognise what they like and dislike; awareness of peer                                 | self-evaluation and self-knowledge; listening; peer evaluation  | Identify personal qualities and strengths; discuss what is a good person? How self-esteem is affected by others and ways of coping with this; belonging to   | Kidscape  |

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|     | pressure, and family pressure  |   | groups and responsibility of being part of a team, or group (including a family)<br>Identify teams and groups that pupils belong to, and discuss what makes them work, and what stops them working;<br>establish framework or rules for a successful group |   |
| 6   | Being able to recognise feelings; being able to express feelings, even the “hard ones”; knowing who to talk to and when/where                        | Role play; mime; sympathy and empathy   | Mime feelings – facial expressions and bodily actions. Discuss feelings we are prepared to share and feeling we like to keep hidden – discuss why. Discuss with whom/where/when they feel safe to share those feelings.                                    | Aliki - Feelings  |
| 7   | realise the consequences of anti-social and aggressive behaviours, such as bullying and racism; understand how to deal with it, where to go for help | role play, ICT skills   | Name-calling and bullying- why do some people call names? What names and why? The place of anger or self-control in name-calling<br>Bully and victim behaviour; role play – change it!<br>Bullying and the law   | School policy<br>Kidscape books                             |
| 8-9 | Understand that laws and rules are designed to protect us, also that evidence must be produced as part of our justice system                         | research – skim and scan; listening; framing questions; making judgements; defending POV, or changing | Crime and punishment – using the materials, decide who did which crime, and how they should be sentenced.  | Crime and the Law resource File – Unit 8 photos, crimes and |

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|-------|--|---|---|---|
|       | before a conviction can be upheld; have a simple understanding of how the justice system works   | it on reflection  |   | sentences<br>Govt website                                 |
| 10-11 | describe democracy in simple terms; know that voting is an important means of contributing to group decision-making; know that there is a process by which laws are made | research skills: skim and scan, directed Internet research; debating a new rule, or putting forward and debating a change to an old one; preparing for a debate | Learn how local and national government is elected – councillor/MP, ward/constituency, party/independent<br>Learn how MPs make decisions and laws: discussion, debate and voting by MPs in Parliament<br>Explore how those issues come to be discussed<br>Debate: For and against a new rule, or a change to an old one, then vote like MPs do! | govt website<br>local government websites<br>ballot paper |
| 12&13 | P4C  | P4C – thinking skills, framing questions, reviewing own opinion in the light of discussions   | Introduce the process of P4C; read the story, twice; pupils write questions in silence, discuss in pairs, and choose favourite question; list of questions collated by T; secret ballot; class uses most popular question as a starting point for discussion.   | BOOK – The Rabbits<br>Paper<br>Pencils                    |

PSHE SCHEMES OF WORK 2010-2011

YEAR: 5

TERM: SPRING 2011

| WEEK | Learning target/s (Assessment method)   | SKILLS  | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links   | RESOURCES   |
|------|---|---|--|---|
| 1    | Railway safety  | Discussion; evaluation  | Display Trackies posters; discuss questionnaire in pairs; design safety poster   | Trackies questionnaire and posters  |
| 2-3  | Know how to respond in dangerous or threatening situations, and where to go to for help afterwards  | listening and contributing in discussions                                       | Personal safety; street safety and becoming streetwise, for example when travelling to and from school independently: uniform, mobile phones, iPods, money, voice, travelling alone/with friends | mobile 'brick'; headphones;   |
| 4-5  | Recognise what cyberbullying is and how/why it can happen; understand the effect cyberbullying can have on those involved   | listening and contributing in discussions; using online skills; using role play | Cyberbullying and Internet safety – social networking sites; game sites.<br>Keeping safe; where to go for help – parents, friends, school, Childline, Childnet                                   | Childnet website & DVD – Let's fight it together: what we can all do to prevent cyberbullying |
| 5    | Know how to use assertive behaviour to respond to incidences of peer pressure, and pressure from adults to do something they do not want to do, and who to go to for help | role play, discussion   | Know how to make simple choices and exercise some basic techniques for resisting pressure from friends and others, including adults<br>Be aware of feelings they like or                         | We're talking about Bullying - Wayland  |

