

Year 3	Autumn	Spring	Summer
<p><b>Theme</b></p>	<p><b>Autumn 1.</b> Protective behaviours -British Values -No Pen Day</p> <p><b>Lifewise</b> -Personal hygiene -Vaccinations and diseases -Anger, Fear and Mindfulness -Anxiety, stress and mindfulness -Exercise -Safety with household meds -Change is good</p> <p><b>Autumn 2</b> Protective behaviours revisited - No Pen Day</p> <p><b>Lifewise</b> -My body, your body-keeping healthy -Self-worth -Self-image -Autism- different not less -Different kinds of friendships.</p>	<p><b>Spring 1.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -Power of words STOP -Social media -Body confidence -Fairtrade -Working together -Global warming - what can we do to help? -Celebrating women in history: traditional roles</p> <p><b>Spring 2.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -Democracy and law, -Culture and liberty -Relationships and others.</p>	<p><b>Summer 1.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -Growth mindset -Sun safety -The world of Work -Problem solving and management</p> <p><b>Summer 2.</b> -Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -Helping others to get help -Who can we trust -Staying safe online -Separation and divorce</p>

<p style="text-align: center;"><b>Prior Knowledge</b></p>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>-Know what keeping healthy means, listing different ways to do so, including washing, showering, changing clothes, brushing teeth, using tissues, hand hygiene and what to do when coughing or sneezing.</li> <li>-Ways to be physically active and healthy and particularly about making sure that they change before exercise and shower after exercise and put clothes ready for washing to stop the spread of germs.</li> <li>-To know about different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</li> <li>-To recognise when they need help with feelings and that it is important to ask for help with them.</li> <li>-To understand the things they can do to manage big feelings; To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</li> <li>-Understanding how being physical active helps us to stay healthy; and ways to be physically active everyday.</li> <li>-That medicine can help people to stay healthy.</li> </ul>	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>-Know that words can be hurtful.</li> <li>-Understand that not all information seen online is true and to consider strategies to evaluate the reliability of sources and to identify misinformation.</li> <li>-Understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media.</li> <li>-The importance of keeping personal images private; strategies for keeping safe online, including how to manage requests for personal images of themselves and others.</li> <li>-Understand what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>-Recognise that schools are safe places where pupils can begin to understand complex issues of citizenship, equality and belonging.</li> <li>-They will have simple strategies about how to resolve arguments between friends positively; they should recognise the ways in which they are the same and different to others.</li> </ul>	<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>-Know that being positive and having a positive outlook on life is important for our health, success and relationships with others.</li> <li>-Pupils will know what problem solving is and why it is important to be able to do this in life.</li> <li>-Pupils will know that it is good to have personal goals and aims.</li> <li>-Understand what keeping healthy means; different ways to keep healthy; How to keep safe in the sun and protect skin from sun damage.</li> <li>-Pupils know what a job is and that we need a job in order to earn money</li> <li>-Knowledge of what a problem or a challenge is and that everybody faces a challenge or problem at some time in their lives.</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>-Understand that we feel a range of emotions and feelings; pupils can describe some of their emotions and feelings.</li> <li>-Know that there should be important and special people in their lives who they can trust.</li> <li>-Pupils should know who their special people are, why they are special and how special people care about one another.</li> </ul>
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	<p>-About change and loss and to recognise what helps people to feel better.</p> <p><b>Autumn 2</b></p> <p>-Undertsanding what keeping healthy means.</p> <p>-Knowing different ways to keep healthy.</p> <p>-Understanding which foods support good health and the risks of eating too much sugar.</p> <p>-Knowledge that physical activity helps us to stay healthy and ways to exerise very day.</p> <p>-Know what self-worth/self-esteem is and its importance.</p> <p>-Know that everybody looks different to each other.</p> <p>-Understand that looking after your mind and body is important.p</p> <p>-Knowledge that having a positive attitude makes you feel happier about yourself and others.</p> <p>-Recognise the roles family and friends play in our lives.</p>	<p>-Know how to listen to other people and play and work cooperatively and how to talk about and share their opinions on things that matter to them.</p> <p>-Know and speak to a variety of people around them every day.</p>	<p>-Have the vocabulary/means to share how they are feeling with others.</p> <p>-Understand that they need a personal password to log into most websites and applications.</p> <p>-Undertsand that they should keep their passwords to themselves and their parents. parents should monitor what they do online.</p> <p>-Knoweldge of different types of families including those that may be different to their own; That there are a variety of trusted adults within the family and at school to whom they can turn for help when they are experiencing separation or divorce of close family members.</p>
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<h2>Sequence of lessons</h2>	<p><b>Autumn 1</b> <b>Lesson 1</b> LI: To understand the importance of taking care of the human body. To appreciate the wider importance of personal hygiene and how to maintain it; To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential.</p> <p><b>Lesson 2</b> LI: To recognise that bacteria and viruses can affect health. To appreciate that some diseases can be prevented entirely by vaccinations and immunisations.</p> <p><b>Lesson 3</b> LI: To use a varied vocabulary when talking about feelings. To develop strategies to respond to feelings, including intense or conflicting feelings. To know how to manage and respond to feelings appropriately and proportionately in different situations. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p><b>Lesson 4</b> LI: To recognise that anyone can experience mental ill health. To know that it is important to discuss feelings with a trusted adult. Most difficulties can be resolved with help and support. To know how regular (daily/weekly) exercise benefits mental health.</p>	<p><b>Spring 1</b> <b>Lesson 1:</b> LI: To know how words, online or face to face have the power to hurt or heal. To know the negative impact that these can have on others both short term and long term.</p> <p><b>Lesson 2:</b> LI: To recognise the way social media can have a negative impact. How this impacts on self-esteem and body image. To reframe unhelpful thinking; about how text and images in the media and on social media can be manipulated or invented.</p> <p><b>Lesson 3:</b> LI: To understand how social media can be manipulated. To consider strategies to evaluate the reliability of sources and to identify misinformation; To understand reasons for following and complying with regulations and restrictions (including age restrictions); about the importance of keeping personal images private; strategies for keeping safe online, including how to manage requests for personal images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p><b>Lesson 4:</b> LI: The understand the impact of what we eat and drink. To know how we are connected through the things we eat and drink and how</p>	<p><b>Summer 1</b> <b>Lesson 1:</b> LI: to understand the meaning of growth mindset. To know why growth mindset is important.</p> <p><b>Lesson 2:</b> LI: To understand the importance of taking care of the human body from every aspect. To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p><b>Lesson 3:</b> LI: To know how skills and interests help people to take on a paid job. To develop their understanding of what skills they may need to pursue their job interests and the the importance of having a job on their future.</p> <p><b>Lesson 4:</b> LI: To understand what problem-solving is. To explore what time management is. The components and skills needed to problem solve.</p> <p><b>Summer 2</b> <b>Lesson 1:</b> LI: To recognise when somebody needs our help. Strategies we can use to support others. How we can help someone find help for themselves.</p> <p><b>Lesson 2:</b> LI: To reconginse who we can trust. Why it is important to trust someone.</p>
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	<p><b>Lesson 5</b>  <b>LI:</b> To know that medicines are drugs and that, when used responsibly under the instruction of knowledgeable adults, they can contribute to good health.  <b>To know that, when this guidance is ignored, there are detrimental effects;To know how they should be administered, stored and disposed of safely;To be able to make choices that support a healthy lifestyle, recognising how medicines and drugs influence this.</b></p> <p><b>Autumn 2</b>  <b>Lesson 1</b>  <b>LI:</b> To understand the importance of taking care of the human body from every aspect;  <b>To make links between what they need to understand about human body systems in the science NC and how their personal choices about diet and exercise can impact the different systems</b></p> <p><b>Lesson 2</b>  <b>LI:</b> to overcome low self-worth.  <b>About the difference between self-worth that is too low or too high.</b></p> <p><b>Lesson 3</b>  <b>LI:</b> To explore what is meant by self-image and why it is important.  <b>Undersand the impact of a negative self-imagine.</b>  <b>Unsderstand that everyones self image is different.</b></p> <p><b>Lesson 4</b></p>	<p><b>important it is to understand how humans are all reliant on these connections.</b></p> <p><b>Lesson 5:</b>  <b>LI:</b> To know the principles behind Fairtrade fortnight.  <b>Explore What Fairtrade is and how it supports famers and agricultural workers.</b></p> <p><b>Lesson 6:</b>  <b>LI:</b> The issues of global warming and what we can do to help  <b>Define global warming and explore current thinking around ways to slow down/stop cilame change.</b></p> <p><b>Spring 2</b>  <b>Lesson 1:</b>  <b>LI:</b> To explore what democracy is.  <b>Show how young people can become involved with decision-making processes and campaigning positively for change.</b></p> <p><b>Lesson 2:</b>  <b>LI:</b>To understand the concept of individual liberty.  <b>To have oppportunities to understand what individual liberty is – to think about the freedom to choose!</b></p> <p><b>Lesson 3:</b>  <b>LI:</b> To recongise the components of a relationship.  <b>To understand that there are different types of relationships and to know how relationships can help us.</b></p>	<p><b>How do we know whow we can trust? What qualities should we look for in someone we trust?</b></p> <p><b>Lesson 3:</b>  <b>LI:</b> To understand the importance of staying safe online.  <b>How can being online be unsafe? What regulations should we follow to keep safe.</b></p> <p><b>Lesson 4:</b>  <b>LI:</b> To understand that family can still be there for each other in times of difficulty.  <b>To recognise that despite separation, different family compositions can still provide children with love, security and stability;To recognise when and why family relationships are making them feel unhappy.</b></p>
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	<p>LI: To understand viewpoints of others and how they can differ.  <b>Imagine you had a pair of glasses that, when you put them on, they helped you to understand something from a different person’s view.</b></p> <p><b>Lesson 5</b>  <b>LI:</b> To understand how important friendships are in making us feel happy and secure.  <b>How we choose friends.</b>  <b>Consider the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</b></p>		
<p><b>Key Vocab</b></p>	<p><b>Autumn 1</b>  Hygiene, habits, infection, pores, genitals, vagina, vulva, penis, testicles, bacteria, anti-bac, virus, hand sanitiser, fungal infection.  Vaccines, vaccination, immunisation, tetanus, diphtheria, polio, smallpox, germs, bacteria, viruses, fungi, parasite, immune system.  Amygdala, emotions, anger, fear, mindfulness, thinking brain (neo-cortex), cortisol, adrenalin, acronym  Anxiety, stress, anxiety disorder, mental health.  Sedentary, chronic disease, diabetes, stroke, obesity, metabolism, physical activity, benefits of exercise.  Meds, ingestion, bloodstream, blood vessel, prescription, herbal remedy, pharmacist, contraindication</p>	<p><b>Spring 1</b>  Hurt, heal, banter, bullying, think  Positive body image, mental health, photo editing apps, parliamentary bill, social media, photoshopped, selfie, body image, healthy, body confidence, editing, celebrities, filters, attention.  Needs, Wants, Rights, Responsibilities, Produce, Exploitation, Underpaid, Connected, Prices, Standards  Needs, Rights, Responsibilities, Produce, Exploitation, Underpaid.  Biomes, global warming, carbon footprint  Discrimination, Gender-roles, Sexism.</p> <p><b>Spring 2</b>  Democracy, anarchy, monarchy, dictatorship, parliament, government,</p>	<p><b>Summer 1</b>  Positive, health, success, relationships, problem solving, personal goal, aim, growth mindset, strengths, improvements, aspirations, resilience, failure, grit, practising, learning, challenge, encouraging, advice.  Summer solstice, Vitamin D, serotonin, calcium, mineral, zinc, magnesium, iron, immunity, ultraviolet protection, exposure, dehydration, inflammation, body temperature, room temperature, Celsius, thermometer, spf, ultraviolet radiation, transparent, opaque, melanin, pigment, cataracts, vital organs.  Job, skills, interests, salary, currency, earning problem, challenge, problem-solving, time management, negative, positive, respect, dilemma, solve.</p>

