

PSHCE

National Curriculum from
September 2014



Southridge First School

Reception Term 1

Lesson Title	Learning Objectives	Key Questions and activities
Names <i>S.R.E.</i>	To be able to tell everyone our whole name. To begin to get to know each other.	Who are you? What do you like? <i>Circle time, class discussions. Drawing self-portraits.</i>
Know my class	To know the names of the children in the class. To listen to others.	What is your name? What do you like doing? <i>Work in pairs and find out about each other. Display pictures of the children around the classroom?</i>
A Happy class <i>S.R.E.</i>	To identify ways to make the classroom a happy one. To consider how we treat other people. To know how to listen and understand that you have to take turns.	How do we work in our class? What makes everyone happy? <i>List simple rules and talk about rewards for keeping the rules.</i>
People who help us.	To know who to ask for help. To know how to ask for help.	Who helps us in school? <i>Go around school and meet the staff. Practise asking for things.</i>
Putting things away.	To recognise that the children have a responsibility to keep their classroom tidy.	Where does this go? <i>Practise putting things away; ask children to help each other. Work in team?</i>
My possessions	To recognise that the children have responsibility for their own possessions.	Is there a name in your jumper? Where did you put your coat? <i>Talk about caring for the possessions of others. What should you do if you find....? Should you bring precious things to school?</i>

Seals theme for first half of term - New Beginnings		E- Safety education – Hector’s World
Listening and thinking.	To be able to use their visual imagination. To be able to think quietly.	What picture can you paint in your imagination? Can you tell the class about the picture?
Your picture, my picture.	To transfer ideas onto paper. To be able to work with a partner. To be able to accept difference.	<i>Draw the picture from your imagination. Talk about your picture with a friend.</i> What can we see in other children’s picture?
Friends. S.R.E.	To recognise what a friend is and to identify our friends. To think of the feelings of others. To understand that the whole class should care for each other and that everyone is friendly.	Who is your friend? What do you like to do with your friend? Does everyone have friends? How can we help children who think that they have no friends? Use stories, <i>Circle time</i> , <i>draw friends</i> , <i>role-play making friends</i> .
Unkind friends. S.R.E.	To recognise that our behaviour effects others. To know how to show kindness to others.	How do you feel when someone is unkind to you? What should you do? <i>Use stories, Circle time, role-play and list what good friends do.</i>
Christmas	To learn about the first Christmas. To think about why we give presents and to know to say thank you.	Talk about what you would like for Christmas. What do you say when you receive a present? Who might send you presents and to whom you might give presents?
Seals themes for 2 nd half of term - Getting on and falling out		

Say no to Bullying

E – Safety education – Hector’s World

Addressing prejudice and difference – to agree and follow rules for their group and classroom and understand how rules help them. (Pupils will understand why rules exist to stop prejudice)

Reception Term 2

Lesson Title	Learning Objectives	Key Questions and activities
My Feelings. S.R.E.	To be able to identify feelings and recognise the feelings of others.	How do we feel today? Why? How does your friend feel? <i>List feelings. Make face pictures showing different feelings. Guess how your friend is feeling. Pull faces.</i>
More feelings S.R.E.	To recognise that our behaviour effects others.	<i>Use stories to stimulate discussions about being kind to others, right and wrong.</i> How can you be a good friend? What makes you happy?
Worries/ Feeling sad. S.R.E.	To be able to identify concerns and worries. To know who to talk to and that problems can be solved.	What are our worries? Why are you sad? How can we help? Who can we talk to in and out of school? <i>Use stories and scenarios. List who we can talk to. Talk to worry dolls.</i>
Monsters.	To understand that small incidents can grow into big problems if they are not dealt with properly.	How do we help each other with problems? <i>Paint or draw monsters and write worries on the back.</i>
Being Special	To know that we are all different and all special. Learn to value other people.	What are you good at? <i>Tell a friend what they are good at. Give certificates of stickers to each other.</i>
Special times.	To recognise special occasions and family celebrations.	When do you have a party? What do you do? What do you eat? Why do you celebrate? <i>Show pictures of Birthday parties, Weddings, Christenings. Invite children to tell the class about a</i>

		<i>special occasion.</i> When are other times special to you? E.g. Holidays, story time.
--	--	--

Seals theme for first half of term – Going for goals! E – Safety education – Hector’s World		
<i>Pets.</i> <i>2 weeks</i>	To know the benefits of pets and the responsibility they bring. To learn about looking after pets.	Who has a pet? How do I look after my pet? How does my pet make me feel? <i>Invite children to bring in a pet or bring photos and talk about how they are cared for (parents could be involved).</i> <i>Draw and write about pets and make a book.</i>
<i>Spring 2 weeks</i> <i>S.R.E.</i>	To recognise the signs of Spring. To understand that plants produce ‘seeds’ which grow into new plants. To begin to understand the conditions that plants need to grow. To know that we have a responsibility to look after our environment.	<i>Look for signs of spring around the school. Draw spring flowers.</i> What do these plants need to grow? How should we treat our environment? Should we drop litter?
Baby animals. <i>2 weeks</i> <i>S.R.E.</i>	To know that adult females have babies, which then grow into adults. To recognise that some babies look like their parents and some do not. To know that babies need to be cared for.	<i>Links with science and work on life cycles. Look at pictures of baby animals. Visit a farm.</i> How is the baby like it’s mother? How is it different? What does it need? How will it change?

Seals theme for 2nd half of term – Good to be me

E – Safety – Hector's World

Addressing prejudice and difference – Understand the rules to keep people safe and recognise people who can help them to stay safe. (Pupils understand where they can go if they are experiencing prejudice and who they can tell.)

Reception Term 3

Lesson Title	Learning Objectives	Key Questions and activities
Looking after myself. Keeping Safe. 2 week <i>D.A.T.E</i>	To recognise that we all have a responsibility to look after ourselves. To know what we can do to look after ourselves. To begin to recognise that there are consequences of the choices we make Begin to know that smoking is bad for you.	How do you keep yourself safe? <i>Make a class list, discuss a story / scenario. E.g. road, fire, electricity or water safety. Ask the Fire Service to visit the class. Think about keeping safe inside and outside.</i>
Feeling poorly. <i>D.A.T.E.</i>	To know who to tell when you feel unwell. To know that doctors and nurses help us to get better. To know who can give us medicines and that medicines have to be taken correctly.	Why do we need medicines? Who can give us medicine? How much should we take? <i>Six dinner Sid. Make up some rules about medicines and tablets. Invite the school Nurse to talk to the children.</i>
Accidents.	To know accidents can happen and that children should avoid risky situations.	How can I avoid accidents? Revisit activities from 'Keeping Safe' section. <i>Talk about the emergency services and how they help when there is an accident.</i> Who do you tell? What should you do?
Real and Pretend.	To recognise what is real danger. To know that you must tell the truth. To understand that there are consequences to actions we take.	What is pretend danger? <i>Read 'The boy who cried wolf' or 'The wolf who cried boy'.</i> Should you pretend to be hurt?