|     |   |   |  |  |
|-----|---|---|--|--|
|     |   |   | dislike; discuss and develop skills to exercise control over who touches their bodies and communicate about interference   |  |
| 6-7 | Know that there are different media; begin to recognise that stories, and people, can be presented differently in different media; know that the media have a responsibility when providing information of public interest; avoiding stereotyping | Skim and scan; research, discuss and debate topical issues; compare and contrast different ways the media present information; express personal opinions on topical local, or national issues; write for an identified audience | What's in the media?<br>Ask pupils what are the issues of current interest in the news and on the TV.<br>Ask the pupils to consider who they think is the target audience for each programme/article.<br>Are there any examples of stereotyping?<br>Pupils write a short news comment/TV trailer about a topical issue, with a particular audience in mind | Newspapers (broadsheet and tabloid), magazines, BBC & other TV online listings |
| 8   | Know what to do in case of accidents (school procedures and at home); understand that our actions and choices have consequences for us and those around us  | practical first aid skills; problem-solving; decision-making; dealing with dilemmas   | Basic first aid – review and test in practical scenarios<br>999 – what is an emergency? what could be dealt with differently? What are the alternatives? (A&E, Dr, First Aider, adult)<br>The danger of prank calls  | First aid kit; first aid manual  |
| 9   | Decision-making and risk-taking; how to evaluate risks  | Evaluation; decision-making; working with a partner; listening  | Pupils are given a number of scenarios based on topics covered this term (railway safety, personal safety, cyberbullying,  | Dilemma list – one per pair  |

|       |     |  |  |                                   |
|-------|-----|--|--|-----------------------------------|
|       |     |  | peer pressure, pressure from adults, stereotyping, first aid) and they have to agree with a partner and decide what they would do; each pairing is given a different dilemma. Discuss afterwards as a group.                           |                                   |
| 10&11 | P4C | Reflective thinking; questioning; listening; considering other points of view, and reviewing own POV | BOOK - read the story, twice; pupils write questions in silence, discuss in pairs, and choose favourite question; list of questions collated by T; secret ballot; class uses most popular question as a starting point for discussion. | The Empty Pot<br>Paper<br>Pencils |

PSHE SCHEMES OF WORK 2011-2012

YEAR: 5

TERM: SPRING 2012

| WEEK | Learning target/s (Assessment method)   | SKILLS  | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links   | RESOURCES   |
|------|---|---|--|---|
| 1    | Railway safety  | Discussion; evaluation  | Display Trackies posters; discuss questionnaire in pairs; design safety poster   | Trackies questionnaire and posters  |
| 2-3  | Know how to respond in dangerous or threatening situations, and where to go to for help afterwards  | listening and contributing in discussions                                       | Personal safety; street safety and becoming streetwise, for example when travelling to and from school independently: uniform, mobile phones, iPods, money, voice, travelling alone/with friends | mobile 'brick'; headphones;   |
| 4-5  | Recognise what cyberbullying is and how/why it can happen; understand the effect cyberbullying can have on those involved   | listening and contributing in discussions; using online skills; using role play | Cyberbullying and Internet safety – social networking sites; game sites.<br>Keeping safe; where to go for help – parents, friends, school, Childline, Childnet                                   | Childnet website & DVD – Let's fight it together: what we can all do to prevent cyberbullying |
| 5    | Know how to use assertive behaviour to respond to incidences of peer pressure, and pressure from adults to do something they do not want to do, and who to go to for help | role play, discussion   | Know how to make simple choices and exercise some basic techniques for resisting pressure from friends and others, including adults<br>Be aware of feelings they like or                         | We're talking about Bullying - Wayland  |

|     |   |   |  |  |
|-----|---|---|--|--|
|     |   |   | dislike; discuss and develop skills to exercise control over who touches their bodies and communicate about interference   |  |
| 6-7 | Know that there are different media; begin to recognise that stories, and people, can be presented differently in different media; know that the media have a responsibility when providing information of public interest; avoiding stereotyping | Skim and scan; research, discuss and debate topical issues; compare and contrast different ways the media present information; express personal opinions on topical local, or national issues; write for an identified audience | What's in the media?<br>Ask pupils what are the issues of current interest in the news and on the TV.<br>Ask the pupils to consider who they think is the target audience for each programme/article.<br>Are there any examples of stereotyping?<br>Pupils write a short news comment/TV trailer about a topical issue, with a particular audience in mind | Newspapers (broadsheet and tabloid), magazines, BBC & other TV online listings |
| 8   | Know what to do in case of accidents (school procedures and at home); understand that our actions and choices have consequences for us and those around us  | practical first aid skills; problem-solving; decision-making; dealing with dilemmas   | Basic first aid – review and test in practical scenarios<br>999 – what is an emergency? what could be dealt with differently? What are the alternatives? (A&E, Dr, First Aider, adult)<br>The danger of prank calls  | First aid kit; first aid manual  |
| 9   | Decision-making and risk-taking; how to evaluate risks  | Evaluation; decision-making; working with a partner; listening  | Pupils are given a number of scenarios based on topics covered this term (railway safety, personal safety, cyberbullying,  | Dilemma list – one per pair  |