	<p>Change, transition, strategy, achievement, growth mindset`</p> <p><b>Autumn 2</b> The nervous system, the respiratory system, the digestive system, the excretory system, the circulatory system and the locomotor (muscles and skeleton) system, calcium, vitamin D, cartilage, ligament, tendon, muscle, nutrient, exercise. Self-worth, self-esteem, negative, positive, jealous, envious, angry, upset, disappointed, lonely, cope, boost neutral, good, healthy, achieve, low, high, boastful, over confident, bragging, fault. Positive, negative, media, online, achievement, strength, improvement, self-image, personality, successful image, accept, positive, negative, improvement, description, happy, self-image. Inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine. Equality, confidante, soulmate, colleague, acquaintance, peer, respect, compassion, compliance, codependence.</p>	<p>motion, election, candidates, debate, legislation. Culture, impose restrictions, thought, conscience, opinion, violate, moral code, oppression, anarchists. Positive, health, family, relationship, unhealthy, support, relatives, committed, married, civil partnership, marriage, commitment, connected, opposite, trust, understanding, caring.</p>	<p><b>Summer 2</b> Emotions, feelings, support, advice, help, problem, injury, tearful, nervous, appetite, confidence, behave, danger, worry. Trust, special, worried, safe, secret, pretend, protected, belonging, unkind, unsafe password, log in, programme, website, online, parents, tablet, laptop, screen, safe, risk, strangers, harm, Internet, permission, e-mail, links, install, download, post, rules. Divorce, separation, denial, acceptance.</p>
<p><b>Challenge</b></p>	<p><b>Autumn 1 Lesson 1</b> To describe the negative implications of poor self-care and hygiene.</p> <p><b>Lesson 2</b> To understand some of the vaccinations that people within the UK can receive and how this can differ to other countries across the world.</p>	<p><b>Spring 1 Lesson 1:</b> Explore strategies of how to avoid this outcome.</p> <p><b>Lesson 2:</b> To recognise out of a selection of images which are true and which have been altered.</p> <p><b>Lesson 3:</b></p>	<p><b>Summer 1 Lesson 1:</b> To sort statements into growth mindset and fixed mindset approaches. .</p> <p><b>Lesson 2:</b> To create a health guide including strategies how to avoid these concerns.</p> <p><b>Lesson 3:</b></p>

	<p><b><u>Lesson 3</u></b> To explore how our feelings can affect others.</p> <p><b><u>Lesson 4</u></b> To describe the possible outcomes of poor mental health.</p> <p><b><u>Lesson 5</u></b> To understand how medications are issued through the NHS and how this can be compared to other health systems around the world.</p> <p><b><u>Autumn 2</u></b> <b><u>Lesson 1</u></b> Explore how poor physical health can correspond with poor mental-health.</p> <p><b><u>Lesson 2</u></b> To understand the factors which contribute to low or high self-worth.</p> <p><b><u>Lesson 3</u></b> To explore successful leaders and their own self-image.</p> <p><b><u>Lesson 4</u></b> To recognise that having different viewpoints create a diverse world. Explore democracy versus dictatorship.</p> <p><b><u>Lesson 5</u></b> Explore how to recognise negative friendships.</p>	<p>Create a list of what makes a good source for information.</p> <p><b><u>Lesson 4:</u></b> Look at the impact on health where people have limited food and and drink supplies.</p> <p><b><u>Lesson 5:</u></b> Explore what the world may look like if Fairtrade did not exist.</p> <p><b><u>Lesson 6:</u></b> Look at areas of the world which are currently impacted the most by global warming.</p> <p><b><u>Spring 2</u></b> <b><u>Lesson 1:</u></b> Explore different forms of leadership and the rules in place where dictatorship is ongoing.</p> <p><b><u>Lesson 2:</u></b> Look at our Legendary Leaders – did they have individual liberty?</p> <p><b><u>Lesson 3:</u></b> Recognise what makes a healthy relationship – what qualities/values would you expect to see?</p>	<p>Write a job description to include what skills they will need to pursue their chosen career path.</p> <p><b><u>Lesson 4:</u></b> Solve problem scenarios linked to prior learning.</p> <p><b><u>Summer 2</u></b> <b><u>Lesson 1:</u></b> Link to protective behaviours and network of trusted adults.</p> <p><b><u>Lesson 2:</u></b> Write a character description of what a trustful person should act like.</p> <p><b><u>Lesson 3:</u></b> How can we advise others to be safe online?</p> <p><b><u>Lesson 4:</u></b> To know that they have rights and to consider how to access help and advice.</p>
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<p style="text-align: center;"><b>Suggested Outcomes</b></p>	<p><b>Autumn 1</b>  <b>Lesson 1: Sequence</b>  <b>Handwashing</b> The pictures are in the correct order but the titles and explanations are really muddled up! Can you rewrite these instructions, making sure the titles and explanations are in the correct sequence, matching the images.</p> <p><b>Mouth Hygiene</b> How can you make sure your teeth are healthy? Use the worksheet to suggest some ideas. There are some hints in the teacher notes section to help you... Do not eat too many sweets Brush your teeth for at least two minutes, twice a day using a squirt of toothpaste (Tip: a timer is useful for measuring two minutes) Change your toothbrush every three to four months to stop it wearing out Floss Make sure you brush every bit of each tooth – front and back, top and bottom! Visit your dentist at least once a year.</p> <p><b>Personal Hygiene</b> Create your own personal hygiene routine plan and then complete the worksheet, filling in the gaps with words from the choices in the box.</p> <p><b>Lesson 2:</b>  <b>Reading Data Maps and Sentence Stubs</b> Use the information and colour codes on the data map of the world to find out some information about polio and the measles, two diseases that have been fought with vaccinations. The look at the second printable</p>	<p><b>Spring 1</b>  <b>Lesson 1:</b>                  Chrysanthemum                  Bad Apples Tooth Paste Tubes                  Dragons</p> <p><b>Lesson 2:</b>  <b>A Love Letter</b> Think of a list of activities that you love doing...Once your list is carefully thought through, think again over the activities and see how many of those items can only be done with YOUR BODY as part of the experience. Choose at least one item and using any pens, paper and art supplies make a love letter to your body thanking “it” (you) for allowing you to engage in the experiences that you love and that enrich your life.</p> <p><b>#BodyImageBill</b> Find out the latest information about this bill - a proposal to change the UK laws about posting photoshopped images. The regulation, the Digitally Altered Body Image bill, was proposed in January 2022 and called for greater transparency from brands and influencers who Photoshop or FaceTune their images. You can find out how the bill is progressing by checking here: <a href="https://bills.parliament.uk/bills/3093">https://bills.parliament.uk/bills/3093</a>.</p> <p><b>Body Beautiful</b> Plastic bag art project. Be inspired by the art work of Joshua Allen Harris and work as a team to create your body beautiful!</p>	<p><b>Summer 1</b>  <b>Lesson 1:</b>                  What is grit? (Pairs/Class) Character crisis! (Individual/Class) Developing a Growth Mindset (Groups) Safe Strategy (Play-Based Activity).</p> <p><b>Lesson 2:</b>  <b>Sun Safety</b> Write down the answers to the four questions about the need to protect yourselves in the sunshine.</p> <p><b>Design Activity and Sun Survival Memory game</b> Pupils can choose to design their own sunhat and sunglasses with colourful and unique designs, or they can choose to use patterns of their own on the templates. Play the sun survival memory game – in groups of 4 or five, children take it in turns to add an item. The first child says, “I went to the beach and I took a sunhat”. The next child repeats what has been said and adds another item, for example, “I went to the beach and I took a sunhat and some SPF 15 sunscreen.”</p> <p><b>Class Survey - Skin Types</b> Undertake a class survey to find out who has what skin type and record the information on the bar chart - see printable:</p> <p><b>TYPE 1</b> Always burns, never tans  <b>TYPE 2</b> Usually burns, tans with difficulty  <b>TYPE 3</b> Sometimes burns, sometimes tans  <b>TYPE 4</b> Burns occasionally, always tans  <b>TYPE 5</b> Rarely burns, tans quickly  <b>TYPE 6</b> Never burns, deeply tans</p>
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	<p><b>Vaccine FlowChart</b> A cut and paste activity which explains the six stages of how vaccinations work.</p> <p><b>The Immune System</b> Your immune system is your body’s version of the military: sworn to defend against all who threaten it, both foreign and domestic. It has some really interesting soldiers that help make this possible. Your immune system protects against disease, infection, and helps you recover after an injury.</p> <p><b>Lesson 3:</b> <b>Identify Triggers and Fears</b> Use the printable worksheet to write down the things that make you angry and the things that make you feel afraid. Then, share with a classmate and talk through some of the ways that you can help each other to overcome them.</p> <p><b>Synonym Rolls</b> Use the worksheets to equip pupils with acronyms for fear and anger - you could then arrange the words you have chosen in order of intensity, from the strongest to the weakest connotation of them.</p> <p><b>Lesson 4:</b> <b>Helping Hands</b> Follow the instructions on screen to create your own helping hand!</p> <p><b>Body Scan and Stress Scale</b> Body scan and stress scale - These two worksheets will help you to manage</p>	<p><b>Lesson 3:</b> <b>Selfie Anxiety</b> The printable presents four heavily edited photographs - pupils should have the opportunity to discuss how these images could create some worries for people.</p> <p><b>Body Confidence</b> The first page of the printable explores some amazing body facts. Find out five more of your own and write them in the spaces to remind you of your amazing body! Then add as many additional arrows to the image on the second page.</p> <p><b>Photoshop Challenge</b> Real or Photoshop (adobe.com) This is an activity for children to try and work out if images are real or if they have been photoshopped. There are 25 images - how many did you get right?</p> <p><b>Lesson 4:</b> Journey of a Banana Fairtrade Banana Split Chocolate Bar Design Capture the Flag</p> <p><b>Lesson 5:</b> Carbon footprint challenge Sea murals and coastal challenge Fresh water usage and how we can help</p> <p><b>Spring 2</b> <b>Lesson 1:</b> What is meant by the idea of government? What are different types of government? What is a campaign? What is the best</p>	<p><b>Lesson 3:</b> Room Costs Future Jobs Currency Don’t feed the monkeys!</p> <p><b>Lesson 4:</b> Can you solve the problems? (Pairs/Class) Time to solve a problem! (Group of 4/Role Play/Class) Get the Cupcake (Class) The pyramid game (Play-Based Activity)</p> <p><b>Summer 2</b></p> <p><b>Lesson 1:</b> Pupils know that we feel a range of emotions and feelings. pupils can describe some of their emotions and feelings. pupils know that sometimes we need to ask for help.</p> <p><b>Lesson 2:</b> Little Red Riding Hood (Pairs/Class) To trust or not to trust (Group) Who can I trust? (Individual) Secret Weapon (Play-Based Activity)</p> <p><b>Lesson 3:</b> Stay safe! Pairs) Computer rules (Pairs/Class) Staying safe (Individual/Class) Protect your information (Play-Based Activity)</p> <p><b>Lesson 4:</b> <b>Activity 1 - The Grief Cycle of Separation</b> Pupils will watch the video and then talk about The Grief Cycle of Separation. Use the questions in the worksheet to structure your session.</p> <p><b>Activity 2 - Lyrics to Music</b></p>
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	<p>stressful situations. By thinking about how your body feels when it is anxious or calm, you will be able to understand the signs; then you can use the stress scale activity to reduce the anxiety that you feel!</p> <p><b>Feeling Anxious, Feeling Safe!</b> Take a tip from Billy the Buffalo and use some mindfulness to think of your safe place when you're feeling anxious. See printable</p> <p><b>Lesson 5:</b> <b>Too Many Words</b> There's some important information in each of these text boxes; it is simple enough to read and understand (struggling readers could work with a partner or in a small group) but wordy. You can check pupil understanding through the task, which asks them to design a supporting image.</p> <p><b>Warning Labels</b> There are some familiar language free logos which help to communicate dangers of toxic substances. This activity asks pupils to design more using appropriate colours and symbols.</p> <p><b>Plants as Medicines</b> In the lesson, children discovered that there are some herbal possibilities which can be used as remedies but they also discovered that there can be negative interactions with chemical medications. This printable</p>	<p>democratic way to campaign? Why is it important to vote?</p> <p><b>Lesson 2:</b> <b>Kandinsky circles</b> An art activity, using the work of Kandinsky as inspiration, pupils create a wall mural with their interpretation of their freedom to express themselves. They can paint six circles to represent their characteristics and what makes them good.</p> <p><b>A moral or values code linked to freedom.</b> Pupils to think about and write down the top five things that they appreciate about their freedom to choose. Teacher records the top five values from each group on the board to work out the most popular. When doing so, highlight that this does not imply that they are the most important, but the most common. Class discussion about the outcome of this activity. Some possible questions to facilitate discussion could be: How are the top five values similar or different? Is there any pattern or significant similarities in them? Why do you think these values came out as the most popular? Is there any link between rules systems, such as the class contract, school rules or government laws, and the most popular values? Which other values do individuals think should be there instead? Why? Often a clash of ideas is actually about a clash of values. They are important invisible engines in our lives generating our thinking and behaving.</p> <p><b>Lesson 3</b></p>	<p>Pupils can use the lyrics on the worksheet as inspiration to create a rhythm or melody. An excellent opportunity to express their feelings through music. The worksheet is in Teacher's Notes.</p> <p><b>Activity 3 - The Suitcase Kid</b> Pupils will read the book, The Suitcase Kid, as a class and then complete the book review. You can find the book review template to accompany this challenge in the Teacher's Notes.</p> <p><b>The Suitcase Kid Book Synopsis</b> She is upset at her parents' divorce, Andy cannot decide who she wants to live with. She spends one week at Mum's house and the next at Dad's but never really feels that she belongs anywhere.</p> <p>As an independent reader, the book has an advisory of 9+ as a reading age; the character of Andy in the book is a ten-year-old, but there are younger characters, Zen and Crystal and Radish is the toy rabbit to whom Andy 'speaks'. The sensitive topic highlights the implications of separation and divorce, shows how situations can be resolved and is therefore suitable for a class reader.</p>
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	<p>requires some research into their medicinal qualities.</p> <p><b>Autumn 2</b> <b>Lesson 1:</b> <b>The Locomotor System</b> This activity is differentiated by outcome - ask pupils to make their own wordsearch using the most scientific words linked to skeletons and muscles. Pages two and three of the activity ask pupils to sketch from memory a cartoon skeleton, then gives opportunity for more accurate observational drawing.</p> <p><b>Keyword Memory</b> How many keywords can you remember? After you have watched the video, use the colourful worksheet and add the words that you remember that are connected with these body systems. If you need help, there's a word bank at the end of the worksheets to prompt you.</p> <p><b>Calcium, Vitamin D and Exercise - ways to keep good bone health.</b> Pupils complete the worksheet with information that they have learned about bone health, using the categories of calcium, vitamin D and exercise.</p> <p><b>Lesson 2:</b> I want to be more like you! (Pairs/Class) Let's be positive (Pairs/Class) How to Feel Awesome (Class) Dragons (Play-Based Activity)</p>	<p>What makes a good relationship? (Class/Pairs/Individual) My best friend (Individual) Healthy and Positive Relationships (Pairs/Groups) Move in twos (Play-Based Activity)</p>	
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	<p><b>Lesson 3:</b> Positive or negative self-image? (Individual/Class) This is me! (Individual/Class) Wins so far in life (Individual) The face off (Play-Based Activity)</p> <p><b>Lesson 4:</b> Kindness Challenge Literacy Challenge Fidget Toy Fitness Frenzy</p> <p><b>Lesson :5</b> <b>Friendship Groups</b> Identify people in your life who fit into the different categories of friendship. Are there signs and expectations that would allow or force people into different groupings? Discussion point: For what reasons might you ‘unfriend’ someone in real life? See printable</p> <p><b>BFF, Peer, Acquaintance</b> Sentence stubs activity to encourage pupils to evaluate the qualities and expectations of themselves and others as friends. See printable</p> <p><b>Friendship Comprehension</b> True or False tick sheet after reading a comprehension text based on Fiona’s behaviour as a friend. See printable.</p>		
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Year 4	Autumn	Spring	Summer
<p><b>Theme</b></p>	<p><b>Autumn 1.</b> Taking Care Project -Protective behaviours -No Pen Day</p> <p><b>Lifewise</b> -Healthy Eating and a balanced diet -The importance of Physical activity -Relaxing to recharge -The recreational drugs of alcohol and nicotine</p> <p><b>Autumn 2</b> -Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -My body, your body-keeping safe -Sleep -Screen time, -Autism: Asperger’s -What’s Love?</p>	<p><b>Spring 1.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -Bullying -Everything will be alright -All about Tik-Tok -Fairtrade: Change through choice</p> <p><b>Spring 2.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> - Government and rule -Freedom of beliefs -Family Relationships.</p>	<p><b>Summer 1.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -Consent -Where does my food come from? -Respect -Being Responsible -Earning Money</p> <p><b>Summer 2.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -Problem solving and resourcefulness -Try and try again -Leadership.</p>
<p><b>Prior Knowledge</b></p>	<p><b>Autumn 1</b> Personal hygiene -Vaccinations and diseases -Anger, Fear and Mindfulness -Anxiety, stress and mindfulness -Exercise -Safety with household meds -Change is good</p>	<p><b>Spring 1</b> Power of words STOP -Social media -Body confidence -Fairtrade -Working together -Global warming - what can we do to help?</p>	<p><b>Summer 1</b> Growth mindset -Sun safety -The world of Work -Problem solving and management</p> <p><b>Summer 2</b> Helping others to get help -Who can we trust</p>