People	To recognise the people who are special to us. To know that family and friends should care for each other.	Who looks after you when you are sad or poorly? <i>Draw these special people.</i> Do you care for anyone else?
Seals theme for 1 st half of term – Relationships E – Safety – Hector's World		

My Body S.R.E.	To be able to name parts of the body. To recognise how special it is.	What can your body do? <i>Sing songs about the body.</i> How do we keep our bodies healthy?
Keeping clean S.R.E.	To begin to know what we need to do to be healthy. To learn about personal hygiene routines and why they are important.	<i>Invite the School Nurse to talk to the children. Watch video about germs. Make wash your hands posters.</i> Why should you wash your hands? Why should you use a handkerchief? Why do cuts need to be covered up?
Fruit and vegetables.	To identify fruits and vegetables and to know that we should eat 5 portions each day. To begin to understand that some foods are healthier than others.	Which fruits and vegetables do you eat? <i>Make a graph. Make a fruit salad or healthy sandwiches. Sing songs. Paint pictures, write simple poems.</i>

Stranger Danger. S.R.E. and D.A.T.E.	To know which grown ups are friends. To know that strangers can be unfriendly. To know how to stay safe.	Who can I trust? What do I do if I get lost? What do I do if a stranger offers me a sweet? <i>Invite community police officer to visit the children. Make a list of safety checks. Use stories or scenarios. Role-play.</i>
Keeping Fit.	To enjoy physical exercise. To recognise how exercise effects the body. To know	Which games do you enjoy? Can you run, hop, cycle, skip? Use the P.E. lessons. During Health week try something new. How do you feel after running around at play- time?

	that exercise helps us to be healthy.	
What we have enjoyed and learned.	To understand the years work. To think about what they have enjoyed, been good at and found hard. To think about what they are looking forward to in the coming year.	What have I enjoyed? What have I been good at? What have I found hard? What am I looking forward to?
<p>Seals theme for 2nd half of term – Changes</p> <p>E – Safety education - Hector's World</p> <p>Addressing prejudice and difference – to identify and respect the differences and similarities between people. (Pupils understand that not all pupils have a mum and a dad but that they might have other important people in their lives and pupils respect these differences)</p>		

Year 1 Term 1

Lesson Title	Learning Objectives	Key Questions and activities
Me. S.R.E. 2a Young Enterprise 'Ourselves' Topic.	To be able to share information about themselves with the rest of the class. Develop listening skills.	Who am I? How old am I? Where do I live? Who do I live with? <i>Circle time activity.</i>
My Body S.R.E. 3e	To name the parts of the body.	<i>As a class, name as many parts of the body as you can. Display ideas.</i>
Let's be a happy class. S.R.E. 2a, 2d, 2h, 2f 5a	To understand and agree the class rules. To recognise responsibilities within the classroom and school community.	What do we want our class to be like? How should we behave? Why? What do we mean by a rule? What are our class rules? <i>Draw pictures to illustrate rules.</i> What is fair and unfair, kind and unkind and what is right and wrong?
More about me. S.R.E. 1a, 1b 5d	To recognise what we like and dislike. To share their opinions about the things they like and dislike. To identify why we make certain choices.	What do I like/dislike? <i>Use topics such as fruit, colours, sports teams, meals. Encourage children to give reasons. Tell a friend and let them tell the class.</i>
I am special. S.R.E. 1d	To understand that everyone is special. Begin to learn to value others and ourselves. To express	What am I good at? What is my friend good at?

4b, 4c	positive qualities. To generate a positive atmosphere in classroom.	<i>Circle time activity – give out little certificates and let children give them to peers.</i> What are my goals?
--------	---	---

Seals theme for first half of term - New Beginnings E – Safety education – Hector’s World		
Special people. My Family. 1c 4d	To understand why some people are very special to us.	Who are my special people? What do I feel about them? <i>Draw special people in petals of a flower.</i>
Special times.	To identify special celebrations and special times. To think about why they are special.	Can you name some special celebrations? <i>E.g. birthdays, Christmas, Weddings.</i> When are your special moments? <i>E.g. holidays, story time, football club.</i>
What is a friend? S.R.E.	To recognise what a friend is. To reflect on current friendships. To consider how their actions can have consequences for others. To offer constructive support and feedback to others.	What is a friend? <i>Make a friend check list. Join drawings of children around classrooms as if holding hands.</i> Who can you be friends with? What is a good friend like? Use of class friendship boxes to build relationships

Saying no to ‘friends’. S.R.E. 1a 2c 4a, 4e 5h	To be able to make choices and to recognise what is right and wrong. To learn to stand up to bullies.	<i>Good behaviour / bad behaviour / what to do lists. Role-play scenarios. Stories.</i> How should we treat others? What is a bully? How can you stand up to bullies?
---	---	---

	To recognise that sometimes friends can bully.	
Better playtimes. 2h	To be able to voice ideas about how to improve playtimes.	What would make playtimes better? <i>Write letters or lists. Draw plans. Circle time.</i>
Christmas 4a, 4d	To consider how it feels to give presents. To make choices about what children might like for Christmas. To think about what to buy for others. To recognise how lucky we are.	What would you like for Christmas? What will you give to others? Do all children get Christmas presents?

Seals theme for 2nd half of term - Getting on and falling out

Say no to bullying

E – Safety education – Hector’s World

Addressing prejudice and difference – to agree and follow rules for their group and classroom and understand how rules help them. (Pupils will understand why rules exist to stop prejudice)

Year 1 Term 2

Lesson Title	Learning Objectives	Key Questions and activities
Welcome back 2a 4c	To tell others about the holidays. To listen to others and to recognise similarities and differences.	What did you enjoy about Christmas? What did you do?
Icy Words. <i>S.R.E.</i> 1a 2c 4a, 4e	To understand putting others down. To recognise that words can be very hurtful.	How can we stop “put downs.” What do we say that is hurtful to others? How does this make us feel? <i>Sad words.</i>
Addressing prejudice and difference - To recognise how their behaviour affects others. (Pupils understand that their actions, such as calling a pupil ‘gay’ or teasing them for having same sex parents can affect them, and why this is bullying)		
Sunny Words. <i>S.R.E.</i> 1a 2c 4a, 4e	To understand that words can also make people feel happy. To think about kind words.	How can we help each other feel better? What are children good at? How can I be kind?
Worries. 1c 4b	To be able to identify concerns and worries. To be able to solve problems. To distinguish between worries about real and imaginary things.	What are our worries? How can we help? Who can we talk to help us to manage our feelings? <i>Use Worry Dolls, puppets and circle time.</i>

Monsters. 1c 5a	To understand that small incidents can grow into big problems if they are not dealt with properly. To recognise the importance of being honest.	How do we help each other with problems. Who can you tell? <i>Use 'What should you do?' scenarios. Use 'Lucy's bag of feelings' story.</i>
Seals theme for first half of term – Going for goals! E – Safety education – Hector's World		
Keeping Safe Inside <i>D.A.T.E.</i> 3a, 3f 5h	Identify potential hazards in 'inside' environments. Know what to do to keep the safe. Know who to ask for help. Recognise own responsibility for actions.	What is dangerous inside? What should you do/ not do? <i>Look at pictures of potential hazards, identify dangers and discuss how to keep safe.</i>
Keeping Safe Outside <i>D.A.T.E.</i> 3a, 3f 5h	Identify potential hazards in 'outside' environments. Know what to do to keep the safe. Know who to ask for help. Recognise own responsibility for actions.	What is dangerous outside? What should you do if you get lost? Who can you trust? <i>Use puppets, act out scenarios, use stories.</i> How should you cross the road?
Living things. 2e 5a	To learn that other living things have needs. To learn about caring for animals. Learn about responsibility for animals.	<i>With support of parents invite children to bring in pets. Discuss what they eat and how they need to be looked after. Record findings using photographs and drawings.</i>