|       |     |  |  |                                   |
|-------|-----|--|--|-----------------------------------|
|       |     |  | peer pressure, pressure from adults, stereotyping, first aid) and they have to agree with a partner and decide what they would do; each pairing is given a different dilemma. Discuss afterwards as a group.                           |                                   |
| 10&11 | P4C | Reflective thinking; questioning; listening; considering other points of view, and reviewing own POV | BOOK - read the story, twice; pupils write questions in silence, discuss in pairs, and choose favourite question; list of questions collated by T; secret ballot; class uses most popular question as a starting point for discussion. | The Empty Pot<br>Paper<br>Pencils |

PSHE SCHEMES OF WORK 2010-2011

YEAR: 5

TERM: SUMMER 2011

| WEEK | Learning target/s (Assessment method)  | SKILLS  | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links  | RESOURCES   |
|------|--|---|---|---|
| 1    | Know how to prepare for tests; ways to memorise facts; how to tackle tests; not to fear 'failure'  | memory skills; how to do your best in a test                      | Study skills<br>Pupils discuss and list ways they learn for tests – share ideas, and suggest any other strategies they may have not yet taken on board<br>'It's ok to make mistakes" – discuss how they feel  | memory skills book  |
| 2-3  | Know that there are different influences on our choices; recognise that we buy things for different reasons and that the media can influence our choice; understand that our resources are limited and we need to make informed choices about what we buy; how spending decisions can affect others; understand that advertisers target specific audiences | listening, debating, contributing to discussions; self evaluation | Money and personal financial responsibility – investigate advertising and designer label clothes and trainers; discuss the pressure to conform and look "cool"; the effects of materialism and excessive spending on individuals, peers and society<br>Do some people try to buy friends?<br>Talk about how spending decisions can affect others, e.g. family, friends<br>Role models in society – who do | money adverts – magazines, TV catalogues<br>photographs of role models<br>Paper, scissors, glue |

|     |  |   |   |  |
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|     |  |   | <p>you want to be?<br/>         Make a "This is Me" poster about yourself – clothes, belongings – reflect interests, feelings, values</p>   |  |
| 4   | <p>Recognise positive and negative peer influence and how they can support friends in decision-making; having the confidence to be yourself</p>  | <p>listening, sharing own knowledge and understanding, framing questions, contributing to discussions in pairs, groups and whole class discussion</p> | <p>Developing the skills to stand your ground (preparation for drug education) – pupil scenarios for discussion<br/>         Scenarios from pupils may include lending games, copying homework or feeling under pressure to go on scary rides</p>   | <p>We can say no! – David Pithers, Sarah Greene</p>  |
| 5-6 | <p>Develop basic understanding about drugs, with the emphasis on alcohol and smoking<br/>         Develop basic understanding about drugs, with the emphasis on medicines and drug abuse</p> | <p>listening, sharing own knowledge and understanding, framing questions, contributing to discussions in pairs, groups and whole class discussion</p> | <p>Any questions –opportunity at the outset to ask any questions (anonymously if they prefer) – by writing them on post-its/cards.<br/>         Discuss pupils' knowledge of the alcohol and tobacco industries; passive smoking and the environment; image-related issues connected with drinking and smoking – peer pressure to look "cool"<br/>         Check knowledge of over the counter, prescribed, legal and illegal substances; discuss and develop knowledge of the important and beneficial part drugs have played in society</p> | <p>Thinking about drinking Y5&amp;6 activity pack<br/>         Health Education KS2 Photocopiable Resource Books<br/>         The good health guide to drugs (activity book)</p> |