	<p><b>Autumn 2</b>                  My body, your body-keeping healthy                  -Self-worth                  -Self-image                  -Autism- different not less                  -Different kinds of friendships.</p>	<p><b>Spring 2</b>                  Democracy and law, -Culture and liberty                  -Relationships and others.</p>	<p>-Staying safe online -Separation and divorce</p>
<p><b>Sequence of lessons</b></p>	<p><b>Autumn 1</b></p> <p><b>Lesson 1:</b>                  LI: To know what constitutes a healthy diet.                  How to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p><b>Lesson 2:</b>                  LI: To understand what physical activity is.                  Explore what physical activity involves.</p> <p><b>Lesson 3:</b>                  LI: To recognise what it means to relax.                  Explore how relaxing can help us recharge.</p> <p><b>Lesson 4:</b>                  LI: To understand the impact of alcohol and drugs on the body.                  Recognise that alcohol (and other recreational drugs) impairs decision-making, alters mood and reduces inhibitions;</p> <p><b>Autumn 2</b></p> <p><b>Lesson 1:</b>                  LI: To understand privacy and personal boundaries.</p>	<p><b>Spring 1</b></p> <p><b>Lesson 1:</b>                  LI: To understand the impact of bullying and its consequences.                  Identify strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others);how to report concerns and get support.</p> <p><b>Lesson 2:</b>                  LI: To use a varied vocabulary when talking about feelings.                  Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations;To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others;Problem solving strategies and self-help for regulating the emotion of sadness.</p> <p><b>Lesson 3:</b>                  LI: To learn about privacy and personal boundaries.</p>	<p><b>Summer 1</b></p> <p><b>Lesson 1:</b>                  LI: To know that everyone has the right to body autonomy (body rights).                  They will know how to respond if someone is touching them in a way that makes them uncomfortable;They will be able to identify and describe how they would talk about this to a trusted adult.</p> <p><b>Lesson 2:</b>                  LI: to understand that protecting environments is everyones responsibility.                  Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices);_That people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity);To recognise that people make spending decisions based on priorities, needs and wants.</p> <p><b>Lesson 3:</b>                  LI: To understand what respect is.                  To identify why respect is important when working with others.</p> <p><b>Lesson 4:</b></p>

	<p>To develop strategies to respond safely and appropriately to adults they may encounter, recognising the different types of physical contact and what is acceptable and unacceptable; To recognise differences between keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p><b>Lesson 2</b> LI: To explain how much sleep a body needs. Explore how sleep affects our lifestyle.</p> <p><b>Lesson 3</b> LI: To identify how too much screen time is bad for us. Investigate how too much screen time can affect our daily life.</p> <p><b>Lesson 4</b> LI: To appreciate the importance of self-respect and self-love. To know that stable, caring relationships, which may be of different types, and wherein love is expressed differently, are at the heart of happy families, and other relationships and friendships and are important for children's security as they grow up.</p>	<p>To recognise how apps such as Tik-Tok can be used both positively and negatively. To recognise things that are appropriate to share and things that should not be shared on social media.</p> <p><b>Lesson 4:</b> LI: To understand how we are connected through the things we eat and drink. How important it is to understand how humans are all reliant on these connections.</p> <p><b>Spring 2</b></p> <p><b>Lesson 1:</b> LI: To identify the different forms of government. To see how these are enacted in some countries in the world.</p> <p><b>Lesson 2:</b> LI: To explore different understandings of individual liberty. Explore how the liberties many people enjoy today have been fought for in the past.</p> <p><b>Lesson 3:</b> LI: To recognise that all families can look differently. Know that families are important for children growing up because they can give love, security and stability; to think about the characteristics of healthy family life and the importance of commitment to each other, even in times of difficulty; about protection and caring for children and other family members, and the importance</p>	<p>LI: To identify what it means to be responsible. How we can use responsibility to inspire others?</p> <p><b>Lesson 5:</b> LI: To understand the importance of financial independence. To know that earning money is the best way to guarantee that you can enjoy your life and have the most freedom to choose your lifestyle.</p> <p><b>Summer 2</b></p> <p><b>Lesson 1:</b> LI: to understand what the law is and why we have it. Explore simple laws we follow and why. What would the world be like without these?</p> <p><b>Lesson 2:</b> LI: to understand the reasons why failure is important. To understand how we can use failure to succeed.</p> <p><b>Lesson 3:</b> LI: To identify the qualities of a good leader. Explore successful leaders and what qualities they have in common.</p>
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		<p>of spending time together and sharing each other's lives.</p>	
<p><b>Key Vocab</b></p>	<p><b>Autumn 1</b>                  balanced diet, healthy, intake, unhealthy, food group, choice, damage, dental health, tooth decay, obesity, carbohydrate, fat, vitamin, mineral, protein, water, ingredient, nutritional value, habit, calorie, immune system, energy                  physical activity, habit, routine, illness, healthy, exercise, inactive, active, obesity, positive, negative, mental wellbeing, balanced, goal, screen, effect                  active, busy, rest, sleep, relaxation, activity, repair, reduce, stress, mood, relax, worried, problem, screen, mind, body                  Euphemisms, recreational drugs, dependency, substance abuse, alcohol, nicotine, intoxicated</p> <p><b>Autumn 2</b>                  Privates, family values and culture, naked, modesty, inappropriate touch, body rights                  sleep, rest, recovery, growth, development, repair, health, well-being, lifestyle, blood</p>	<p><b>Spring 1</b>                  cyberbullying, mental health, trolling, emotion, reaction, internet, posts, rules, digital, anti-social                  Self-regulation, sadness, depression.                  Online identity, safer internet, profile, privacy, account, digital well-being.                  Needs, Wants, Rights, Responsibilities, Produce, Exploitation, Underpaid, Connected, Prices, Standards</p> <p><b>Spring 2</b>                  democracy, election, Prime Minister, candidate, polling say, secret ballot, constituency, MP, charter, Commonwealth, dictator.</p>	<p><b>Summer 1</b>                  Bodily autonomy, consent, permission, boundary, mutual                  Food production, imports, exports. respect, treat respectful, law, illegal, vulnerable, society, cultural, ethnic, racial, religious, gender identity, sexual orientation, disability, disrespect, rudeness, aggression, swearing, peer pressure, responsible, arrest, imprisonment, protect                  responsibility, responsible, community, environment, inspiration, inspiring, accountable, dependable, determined                  Earnings, money, saving, spending, freedom, lifestyle</p> <p><b>Summer 2</b>                  problem, problem-solving, solution, analyse, dilemma, technology, online, social media,</p>