<p>Citizenship Unit 1 Animals and us. 1b 2b, 2e 5a, 5c</p>	<p>To know that all living things have needs. To know pets need to be looked after.</p>	<p>See Citizenship file for suggested activities.</p>
<p>Easter 4c</p>	<p>Recognise that there are many religions and that our school is a Christian school.</p>	<p>Why do Christians celebrate Easter?</p>
<p>Seals theme for 2nd half of term – Good to be me</p> <p>E – Safety education – Hector’s World</p> <p>Addressing prejudice and difference – Understand the rules to keep people safe and recognise people who can help them to stay safe. (Pupils understand where they can go if they are experiencing prejudice and who they can tell.)</p>		

Year 1 Term 3

Lesson Title	Learning Objectives	Key Questions and activities	
Feeling ill. 3a, 3c	To recognise how you feel when you are ill. To know what to do when they feel ill. To recognise that germs can be passed on.	How do I know when I am not well? What should I do? Who helps me when I am not well? How can I feel better? <i>Paint ill faces. List illnesses and feelings.</i>	
Medicines. <i>D.A.T.E.</i> 3a, 3f 5h	To know that medicines can cure illness. To know where medicines are kept. To know children need adult help to take medicines.	Are medicines safe? Who should give you medicines? Does it matter how much you have? <i>List medicine rules/ make posters.</i>	
Our Bodies are great! 3a	To identify what a healthy body can do.(Links with P.E.)To take pride in their own bodies.	Can you hop, run, jump, skip.....? <i>List what you can do.</i>	
Growth. <i>S.R.E.</i> 2 weeks 3d	To know how we change as we grow. To know what is needed for growth. (Plants and humans) Begin to understand life cycles.	What makes things grow? myself? How do we change? myself? What do plants need? <i>Links with Science.</i>	What can I do for How do I look after
<p>Seals theme for 1st half of term – Relationships</p> <p>E – Safety education – Hector’s World</p>			

Keeping healthy, keeping clean. 2 weeks 3a, 3b	To understand how to keep healthy. To develop personal hygiene skills. To understand that germs can be spread.	What do I need to do to keep healthy? Why do you have to wash your hands before lunch? Why do you brush your teeth? <i>Invite Nurse to talk to children. Make posters.</i>
Keeping healthy, keeping fit. 2 weeks <i>D.A.T.E</i>	<i>Links with P.E.</i> To understand how to keep healthy. To be encouraged to make healthy choices. To learn about the effects of smoking. To feel the effects of exercise and to enjoy it.	What sports do you play? What would you like to play? How do you feel after playtime? How does exercise help your body? <i>Health week. Make a 'Be active diary'. Provide additional opportunities to get active.</i>
Keeping healthy, eating well. 2 weeks 3a	To understand how to keep healthy. To begin to understand what a balanced diet is. To identify foods which we can eat a lot of and those which should be eaten in moderation.	Name some fruits. Name some vegetables. How many fruits and vegetables should we eat each day? <i>Make a fruit salad. Keep a diary of how many portions of fruit and vegetables you eat in a week.</i> What should we only eat small amounts of?

<u>Year 1 Term 3</u> Lesson Title.	Learning Objective.	Key Questions and activities.
Feeling ill. 3a, 3c	To recognise how you feel when you are ill. To know what to do when they feel ill. To recognise that germs can be passed on.	How do I know when I am not well? What should I do? Who helps me when I am not well? How can I feel better? <i>Paint ill faces. List illnesses and feelings.</i>
Medicines. <i>D.A.T.E.</i> 3a, 3f	To know that medicines can cure illness. To know where medicines are kept. To know	Are medicines safe? Who should give you medicines? Does it matter how much you have? <i>List medicine rules/ make posters.</i>

5h	children need adult help to take medicines.	
Our Bodies are great! 3a	To identify what a healthy body can do.(Links with P.E.)To take pride in their own bodies.	Can you hop, run, jump, skip.....? <i>List what you can do.</i>
Growth. S.R.E. 2 weeks 3d	To know how we change as we grow. To know what is needed for growth. (Plants and humans) Begin to understand life cycles.	What makes things grow? How do we change? What do plants need? <i>Links with Science.</i> What can I do for myself? How do I look after
<p>Seals theme for 1st half of term – Relationships</p> <p>E – Safety education – Hector’s World</p>		
Keeping healthy, keeping clean. 2 weeks 3a, 3b	To understand how to keep healthy. To develop personal hygiene skills. To understand that germs can be spread.	What do I need to do to keep healthy? Why do you have to wash you hands before lunch? Why do you brush you teeth? <i>Invite Nurse to talk to children. Make posters.</i>
Keeping healthy, keeping fit. 2 weeks D.A.T.E	<i>Links with P.E.</i> To understand how to keep healthy. To be encouraged to make healthy choices. To learn about the effects of smoking. To feel the effects of exercise and to enjoy it.	What sports do you play? What would you like to play? How do you feel after playtime? How does exercise help you body? <i>Health week. Make a ‘Be active diary’. Provide additional opportunities to get active.</i>

Keeping healthy, eating well. 2 weeks 3a	To understand how to keep healthy. To begin to understand what a balanced diet is. To identify foods which we can eat a lot of and those which should be eaten in moderation.	Name some fruits. Name some vegetables. How many fruits and vegetables should we eat each day? <i>Make a fruit salad. Keep a diary of how many portions of fruit and vegetables you eat in a week.</i> What should we only eat small amounts of?
This year, next year. 1e	To celebrate the successes of the year and to look forward to new challenges.	What have I done well? What have I enjoyed? What do I need to work harder at?
<p>Seals theme for 2nd half of term – Changes</p> <p>E –Safety education – Hector’s World</p> <p>Addressing prejudice and difference – to identify and respect the differences and similarities between people. (Pupils understand that not all pupils have a mum and a dad but that they might have other important people in their lives and pupils respect these differences)</p>		

Additional subjects for discussion are:

- Being fair
- Taking turns
- Telling the truth
- Playtimes
- Borrowing things

Year 2 Term 1

Lesson Title	Learning Objectives	Key Questions and activities
All about me. 1a, 1b 2a 4b. 5f	To get to know each other. To remember to be good listeners. To develop communication techniques.	<i>Circle work, class discussion.</i> What is your name? How old are you? What do you like playing? What did you do in the holidays?
A healthy person 2e 3a,3b,3c Food, nutrition and diet.	To describe what a healthy person looks like. To identify the main things we need to do to be healthy.	<i>Draw and write – Draw a healthy person. Draw the things that you need to do to be healthy.</i> What does a healthy person look like? What do you need to be healthy?
Keeping safe 2c 3g 5a, 5d Citizenship Unit 2. People who help us	To identify the people who help to keep us safe. To be aware that there are dangers around us. To be able to make decisions that minimise risk and keep us safe.	Who helps to keep us safe? <i>Make a list. Draw and write safety net activity.</i> What are the risks? Recognising the consequences of the choices we make.
What goes into my body? D.A.T.E 3a,3c,3f,3g	To know what is safe to go inside your body. To know that medicines are drugs but that not all drugs are medicines. To recognise the dangers from household chemicals.	What is harmful and what is helpful? How do I choose what is safe? <i>Invite Nurse to talk to the children about medicines. Look at a collection of cleaning products and discuss their use. Draw and write –What would you do if you found some tablets?</i>

	To learn about the effects of smoking.	
Injections D.A.T.E 3a,3c,3g	To know what is safe to go on your body.	What is safe to go on my body? <i>Make a list.</i>

