

WELCOME TO PSHE MATTERS

This resource has been specifically developed to support schools and settings, in meeting the needs of pupils in personal, social, health and economic education (PSHE).

The Secretary of State's foreword in the 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance ("the Guidance") stated, "*In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.*"

We hope that schools will find this resource useful in their planning and delivery.

It is worth noting that in the Guidance, the Secretary of State acknowledges that legitimate and understandable areas of contention will arise "*... there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents...*"

Relationships Education, Relationships and Sex Education and Health Education Guidance - GOV.UK (www.gov.uk) At the time of publication, the content is in line with nationally recognised good practice. It is of equal importance to note however, that as local and national guidance changes, then some aspects of the PSHE Matters publication may need to be reviewed and updated by schools.

PSHE Matters is a resource which can supplement and help schools to deliver a coherent and progressive learning experience for children. Teachers know what is age and developmentally appropriate for their pupils. PSHE Matters has therefore been specifically designed to allow schools the flexibility to select activities and resources, based on the previous experience and levels of maturity of the children in their class. In implementing the school's vision, governors and trustees will have agreed your PSHE policy and what best meets the needs of your communities in implementing their own unique values and philosophy. This will of course vary from school to school and inform your use of PSHE Matters (for example in the Growing Up module).

We want our children to make informed choices about the risks they face in life. PSHE will focus on the 'key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts; including online'. This will sit alongside the essential understanding of how to be healthy. Indeed, the DfE Guidance on PSHE Education (Updated 11 February 2020) states "*... while we believe that it is for schools to tailor their local PSHE programme to*

reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions." Personal, social, health and economic (PSHE) education - GOV.UK (<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>)

Parents and carers are the prime educators for children, and schools are in a privileged position to be able to complement and build upon what pupils learn at home. Adopting a whole school approach is certainly a key feature when developing a coherent and agreed approach to the teaching of PSHE.

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered. Consulting parents, governors and the wider community in developing and reviewing Relationships and Sex Education (RSE) as part of PSHE should reassure all stakeholders that their PSHE policies meets the needs of pupils and parents and reflects the communities they serve.

The Relationships and Sex education (RSE) and Health Education - GOV.UK (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>) says "*The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021.*"

Engaging with parents/carers about PSHE Education content is an important part of providing a high-quality programme. You will find a link below to leaflets, which have been developed to enhance the PSHE Matters activities, and provide fun, interesting and easy to deliver activities. These activities can support families to learn more about topics, such as mental health, dealing with change and forming positive relationships.

You can view the online version or download a free copy of the leaflets [here](#).

We know we have dedicated passionate PSHE Leads in our schools and have welcomed the feedback you have provided whilst using the first edition of PSHE Matters. We continue to be inspired by the creative practice in our schools, making a real difference to the children in your care.

To the best of our knowledge this document is up to date and accurate at the point of publication. (July 2021)¹

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INTRODUCTION TO PSHE MATTERS

Why does PSHE Matter?

A growing body of research shows us that pupils with better health and wellbeing are likely to achieve better academically, and that positive mental health and healthy relationships are essential for higher brain function that supports learning.

PSHE education can support children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. PSHE education can also help pupils to develop skills like - teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

Safeguarding is a key element of PSHE education as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

PSHE Matters enables schools to fulfill their new statutory duties to deliver statutory Relationship and Health Education, and non-statutory Sex Education. PSHE education delivery provides evidence for key Ofsted judgements, particularly 'personal development'.

PSHE Matters strives to:

- promote best Personal Social and Health Education (PSHE) practice
- build on established practice in primary schools
- present a spiral curriculum which is easy to understand and accessible to all
- increase teacher confidence, particularly around teaching sensitive issues
- ease teachers' workload by providing creative lesson ideas
- provide formative and summative assessment activities
- improve pupils' emotional literacy
- help pupils to stay safe and healthy
- impact positively on the school ethos/culture, help prepare pupils for life and work by developing 'Skills for Life'
- provide an integrated framework for delivery of Relationships Sex and Health Education

The 10 Principles of Effective PSHE

The PSHE Association has developed the following evidence-based principles of good practice in PSHE that apply across all key stages. PSHE Matters has been designed with these in mind:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made. To transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

The PSHE Modules

The PSHE Modules are constructed around four age groups:

Early Years Foundation Stage

Key Stage 1 (Years 1 and 2)

Lower Key Stage 2 (Years 3 and 4)

Upper Key Stage 2 (Years 5 and 6)

Within each age group there are 12 learning modules that could be taught in any order over a two-year period. If not taught over a two-year period then it is important that schools select content that is relevant to their pupils needs. This resource is not definitive and schools should use it flexibly and adapt it and develop it where appropriate.