	<p>vessels, heart, relaxed, sleepy, technology, prevent, learning, physical, mental, habit exercise, screen, habit, positive, neutral, negative, consequence, balanced lifestyle, carbohydrate, moderation, balance, unhealthy, affect, vision, eye strain, sleep deprivation</p> <p>Eros (romantic passion), Philia (deep friendship), Ludus (playful love), Agape (love for everyone), Pragma (longstanding love), Philautia (love of the self), Storge (family love), Mania (obsessive love)</p>	<p>civil rights, nature, nurture, cultural, privileges, abolition, dehumanised, commodity, physically constrained, child labour</p> <p>nuclear family, reconstituted family, cohabiting,</p>	<p>trolling, bullying, confident, independent, support, successful, solve</p> <p>achieve, win, lose, succeed, failure, failing, celebrate, achievement, strength, improvement, aspiration, goal, adjective, successful, learn</p> <p>leader, quality, manage, organise, team, goal, skill, achievements, emotion, opinion, view, consider, compromise, negotiation, negotiate, resilience, responsibility, confident, respect, challenge, relationship, collaborate, resolve, difference, decision, honest, committed, creative, inspiring, reliable</p>
<p><b>Challenge</b></p>	<p><b><u>Autumn 1</u></b></p> <p><b><u>Lesson 1:</u></b> Explore nutrients and supplements.</p> <p><b><u>Lesson 2:</u></b> Identify how much physical activity sub groups should access on a regular basis (men, women, children).</p> <p><b><u>Lesson 3:</u></b> What other strategies can we use to recharge our bodies?</p> <p><b><u>Lesson 4:</u></b> Explore the long term misuse of alcohol and drugs.</p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Lesson 1:</u></b> To decipher between safe and unsafe secrets.</p>	<p><b><u>Spring 1</u></b></p> <p><b><u>Lesson 1:</u></b> How could you support someone who is being bullied?</p> <p><b><u>Lesson 2:</u></b> How could you promote the importance of expressing ones feelings?</p> <p><b><u>Lesson 3:</u></b> What other areas of your life should you have these boundaries?</p> <p><b><u>Lesson 4:</u></b> Look at how diet may vary depending life circumstances.</p> <p><b><u>Spring 2</u></b></p> <p><b><u>Lesson 1:</u></b> Which government style has the most positive/negative impact?</p> <p><b><u>Lesson 2:</u></b></p>	<p><b><u>Summer 1</u></b></p> <p><b><u>Lesson 1:</u></b> At what age does someone gain the right to body autonomy.</p> <p><b><u>Lesson 2:</u></b> How can you protect your immediate environment, your community environment, yor national environment and your global environment?</p> <p><b><u>Lesson 3:</u></b> What other values are fundamental when working with others?</p> <p><b><u>Lesson 4:</u></b> How have you been inspired by responsibility shown by others?</p> <p><b><u>Lesson 5:</u></b> What financial priorities would help give you the lifestyle of your choice.</p> <p><b><u>Summer 2</u></b></p>

	<p><b>Lesson 2</b> To identify the ramifications of lack of sleep.</p> <p><b>Lesson 3</b> Present what activities would be better use of your time than screen time to support your mental health.</p> <p><b>Lesson 4</b> What do people with low self esteem/high self esteem present themselves.</p>	<p>Who is a role model for pursuing individual liberty and why?</p> <p><b>Lesson 3:</b> What does family mean to you?</p>	<p><b>Lesson 1:</b> How do laws differ in areas across the world run by different types of governance?</p> <p><b>Lesson 2:</b> Give an example of when you have failed at something but that has then had a positive impact?</p> <p><b>Lesson 3:</b> What qualities do you show that would make you a powerful leader?</p>
<p><b>Suggested Outcomes</b></p>	<p><b>Autumn 1</b></p> <p><b>Lesson 1:</b> <b>What’s on our plate?</b> Place the names of foods into high, medium and low categories. E.g. doughnut = high carb; apple = low carb</p> <p><b>Food traffic lights</b> Look at food packaging that uses coloured information labels. Compare the data to find out how the information is helpful in managing a healthy balanced diet.</p> <p><b>Healthy/ Unhealthy Quiz</b> Watch the video and use the information to make up questions for a new class quiz on healthy or unhealthy foods.</p> <p><b>Lesson 2:</b> What is physical activity? (Individual/Class) Less Lazy (Pairs/Class) Amazing life (Class/Groups) Fitness frenzy (Play-Based Activity)</p> <p><b>Lesson 3:</b></p>	<p><b>Spring 1</b></p> <p><b>Lesson 1:</b> <b>Youtube challenge</b> – Trang, aged 9 has been sharing videos of his cake creations on his parents’ YouTube account. He and his parents decided it would be safe because YouTube doesn’t allow comments on videos featuring kids under the age of 13. However, some children in his class posted links to his videos in a Google doc and are making mean comments on it. Discuss these options:</p> <ul style="list-style-type: none"> <li>• report the content to the teacher or a ‘trusted adult’;</li> <li>• talk to someone he feels safe with and discuss what to do next;</li> <li>• ask his parents to remove the videos from YouTube;</li> <li>• ask the students in his class to remove the mean comments;</li> <li>• learn what options there are when you feel uncomfortable or need help with a situation;</li> </ul>	<p><b>Summer 1</b></p> <p><b>Lesson 1:</b> <b>Body Parts</b> Create a large representation of the human body so that the children can help to label key body parts and identify what area is covered by pants. Have a teacher draw a body shape on the whiteboard (or a large piece of paper), or ask for a child to volunteer to do this. Ask the children to help you label each part of the body. Curriculum guidance says that pupils aged 5-7 should know the terms penis and vagina.</p> <p><b>Pantosaurus Song</b> NSPCC PANTOSAURUS 2017 SUBTITLED - YouTube(<a href="https://www.youtube.com/watch?v=SzbMEVYiyg">https://www.youtube.com/watch?v=SzbMEVYiyg</a>) <b>See two printables</b></p> <p><b>Yes, not no game!</b> Choose someone (ask) who is only allowed to say ‘yes’ to any instruction being given. They have to promise that they will say ‘yes’ to whatever is asked of them. Show these instruction cards to the</p>

	<p>My relaxation place (Individual)My relaxation plan (Pairs) Relax! (Individual/Class) and Queen dodgeball (Play-Based Activity)</p> <p><b>Lesson 4:</b> <b>Recreational Activities</b> The printable worksheet gives pupils the opportunity to make choices about preferred recreational activities. It is intended to empower them to make healthier and informed choices</p> <p><b>You Are Not Alone</b> There will be children who have experienced some negative and traumatic results of alcohol and addiction. Be sensitive to their privacy and emotional needs and provide them with time and space to investigate websites that will support them. <a href="https://www.childline.org.uk/info-advice/home-families/family-relationships/parents-alcohol/?in_type=under12service">https://www.childline.org.uk/info-advice/home-families/family-relationships/parents-alcohol/?in_type=under12service</a></p> <p><b>Euphemisms</b> A literacy based task which explores the ways words are used to play down negative or sensitive topics. See printable.</p> <p><b>Autumn 2</b></p> <p><b>Lesson 1:</b> <b>Privates</b> Use the worksheet to name all of the parts of the body that are private. You know that underwear covers up your private parts and that no-one should ask to see them or to touch them. Sometimes a Doctor, nurse or family member might have to, but they should always explain why and ask you first.</p>	<ul style="list-style-type: none"> <li>• learn about online safety in lessons on friendship and relationships;</li> <li>• learn to take screenshots of bullying comments and report them; • call a self-help line.</li> </ul> <p><b>Emotions</b> – (screenshots from safer internet centre primary resource pack) Share with pupils the screenshots of mean online comments and ask them to physically move to the emotion they feel when they see it. Discuss with the children how it makes them feel and whether they think the post is kind to the person it has been sent to. Why would someone send a message like this? Could it make that person feel bad? Why? Is the person who is sending it joking? Can we always tell? The final example is one that they are likely to think is hurtful or upsetting. Ask the children what you would do in this situation and discuss next steps.</p> <p><b>Lesson 2:</b> <b>How Can I Help?</b> Discuss scenarios where sadness by be a resulting emotion and rehearse what you might say or do to help.</p> <p><b>How To Be Sad</b> Watch the video and then discuss Freya’s responses - in the scenario and in the video.</p> <p><b>Affirmation Station</b> Pupils can draw themselves into situations while thinking about coping strategies for managing big emotions.</p>	<p>other pupils and decide if you can read them out</p> <ul style="list-style-type: none"> <li>• Jump up and down</li> <li>• Touch your toes</li> <li>• Hold my hand for 5 seconds</li> <li>• Go and stand in the corner</li> <li>• Take off your shoes</li> <li>• Give me a hug</li> <li>• Sing ‘Happy Birthday’ like a baby</li> </ul> <p>Ask how the children felt knowing that the volunteer could only say ‘yes’. Ask the main volunteer how he/she felt</p> <p>Discuss their answers.</p> <p><b>Lesson 2:</b> <b>We Need Cheap Food</b> Use the printable to find out about food prices and decide what are the best options to buy so that we can protect family budgets, buy healthily and support ethical produce of food.</p> <p><b>The Journey of a Banana</b>An information fact sheet with questions to learn about f ood imports and exports.</p> <p><b>Meet The Aliens</b> Watch the video and answer the questions which follow</p> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>• Who do I respect? (Pairs/Class)</li> <li>• Damaging disrespect (Pairs/Class)</li> </ul>
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	<p><b>Secrets</b> Think of your own examples of what might be a good secret and then one which could be a bad secret. After, read through the scenarios and talk them through with a classmate. Decide if you think they are good secrets which you might be happy to keep, or if they are bad secrets and that a trusted adult should be told immediately.</p> <p><b>Uncomfortable</b> Use the worksheet to collate ideas about how individuals can respond when their body feels the discomfort of someone invading privacy and not respecting boundaries. It provides the opportunity to talk about personal space.</p> <p><b>Lesson 2:</b> Do we need our sleep? (Individual/Class) Sleep poem (Class) Why do we need sleep? (Groups/Class) Grumpy old man (Play-Based Activity)</p> <p><b>Lesson 3:</b> What is a habit? (Pairs/Class) Screen staring (Individual/Class) Are you aware? (Class/Pairs/Groups) Dragons (Play-Based Activity)</p> <p><b>Lesson 4:</b> <b>Love, sweet love!</b> A lovely activity reading and sharing ideas about younger children’s views on what they think love is. Pupils can explore the classification of Greek words about love and write more thoughts of their own to express what love is.</p>	<p><b>Lesson 3:</b> <b>User Policies</b> Create an Acceptable User Policy with your class - it can include statements such as those written here:</p> <ol style="list-style-type: none"> <li>1. I only USE devices or apps, sites or games if a trusted adult says so</li> <li>2. I ASK for help if I’m stuck or not sure</li> <li>3. I TELL a trusted adult if I’m upset, worried, scared or confused</li> <li>4. If I get a FUNNY FEELING in my tummy, I talk to an adult</li> <li>5. I look out for my FRIENDS and tell someone if they need help</li> <li>6. I KNOW people online aren’t always who they say they are</li> <li>7. Anything I do online can be shared and might stay online FOREVER</li> <li>8. I don’t keep SECRETS or do DARES AND CHALLENGES just because someone tells me I have to</li> <li>9. I don’t change CLOTHES in front of a camera</li> <li>10. I always check before SHARING personal information</li> <li>11. I am KIND and polite to everyone</li> <li>12. My trusted adults are.....</li> </ol> <p><b>Safer Internet</b> <a href="https://youtu.be/1I1CGKuZZm8">https://youtu.be/1I1CGKuZZm8</a> This video from 2020 talks about online identity and asks what it means to children. Pupils can watch this video and then use the link to find out about #saferinternetday in the current year</p>	<ul style="list-style-type: none"> <li>• The Respect Song (Pairs/(Class/Groups)</li> <li>• Move in 2’s (Play-Based Activity)</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• Home responsibilities (Individual/Class)</li> <li>• Responsibility idols (Pairs)</li> <li>• Responsibility (Class)</li> <li>• Take the risk (Play-Based Activity)</li> </ul> <p><b>Lesson 5:</b> Price tags Money song Jobs today Don’t feed the monkeys</p> <p><b>Summer 2</b></p> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Party or Uncle Pete? (Pairs/Class)</li> <li>• Have you got the skill? (Pairs/Class)</li> <li>• Solving problems (Groups/Class)</li> <li>• Baseball (Play-Based Activity)</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• Success and failure (Pairs/Class)</li> <li>• How can failure be good? (Pairs)</li> <li>• Create your mistake quote (Individual)</li> <li>• Circles of failure (Play-Based Activity)</li> </ul> <p><b>Lesson 3:</b></p>
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	<p><b>Unloved</b> The images on the printable show neglect, abandonment and lack of care. It is easy to rectify this by making sure they are brought back to life with attention, time, kindness, inclusion.</p> <p><b>Self Love</b> The 1990s S Club 7 hit is uplifting and the lyrics are a fun and subtle way to encourage children to appreciate that self-love is empowering. Small groups can choreograph a routine to the song.</p>	<p><b>Online Profile Safety</b> <a href="https://saferinternet.org.uk/blog/key-things-to-remember-when-helping-your-child-set-up-a-new-profile">https://saferinternet.org.uk/blog/key-things-to-remember-when-helping-your-child-set-up-a-new-profile</a> Use the video to learn the rules about setting up an online profile.</p> <p><b>Lesson 4:</b></p> <ol style="list-style-type: none"> <li>1. The Journey of Chocolate</li> <li>2. Wants and Needs</li> <li>3. Fairtrade Cook Book</li> <li>4. The Face Off</li> </ol> <p><b>Spring 2</b></p> <p><b>Lesson 1:</b> <b>Campaign Poster</b> – either colour or design a poster to change the world based on Human Rights – (link below). Pupils can campaign using the ideas of:</p> <ul style="list-style-type: none"> <li>• Goal 1: The right to be heard;</li> <li>• Goal 2: Gender justice;</li> <li>• Goal 3: Saving lives, now and in the future;</li> <li>• Goal 4: Sustainable food;</li> <li>• Goal 5: Fair sharing of natural resources;</li> <li>• Goal 6: Finance for development</li> </ul> <p><b>The eyes of the world</b> – write a letter to your MP in which you explain what you would like to see in a fair and democratic town or our country or in a fair world</p> <p><b>Lesson 2:</b></p>	<ul style="list-style-type: none"> <li>• What do you need to be a leader? (Pairs//Class)</li> <li>• Would you be a good leader? (Groups/Class)</li> <li>• Qualities of a Leader (Groups/Individual/Pairs/Class)</li> <li>• Capture the flag (Play-Based Activity)</li> </ul>
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		<p>Harriet Tubman – watch video and consider - Has there ever been a time when you found something really difficult and wanted to give up? What helped you to keep on trying? What do you think the word ‘free’ means? In what ways are we ‘free’? Why do you think Harriet was so determined to help people?</p> <p>Paper aeroplanes</p> <p><b>Lesson 3:</b> In pairs list different combinations of people who could be a family e.g. dad/dad/baby/teenager; mum/granny/daughter; dad/son; mum/stepdad/stepmother/brother; foster Mum, son. How many different combinations can they come up with? Create a class list of these under the heading ‘A family is...’</p> <p>Pupils choose nine things – emotionally or materially – that families can give us and create a Diamond 9, placing what they think the most important aspect might be at the top and the least important at the bottom, with the other aspects in between. They must discuss each one and agree it as a group before placing, and they can change their minds and the order around as they go.</p>
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Year 5	Autumn	Spring	Summer
<b>Theme</b>	<p><b>Autumn 1.</b> Protective behaviours -No Pen Day</p> <p><b>Lifewise</b> -Junk Food -Nutritional Values -The Human Body -Caffeine-Helpful or harmful</p> <p><b>Autumn 2</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -Keeping my body the same -My body changes -Autism-Neurodivergence -Expressing Love differently as you grow -What is marriage?</p>	<p><b>Spring 1.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -Power of words:Mouldy Rice -Social media:being confident -Responsibility and Inspirational -Fairtrade/Same storm, different boat</p> <p><b>Spring 2.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> - BV Laws and Parliament -BV Freedom of Speech and movement -Respecting others’ boundaries and beliefs</p>	<p><b>Summer 1.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> - The digital world -Supporting the community -Communicating effectively -Learning part 1</p> <p><b>Summer 2.</b> Protective Behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -Learning part 2 -Borrowing money -Dealing with adversity -The NHS</p>
<b>Prior Knowledge</b>	<p><b>Autumn 1</b> Healthy Eating and a balanced diet -The importance of Physical activity -Relaxing to recharge -The recreational drugs of alcohol and nicotine</p> <p><b>Autumn 2</b> My body, your body-keeping safe -Sleep -Screen time, -Autism: Asperger’s -What’s Love?</p>	<p><b>Spring 1</b> Bullying -Everything will be alright -All about Tik-Tok -Fairtrade: Change through choice</p> <p><b>Spring 2</b> - Government and rule -Freedom of beliefs -Family Relationships.</p>	<p><b>Sumer 1</b> -Consent -Where does my food come from? -Respect -Being Responsible -Earning Money</p> <p><b>Summer 2</b> Problem solving and resourcefulness -Try and try again -Leadership.</p>