Personal Hygiene . 3a, 3b, 3c.	To understand why personal hygiene routines are an important part of being healthy.	What is a personal hygiene routine? <i>Invite public health nurse to talk to children. Make posters to remind children to wash hands.</i>
-----------------------------------	---	---

Seals theme for first half of term - New Beginnings
E – Safety education – Hector's World

A good class. 2 weeks 1e 2a,2c,2d,2f, 2h 4a,4b	To know what a good class is. To know what spoils the class. Know what is right and wrong. To understand and agree the class rules. Understand that we all have opinions, which are equally valued.	What is good about our class? What makes it happy? How can we make the class better? What should our class rules be? <i>Class discussion. Make a list. Puppets. Story scenarios.</i>
Family Life 2e, 2f 4d 2 weeks	Know that family and friends should care for each other. Learn about the rituals associated with birth, marriage and death and the emotions involved.	Who is in my family? <i>Draw a family tree.</i> How can I care for my family? What are the special family celebrations? (Links with R.E) <i>Role play. Use visitors from the community. Happy times</i> <i>Sad times – how do we support each other with loss?</i>

Trust 4d	<p>To know what trust is.</p> <p>To recognise the importance of trust in family and friends and at school.</p> <p>To recognise the difference between secrets and surprises.</p>	<p>Who can I trust? Can people trust me? How does it feel to trust someone?</p> <p>How do you feel if someone breaks that trust? <i>Use class discussions, circle time, role play scenarios or puppets.</i></p> <p><i>What kind of secrets are safe to keep and what kind of secrets need sharing?</i></p>
Christmas. 4a,4d	<p>To identify what we are looking forward to. To begin to realise that we are very fortunate and that there are people in the world that do not receive what we do.</p>	<p>How do you feel about Christmas? What are we going to do? What are we going to give? Do all people celebrate Christmas? Does every get presents?</p>
<p>Seals theme for 2nd half of term - Getting on and falling out</p> <p>Say no to Bullying</p> <p>E – Safety education – Hector’s World</p> <p>Addressing prejudice and difference – to agree and follow rules for their group and classroom and understand how rules help them. (Pupils will understand why rules exist to stop prejudice)</p>		

Year 2 Term 2

Lesson Title	Learning Objectives	Key Questions and activities
Feelings. 1c 4a, 4c S.R.E.	To identify different feelings and to begin to reflect on how our actions have consequences for others.	<i>List as many feelings as possible. Make faces to express feelings.</i> How do you feel today? Why? Can others effect how you feel?
Friends 4a, 4c, 4d S.R.E.	To reflect on current friends and relationships. To consider the needs of others. To reflect on how their actions can have consequences for others. To recognise the need to share responsibility for keeping themselves and others safe.	What is a good friend? How can I be a good friend? <i>Write 'I am a good friend because'.</i> Circle time. How does it feel to have a good friend? How would you feel if you had no friends? Can you share friends? When to say, 'yes, no I'll ask and I'll tell. Use of class friendship boxes to build relationships
About Bullying. 1a 2c 4a, 4c, 4e. 5h S.R.E.A	To understand what a bully is and the types of bullying. To consider why people bully others. To know how to ask for help.	How do I recognise a bully? What should I do? Who can help me? <i>Draw and write activity – Draw a Friend, Draw a Bully. List the nice and unkind ways to behave.</i>
Addressing prejudice and difference – To understand that there are different types of teasing and bullying, that bullying is wrong and that if they are being bullied, they know how to get help. (Pupils understand what prejudice and difference bullying is, the harm it can do and what the school does to stop it.		
Peer pressure. 1a 4a 4e 2c S.R.E.	To recognise peer pressure and to learn to voice own opinions and to explain views.	What is right? What is wrong? What should you do? <i>Act out scenarios. Use puppets – what would you tell the puppet to do to stop the bullies?</i>

4a, 4e <i>S.R.E. and D.A.T.E.</i>		
--------------------------------------	--	--

The same but different. 2 weeks 2c, 2f 4c S.R.E.	Learn to appreciate that people have things in common and things that are different about them. To recognise that each person is unique and everyone is special.	How do we look the same? How do we look different? <i>Look at a collection of pictures of different people.</i> What are we good at? What do we like to do? <i>Paper chain of people in your group? Look at the differences. Party bags – Is the one full of the same things as good as the one with different things?</i> Would life be as interesting if we were all the same?
---	--	--

Seals theme for first half of term – Going for goals!

E – safety education – Hector's World

Responsibilities. Borrowing and lending. 2c, 2d 4a 5a	Learn to take responsibility for ourselves. To become trust worthy and reliable. To appreciate and take care of their own and others possessions.	What does it mean to borrow something? What do we expect when we lend something to someone? <i>Children can demonstrate the polite way to borrow something. List the rules.</i> What should you do if you break something that is borrowed?
---	---	---

What would you do? <i>S.R.E.</i> 1a, 1b 2c 4a	To learn how to make sensible choices. To face challenges in a supportive environment. To recognise the responsibility that children have for their own decisions and choices.	<i>Given a scenario – what would you do? Discuss reasons for actions. Use puppets, stories, role-play.</i> What would make you feel uncomfortable and who would you tell?
---	--	--

	To recognise what kind of physical contact is acceptable or unacceptable.	
Tidy up please! 2 weeks. 1a 2c, 2d, 2e, 2f, 2g, 2h 3a 4a,4d 5a	To recognise that we belong to communities and we have responsibilities within them. To learn that everyone can contribute to the life of the class and school. To think about what improves and harms the environment.	What does 'tidy' mean? Who needs to be tidy? Why? <i>Think about how to keep the classroom tidy. Give children specific jobs. Draw your bedroom, is it tidy?</i> Are you happy when places are untidy? What makes our community untidy? What can we do about litter. <i>Make 'DO NOT LITTER' posters.</i>
Easter 2 weeks 4c	Links with R.E. – Extend knowledge about Easter and its' importance in the Christian faith. Recognise that there are many different religions and beliefs.	Why do we give Easter eggs? Decorate Easter eggs. What do you do at Easter time? What do people of other faiths do?

Seals theme for 2nd half of term – Good to be me

E – Safety education – Hector's World

Addressing prejudice and difference – Understand the rules to keep people safe and recognise people who can help them to stay safe. (Pupils understand where they can go if they are experiencing prejudice and who they can tell.)

Year 2 Term 3

Lesson Title	Learning Objectives	Key Questions and activities
Growth. S.R.E. 2e 3d 5e	To know how we change as we grow and what we need to grow healthily. (This links with Science in Term 1 and may have been addressed earlier))	How will I change as I grow? What do I need to grow healthily? <i>Draw yourself at different stages in your life. Invite a mother with a baby in to talk to the children. How do our needs change as we grow? Encourage children to ask questions.</i>
Life Cycles (Links with Science) S.R.E. 2e 3d	Learn that all living things reproduce, eat, drink, make waste and die. Revisit how we change as we grow.	How do other animals change as they grow up? Do all animals look like their parents. <i>Draw life cycles. Use the Monkey Puzzle story.</i>
Thinking about plants. 2 weeks. 2g 4a	Through science experiments understand that plants also have needs. Understand that we need to look after our environment.	<i>Investigate the conditions needed for plants to grow healthily. Do plants need water? Do plants need light? etc.</i>
School grounds survey. 2 weeks. 1b 2e, 2g, 2h	To learn to appreciate a good environment. To observe local surroundings and suggest improvements. To recognise our responsibility to look after our environment.	What is good about our field and yard? What would you like to do with our outside space? Who can we ask? How could we improve what we have? <i>Design a 'fantasy' field. Complete a survey. Ask the other children in a questionnaire.</i>