The 12 modules are:

1. **Drug Education** - including how to manage risk and peer influences
2. **Exploring Emotions** - including how to recognise and manage feelings and emotions
3. **Being Healthy** - including the importance of looking after our mental health
4. **Growing up** - including the Sex Education element
5. **Changes** - including loss
6. **Bullying Matters** - including how to ask for help
7. **Being Me** - including identity and community
8. **Difference and Diversity** - including challenging stereotypes
9. **Being Responsible** - including looking after the environment
10. **Being Safe** - including online and offline
11. **Relationships** - including what is a healthy relationship
12. **Money Matters** - including enterprise

Each KS1/2 module starts with learning opportunities.

These are taken from the PSHE Association Programme of Study 2020/21 statements which are based on the three core themes: Health and Wellbeing; Relationships and Living in the Wider World. (The PSHE Association programme of study can be found on the PSHE Association website.) <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Early Years (EYFS)

The learning modules for EYFS includes the Early Learning Goals (ELG) taken from the statutory framework, found here: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544222/statutory-framework-for-the-early-years-foundation-stage.pdf) as well as guidance from *Development Matters, found here: [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544222/statutory-framework-for-the-early-years-foundation-stage.pdf).

We have selected what we feel are the most appropriate learning and development statements for each of the topics. Please note that most of the ELG/Development Matters statements refer to the 'personal, social and emotional development' (PSED) area of learning but also included are statements which refer to 'understanding the world' which are written in green.

*Please note that other curriculum guidance documents are available.

Managing Sensitive Issues

Good quality PSHE education has a focus on developing resilience and positive behaviours. By its very nature it includes some sensitive issues therefore it is essential that before using this resource staff are confident about their school's approach to tackling sensitive issues.

This means schools need to choose the resources, activities and language that reflects their school's values and the needs of their communities. For example, whilst schools have a duty to teach within the context of Equality Law, they have the flexibility to decide on when, where and how much LGBT content to teach. Schools should review relevant content in this resource and develop a clear policy that guides all staff and has been informed by parental consultation. This will support teachers to feel safe and confident in delivering PSHE. Creating a safe environment in the classroom allows pupils to engage in learning without embarrassment or pressure and with a clear idea of boundaries. We can do this through ground rules that set out expectations for discussion, participation and confidentiality. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, then amend them as necessary.

Possible ground rules could include:

- *We will not ask each other personal questions
- *We have the right to pass if we do not wish to comment
- *We will actively listen to others
- *We will ask for help if we feel upset or worried

Distancing techniques, using third person such as characters from a story, scenarios, role play, depersonalised discussions and anonymous question boxes are strategies that are examples of good practice and support a safe environment.

Where a pupil has been affected by any issues being discussed it is important to have clear strategies to support them emotionally and perhaps provide alternative access to the learning if necessary.

Be mindful that some pupils might look online for more information and could easily stumble across unsuitable material e.g. when learning about body parts or how babies are made. Providing a safe environment to discuss sensitive issues in school and encouraging them to ask questions to trusted adults they know is the best way to avoid this. Alongside this, developing critical thinking skills to analyse sources of information, and knowing how to respond to contact, conduct or content that makes them feel comfortable on and offline are essential.

As part of the ground rules, staff should let pupils know that any concern for their safety will be acted upon, therefore absolute confidentiality cannot be promised. Staff must respond in accordance with school safeguarding procedures if any disclosures are made.

This short video 'PSHE Safe Environment' <https://youtu.be/G5uEKL8rHwc> has some useful guidance and practical ideas to support staff discussion.

INTRODUCTION TO PSHE MATTERS

Long Term Plan Examples

Early Years (EYFS)

EYFS practitioners may choose to deliver the modules at the same time as the rest of the school, or pick and choose across the resource to integrate the learning with their current topic or focus.

Overview: Annual long-term plan for single year classes.

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y2	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

Overview: Two year long-term plan for mixed aged classes.