|   |   |   |   |                                   |
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| 8 | P4C session   | effective, reflective listening;<br>giving one's own opinion clearly; contributing to a discussion; framing questions | Show the pupils the picture. Ask them to think about what they see. Do they have any questions? Pupils write their questions on post-it notes (one on each), then stick them on the board. The whole class looks at the questions, and then votes on their favourite. This is the jumping off point for the discussion.   | photograph of children (John Gay) |
| 9 | Identify different points of transition and change, their own feelings about change and strategies for managing that change<br>Understand that part of everyone's life experience involves change<br>Understand and show concern for others who are experiencing transition<br>Recognising the positive aspects of change | empathy<br>recognising and owning feelings<br>discussing feelings with another person                                 | Review of the year & transition into Year 6, especially the changes of class, and routines. Talk about what they know will be different; answer any questions about organisation; discuss their feelings – and that it is usual to feel apprehensive (Fear of change)<br>Talk about who in the wider school community will be undergoing transition – how can we help them?<br>The possibility of becoming a Peer Mentor. |                                   |

PSHE SCHEMES OF WORK 2011-2012

YEAR: 5

TERM: SUMMER 2012

| WEEK | Learning target/s (Assessment method)  | SKILLS  | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links  | RESOURCES   |
|------|--|---|---|---|
| 1    | Know how to prepare for tests; ways to memorise facts; how to tackle tests; not to fear 'failure'  | memory skills; how to do your best in a test                      | Study skills<br>Pupils discuss and list ways they learn for tests – share ideas, and suggest any other strategies they may have not yet taken on board<br>'It's ok to make mistakes" – discuss how they feel  | memory skills book  |
| 2-3  | Know that there are different influences on our choices; recognise that we buy things for different reasons and that the media can influence our choice; understand that our resources are limited and we need to make informed choices about what we buy; how spending decisions can affect others; understand that advertisers target specific audiences | listening, debating, contributing to discussions; self evaluation | Money and personal financial responsibility – investigate advertising and designer label clothes and trainers; discuss the pressure to conform and look "cool"; the effects of materialism and excessive spending on individuals, peers and society<br>Do some people try to buy friends?<br>Talk about how spending decisions can affect others, e.g. family, friends<br>Role models in society – who do | money adverts – magazines, TV catalogues<br>photographs of role models<br>Paper, scissors, glue |

|     |  |   |   |  |
|-----|--|---|---|--|
|     |  |   | <p>you want to be?<br/>         Make a "This is Me" poster about yourself – clothes, belongings – reflect interests, feelings, values</p>   |  |
| 4   | <p>Recognise positive and negative peer influence and how they can support friends in decision-making; having the confidence to be yourself</p>  | <p>listening, sharing own knowledge and understanding, framing questions, contributing to discussions in pairs, groups and whole class discussion</p> | <p>Developing the skills to stand your ground (preparation for drug education) – pupil scenarios for discussion<br/>         Scenarios from pupils may include lending games, copying homework or feeling under pressure to go on scary rides</p>   | <p>We can say no! – David Pithers, Sarah Greene</p>  |
| 5-6 | <p>Develop basic understanding about drugs, with the emphasis on alcohol and smoking<br/>         Develop basic understanding about drugs, with the emphasis on medicines and drug abuse</p> | <p>listening, sharing own knowledge and understanding, framing questions, contributing to discussions in pairs, groups and whole class discussion</p> | <p>Any questions –opportunity at the outset to ask any questions (anonymously if they prefer) – by writing them on post-its/cards.<br/>         Discuss pupils' knowledge of the alcohol and tobacco industries; passive smoking and the environment; image-related issues connected with drinking and smoking – peer pressure to look "cool"<br/>         Check knowledge of over the counter, prescribed, legal and illegal substances; discuss and develop knowledge of the important and beneficial part drugs have played in society</p> | <p>Thinking about drinking Y5&amp;6 activity pack<br/>         Health Education KS2 Photocopiable Resource Books<br/>         The good health guide to drugs (activity book)</p> |