Seals theme for 1st half of term – Relationships **E-Safety education – Hector’s World**

<p>Young Enterprise Our Family. <i>Approx. 5 Weeks. See programme outline.</i> 2 i 4d S.R.E.</p>	<p>Learn to identify family members and the basic living needs and wants that they have. Discover where to satisfy these needs and begin to realise the difficult decisions that families have to make in order to pay for them.</p>	<p>Who is in your family? What jobs do the family members do? What do we need? What do we want? How are things paid for?</p> <p><i>Complete activities outlined in teacher / volunteer manual.</i></p> <p><i>What do I spend my money on? How do I keep my money safe?</i></p>
<p>Keeping Healthy. <i>This is in addition to work on Our Family.</i></p> <p>EXERCISE! 3a 4b</p>	<p>To know how to keep healthy. To learn about the effects of exercise on our health. To foster a positive attitude towards exercise.</p>	<p>How can I keep myself healthy? Which activities do I enjoy? What games can I play with my friends? <i>Health Week. Invite sports coaches to deliver taster sessions. Sports quiz.</i></p>
<p>What have we enjoyed and learned? 1e</p>	<p>To understand the years work and look to the next. To celebrate success and to set personal targets for next year.</p>	<p>What have we enjoyed and been good at? What do we need to try harder with next year? <i>Make certificates for friends. Children’s’ questionnaire.</i></p>

Seals theme for 2nd half of term – Changes

E-Safety education - Hector’s World

Addressing prejudice and difference – to identify and respect the differences and similarities between people. (Pupils understand that not all pupils have a mum and a dad and that they might have important people in their lives who are gay and pupils respect these differences)

Additional topics: Pocket money, Charitable causes, Recycling.

Year 3 Term 1

Lesson Title	Learning Objectives	Key Questions and activities
Welcome back. 1b	To speak out in front of the class and to listen to others. To express feelings about the coming year and set personal targets.	What have you done in the holidays? What are you looking forward to? What do you need to work hard at? <i>Class discussion, circle time or write down ideas.</i>
Our special class rules. 2b	To know our special class rules. Understand that we all have different kinds of responsibilities and duties.	How do we work best in our class? What makes it a happy class? What are my responsibilities? <i>Make a list of rules.</i>
Similarities and differences. S.R.E. 1b 4f	To know that people are similar and different in many ways. To respect and celebrate difference.	How are we all the same? How are we different? What would it be like if we were all the same? <i>Stand up if you like chocolate, football, skipping etc. Work in pair and find something you both like/dislike. Self portraits, footprints, handprints.</i>
Teasing, name calling and bullying. S.R.E. 2 weeks 2a, 2b, 2c. 4a, 4d, 4f. 5a, 5b, 5g.	Review the way we treat each other. Reinforce work done on valuing difference. Know what it is to be teased. Know that this is a form of bullying and is not acceptable behaviour.	What is teasing? When is it hurtful? Does it upset you? How do you feel? What can you do to stop it? <i>Use role-play or puppets and discuss scenarios. List examples of bullying, list what to do to stop it. Pretend to be an anti bullying unit- make a children's handbook.</i>

Addressing prejudice and difference- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help. (Pupils, in this context can equally learn about the nature and consequences of homophobic bullying, including how to respond and ask for help.

What is a good friend? <i>S.R.E.</i> 4a,4c	To reflect on the qualities of a good friend. To consider whether they themselves display these qualities. To recognise what behaviours are not part of a healthy relationship.	What is a friend? Am I a good friend? <i>Read the Rainbow F or other stories related to friendships. Work in groups and write down 6 things a friend should do. Share ideas and make a class top ten.</i> <i>What might friends do that makes you unhappy? Wht can you do? Who can you tell?</i>
--	--	---

Seals theme for first half of term - New Beginnings

E-Safety education – Cyber Cafe

Right or wrong? <i>D.A.T.E.</i> 1a,1b 2c, 2f 4a, 4d 5d	Manage personal behaviour and decide what is 'right' or 'wrong'.	<i>Give scenarios and discuss whether action taken was right or wrong. E.g. you break a vase by accident and hide the pieces. You find a watch and hand it in. You trip someone up whilst playing football and score the winning goal- right or wrong? Make cartoons of moral dilemmas. Use role- play or puppets.</i> <i>How does your behaviour affect others?</i>
--	--	---

<p>Making choices. <i>D.A.T.E.</i> 1a, 1b 2c, 2f 3f 4a, 4d 5d</p>	<p>Learn that we make decisions everyday. To identify the decisions we make at home, school and in our spare time. To identify easy and difficult decisions and consider how to deal with these.</p>	<p>What do I like /dislike? Why? What choices have you made today?e.g What shall I eat for breakfast? <i>List choices made at home, school and in free time, discuss in pairs the most difficult choices?</i> Where do you make the most difficult choices? Who can you talk to? How do you make a choice?</p>
<p>What do your friends say? <i>S.R.E. 2 weeks</i> 1a, 1b 2c, 2f 3f 4a, 4d 5d</p>	<p>Recognise that the decisions we make have consequences. Know that we should not allow others to influence our choices and decisions.</p>	<p>When do friends 'help' you to make a choice? Do friends try to make you do things that you do not want to do? How do you feel? What should you do? <i>Role-play scenarios where friends try to make you do something you know is wrong. Make up a story. Discuss examples.</i></p>
<p>Working together. 4a</p>	<p>To make choices that enable co-operation with those around me. To respect other people and their opinions and needs.</p>	<p>How do I co-operate with others? How should you behave in a community, school or family? <i>Consider scenarios e.g. you like to play loud music but your brother needs to concentrate on his home work, what can you do? Who is in my community? How do we help our community?</i></p>

Christmas	Recognise how lucky we are and think about giving to others	<i>Class collection for Operation Christmas Child.</i>
-----------	---	--

Seals theme for 2nd half of term - Getting on and falling out

Say no to Bullying

E-Safety education – Cyber Café

Year 3 Term 2		
Lesson Title	Learning Objectives	Key Questions and activities
Keeping safe – Substances <i>D.A.T.E.</i> 3a, 3d 5d	Know that some all substances can be harmful when misused. To know that medicines are drugs. Reinforce work from Key stage 1.	<i>Look at a variety of household products and list how they are harmful or helpful. List safety rules. Are medicines always good for us? Who should give you medicines? Where does it tell you how to take medicines safely?</i>
Smoking <i>D.A.T.E</i> 3a 3d 3e 3f	To know that tobacco is a drug. To know that smoking damages your health. To understand that people make their own choices about smoking.	What does smoking do to your body? How does it damage health? Is it addictive? <i>Use links with science to explain the damage caused by smoking. Draw and write- draw someone smoking; how do they feel?</i>

<p>What people think about smoking.</p> <p>1a 3a,3d, 3e, 3f 5d</p>	<p>To know that people view smoking differently. To think about ways to encourage people not to smoke. To know how to say no to cigarettes.</p>	<p>Should people be allowed to smoke? Where and when should adults be allowed to smoke? <i>Make no smoking posters or leaflets that are informative.</i></p> <p><i>Role- play saying no to cigarettes.</i></p>
<p>Keeping Safe – Accidents</p> <p>3a, 3e, 3f, 3g. 5d, 5e</p>	<p>To know that accidents can happen but risky situations can be avoided. To identify situations that put children at risk. To learn that the choices we make have consequences.</p>	<p><i>Invite Community police officer, Fire Brigade, Nexus, Coast Guard to discuss safety. How do you keep safe beside the road, sea, metro? Act out risky scenarios and discuss action. Make top ten safety rules for inside and outside the home.</i></p>
<p>First aid</p> <p>3g</p>	<p>To know what to do if someone has an accident. To know who to tell.</p>	<p><i>Invite St John's Ambulance to talk to the children. Teach the recovery position and first steps at the scene.</i></p>