Year 1

Module			
Being Healthy	Year 1/2	Year 3/4	Year 5/6
Relationships	Year 1/2	Year 3/4	Year 5/6
Exploring Emotions	Year 1/2	Year 3/4	Year 5/6
Difference and Diversity	Year 1/2	Year 3/4	Year 5/6
Being Responsible	Year 1/2	Year 3/4	Year 5/6
Bullying Matters	Year 1/2	Year 3/4	Year 5/6

Year 2

Module			
Drug Education	Year 1/2	Year 3/4	Year 5/6
Growing Up	Year 1/2	Year 3/4	Year 5/6
Changes	Year 1/2	Year 3/4	Year 5/6
Being Me	Year 1/2	Year 3/4	Year 5/6
Money Matters	Year 1/2	Year 3/4	Year 5/6
Being Safe	Year 1/2	Year 3/4	Year 5/6

ACTIVE TEACHING AND LEARNING IDEAS

A range of teaching and learning ideas have been included in the 12 modules. Below is a description of some of the ideas suggested.

A-Z

This simple technique can be used in many subject areas. For example: children can be asked to create an A-Z of things that make them happy. Sometimes it might be appropriate to make this a time limited exercise and introduce an element of competition.

Advice Alley

Children stand into facing rows to create an alley. The character walks down the alley and each part of the wall speaks as they pass alternating sides. Give the children time to think about what they would like to say and asked them to practise it all together before doing it for real.

Agree/Disagree Continuum

Display an 'agree sign' at one end of the room and a 'disagree sign' at the other. A statement is made such as: chocolate is the best food. The children move to the point on the line where their opinion lies.

It is important to stress that there is no right or wrong answer. The only thing that is important is that it is their opinion, and they can explain it in a polite way.

This technique can be used in all sorts of lessons and allows children to understand that it is acceptable to disagree with people. It is important to listen to other people's ideas. The technique also encourages children to practice expressing their own choices rather than succumb to peer pressure.

The continuum can have many uses. It can help children to assess risk if you have low risk at one end and high risk at the other.

Brainstorm

This is where a group or class think of all words connected to a question or subject.

Carousel

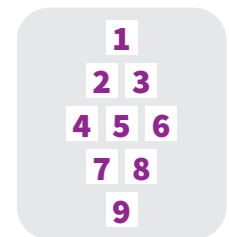
Divide the class into pairs and asked them to call themselves A and B. Ask all the A's to stand in a circle facing outwards. The B's then stand opposite their partner creating a circle facing inwards. This is a technique that allows children to work in pairs that are constantly changing. So before you start ask the B's to go to the next A to their left. They can then be moved as many people as you choose between each activity/question.

Change Places If...

Ask the children to create a circle. The teacher then can make statements which, if they are true of the child, then the child has to move to another place. The statements can relate to the subject being studied. It can be used as a baseline activity and then a summative.

Diamond 9

Small groups are given prepared cards connected to a subject such as: love is... The number of cards in the Diamond can be 9 or 16. It is also possible to put extra cards in which then have to be discarded as the groups create the pattern shown:



The order will come from which cards they consider the most important. The most important being in the place of number 1.

Draw and Write

A simple statement is made, for example; a bully looks like... The child then draws a picture and can label it and/or write sentences beside it to explain.

Freeze Frames/Statues

This simple technique enables children to express emotions that they cannot always articulate and provides an excellent warm up. It can also encourage children to select key moments.

Ask the children to freeze individually as a character; for example, in a particular moment in a text. In small groups ask children to create a freeze frame of a particular moment. (It is important to make it clear that this should not be like a portrait photograph, it's an 'in action' moment.)

Gingerbread

This is a very simple technique for allowing children to think about what they know about a character's personality and/or feelings as opposed to the facts about the character.

Draw the outline of a gingerbread with plenty of space in the middle. Explain that all the facts about the character need to be written around the outside. Any personality and/or feelings are placed in the middle.

Hotseat

Hot seating is a technique in which a child or staff member is in role as a character and other members of the group or class ask them questions. Top tips:

- Ask them to think about questions beforehand.
- Ask them to think about intelligent questions about feelings and relationships with other people - questions about facts and age etc. don't often help the purpose of the exercise.
- If the children are going into role give them an exercise such as the gingerbread outline first, in order to help them start to think about how the character might be played.
- When looking round the room at those being hot seated it should be obvious that they are playing another character and not themselves through their physicality.

ACTIVE TEACHING AND LEARNING IDEAS

Mime

Mime is a technique in which actors move but don't speak. When working with children it is always advisable to ask them to start and finish with a freeze frame.