|   |  |   |  |                                   |
|---|--|---|--|-----------------------------------|
| 8 | P4C session  | effective, reflective listening;<br>giving one's own opinion clearly;<br>contributing to a discussion;<br>framing questions | Show the pupils the picture. Ask them to think about what they see. Do they have any questions? Pupils write their questions on post-it notes (one on each), then stick them on the board. The whole class looks at the questions, and then votes on their favourite. This is the jumping off point for the discussion.  | photograph of children (John Gay) |
| 9 | <p>Identify different points of transition and change, their own feelings about change and strategies for managing that change</p> <p>Understand that part of everyone's life experience involves change</p> <p>Understand and show concern for others who are experiencing transition</p> <p>Recognising the positive aspects of change</p> | <p>empathy</p> <p>recognising and owning feelings</p> <p>discussing feelings with another person</p>                        | <p>Review of the year &amp; transition into Year 6, especially the changes of class, and routines. Talk about what they know will be different; answer any questions about organisation; discuss their feelings – and that it is usual to feel apprehensive (Fear of change)</p> <p>Talk about who in the wider school community will be undergoing transition – how can we help them?</p> <p>The possibility of becoming a Peer Mentor.</p> |                                   |

## PSHE SCHEME

YEAR: 6

TERM: AUTUMN

| WEEK | Learning target/s (Assessment method) | SKILLS  | Content (Knowledge)<br>Suggested Activity   | RESOURCES   |
|------|---------------------------------------|---|---|---|
| 1    | The UCS Ethos                         | Listening   | Open session – discussion<br>What do the pupils think?<br>What do they think their parents think?                     | Homework Diary.   |
| 2    | Tolerance                             | Identifying qualities in themselves and others  | What does tolerance mean?<br>At school, at home, in society.  | Dictionary – discuss meaning in all areas of life                               |
| 3    | Classroom Rules<br>School Rules       | Framing questions; listening to others; listening for information.<br>Understanding what the key features of good listening are; practising being a good listener | Discuss school policy on rewards and sanctions – merits, commendation cards, cautions, misdemeanours; House Merit Cup | Homework Diary<br>Heads Together<br>CJ Simister<br>Thinking and learning skills |
| 4    | Characteristics and Dispositions      | Communicating with others to achieve a common goal  | Working on their own, using prepared cards from CJ Simister's book to identify character's and dispositions.          | CJ Simister<br>Thinking and learning skills                                     |
| 5    | Empathy                               | Self-evaluation; self-knowledge   |   | Dictionary  |

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|    |  | Listening and reflective thinking, understanding differences   |   |   |
| 6  | Respect for old people and disabled people – linked to War and Remembrance | Listening and reflective thinking, empathy   | Reading and discussion of various poems.  | Wilfred Owen Booklet                          |
| 7  | Futility and glory of war  | Listening and reflective thinking  | Teacher explanation of the Crimean War. Historical and Geographical context   | Charge of the Light Brigade Poem              |
| 8  | Racism   | Empathy, tolerance understanding differences   | Photocopied sheets of Martin Luther King's speech   | Freedom of Speech book p28 Martin Luther King |
| 9  | Prejudice and different beliefs  | Research; teamwork; understanding differences; identifying common themes such as Christmas and various other festivals | Discuss knowledge of world religions; XC – History, geography   | P 74 Blue Prints PSHE and Citizenship Book    |
| 10 | P4C session  | P4C – thinking skills, framing questions, reviewing own opinion in the light of discussions                            | Introduce the process of P4C; read the story, twice; pupils write questions in silence, discuss in pairs, and choose favourite question; list of questions collated by T; secret ballot; class uses most popular question as a starting point for discussion. | CJ Simister Thinking and learning skills      |
| 11 | Pupil Questionnaire  | Self-evaluation  | On their own!   | ISI document                                  |



## PSHE SCHEME

YEAR: 6

TERM: SPRING

| WEEK | Learning target/s (Assessment method)   | SKILLS   | Content (Knowledge)<br>Suggested Activity<br>XC/SMSC links  | RESOURCES  |
|------|---|--|---|--|
| 1    | Growing Independence and Personal Responsibility<br><br>Freedom – how much do you have? | Listening, debating, contributing to discussions; self evaluation  | Open session – discussion<br>What do the pupils think?<br>What do they think their parents think? | Human Rights – Freedom of Speech Book by Philip Steele |
| 2    | Freedom of Speech   | Identifying qualities in themselves and others   | Photocopied sheets to read followed by Q&A and discussion   | Human Rights – Freedom of Speech Book by Philip Steele |
| 3    | Censorship  | Framing questions; listening to others; listening for information. Understanding what the key features of good listening are; practising being a good listener | Photocopied sheets to read followed by Q&A and discussion   | Human Rights – Freedom of Speech Book by Philip Steele |