<p>Emergency.</p> <p>3g 4g</p>	<p>To understand what is an 'emergency'. To know what to do to get help in an emergency. To practise telephone skills.</p>	<p><i>Give the children scenarios and discuss whether they are an emergency. Does someone need help urgently? Are they in serious danger? Explain what it means to dial 999. Practise reporting an emergency with a friend. (Use page 28 Ideas for PSHE KS 1)</i></p>
------------------------------------	--	---

Seals unit for 1st half of term – Going for Goals

E-Safety education – Cyber Cafe

Water 2j 3a 5a	To recognise the central importance of water in our daily lives. To understand that water is precious, sometimes scarce and needs to be managed and conserved. To learn strategies for conserving water.	Where does water come from? Why do we need it? What do we use it for? Can it run out? <i>Use 'PSHE and Cit. Ages 7-9' page 58. Teach the water cycle. List what we use water for. Explain the costs of getting safe clean water to us. Think of ways to not waste water.</i>
Waste and recycling. 2 weeks. 2j 5a	Learn about waste as an environmental issue. Identify how waste is created from everyday processes.	What is waste? Where does it go? What problems does it cause? <i>Read Stig of the dump. List the things we throw away. Could they be recycled? What waste is produced by eating, travelling and staying warm? Use ICT to find out about waste disposal. Make models out of recycled materials.</i>
My family S.R.E. 1b 4f	To talk about their families and reflect on their personalities. To recognise that all families are different and have different beliefs and values. To know that marriage is a commitment happily entered into by both people.	Who is in your family? <i>Bring photographs in. Working in groups, say three things about the person in the photo. Encourage children to ask questions. Stick one photo in middle of a piece of card and write adjectives to describe key characteristics. Are all families the same? Do they have the same number of people? Do they do the same things? Have you been to a wedding? What types of ceremonies are there?</i>
Family care S.R.E. 1b 2d 4a, 4c, 4f 5a	To understand that families look after and care for each other and that families can change because of	How does your family show they care for you? What does your family do for you? <i>Working in pairs describe how your family cares for you – how do they feed you and keep you warm, clean and safe? What have they taught you? Should</i>

	separation, divorce and bereavement.	you say thank you? <i>List the things families do for each other. Make thank you cards.</i>
Easter 2e, 2l,	Recognise that families spend holidays doing different things. Understand that Easter is a Christian celebration and that other faiths but not all people in the United Kingdom are Christian.	What do we do at Easter time? Do you go to Church? Do you give Easter eggs? <i>Circle time read stories about Easter. Links with R.E.</i>

Seals theme for 2nd half of term – Good to be me

E-Safety education – Cyber Café

Addressing prejudice and difference – to understand that differences and similarities between people arise from a number of factors (Pupils learn to understand that some people are gay and that this does not make them inferior, nor does it justify discrimination and bullying.)

Year 3 Term 3

Lesson Title	Learning Objectives	Key Questions and activities
Developing the school grounds. <i>Cit. Unit 6. 3 weeks</i> 2a,2f,2j 3g 4a 5a, 5c,5d,5e,5h	To reflect and talk about what they like and dislike about the playground. To consult with the school community, working in groups. To recognise the importance of consultation and listening to other people's views. To recognise that decisions should be made through a democratic process.	What do you play on the playground? What do you like/dislike. How would you change the playground? What makes you happy/ sad? <i>Class discussion, draw and write. Make a questionnaire and ask other children. (British value of democracy)</i>
	To make suggestions of how to improve the playground. To recognise that new resources cost money. Contribute to class discussions, sharing ideas and opinions and listening to others.	How would you make the playground a better place? <i>Given a budget what could you buy for the playground? Make plans to display your ideas. Children can work individually, in, pairs or groups. Present plans to the class. Was it easy to decide how to spend your budget? How did you make your decision?</i>
Rules 2b, 2c, 2d 5a,	To recognise that communities need rules and codes of conduct. Understand that different settings need different rules.	What rules do we have at school and home? What rules are there in the community? Who makes these rules? Why do we need rules? Do our rules work? What would life be like with no rules? <i>In groups list home, school, community rules. What rule would you need on a desert island?</i>
Seals theme for 1 st half of term – Relationships E-Safety education – Cyber Cafe		

<p>Keeping healthy. Health related Exercise. <i>This theme can run throughout this half term.</i></p> <p>3a 5d</p>	<p>Know the benefits of taking part in exercise and physical activity. Promote participation in sport. <i>Residential trips to foster an interest in outdoor activities.</i> Ensure children understand that exercise needs to be done properly and that it can cause damage if done incorrectly.</p>	<p>What sort of exercise can I do? What are the benefits of exercise? What do I enjoy doing? <i>Take pulse before and after exercise. Try a variety of sports during P.E. Invite coaches to do taster sessions. Make an activity questionnaire to find out how active we are. Collect pictures of famous sports people. Can exercise hurt you? (See p45 'PSHE and Cit. Ages 7-9)</i></p>
--	---	--

<p>Food and Nutrition. 2 weeks.</p> <p>3a 5d</p>	<p>Understand that diet is an essential part of maintaining a healthy body. Recognise the components of a healthy diet. Learn about the need for a balanced diet. Recognise that some foods are not good for us.</p>	<p>Why do I need to eat Breakfast? Why are fruit and vegetables good for me? Which food should I avoid and why? <i>Make a menu for a healthy meal ensuring a balance of food groups. Collage of food groups.</i></p>
<p>Looking after our teeth.</p> <p>3a, 3b 5a, 5d</p>	<p>To value our teeth and to understand why we must take care of them. To know how to take care of our teeth as part of personal hygiene routines. Recognise that some foods contain a lot of sugar which can harm teeth.</p>	<p><i>Invite a dentist in to talk to the class.</i> How often should you brush your teeth? Why? <i>In pairs write instructions for brushing you teeth. Draw foods which are harmful for teeth.</i></p>

What have we enjoyed and learned. 5i	To understand the previous years work and begin to think about the coming year.	What have I enjoyed, been good at found difficult? What am I looking forward to? What will I try to do better?
<p>SEAL theme for 2nd half of term – Changes</p> <p>E-Safety education – Cyber Café</p> <p>Addressing prejudice and difference – to understand that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view. (pupil's understand that not all young people will be the same as them and bullying them for being different is unfair and unkind.)</p>		

Additional topics.