Question Box/ Ask it Basket

Create a post box in which children can anonymously place questions according to the activity concerned. Always remember to look through any questions before you answer them. Please also make it clear that if there is anything in the box that causes concern, the member of staff will talk to someone else after having talked to the child.

Round of...

Give the children a sentence stem such as: "I have found this lesson interesting because..." Each child takes it in turn to complete it.

Step Debate

Divide the class in half and have a member of staff stand in the middle. One half of the class has to argue 'For'. For example, "Everyone can dance." The other half of the class has to argue 'Against' that statement. They can discuss their arguments in their halves (in pairs if that is simpler). Then each side presents one argument at a time, and if the member of staff is convinced they will take a step towards that half. At the end, the side which has the member of staff closest to them wins the argument.

Target

This method can be used in various ways. It is used in the friendship section, so that children can identify their circle of friendships. Those closest to them would be at the centre of the target and those further away at the edges. Clearly this would be a private activity not be shared with others.

It can also be used as an assessment method by asking children to mark on the target how confident they feel about an issue at the beginning of a piece of work. It is possible then to repeat the process and see if there's any change.



Emotion Tracking

This method is fantastic at exploring emotions. In role as characters within a freeze frame, walk round the statues and

touch them on the shoulder. This is the cue for them to share how their character is feeling. One word is sufficient. Make sure they are talking about feelings and not thoughts. It will be a matter of training them to achieve this. It is also helpful not just to accept 'happy' and 'sad'. This not only helps with understanding the range of emotions but also develops vocabulary. Even if characters have been moving and talking in role play, you can ask them to freeze in order to 'Emotion Track'.

Consequence Wheel

This activity encourages children to think about first and second order consequences of a particular event or action. They write a possible action or event in a circle. They write as many direct consequences as possible in a set of circles and join them to the main event / action with a single line. Then they think of second order consequences and write them in a further set of circles which they join to direct consequences with a double line.

Thumbs up

Children answer questions by putting their thumbs up if they feel positive or understand, thumbs down if they're struggling to understand or don't feel very positive. There is also the option to put your thumbs in a straight line indicating they don't feel one thing or another.

Templates for activities can be found on pages 135- 156.

Useful Resources to Support Intervention

Emotional and Mental Health resource for schools, providing useful intervention ideas to help reduce barriers to learning. <https://www.derbyshire.gov.uk/site-elements/documents/pdf/social-health/children-and-families/mental-health-and-wellbeing/emotional-and-mental-health-toolkit.pdf>

Measuring and Monitoring Children & Young People's Mental Wellbeing: A toolkit for schools and colleges. www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/mental-health-toolkit-for-schools/

A list of all books used in the activities can be found on page 134.

ASSESSMENT IN PSHE MATTERS

Why is assessment important in PSHE?

Assessment is central to effective, quality teaching and learning in all curriculum subjects and PSHE is no different.

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning.

To enable this to happen, assessment has to be an integral part of the teaching and learning process and needs to focus on clear learning outcomes related to the curriculum and not on behavioural outcomes only.

This is important as we are assessing skills, attitudes, knowledge and understanding not behaviour.

Using assessment effectively in PSHE

- Find out what pupils already know and understand before embarking on a theme.
- Share learning objectives and outcomes with pupils which will help them to understand the standard of knowledge and skills to aim for or achieve.
- Provide formative feedback that helps pupils to identify how to improve.
- Teach pupils self-assessment techniques and strategies so that they are able to assess their developing knowledge, understanding, attitudes and skills.
- Differentiate activities.
- Include time for reflection and action within the session.
- If pupils aren't achieving, consider which different strategies we can put in place to support them more effectively.

Assessment ideas in PSHE Matters

The assessment ideas in this resource are intended to be flexible to help teachers think about how PSHE can be assessed. They can be used as set out in this document or amended as appropriate.

An assessment suggestion box has been included at the end of each module. This has been included so teachers can find out what pupils know at the start of the topic (baseline) and what they have learnt by the end (summative).

The assessment grids have been set out to allow you to think about those pupils who are not achieving the key objectives and what the next steps will be in order to support them.

The 'Skills Assessment Wheel' has been included as a tool for staff to use with EYFS, Key Stage 1 pupils. At Key Stage 2 it can be used for pupils to reflect on the skills they are working towards, allowing them to deepen their understanding of what the skills might mean to them and how they might have used and applied them. This wheel could also be used in other areas of the curriculum.