|   |  |   |   |  |
|---|--|---|---|--|
| 4 | Taking responsibility for one's actions  | Communicating with others to achieve a common goal  | Photocopied sheets to read followed by Q&A and discussion   | Blue Prints PSHE and Citizenship Book                    |
| 5 | Trust  | Self-evaluation; self-knowledge<br>Listening and reflective thinking, understanding differences | Photocopied sheets to read followed by Q&A and discussion   | Blue Prints PSHE and Citizenship Book                    |
| 6 | Legal ages of responsibility   | Identifying qualities in themselves and others  | Questionnaire in silence followed by discussion.  | Human Rights – Freedom of Speech Book by Philip Steele   |
| 7 | The Internet and social networking sites –<br><a href="http://www.childnet.com">www.childnet.com</a> and<br><a href="http://www.dcsf.gov.uk/ukccis/downloads/socialnetworking.pdf">www.dcsf.gov.uk/ukccis/downloads/socialnetworking.pdf</a> | Listening and reflective thinking   | ICT lessons promote the same messages and pupils prepare their own slide show in ICT based on safeguarding topics | DCSF material<br>Childline material<br>Childnet material |
| 8 | Bullying   | Empathy<br>Understanding that communities require rules for the good of all.                    | Read through the Kidscape booklet and then explore scenarios and what to do particularly at school                | Kidscape booklet   |
| 9 | Citizenship – Census statistics  | Research; teamwork; understanding differences;  | Hand out the booklet and discuss the implications   | Life in the UK , A Journey to Citizenship                |

|    |  |                     |                  |                        |
|----|--|---------------------|------------------|------------------------|
|    |  |                     |                  | Home Office<br>Booklet |
| 10 | If you were the Prime Minister, what would you change? | Independent thought | Sheet to fill in | KGD sheet              |
|    |  |                     |                  |                        |

## PSHE SCHEME

YEAR: 6

TERM: SUMMER

| WEEK | Learning target/s (Assessment method)  | SKILLS   | Content (Knowledge)                           | RESOURCES                                   |
|------|--|--|---|---|
| 1    | General Health<br><br>The importance of eating a healthy balanced diet, regular exercise and sleep | Throughout the summer term of Y6 the boys are given a book each at the start of every lesson and asked to take it in turns to read a paragraph.  | Science /PE links<br><br>See book for content | Usborne book<br>Facts of Life<br>Growing Up |
| 2    | General Health<br><br>Minor ailments   | Despite one or two initial giggles the boys settle into the routine and if there is something that they don't understand fully then we stop the reading, I expand on the topic and answer any questions. | Science<br><br>See book for content           | Usborne book<br>Facts of Life<br>Growing Up |
| 3    | General Health<br><br>The use and misuse of drugs  | The Usborne books are perfect for this age group and present the facts in a very clear, simple and sometimes humorous way that is ideal for young boys.  | Science<br><br>See book for content           | Usborne book<br>Facts of Life<br>Growing Up |

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| 4 | Growing up<br>Personal hygiene                                    | At the beginning of Y6, I always invite parents to come to an after school talk about sex education where I show them the Usborne books and take them through the areas we will cover in the lessons | See book for content                | Usborne book<br>What's happening to me? |
| 5 | Growing up<br>Hormones and physical development                   | The Science co-ordinator also attends to explain how sex is explained in the science lessons.  | See book for content                | Usborne book<br>What's happening to me? |
| 6 | Growing up<br>Puberty and emotional changes – 'thinking about me' | The parents are always interested and very positive about our approach   | See book for content                | Usborne book<br>What's happening to me? |
| 7 | Growing up<br>Sex education                                       | By the time we reach the sex section of the book the boys are used to the format of the lessons and actually treat the topic with genuine interest.  | Science<br><br>See book for content | Usborne book<br>What's happening to me? |
| 8 | Manners – etiquette, how men and boys should behave socially      | Society demands certain forms of behaviour in different situations. It is important that the boys understand how and why.  |                                     |   |

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| 9  | Environmental issues – a look into the future              | The balance that is necessary to make an informed judgement | Look at past mistakes. Look at exaggerated claims. | Internet/BBC website |
| 10 | Exit Poll – questionnaire about the JB for the last lesson |   |  | KGD Sheet            |
|    |  |   |  |                      |