Pocket money

Being fair

Racism

Stereotypes

The media

Year 4 Term 1

Lesson Title	Learning Objectives	Key Questions and activities
Who am I? <i>S.R.E.</i> 1a 2c,2f 4a	To begin to understand ourselves as individuals.	What is your name? What do you like doing? <i>Character descriptions, write facts about yourself, tell someone else about yourself and ask them to tell the class what they have learnt. (p108/09 of PSHE and Cit. 7-9)</i>
Different feelings. <i>S.R.E.</i> 1d	To reflect on how our behaviour can affect others. To help children to describe their feelings and to explore their causes. To identify situations that make you feel comfortable and uncomfortable.	How are you feeling today? Why do you feel this way? <i>Use stories such as Angry Arthur, Titch, The Selfish Giant.</i> When did you feel the same way as some of the characters? What makes us angry or upset? How do you feel when someone gets cross? <i>(Folens 2-5)</i> <i>Feelings match Folens T.Bk p 33, 34.</i> <i>What makes you feel comfortable / uncomfortable / embarrassed or shy?</i> <i>How do you make sure that you protect your own body?</i>
What am I good at? 1b 5b	To identify strengths and to set personal goals for this year.	What am I good at? What do I need to do better this year? How can I achieve this goal? <i>Class discussion. Make a wish list. Paired discussion.</i>
Rules Cit. Unit 8 How do rules and laws affect me? 3 weeks 2b, 2d, 2g 4a	To know why we need rules and how they help us at home, school and in the community. To understand that rules are needed to ensure fairness and safety. Understand that everyone has human rights.	How do we work best in our class? What can I do to make our class a success? What rules do we have around school? Why? <i>Play board games and then discuss the rules. In groups list the rules for given situations e.g. watching t.v., bedtime, playtime.</i> What happens if we break a rule? <i>Make class rules.</i> <i>Read 'Rights of the Child' (UNICEF)</i>

Cit. Unit 8 cont. 2b, 2d, 2g 4a	To know why we need rules and how they help us at home, school and in the community. To understand that rules are needed to ensure fairness and safety.	What rules do we have at home, school and in the community? Why do we need laws and rules? Is it a fair rule? What happens when these rules are broken? <i>Reflect on rules in the classroom. Can they be improved? Introduce the concept of democracy.</i>
---------------------------------------	---	---

Cit. Unit 8 cont. 2b, 2d, 2g 4a 5c	To know that laws are made by discussion, debate and voting by MPs in the Houses of Parliament. (British Values)	What are the Houses of Parliament? Where are they? <i>This work will link with future discussion about Guy Fawkes. Make up a law, debate it and then vote on it. Use I.T. to find out about the Houses of Parliament.</i> <i>Lit the rules and laws that we have in Britain. Do other countries have the same rules and laws? Eg Speeding laws? Drink driving laws? Laws about equality and discrimination.</i>
---	---	--

SEAL theme for first half of term - New Beginnings

E-Safety education – Cyber Cafe

Doing the right thing S.R.E. 1a 2a, 2b,2c 3e 4a, 4d 5a, 5c, 5g	To develop understanding about the meanings of ‘responsible’ and ‘antisocial’ behaviour. To consider why people behave in certain ways and the consequences of different types of behaviour.	<i>Folens p12-13, T. bk p37</i> When did you do something that made you feel good? Why do people behave in responsible ways? What is ‘antisocial’ behaviour? <i>Give scenarios of responsible and antisocial behaviour and think about how those involved feel.</i>
---	---	--

<p>Making Decisions <i>S.R.E.</i> 2c, 2d, 2f 3f 4a 5a,5g</p>	<p>To develop awareness about the processes involved in decision making. To explore what influences decision making or choices. To understand the importance of making decisions for myself.</p>	<p><i>Folens p14-15, T. bk p38</i> What decisions have you made today? What influenced you? E.g. options, consequences, friends or beliefs. List decisions that you have made today. <i>Explore scenarios using discussion or role-play.</i> How can you resist pressure from others? <i>Make a poster of important decision making skills.</i></p>
<p>Consequences. <i>S.R.E. and D.A.T.E.</i> 2 weeks 2c, 2e 3f, 4a, 4d 5a, 5g</p>	<p>To consider the consequences of actions or behaviour. To appreciate how others might feel as a consequence of personal choices. To know when they are being led into a dangerous or difficult situation. To recognise, predict and assess risk in different situations.</p>	<p><i>Folens p16-17</i> <i>What are the consequences of certain action? E.g. Climbing on a roof, tripping someone up, teasing someone, taking too much medicine.</i> In pairs make up some before and after scenarios. Consequences poems. <i>How do the consequences make those involved feel?</i> How do I avoid following others in difficult situations? Who can I ask for help? What is the difference between risk, danger and hazard?</p>
<p>Trust and distrust. <i>S.R.E.</i> 5a,5d</p>	<p>To understand about trust. To know who you can trust. Be aware that some people can not be trusted. (Stranger</p>	<p>Who can you trust? How do I know whom I can trust? What must you do to be trusted? <i>Describe trust. List who you can trust and say why. Write a story about someone who broke a trust. Who is responsible for helping me to stay safe?</i></p>

	<p>Danger)</p> <p>To understand what it means to keep a secret and when you can and can not agree to this.</p>	<p><i>What sort of secrets can you keep? When is it right to tell a secret? Who can you tell?</i></p>
<p>Christmas</p> <p>2I</p> <p>4b</p>	<p>To recognise the range of religious and ethnic identities in this country. Understand that not all people celebrate Christmas.</p>	<p>Do all Religions celebrate Christmas? What do people with other faiths do at Christmas time? <i>Use R.E. resources. Invite speakers from religious groups other than Christian to talk to the children.</i></p>
<p>SEAL theme for 2nd half of term - Getting on and falling out Say no to Bullying</p> <p>E-Safety education – Cyber Café</p> <p>Addressing prejudice and difference – to understand that differences and similarities between people arise from a number of factors (Pupils learn to understand that some people are gay and that this does not make them inferior, nor does it justify discrimination and bullying.)</p>		

Year 4 Term 2

Lesson Title	Learning Objectives	Key Questions and activities
Leisure and work 2 weeks 3a 5d	To develop children's appreciation of the differences between leisure and work and of the need to spend time on both relaxing and energetic leisure activities. To develop understanding of which leisure activities can promote mental and physical well being.	What do you do in your spare time? What is work and what is leisure/play? <i>Survey children and display results using graphs. (Folens p 26-27).</i> How do you feel after having done some exercise/ watched T,.V.? What did you do in the holidays? What might you like to try this year? <i>Make New Year Resolutions related to health.</i>
Stereotypes 4a, 4b, 4d, 4e, 4f	To encourage the realisation that appearances can be deceptive. To appreciate that we should consider people based on their character not just appearance.	<i>Photographs of different types of people could be used to stimulate discussion.</i> What are teenagers / pensioners like? What do they do/ say/ like? <i>Draw and write activity. Question children's ideas.</i> Are all teenagers like this? Folens p42-45. Explain what a stereotype is. Can you tell what someone is like by looking at them? Do you stereotype people by name, clothes, possessions, colour or accent? <i>Identify common stereotypes and challenge them eg boys are better at football than girls, people with disabilities do not enjoy sport etc. Use newspapers and stories.</i>
Addressing prejudice and difference – to recognise and challenge stereotypes (pupils understand that sometimes “ boys don’t act like boys” and “girls don’t act like girls”. Pupils understand that bullying someone in this context can be a form of difference bullying.)		
Everyone is different S.R.E.	To recognise that everyone is different and that people in the world have many different cultures and beliefs.	<i>Use photographs of different faces and think about similarities and differences.</i> Should everyone be treated the same? How would you feel if you could not play on the yard because you had blue eyes?