Sequence of lessons

<p><b><u>Autumn 1</u></b></p> <p><b><u>Lesson 1:</u></b> LI: To identify what constitutes a healthy diet. To know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p><b><u>Lesson 2:</u></b> LI: To understand about privacy and personal boundaries. To develop strategies to respond safely and appropriately to adults they may encounter, recognising the different types of physical contact and what is acceptable and unacceptable; To recognise differences between keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p><b><u>Lesson 3:</u></b> LI: To recognise the risks and effects of legal drugs. About the risks and effects of legal drugs such as caffeine, which is common to everyday life and its impact on health and well-being. To recognise that drug use can become a habit which can be difficult to break.</p> <p><b><u>Lesson 4:</u></b> LI: To understand that our bodies belong to us. To know that there are laws to protect us as children. To know that we have rights and to know when the law is being broken.</p>	<p><b><u>Spring 1</u></b></p> <p><b><u>Lesson 1:</u></b> LI: To know the importance of thinking about the words we use. Lookin at what we say and the ways that words can damage or heal.</p> <p><b><u>Lesson 2:</u></b> LI: To recognise that social media can have a negative impact on self-esteem and body image. To reframe unhelpful thinking; about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><b><u>Lesson 3:</u></b> LI: To recognise positive body image and mental health. Pupils will know that they are expected to be responsible and take responsibility for themselves. Pupils will know that responsibilities are present at home, in school, in the community and in the environment.</p> <p><b><u>Spring 2</u></b></p> <p><b><u>Lesson 1:</u></b> LI: To provide an opportunity to become involved with democratic processes within the school. Making a petition or lobby. Roles of members of parliament.</p> <p><b><u>Lesson 2:</u></b> LI: To explore immigration and its history in the UK.</p>	<p><b><u>Summer 1</u></b></p> <p><b><u>Lesson 1:</u></b> LI: To recongnise how to stay safe when using the Digital World. What does the Digital World consist of, the dangers within the Digital world, strategies to remain safe.</p> <p><b><u>Lesson 2:</u></b> LI: To think about what living in a community means. To value your community’s uniqueness and diversity, understanding how that brings enormous benefits.</p> <p><b><u>Lesson 3:</u></b> LI: To understand the importance of communicating effectively. Identify good an bad examples of comminucation, explore body language and tone.</p> <p><b><u>Summer 2</u></b></p> <p><b><u>Lesson 1:</u></b> LI: To identify how effective communication creates healthier connections. Understand that it is possible to improve communication skills.</p> <p><b><u>Lesson 2:</u></b> LI: To understand what a loan is. Explore the meaning of money and what a mortgage is. The positives and negatives of loaning money.</p> <p><b><u>Lesson 3:</u></b></p>
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	<p><b><u>Autumn 2</u></b></p> <p><b><u>Lesson 1:</u></b>                      LI: to identify, locate and use the terminology for the basic parts of the human body.                      To know who to speak to if they are concerned about health. To know that their bodies will experience puberty and what this means for their bodies and minds.to discuss the life process of reproduction in humans. To know about menstrual well-being and the menstrual cycle. To describe the changes which happen as humans age.</p> <p><b><u>Lesson 2:</u></b>                      LI: To understand what neurodiversity means. Understanding neurodiversity, the person, and the changes you can make. This is what it feels like to get too much information.</p> <p><b><u>Lesson 3:</u></b>                      LI: To recognise that feelings change over time and to understand positive, healthy relationships.                      To develop a varied and nuanced vocabulary when talking about feelings, learning to express them in appropriate ways;To develop strategies to respond, appropriately and proportionately, to feelings.</p> <p><b><u>Lesson 4:</u></b>                      LI: To learn about marriage and civil partnerships.                      To understand that it is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p>	<p>Quaden’s Law Human rights</p> <p><b><u>Lesson 3:</u></b>                      LI: To explore different beliefs and how to show respect.                      Relationships within our society.</p>	<p>LI: To recognise the importance of overcoming a difficult situation.                      Explore tough situation and how to respond to adversity.</p> <p><b><u>Lesson 4:</u></b>                      LI: To understand what the NHS is.                      To value the different contributions that people and groups make to the community; to consider career choice.</p>
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Key Vocab	<p><b><u>Autumn 1</u></b>                  Balanced diet, healthy, intake, unhealthy, food group, choice, damage, dental health, tooth decay, obesity, carbohydrate, fat, vitamin, mineral, protein, water, ingredient, nutritional value, habit, calorie, immune system, energy balanced diet, healthy, intake, unhealthy, food group, choice, damage, dental health, tooth decay, obesity, carbohydrate, fat, vitamin, mineral, protein, water, ingredient, nutritional value, habit, calorie, immune system, energy. Privates, family values and culture, naked, modesty, inappropriate touch, body rights. Caffeine, adenosine, inhibits, stimulant, dopamine, insomnia, anxiety, withdrawal, depression.</p> <p><b><u>Autumn 2</u></b>                  Puberty, change, normal, rights, protect, law, enforce, police, prison, secret, comfortable, permission, effect, health, penis, vagina, vulva, anus, testicles, nipples, hips, widen, breasts, mammals, pubic hair, menstruation, menstrual cycle, process, period, suckle, uterus, ovary, egg, reproduce, life cycle, reproduction, puberty. Inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine. Intimacy, passion, commitment, consummate love, boundaries, platonic, infatuation, hormones. Civil ceremony, religious ceremony, legally valid, bigamy, polygamy, status - single, widowed, divorced, married, co-habitant, pre-nuptial, Register Office, registrar, annulment.</p>	<p><b><u>Spring 1</u></b>                  Hurt, heal, banter, bullying, think, words, actions. Positive body image, mental health, photo editing apps. Parliamentary bill, responsibility, responsible, community, environment, inspiration, inspiring, accountable, dependable, determined. Consumer, customer, produce, exploitation, systems, thinking.</p> <p><b><u>Spring 2</u></b>                  By-election, general election, manifesto, constituent, opposition leader, legislation, minister, surgeries, Private Member’s Bill, lobby, petition. Migration, descendent, refugee, asylum seeker, migrant, immigrant, alien, expat, third culture, illegal immigrant. Belief, respect, view, opinion, Sikhism, Hinduism, Judaism, Buddhism, Islam, Christianity, Humanism, atheism, religion, respectful, harmful, offend, acceptable, trust.</p>	<p><b><u>Summer 1</u></b>                  Mobile phone, computer, online, internet, gaming, Digital World, risk, dangerous, danger, personal information, netiquette, digital etiquette, social media, misrepresent, mislead, password, safety, pressure, behave, unacceptable, hazard, respectful, responsible, rules. Community, features, support, local, national, voluntary, pressure group, residential home, community centre, social group, cultural, heritage, responsible, volunteering, petition, communicate, digitally, online, unhappy, uncomfortable, unsafe, hurt, feelings, effectively, mental, physical, well-being, reality, unacceptable, unhealthy, risky, harassment, critically, dangerous, support, advice, passwords, personal information, addresses, images, effect, boundaries, permission, social media, internet, consumer, misinterpret, mislead, abuse, trolling, bullying, behaviour, verbal, written, non-verbal, visual.</p> <p><b><u>Summer 2</u></b>                  Effective, communication, important, diplomatic, honest, listener, eye contact, gesture, communicator, sensitive, improve, successful, netiquette. Loan, debt, mortgage, interest, borrow, income, interest rate, deposit, expensive, repay, owe, student loan, payday loan, employer, belongings. Adversity, bullying, teasing, mental, physical, health, face-to-face, online, social media, respect, problem, overcome, dealing. NHS, National Health Service, doctor, nurse, consultant, midwife, porter, surgeon,</p>
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			<p>radiographer, support, condition, care, obesity, diet, addiction, disease, health, unhealthy, medicine, treatment, funding, responsibility, hospital, clinic, outpatient, medical, casualty, first aid, paramedic, dentist, taxpayer, insurance, prescription universal, comprehensive, discounted, optician.</p>
<p><b>Challenge</b></p>	<p><b><u>Autumn 1</u></b></p> <p><b><u>Lesson 1</u></b> Design a healthy meal plan.</p> <p><b><u>Lesson 2</u></b> List examples of safe verses unsafe secrets.</p> <p><b><u>Lesson 3</u></b> To recognise the role of the media in presenting them with mixed messages about <i>potentially harmful products</i>.</p> <p><b><u>Lesson 4</u></b> How do children’s right vary across the world? How have children’s right developed in the UK?</p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Lesson 1</u></b> Identify what changes their body is going through at their age.</p> <p><b><u>Lesson 2</u></b> Identify the different ways a neuro diverse brain operates compared to a neuro typical brain.</p> <p><b><u>Lesson 3</u></b> Solve emotional scenarios with the appropriate response.</p>	<p><b><u>Spring 1</u></b></p> <p><b><u>Lesson 1:</u></b> How can our words impact others long term?</p> <p><b><u>Lesson 2:</u></b> Give examples of reliable and non-reliable sources.</p> <p><b><u>Lesson 3:</u></b> To recognise the connection between positive body image and mental health.</p> <p><b><u>Spring 2</u></b></p> <p><b><u>Lesson 1:</u></b> How does school promote democracy and leadership.</p> <p><b><u>Lesson 2:</u></b> Identify how immigration differs between the UK and other areas of the world.</p> <p><b><u>Lesson 3:</u></b> Without respect, what would relationships look like? What impact would this have?</p>	<p><b><u>Summer 1</u></b></p> <p><b><u>Lesson 1:</u></b> How can the Digital World have negative impacts on our emotional well-being?</p> <p><b><u>Lesson 2:</u></b> Explore how regional communities can differ.</p> <p><b><u>Lesson 3:</u></b> What areas of your life are depedant on your communication skills – career – relationships – education.</p> <p><b><u>Summer 2</u></b></p> <p><b><u>Lesson 1:</u></b> What types of communication would you need for selected career paths?</p> <p><b><u>Lesson 2:</u></b> How can loaning money effect you long term? Explore interest rates and money management.</p> <p><b><u>Lesson 3:</u></b> How might tough situations be even more challenging for neuro diverse people?</p> <p><b><u>Lesson 4:</u></b></p>