At the end of each module there is a question related to the module. For example, 'Learning about how to manage our emotions matters because...' Including this helps the children to make connections to their lives and to reflect on what has been taught. For some this will be a challenging activity and they may need support in identifying why it matters however this will come with practice. It is important to create a space where they can give honest feedback - PSHE education needs to be relevant and meaningful to their lives.

Their responses to this activity can guide us to ensure we are addressing what really matters to them. The PSHE matters question at the end of each module is linked to the 'PSHE Matters Passport' which allows the pupils to record their responses. This also allows pupils to look back at their responses over the year identifying if their attitudes have changed. This activity can also be used as a summative assessment tool.

Each module in Key Stage 1 and 2 has a related progression table. These will support teachers to identify the knowledge and skills that should be secure and built upon to ensure consolidation and progression in children's learning.

Key Stage 1

THEME: HEALTH AND WELLBEING

Learning Opportunities Pupils know...	Pupil's Name/Initials					
H1. about what keeping healthy means. Different ways to keep healthy.						
H2. about foods that support good health and the risks of eating too much sugar.						
H3. how physical activity helps us to stay healthy; ways to be physically active every day.						
H4. why sleep is important and explain different ways to rest and relax.						
H5. about simple hygiene routines that can stop germs from spreading.						
H6. about medicines that can help people to stay healthy.						
H7. how visiting the dentist and brushing teeth correctly can support dental health.						
H8. how to keep safe in the sun and protect skin from sun damage.						
H9. different ways to learn and play, recognising the importance of knowing when to take a break from screen time.						
H10. about the people who help us to stay physically healthy.						
H11. about different feelings humans can experience.						
H12. how to recognise and name different feelings.						
H14. how to recognise what others might be feeling						

Key Stage 1

THEME: HEALTH AND WELLBEING

Learning Opportunities Pupils know...	Pupil's Name/Initials					
H15. that not everyone feels the same at the same time, or feels the same about the same things.						
H16. ways of sharing feelings; a range of words to describe feelings.						
H17. about things that help people feel good.						
H18. about different things they can do to change their mood when they don't feel good.						
H19. when they need help with feelings; that it is important to ask for help with feelings and how to ask for help.						
H20. about change and loss; about feelings associated and can recognise what helps people to feel better.						
H21. what makes them special.						
H22. about ways in which we are all unique.						
H23. what they are good at and what they like and dislike.						
H24. how to manage when finding things difficult.						
H25. how to name the main parts of the body including external genitalia (vulva, vagina, penis, testicles.)						
H26. about growing and changing from young to old and how people's needs change.						
H27. how to prepare to move to a new class/year group.						

Key Stage 1

THEME: HEALTH AND WELLBEING

Learning Opportunities Pupils know...	Pupil's Name/Initials					
H28. examples of rules and age restrictions that keep us safe.						
H29. about risks in simple everyday situations and what action to take to minimise harm.						
H30. how to keep safe at home.						
H31. how household products (including medicines) can be harmful if not used correctly.						
H32. about ways to keep safe in familiar and unfamiliar environments (e.g. beach, park, swimming pool, on the street) and how to cross the road safely.						
H33. about the people whose job it is to help keep us safe.						
H34. about basic rules to keep safe online.						
H35. what to do if there is an accident and someone is hurt.						
H36. how to get help in an emergency, (how to dial 999 and what to say.)						
H37. about things that people can put into their body or on their skin and explain how these can affect how people feel.						

Key Stage 1

THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Pupil's Name/Initials					
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in their lives.						
R2. about the people who love and care for them and what they do to help them feel cared for.						
R3. about different types of families including those that may be different to their own.						
R4. about common features of family life.						
R5. that it is important to tell someone if something about their family makes them unhappy or worried.						
R6. about how people make friends and what makes a good friendship.						
R7. when they or someone else feels lonely and what to do.						
R8. about simple strategies to resolve arguments between friends, positively.						
R9. how to ask for help if a friendship is making them feel unhappy.						
R10. that bodies and feelings can be hurt by words and actions.						
R11. how people may feel if they experience hurtful behaviour or bullying.						
R12. that hurtful behaviour (offline and online) is not acceptable; how to report bullying; the importance of telling a trusted adult.						
R13. that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.						