2c 4a, 4b, 4d, 4e, 4f 2k	To recognise that stereotypes can lead to unfair treatment. To know that racism is wrong.	<i>Discuss scenarios. Show Racism the Red card materials, use role-play.</i>
Points of view. S.R.E. 1a, 1b 2c, 2i 4a, 4b, 4d, 4e, 4f 5g	Discuss difference in opinion and beliefs and recognise that everyone has the right to have their own opinion. To understand that you can challenge a different point of view in a calm and constructive way.	What do you like/ dislike? Give reasons. <i>Give children opportunity to debate different opinions about issues that are important to them. Give reasons and work in pairs, groups or as a whole class. Folens p6-7.</i> <i>Class debates about current issues. Try to see things from another's point of view. Continuum exercise e.g. It is ok to drop litter / It is ok to smoke cigarettes/ Girls should not play football/ Everyone should eat meat.</i>
Families S.R.E. 1a 4a, 4f	To know that families can be very different. To know that families look after each other. To know that families sometimes disagree about issues.	Who is in your family? Do you live together? <i>Use multicultural resources to illustrate that in some cultures large families live together.</i> What do you do together? Do you disagree? <i>Folens 40-41.</i>
SEAL theme for first half of term – Going for goals! E-Safety education – Cyber Café		

Young Enterprise- Our city 3 weeks 1e, 1f	Identify the main features of a city. Learn about the jobs and businesses that make a city.	What are the characteristics of a city? What are the buildings, people and activities available, like? <i>Define a city.</i> How is a city built? How can you make a city better? <i>Explore Newcastle. Role –play activities based on trying to plan a city development.</i> What does a business need to do to be successful? <i>Plan a restaurant for children.</i>
---	---	--

<p>Cit. Unit 11. In the Media – what's the news? <i>Links with 'Our City'</i> 2 weeks. 1a 2a, 2e, 2k 4b 5a, 5g, 5h</p>	<p>Understand the role of newspapers in communicating information, ideas and news. To understand and distinguish between fact and opinion. To discuss, write and explain their views on issues that concern them.</p>	<p>How does a newspaper present information? How is a newspaper made? Where do the journalists get their information? Is it all true? <i>Working in groups, children make their own newspapers, choosing the issues which they would like to include.</i> <i>Do the media present boys and girls in a particular way? How does it make you feel?</i></p>
<p>Money 1e, 1f 5d</p>	<p>To understand that everything costs money and that we can not buy what we can not afford. To recognise that sometimes you can save up for what you want.</p>	<p>Do you get pocket money? What do you spend pocket money on? <i>Role- play scenarios where children have an amount of money and are asked to organise an event or build a park. Provide a price list and a budget.</i> Do you save any money?</p>
<p>SEAL theme for 2nd half of term – Good to be me E-Safety education – Cyber Cafe</p>		

Year 4 Term 3

Lesson Title	Learning Objectives	Key Questions and activities
Keeping safe – risky situations. <i>D.A.T.E</i> 3a, 3e, 3f 5d	To recognise ways to keep safe outside the home. To understand that children can take some responsibility for looking after themselves.	Is it always safe outside your home? What can be dangerous? How can you avoid risky situations? <i>Think about road safety, safety by the sea or metro, stranger danger. Work in groups and make safety rules for these situations. Invite safety officers in to talk to children.</i>
Road safety – Links with cycling proficiency. 3a, 3e, 3f 5d	Know the road safety rules. Learn how to stay safe on a bike. Know that children can be seriously injured on the roads by making thoughtless choices.	How do you cross the road safely? What should you wear at night? How do you use your bike safely? <i>Children undertake cycling proficiency course. Invite road safety officers in to talk to children. Tell a story about a boy on his bike who makes the wrong choice. In groups, teach younger children how to keep safe beside the roads.</i>
Keeping Safe. <i>D.A.T.E</i> Alcohol. 3a, 3d, 3e 5d	To understand that some people put themselves in risky situations because they have drunk alcohol. To know that alcohol, if misused can harm the body. To know that alcohol should only be consumed by adults.	What is alcohol? What does it do to your body? Why can it be dangerous? Can it make you ill? How old do you have to be to legally buy alcohol? <i>Draw and write exercise, to establish what children know e.g. You see a teenager acting in a silly way in the park, your Mum says that they are drunk. Draw the person. What have they been drinking? How are they behaving? Are they safe?</i>
Influences <i>D.A.T.E.</i> 3a, 3d, 3f 4a 5d, 5h	To build on work done about making decisions. Learn about peer pressure and how to stand up for what you believe. Know that pressure can come from a variety of sources including friends.	When are you at risk from choosing to drink alcohol? What are the implications of beginning to smoke? Why might your friends try to influence you? Who do you trust? <i>Role-play scenarios where your friend is trying to make you do something that you do not want to do. List strategies to resist peer pressure. Folens p34-35.</i>

<p>Keeping safe- Keeping clean. <i>S.R.E. 2 weeks</i> <i>3a, 3b, 3c, 3g</i> <i>5d</i></p> <p>Germ</p>	<p>To know that bacteria and viruses can affect health and that following simple personal hygiene routines can reduce their spread. To be introduced to the fact that as we get older our bodies change and it becomes even more important to follow personal hygiene routines.</p>	<p><i>How do you keep clean? Why is it important to keep clean? Links with science. Ask Public Health Nurse to talk to the children about personal hygiene. Practise washing hands properly. Make posters to remind children to wash their hands. Should you have a shower after vigorous exercise? Why should you cover your mouth when you cough? Why should bleeding injuries be covered up?</i></p>
<p>SEAL theme for 1st half of term – Relationships E-Safety education – Cyber Café</p> <p>Addressing prejudice and difference - to understand that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view. (pupil's understand that not all young people will be the same as them and bullying them for being different is unfair and unkind.)</p>		
<p>Exercise - How much is enough? <i>2 weeks</i> <i>1c</i> <i>3a</i> <i>5d</i></p>	<p>Identify how much exercise children do in a normal week. Understand that exercise comes in many different forms - not just sport. Understand the links between exercise and health.</p> <p>Encourage increased participation in sporting activities throughout this half term.</p>	<p><i>What is exercise? Is it just sport? What exercise have you done today/ this week? Why should you exercise? What are the benefits? Keep a record of all the exercise you do in a week - remember that exercise is something that raises heart rate. Make a healthy exercise timetable and set children challenges. Invite sports coaches in to school, use SSCO support. Look for clubs in the telephone book and discuss how to join them. (PSHE and Cit. Ages 7-9 p42 and 116)</i></p>

Invent your own game 2b 3a	Invent high exercise games to encourage others to take more exercise. Think about the needs of disabled people.	<i>PSHE and Cit. Ages 7-9 p49 What games do you like to play? Can you make up a game? In pairs or groups, make up an active game. Think about what apparatus you need, teams, is it a game for all? Teach your game to others.</i>
Changing friendships S.R.E. 4c 5i	To explore feelings caused by moving from familiar places. To encourage a positive view of change.	<i>Folens p36-37 When do friends change? Why? How do you make new friends? Who can you talk to?</i>
The future 1a 1c 5i	To remember achievements and face new challenges. To understand that changing school is a new and exciting chapter in life.	<i>What have you enjoyed? What have you achieved? What are your first memories of school? What are you looking forward to? Do you have any worries? Can we solve concerns? Circle time and group discussions. Visit new school.</i>
Let's celebrate	To recognise personal achievements and those of others.	<i>What have you achieved? What has your friend achieved? Make certificates to recognise the achievements of all of the children and hold a graduation ceremony. Children could give friends achievement awards.</i>
Seals theme for 2nd half of term - Changes E-Safety education Cyber Cafe Additional topics: Marriage, Global citizenship, recycling and waste		