	<p><b>Lesson 4</b> Explore how marriage as an institution has changed over time.</p>		<p>How does the NHS compare to other health organisations across the world such as private health care in the US?</p>
<p><b>Suggested Outcomes</b></p>	<p><b>Autumn 1</b></p> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Junk food addict? (Individual/Class)</li> <li>• I don't feel well (Individual/Class)</li> <li>• Junk food advice (Individual/Class)</li> <li>• Junk attack (Play-Based Activity)</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• When's dinner? (Pairs/Class)</li> <li>• When do you eat? (Individual/Class)</li> <li>• When do we eat? (Individual/Class/Group/Pairs)</li> <li>• Clean out your kitchen (Play-Based Activity)</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>• Where in the body is...? (Individual/Class)</li> <li>• Human body research (Groups of 4/Class)</li> <li>• How do our bones and muscles work? (Groups/Class)</li> <li>• Crossover (Play-Based Activity)</li> </ul> <p><b>Lesson 4:</b> <b>Ethical Design for an Energy Drink Can</b> The printable worksheet gives pupils the opportunity to consider the impact of marketing and design in persuading children to buy and consume a product which is, essentially, a drug.</p> <p><b>Caffeine Pros and Cons</b> The printable provides a template for preparing a discursive</p>	<p><b>Spring 1</b></p> <p><b>Lesson 1:</b> Acronym Design Idioms The Power of Words Save Your Words</p> <p><b>Lesson 2:</b> <b>A Love Letter</b> Think of a list of activities that you love doing...Once your list is carefully thought through, think again over the activities and see how many of those items can only be done with YOUR BODY as part of the experience. Choose at least one item and using any pens, paper and art supplies make a love letter to your body thanking "it" (you) for allowing you to engage in the experiences that you love and that enrich your life. <b>#BodyImageBill</b> Find out the latest information about this bill - a proposal to change the UK laws about posting photoshopped images. The regulation, the Digitally Altered Body Image bill, was proposed in January 2022 and called for greater transparency from brands and influencers who Photoshop or FaceTune their images. You can find out how the bill is progressing by checking here: <a href="https://bills.parliament.uk/bills/3093">https://bills.parliament.uk/bills/3093</a> <b>Body Beautiful</b> Plastic bag art project. Be inspired by the art work of Joshua Allen Harris and work as a team to create your body beautiful!</p> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>• It's my responsibility! (Individual/Class)</li> <li>• Responsible and inspirational (Pairs/Class)</li> <li>• Taking Responsibility (Class/Groups)</li> </ul>	<p><b>Summer 1</b></p> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Netiquette (Groups of 3/4/Class)</li> <li>• Poster protection (Individual/Class)</li> <li>• Create a checklist (Pairs/Class Task/Group)</li> <li>• Communication centre (Play-Based Activity)</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• What is in our community? (Pairs/Class)</li> <li>• Community Comparison (Groups of 4/Class)</li> <li>• What if? (Pairs/Class task/Group)</li> <li>• Clean up crew (Play-Based Activity)</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>• Let's communicate (Pairs/Class)</li> <li>• Communication – good or bad? (Groups/Class)</li> <li>• Body and Tone language (Pairs/Groups)</li> <li>• Capture the flag (Play-Based Activity)</li> </ul> <p><b>Summer 2</b></p> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Time to talk! (Class/Pairs)</li> <li>• Tricky situations (Class)</li> <li>• Assertive Communication (Groups)</li> </ul> <p><b>Lesson 2:</b></p>

	<p>response to ‘What are the benefits and detriments to a daily cup of caffeinated coffee?’</p> <p><b>Caffeine Consumption</b> A science and maths-based activity which requires factual recall of the impacts of caffeine and a chart to assist pupils in recording their own caffeine consumptions. See printable.</p> <p><u>Autumn 2</u></p> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• How to keep my body the same (Individual)</li> <li>• Keeping my body the same poster (Individual)</li> <li>• FGM video (Class)</li> <li>• Take The Risk (Play-Based Activity)</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• True or false puberty (Individual)</li> <li>• Puberty in girls video (Class)</li> <li>• Puberty poster (Individual)</li> <li>• Community match (Play-Based Activity)</li> </ul> <p><b>Lesson 3:</b> Research Activity Biography Autism Save your money</p> <p><b>Lesson 4:</b> <b>Love or Infatuation?</b> A cut and paste activity to determine the differences between real love and infatuation.</p> <p><b>Passion Project and Commitment Collaboration</b> Two examples of passion and commitment will inspire pupils to pursue their</p>	<ul style="list-style-type: none"> <li>• Take The risk (Play-Based Activity)</li> </ul> <p><b>Spring 2</b></p> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Make a petition or a lobby.</li> <li>• Write a Code of Conduct for MPs</li> </ul> <p><b>Lesson 2:</b> Quaden’s Law - Research the story of Quaden Bayles – and make sure that you find out the full story by looking for his truth. How did the truth come out? What do you think of the students who bullied him? The trolls who did not bother to find out the truth? The journalist who was sued? Become a Truth Defender- “Human rights defender” is a term coined by the United Nations to describe a person who acts, individually or with others, to promote or protect human rights. Human rights defenders are identified by the actions they take in defense of human rights within the contexts in which they work or live. Human rights defenders investigate, gather information about, and report human rights violations. They also promote the protection and realization of civil, political, economic, social and cultural rights. Activity– plan an action: Identify a human rights issue that interests you. Research the issue or story. Why is there a problem? Why do you care? What solutions have been tried? Ask yourself, what is the positive change you want to make happen? Who can make the change you want? Define your action and be specific about it. How can you get others involved? How will you know if you have had an impact?</p> <p><b>Lesson 3:</b></p>	<ul style="list-style-type: none"> <li>• The meaning of money (Individual/Class)</li> <li>• To have a loan or not to have a loan? (Individual/Class)</li> <li>• Who's the banker? (Pairs/Class Task/Group)</li> <li>• Borrowing money (Play-Based Activity)</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>• Tough situations (Individual/Class)</li> <li>• What could be going on here? (Groups/Class)</li> <li>• Through Adversity (Class/Groups)</li> <li>• Zombies treasure (Play-Based Activity)</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• What is the NHS? (Pairs/Class)</li> <li>• Jobs in the NHS (Pairs/Class)</li> <li>• NHS ZING! (Group)</li> <li>• Crossover (Play-Based Activity)</li> </ul>
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	<p>own passions and to understand the potential of making lifelong commitments.</p> <p><b>PCI Well-being</b> A sorting activity to help pupils to work out who, in their current friendship groups are people with whom they share passions, commitment and intimacy.</p> <p><b>Lesson 5:</b>  <b>Legal documents</b> The task on the printable explores legal agreements. Imagine that a legal document was available for children to sign, to say that you would agree to be friends (with a classmate that sits on your table) for life. You are trying to decide whether to accept this proposition as there are some advantages and disadvantages to this legal agreement. Can you write them in two separate lists on wipe boards?</p> <p><b>Marriage Rituals</b> Use the internet and personal cultural backgrounds and experiences to research marriage ceremonies in a wide variety of cultures and religions.</p> <p><b>Marriage, Civil Partnerships and Cohabiting</b> Use the LifeWise ppt to read about marriage and civil partnerships and co-habitation - can you use the mind map to think about similarities and differences between these types of union?</p>	<ul style="list-style-type: none"> <li>• Relationships in our society (Groups of 4/Class)</li> <li>• What could I say? (Pairs/Class)</li> <li>• Respect Role play (Pairs/Group)</li> <li>• Safe strategy (Play-Based Activity)</li> </ul>	
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Year 6	Autumn	Spring	Summer
<p><b>Theme</b></p>	<p><b>Autumn 1.</b> Protective behaviours -No Pen Day</p> <p><b>Lifewise</b> - First Aid -Alcohol -Smoking and Vaping -Drugs -Illegal Drugs -Recognising and Controlling Anger -Organisation of Life.</p> <p><b>Autumn 2</b> Protective Behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -My amazing Body -Self-Perception -Autism Do say/Don't say -The power of love-Inequality within relationships -What is a forced marriage?</p>	<p><b>Spring 1.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> – The power of words: Clean up your speech -Social media: Tik Tok -Fair Trade: The shirt off your back -Global warming: Issues and prevention -Celebrating Women in History-Forgotten Achievements</p> <p><b>Spring 2.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> -BV Lawmakers and Activists -BV Rights and Radicalisation -The Government</p>	<p><b>Summer 1.</b> Protective behaviour revisited -No Pen Day</p> <p><b>Lifewise</b> - Consent -Feeling anxious -Ageism -The power of negotiation</p> <p><b>Summer 2.</b> Protective behaviours revisited -No Pen Day</p> <p><b>Lifewise</b> - Transition -Learning to working -Law -Tax -Banks -Pensions</p>