Key Stage 1

THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Pupil's Name/Initials					
R14. that sometimes people may behave differently online, including by pretending to be someone they are not.						
R15. how to respond safely to adults they don't know.						
R16. how to respond if physical contact makes them feel uncomfortable or unsafe.						
R17. about situations when they should ask for permission and also when their permission should be sought.						
R18. about not keeping adults' secrets (only happy surprises that others will find out about eventually.)						
R19. about basic techniques for resisting pressure.						
R20. what to do if they feel unsafe or worried for themselves or others.						
R21. about what is kind and unkind behaviour, and how this can affect others.						
R22. about how to treat themselves and others with respect; how to be polite and courteous.						
R23. to recognise the ways in which they are the same and different to others.						
R24. how to listen to other people and play and work cooperatively.						
R25. how to talk about and share their opinions on things that matter to them.						

Key Stage 1

THEME: LIVING IN THE WIDER WORLD

Learning Opportunities Pupils know...	Pupil's Name/Initials					
L1. what rules are, why they are needed, and why different rules are needed for different situations.						
L2. that people and other living things have different needs; about the responsibilities of caring for them.						
L3. about things they can do to help look after their environment.						
L4. about different groups they belong to.						
L5. about, and give examples of the different roles and responsibilities people have in their community.						
L6. about ways they are the same as, and different to, other people.						
L7. how the internet and digital devices can be used safely to find things out and to communicate with others.						
L8. about the role of the internet in everyday life.						
L9. that not all information seen online is true.						
L10. what money is; forms that money comes in and that money comes from different sources.						
L11. that people make different choices about how to save and spend money.						
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want.						
L13. how money needs to be looked after; different ways of doing this.						
L14. that everyone has different strengths.						
L15. that jobs help people to earn money to pay for things.						
L16. about different jobs that people they know or people who work in the community do.						
L17. about some of the strengths and interests someone might need to do different jobs.						

Key Stage 2

THEME: HEALTH AND WELLBEING

Learning Opportunities Pupils know...	Pupil's Name/Initials					
H1. how to make informed decisions about health.						
H2. about the elements of a balanced, healthy lifestyle.						
H3. about choices/ influences that support a healthy lifestyle.						
H4. how to recognise that habits can have both positive/negative effects on a healthy lifestyle.						
H5. about what good physical health means; how to recognise early signs of physical illness.						
H6. about what constitutes a healthy diet; risks associated with not eating a healthy diet.						
H7. how regular (daily/weekly) exercise benefits mental and physical health; risks associated with an inactive lifestyle.						
H8. about how sleep contributes to a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn.						
H9. how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.						
H10. how medicines, when used responsibly, contribute to health.						
H11. how to maintain good oral hygiene.						
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage.						
H13. about the importance of balancing time online with other activities.						
H14. how and when to seek support if they are worried about their health.						

Key Stage 2

THEME: HEALTH AND WELLBEING

Learning Opportunities	Pupil's Name/Initials					
Pupils know...						
H15. that mental health, just like physical health, is part of daily life and understand the importance of taking care of mental health.						
H16. about strategies and behaviours that support good mental health.						
H17. to recognise that feelings can change over time and range in intensity.						
H18. about everyday things that affect feelings and the importance of expressing feelings.						
H19. about different vocabulary to use when talking about feelings; about how to express feelings in different ways.						
H20. how to manage and respond to feelings appropriately.						
H21. the warning signs linked to mental ill health and wellbeing and how to seek support for themselves and others.						
H22. that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.						
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.						
H24. how to use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools/classes.						

Key Stage 2

THEME: HEALTH AND WELLBEING

Learning Opportunities Pupils know...	Pupil's Name/Initials					
H25. about personal identity; what contributes to who they are.						
H26. that for some people gender identity does not correspond with their biological sex.						
H27. that they are unique and special. They can name their personal qualities.						
H28. about their personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.						
H29. about how to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking.						
H30. the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.						
H31. about the physical and emotional changes that happen when approaching and during puberty.						
H32. about how hygiene routines change during the time of puberty; how to maintain personal hygiene.						
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born.						
H34. about where to get more information, help and advice about growing and changing, especially about puberty.						
H35. about the new opportunities and responsibilities that increasing independence may bring.						
H36. about strategies to manage transitions between classes and key stages.						