<p><b>Prior Knowledge</b></p>	<p><b>Autumn 1</b>                  -Junk Food                  -Nutritional Values                  -The Human Body                  -Caffeine-Helpful or harmful</p> <p><b>Autumn 2</b>                  Keeping my body the same                  -My body changes                  -Autism-Neurodivergence                  -Expressing Love differently as you grow                  -What is marriage?</p>	<p><b>Spring 1</b>                  Power of words:Mouldy Rice                  -Social media:being confident                  -Responsibility and Inspirational                  -Fairtrade/Same storm, different boat</p> <p><b>Spring 2</b>                  - BV Laws and Parliament                  -BV Freedom of Speech and movement                  -Respecting others’ boundaries and beliefs</p>	<p><b>Summer 1</b>                  The digital world                  -Supporting the community                  -Communicating effectively                  -Learning part 1</p> <p><b>Summer 2</b>                  Learning part 2                  -Borrowing money                  -Dealing with adversity                  -The NHS</p>
<p><b>Sequence of lessons</b></p>	<p><b>Autumn 1</b></p> <p><b>Lesson 1:</b>                  LI: To understand the basic foundations of first aid.                  To ensure that all students are able to maintain the safety of themselves and others before administering first aid. Students will be able to identify when a casualty may require an assessment and possible life support.</p> <p><b>Lesson 2:</b>                  LI: To recognise the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p><b>Lesson 3:</b></p>	<p><b>Spring 1</b></p> <p><b>Lesson 1:</b>                  LI: To identify the power of words and the impact they can have on others.                  To know how your words can make foes out of friends because you shift from banter to bullying!</p> <p><b>Lesson 2:</b>                  LI: To recognise positive and negative aspects of apps like Tik-Tok.                  Look how text and images on social media can be manipulated and reinvented. How to respond safely and appropriately to adults they may encounter online whom they do not know. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>Lesson 3:</b>                  LI: To know how we are connected through the things we wear.                  Explore consumer rights, produce, exploitation and working conditions.</p>	<p><b>Summer 1</b></p> <p><b>Lesson 1:</b>                  LI: To understand what unwanted sexual attention is and the need for privacy when growing up.                  The laws and ages of consent.</p> <p><b>Lesson 2:</b>                  LI: To understand what it feels like to be anxious.                  Pupils will have a basic understanding of anxiety.</p> <p><b>Lesson 3:</b>                  LI: To value the different contributions that older people make to the community.                  To understand about diversity, especially to see the benefits of living in a diverse community where older people are valued and respected; about stereotypes; how they can negatively influence behaviours and attitudes towards older people and to develop conscious thought about strategies for challenging stereotypes of ageing;about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>

	<p>LI: To recognise the reasons for laws about drugs, possession, personal use and dealing.  <b>How to recognise if relationships are making them anxious or unsafe; To know where to get advice and support if worried about their own or someone else’s safety because of drugs.</b></p> <p><b>Lesson 4:</b>                  LI: To identify strategies to respond to feelings, including intense or conflicting feelings.  <b>How to manage and respond to feelings appropriately and proportionately in different situations.</b></p> <p><b>Lesson 5:</b>                  LI: To recognise positive things about yourself and your achievements.  <b>To set goals to help achieve personal outcomes. Learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</b></p> <p><b>Autumn 2</b></p> <p><b>Lesson 1:</b>                  LI: To identify external genitalia and internal reproductive organs.  <b>Learn about physical and emotional changes of puberty; About the processes of reproduction and birth.</b></p> <p><b>Lesson 2:</b>                  LI: To learn about what is meant by self-perception.  <b>Identify why self-perception is so important and how it can affect us.</b></p>	<p><b>Lesson 4:</b>                  LI: To explore how global warming is creating irreparable damage.  <b>The issues of global warming and what we can do to prevent further irreparable damage</b></p> <p><b>Lesson 5:</b>                  LI: To identify the double standards that are still evident regarding gender equality.  <b>How we still treat people differently depending on whether they are male or female.                  How many of the achievements of women – even if they are spectacular – have been downplayed, overlooked or even forgotten.</b></p> <p><b>Spring 2</b></p> <p><b>Lesson 1:</b>                  LI: To investigate the importance and power of voting.  <b>To provide young people with the opportunity to interrogate the advantages and disadvantages of the UK’s voting system and skills and knowledge to argue and defend points of view</b></p> <p><b>Lesson 2:</b>                  LI: To recognise what is meant by freedom of expression.  <b>To think about when individual liberty should be exercised. How rights need to be balanced with responsibilities.</b></p> <p><b>Lesson 3:</b>                  LI: To recognise who the current main political parties are.  <b>To know who the current Prime Minister is. To understand the structure of Government and the role of the Prime Minister.</b></p>	<p><b>Lesson 4:</b>                  LI: To understand that negotiation is something we do everyday and it is a skill that we can learn.  <b>Explore the skills required to negotiate and when we use negotiation.</b></p> <p><b>Summer 2</b></p> <p><b>Lesson 1:</b>                  LI: To know that there is a normal scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. <b>To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</b></p> <p><b>Lesson 2:</b>                  LI: To identify the impact that learning can have on our work life.  <b>Explore anxiety and triggers. Identify how anxiety can link to transition.</b></p> <p><b>Lesson 3:</b>                  LI: To recognise why we pay tax and what it is for.  <b>What are taxed for and how taxes are spent.</b></p> <p><b>Lesson 4:</b>                  LI: To understand that money is one factor which may influence a person’s future.  <b>How the Bank of England keeps inflation low; how balancing saving and spending helps to maintain financial stability.</b></p>
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	<p><b>Lesson 3:</b> LI: To explore identity for someone who is neurodiverse. That many autistic people see their autism as a fundamental and positive part of who they are, so it's important to use positive language. To be conscious as to how you use words but you can also ask how they would prefer to be described. That personal choice of an autistic person is more important than the guidance in this lesson.</p> <p><b>Lesson 4</b> LI: To explore ways that inequality affects personal relationships and love. To analyse how more equitable roles between people can contribute to a healthy loving relationship. To recognise this potential within loving relationships and therefore adopt equitable roles. To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><b>Lesson 5</b> LI: To understand that forcing anyone to marry against their will is a crime. Understand that help and support is available to people who are worried about this for themselves or others.</p>		<p><b>Lesson 5:</b> LI: To understand what a pension is. To know why having a pension is important.</p>
<p><b>Key Vocab</b></p>	<p><b>Autumn 1</b> Unresponsive, alert, primary survey, respiratory, rate, heart rate, DRsABC, recovery position, monitor, CPR (Cardio Pulmonary Resuscitation), airway, breathing, circulation.</p>	<p><b>Spring 1</b> Hurt, heal, banter, bullying, think, words, actions. Grooming, block a user, privacy and safety, who can duet with me, report spam, violence or harm, harassment or bullying, comment filters. Consumer, customer, produce, exploitation, working conditions, income.</p>	<p><b>Summer 1</b> Bodily autonomy, consent, exploitation, coercion, mutual respect. Worry, anxiety, concern, anxious, uncertain, emotions, feelings, fear, nervous, afraid, scared, fearful, appearance, measure, secondary school Life expectancy, ageism, housing, health, harm, disadvantage, injustice.</p>

	<p>Drugs, alcohol, tobacco, tar, carbon monoxide, nicotine, passive smoking, harmful chemicals, vaping.</p> <p>Steroids, inhaler, cocaine, heroin, aspirin, insulin, caffeine, cannabis, alcohol.</p> <p>Drug us, drug taking, harmful or hazardous drug use, problem drug use, high-risk use, depressant drugs, stimulant drugs, hallucinogens Legal or illegal drugs, drug-related problems, dependence, alcohol-related problems, alcohol dependent, a person who uses drugs Injecting drug user (IDU), drug dependent, triggers, amygdala.</p> <p>Schedule, plan, organisation, forward thinking.</p> <p><b><u>Autumn 2</u></b></p> <p>Relationship, love, trust, respect, partner, mental health, safety</p> <p>Intimate, sexual relationship, consent, criminal offence, protect, responsible, penis, vagina, sperm, ovary, fertilisation, divide, embryo, baby, human, offspring, generation, life cycle, consequences, emotions, reproduction, care.</p> <p>Positive, negative, behaviour, media, online, achievement, strength, improvement, self-perception, personality, successful.</p> <p>Inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine</p> <p>Desire, attraction, attachment, hormones, power dynamics, inequality.</p> <p>Forced marriage, coercion, pressurised, crime.</p>	<p>Biomes, global warming, carbon footprint, emissions, fossil fuels, acronyms: COP, UNFCCC, IPCC, INDC, PPM, mitigation.</p> <p>Discrimination, gender-roles, achievements, women’s history.</p> <p><b><u>Spring 2</u></b></p> <p>First past the post, single transferable vote, proportional representation, cabinet, minority, constituencies, ballot, ruling dynasty, Secretary of State.</p> <p>Controversial, Bill of Rights, informed decisions, debate, communal rights.</p> <p>Prime Minister, leader, political parties, General Election, Government, pressure, actions, respectfully, compromise, strategies, dispute, resolve, negotiation, represent, stereotype, rules, laws, community, decision, belief, idea, suggestion, Cabinet, Member of Parliament, MP, democratically, responsible, education, health, finance, trade.</p>	<p>Disagree, opinion, view, outcome, responsibility, negotiate, negotiation, favour, request, persuade, compromise, accept, positive support, feedback, temper, calm, suggestion, tradition, sexual orientation, gender, disability, custom, religious belief, realistic, decision, dispute, conflict, result.</p> <p><b><u>Summer 2</u></b></p> <p>Learning, institutions, certificates, diplomas, achievement, goal, improvement, determination, success, responsibilities, skills, job, career, qualifications, subjects, study, knowledge, focus, concentration, transferred, research, effort, requirements, BTec, A Levels, GCSEs, impact</p> <p>Laws, consequences, responsibility, pressure, behave, dare, unacceptable, unhealthy, risky, trolling, bullying, harassment, dangerous, uncomfortable, anxious, advice, wrong, help, illegal, legal, substances, alcohol, drugs, harmful, respectful, conflict, violence, rights, anti-social, aggressive, consider, speeding, threaten, bystander, criminal record, afraid, prevent, protect, trusted, bothered, emergency, forced, arranged marriage, deterrent, rules, stolen, punishment.</p> <p>Tax, income, wages, responsibility, rights, duty, community, money, support, interest, loan, debt, evasion, expenditure, government, National Health Service, income tax, pension, earnings, salary, benefit.</p> <p>Bank, loan, debt, borrow, account, increase, charge, money, interest, savings, insurance, financial, inflation pension, retire, retirement, contribute, earnings, National Insurance, wages, salary, government, Pension Fund, State Pension, employer, transfer, Private Pension.</p>
	<p><b><u>Autumn 1</u></b></p>	<p><b><u>Spring 1</u></b></p>	<p><b><u>Summer 1</u></b></p>

Challenge	<p><b><u>Lesson 1:</u></b> To create a first aid how to guide for other children in school.</p> <p><b><u>Lesson 2:</u></b> To investigate how any addiction can grow into unhealthy lifestyles.</p> <p><b><u>Lesson 3:</u></b> Compare and contrast drug addition and drug based laws around the world.</p> <p><b><u>Lesson 4:</u></b> How can our mood affect those around us?</p> <p><b><u>Lesson 5:</u></b> Create a 10-year plan – education goals, professional goals, personal goals.</p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Lesson 1:</u></b> Compare the process of how mammals give birth to other living things.</p> <p><b><u>Lesson 2:</u></b> How can we ensure our self-perception is accurate. Can we be too confident in our self-perception?</p> <p><b><u>Lesson 3:</u></b> Explore neurodiverse individuals in the public eye and their accomplishments.</p> <p><b><u>Lesson 4</u></b> Give examples of relationships where inequality takes place.</p>	<p><b><u>Lesson 1:</u></b> How might others respond to your words to give you an indication that banter has gone too far?</p> <p><b><u>Lesson 2:</u></b> Do manipulated images give false representations of ideals?</p> <p><b><u>Lesson 3:</u></b> How has this changed through history as human rights have progressed?</p> <p><b><u>Lesson 4:</u></b> If you could change one thing in aid of preventing global warming, what would it be and why?</p> <p><b><u>Lesson 5:</u></b> Identify different beliefs where gender inequality is still more prominent.</p> <p><b><u>Spring 2</u></b></p> <p><b><u>Lesson 1:</u></b> Create a campaign to promote the importance of voting.</p> <p><b><u>Lesson 2:</u></b> What are the negative connotations of freedom of expression?</p> <p><b><u>Lesson 3:</u></b> To identify the political agenda of the current government in power.</p>	<p><b><u>Lesson 1:</u></b> Do ages of consent differ in other areas of the world?</p> <p><b><u>Lesson 2:</u></b> Explore how the feeling of being anxious can sometimes be a positive feeling as it makes us aware of our boundaries – early warning sign.</p> <p><b><u>Lesson 3:</u></b> How has the value of the older generation changed through history? What advances do you feel still need to be made?</p> <p><b><u>Lesson 4:</u></b> What career paths would include using negotiation skills?</p> <p><b><u>Summer 2</u></b></p> <p><b><u>Lesson 1:</u></b> Identify what strategies work best to manage your own emotions and how you prefer others to aid you in this.</p> <p><b><u>Lesson 2:</u></b> How can you reduce your anxieties around transition, what tools are available to aid you?</p> <p><b><u>Lesson 3:</u></b> How would you issue taxing rules and expenditure?</p> <p><b><u>Lesson 4:</u></b> Can you see any similarities between banking money and our in school Track it system?</p> <p><b><u>Lesson 5:</u></b> Identify how pension ages have fluctuated over time – why might this be?</p>
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<p><b>Suggested Outcomes</b></p>	<p><b>Autumn 1</b></p> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Can you help? (Pairs)</li> <li>• First aid or 999? (Pairs)</li> <li>• First Aid (Groups/Class/Individual)</li> </ul> <p><b>Lesson 2:</b> <b>Vaping and the law</b> Find out why laws in the UK are strict in protecting young people against using e-cigarettes and vapes.</p> <p><b>Vaping and Risks</b> Fact check the findings on vaping and compare it with advertiser’s and the media’s perspective on the habit.</p> <p><b>E-cigarettes, alcohol and what we know...</b>E-cigarettes were first sold in China in 2004. Since then their popularity and availability has spread. In particular, their use in Great Britain has become more widespread over the last 5 years, which has led to debate around their use</p> <p><b>Lesson 3:</b> <b>Joe’s Brother</b> Pupils watch the video and explore, in small groups, the impact that Joe’s brother’s involvement with drugs could have, not only on himself but also on Joe and his family. What possible courses of action Joe could take to avoid these consequences?</p>	<p><b>Spring 1</b></p> <p><b>Lesson 1:</b> Banter Scales It’s not banter if... Experiencing Banter Save Your Words</p> <p><b>Lesson 2:</b> <b>You’re In Control</b> <a href="https://youtu.be/AR8X7GpsZ9o">https://youtu.be/AR8X7GpsZ9o</a></p> <p>Watch the video, which is fast paced. Pause it to make notes in preparation for a discussion about the potential issues of using social media.</p> <p><b>Share Aware</b> Help pupils to think more carefully about what they post and who it may be seen by so that they protect themselves. Ask them to write the script, or improvise/ perform a 60 minute video promoting them to be Share Aware.</p> <p><a href="http://www.nspcc.org.uk">The NSPCC’s Share Aware Campaign(durham-scp.org.uk)</a></p> <p><b>Safety Features</b> What do you think is meant by digital well-being, privacy settings, and private account. Tik-tok has taken some steps to increase safety in these areas. Research them and make notes on the printable. Discuss what individuals can do personally to ensure they are safe in each of these areas</p> <p><b>Lesson 3:</b> Choose the World you Want Video Plan The Story of Cotton Hospital</p>	<p><b>Summer 1</b></p> <p><b>Lesson 1:</b> <b>Personal Space</b> Safely please stand in two lines facing another person in the classroom about 3m apart. We are now going to begin to consider consent in practice. When I say “go”, the people in the A side lines will slowly take small steps forward, asking their partner on the B side “can I take another step?” before each step. The people in B line should say “stop” once they feel uncomfortable with the proximity of the person opposite them. The person opposite must stop when requested and remain in that position. Then consider the questions.</p> <p><b>Online consent</b> Consider some key questions about consent online Childnet Digital Leaders answer key questions on consent online for Safer Internet Day 2019 - YouTube <a href="https://www.youtube.com/watch?v=iE-CK8Y9ck">https://www.youtube.com/watch?v=iE-CK8Y9ck</a></p> <p><b>Town of Consent</b> Imagine you are nominated as a town planner, with responsibility for the town’s values of respect, empathy, and compassion. How will you build and govern that town?</p> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• Let’s talk about anxiety (Groups)</li> <li>• Anxiety list (Individual)</li> <li>• Starting Secondary school (Class)</li> <li>• Fitness frenzy (Play-Based Activity)</li> </ul>

	<p>Create a list of possible courses of action and then debate the pros and cons of each, and decide on what they would do in his situation.</p> <p><a href="https://www.talktofrank.com/get-help/concerned-about-a-friend">https://www.talktofrank.com/get-help/concerned-about-a-friend</a></p> <p><b>Illuminatomy</b> An art project inspired by the artwork in Kate Davies’ Illumanatomy. Watch the video explaining the way the book functions. Use the red lens to reveal the skeleton, the green to see the muscles working and x-ray your organs with the blue lens to find out what they do day and night to keep you alive. Pupils can then use colours and gels in the same way to design artwork inspired by the topic of drugs.</p> <p><b>Drug Factsheets</b> Use the example on caffeine. Pupils can then create an informative display using the template for a range of drugs - legal and illegal. See printable available in Teacher’s notes.</p> <p><b>Lesson 4:</b> <b>Learning From The Last Time</b> Pupils can have the opportunity to think about what has triggered them in the past, and what strategies they were able to employ to help them to calm.</p> <p><b>Bringing Down Anger</b> Pupils can discuss and practice strategies for self-regulation.</p> <p><b>Role-play</b> Act out the scenarios with two possible outcomes - one which results in an</p>	<p><b>Lesson 4:</b></p> <ol style="list-style-type: none"> <li>1. Grasslands and diet</li> <li>2. Tree study</li> <li>3. Frozen worlds literacy narrative</li> </ol> <p><b>Lesson 5:</b> Story Powerful Women Promoting Gender Equality</p> <p><b>Spring 2</b></p> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Make a manifesto.</li> <li>• Influencing voters.</li> </ul> <p><b>Lesson 2:</b> <b>Ladder of Torture</b> - A bomb has been planted somewhere in your community. Demands have been made for money and for the release of prisoners. You have caught the admitted bomber, but that person refuses to tell where the bomb is hidden. Ask pupils what they would do. Would they use torture? Are there any questions to consider about the situation before making a decision? For example:</p> <ul style="list-style-type: none"> <li>• Does it matter whether people or property will be destroyed?</li> <li>• Does it matter how many people might die?</li> <li>• Does it matter how much time you have to interrogate? Is torture a last resort?</li> <li>• Does it matter what kind of bomb has been planted?</li> </ul>	<p><b>Lesson 3:</b> <b>Own Prejudices</b> Check your unconscious bias by writing down words you think are connected with old age. Then take a look at the details about older celebrities to see how they are challenging the stereotypes!</p> <p><b>Ageism Speech</b> Use the facts about the ageing sheet to write a speech about ageing. You can choose older or younger people as the subject of your ageing speech but your task is to persuade your audience to think positively about them.</p> <p><b>Age positive icons</b> Many of the signs and symbols that we are used to seeing show older people in a bad light. Design some new icons, using the examples on the sheet to challenge the bias.</p> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• When do I negotiate? (Pairs/Class)</li> <li>• What do I need to think about to negotiate? (Pairs/Class)</li> <li>• Negotiating (Pairs/Group/Class)</li> <li>• Secret weapon (Play-Based Activity)</li> </ul> <p><b>Summer 2</b></p> <p><b>Lesson 1:</b> <b>Case histories</b> - Have a look at these case histories. In each one discuss:</p> <ul style="list-style-type: none"> <li>• What might cause or has caused the friendship to change?</li> </ul>
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	<p>angry outburst, the other which practises emotional regulation.</p> <p><b>Lesson 5:</b> <b>Affirmation Station</b> Words are powerful. Use the affirmations to celebrate your organisational skills.</p> <p><b>Moving On, Being Organised</b> An activity to gather ideas about managing the demands of secondary school, sharing tips for being organised.</p> <p><b>Effects of Clutter</b> An activity to help children to see the advantages of being organised and the detrimental effect of being.</p> <p><b>Autumn 2</b></p> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Birth and Reproduction</li> <li>• Puberty and Genital Wordsearch</li> <li>• The Emotional Challenges of puberty</li> <li>• Secret Weapon (Play-Based Activity)</li> </ul> <p><b>Lesson 2:</b> Positive or negative self-perception? (Individual/Class) This is me! (Individual/Class) Wins so far in life (Individual) The face off (Play-Based Activity)</p> <p><b>Lesson 3:</b> Sensory Sensitivity The Categorical Universe of Candice Phee Lyrics Challenge Save your money</p>	<ul style="list-style-type: none"> <li>• Would you torture the person yourself?</li> <li>• Would you torture the person's loved ones?</li> <li>• Would you publicize the fact that you are a torturer? Then discuss the 'Ladder of Torture' – and think of these questions: Where do you draw the line? When, if ever, is torture justified? Can you justify violating someone's human rights under any conditions? How do you want your police, government officials, or military to respond to this kind of situation?</li> </ul> <p><b>Ladder Statements</b></p> <ul style="list-style-type: none"> <li>• Someone has planted a bomb and admits it. We must torture that person to save lives.</li> <li>• Someone is suspected of planting a bomb. We must torture that person to find out.</li> <li>• Someone is a close friend of someone suspected of planting a bomb. We must torture the friend to discover the bomber's plans.</li> <li>• Someone reports someone else who shares the same political views as the suspected bomber. We must torture the ally to find out others who support them.</li> <li>• Someone has refused to tell the police where they think a suspect might be. This person must be tortured to make sure others don't dare do the same thing.</li> </ul> <p><b>Words on a Page</b> – watch the video and decide what words in the charter are most important to your Bill of Rights from the scenario</p> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>• Name the political parties (Pairs/Class)</li> </ul>	<ul style="list-style-type: none"> <li>• How might the friendship change?</li> <li>• Can the friends involved stay friends?</li> <li>• What the friends involved can do to stay friends (if they want to)?</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• The job for me! (Individual/Class)</li> <li>• Is learning worth it? (Pairs/Class)</li> <li>• Pictionary, the work edition (Pairs/Class/Groups)</li> <li>• Skill square (Play-Based Activity)</li> </ul> <p><b>Lesson 3:</b> Find the Taxes (Pairs/Class) What are taxes for? (Pairs/Class) How much Tax? (Pairs/Class) Spending taxes (Play-Based Activity)</p> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• Interest Rates (Pairs/Class)</li> <li>• Bank quiz (Individual/Class)</li> <li>• Why do interest rates matter to me? (Pairs/Class Task/Group)</li> <li>• Move your money (Play-Based Activity)</li> </ul> <p><b>Lesson 5:</b></p> <ul style="list-style-type: none"> <li>• Saving for the future (Pairs/Class)</li> <li>• Workplace Pensions (individual/Class)</li> <li>• Create a poster! (Pairs/Group/Individual)</li> <li>• Grumpy old man (Play-Based Activity)</li> </ul>
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	<p>and failures to return from visits to other countries of origin.</p> <p>A sudden announcement of an engagement to an apparent stranger may also point towards Forced Marriage. Females - even young girls - may have an early or unwanted pregnancy following a Forced Marriage.</p> <p><b>Marriage, Civil Partnerships and Cohabiting</b> Use the LifeWise PPT then answer these questions to check your understanding:</p> <ul style="list-style-type: none"> <li>• Name a difference between forced and arranged marriages.</li> <li>• What should you do if you or someone you know is at risk of a forced marriage?</li> </ul>		
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