Key Stage 2

THEME: HEALTH AND WELLBEING

Learning Opportunities Pupils know...	Pupil's Name/Initials					
H37. some reasons for following and complying with rules and restrictions.						
H38. how to predict, assess and manage risk in different situations.						
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.						
H40. about the importance of taking medicines correctly and using household products safely.						
H41. about strategies for keeping safe in the local environment or unfamiliar places.						
H42. about the importance of keeping personal information private; strategies for keeping safe online.						
H43. about what is meant by first aid; basic techniques for dealing with common injuries.						
H44. how to respond and react in an emergency situation.						
H45. as (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.						
H46. about the risks and effects of legal drugs common to everyday life.						
H47. that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.						
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines).						
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping.						
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.						

Key Stage 2

THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Pupil's Name/Initials					
R1. that there are different types of relationships.						
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.						
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.						
R4. that forcing anyone to marry against their will is a crime.						
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.						
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.						
R7. that there are different types of family structure; that families of all types can give family members love, security and stability.						
R8. about shared characteristics of healthy family life.						
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.						

Key Stage 2

THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Pupil's Name/Initials					
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.						
R11. what constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships.						
R12. what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.						
R13. about the importance of seeking support if feeling lonely or excluded.						
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.						
R15. about strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.						
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends.						
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.						
R18. how to recognise if a friendship (online or offline) is making you feel unsafe or uncomfortable; how to manage this and ask for support if necessary.						

Key Stage 2

THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Pupil's Name/Initials					
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.						
R20. about strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support.						
R21. about discrimination, what it means and how to challenge it.						
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).						
R23. about why someone may behave differently online, strategies for recognising risks, harmful content and contact; how to report concerns.						
R24. how to respond safely and appropriately to adults they may encounter, in all contexts including online.						
R25. about different types of physical contact; what is acceptable/unacceptable; strategies to respond to unwanted physical contact.						
R26. about seeking and giving permission (consent) in different situations.						
R27. about keeping something confidential or secret; when it is right to break a confidence or share a secret.						
R28. how to recognise pressure from others and strategies for managing this.						
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online.)						

Key Stage 2

THEME: RELATIONSHIPS

Learning Opportunities	Pupil's Name/Initials					
Pupils know...						
<p>R30. how personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>						
<p>R31. about the importance of self-respect and how this can affect your thoughts and feelings about yourself.</p> <p>Pupils know strategies to improve or support courteous, respectful relationships.</p>						
<p>R32. about respecting the differences and similarities between people</p> <p>Pupils can recognise what they have in common with others e.g. physically, in personality or background.</p>						
<p>R33. how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to your own.</p>						
<p>R34. how to discuss and debate topical issues.</p> <p>Pupils know how to respect other people's point of view and constructively challenge those they disagree with.</p>						

Key Stage 2

THEME: LIVING IN THE WIDER WORLD

Learning Opportunities Pupils know...	Pupil's Name/Initials					
L1. about reasons for rules and laws; consequences of not adhering to rules and laws.						
L2. about human rights, and understand that they are there to protect everyone.						
L3. about the relationship between rights and responsibilities.						
L4. about the importance of having compassion towards others; how to show care and concern for others.						
L5. about ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.						
L6. about the different groups that make up their community; what living in a community means.						
L7. about the different contributions that people and groups make to the community.						
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.						
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.						
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to prejudice if witnessed or experienced.						
L11. about ways in which the internet and social media can be used both positively and negatively.						
L12. about the importance to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.						
L13. about some of the different ways information and data is shared and used online.						
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups.						
L15. about appropriate things to share and things that should not be shared on social media; rules surrounding distribution of images.						

Key Stage 2

THEME: LIVING IN THE WIDER WORLD

Learning Opportunities Pupils know...	Pupil's Name/Initials					
L16. 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.						
L17. about the different ways to pay for things and the choices people have about this.						
L18. that people have different attitudes towards saving and spending money; what influences people's decisions.						
L19. that people's spending decisions can affect others and the environment.						
L20. that people make spending decisions based on priorities, needs and wants.						
L21. about ways to keep track of money.						
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.						
L23. about the risks involved in gambling.						
L24. about ways that money can impact on people's feelings and emotions.						
L25. about and share the positive things about themselves and their achievements; set goals to help achieve personal outcomes.						
L26. about a range of different jobs/ careers that people can have; that people often have more than one career/type of job during their life.						
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them.						
L28. about what might influence people's decisions about a job or career.						
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.						
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.						
L31. how to explore the kind of job that they might like to do when they are older.						
L32. about a variety of routes into careers (e.g. college, apprenticeship, university.)						

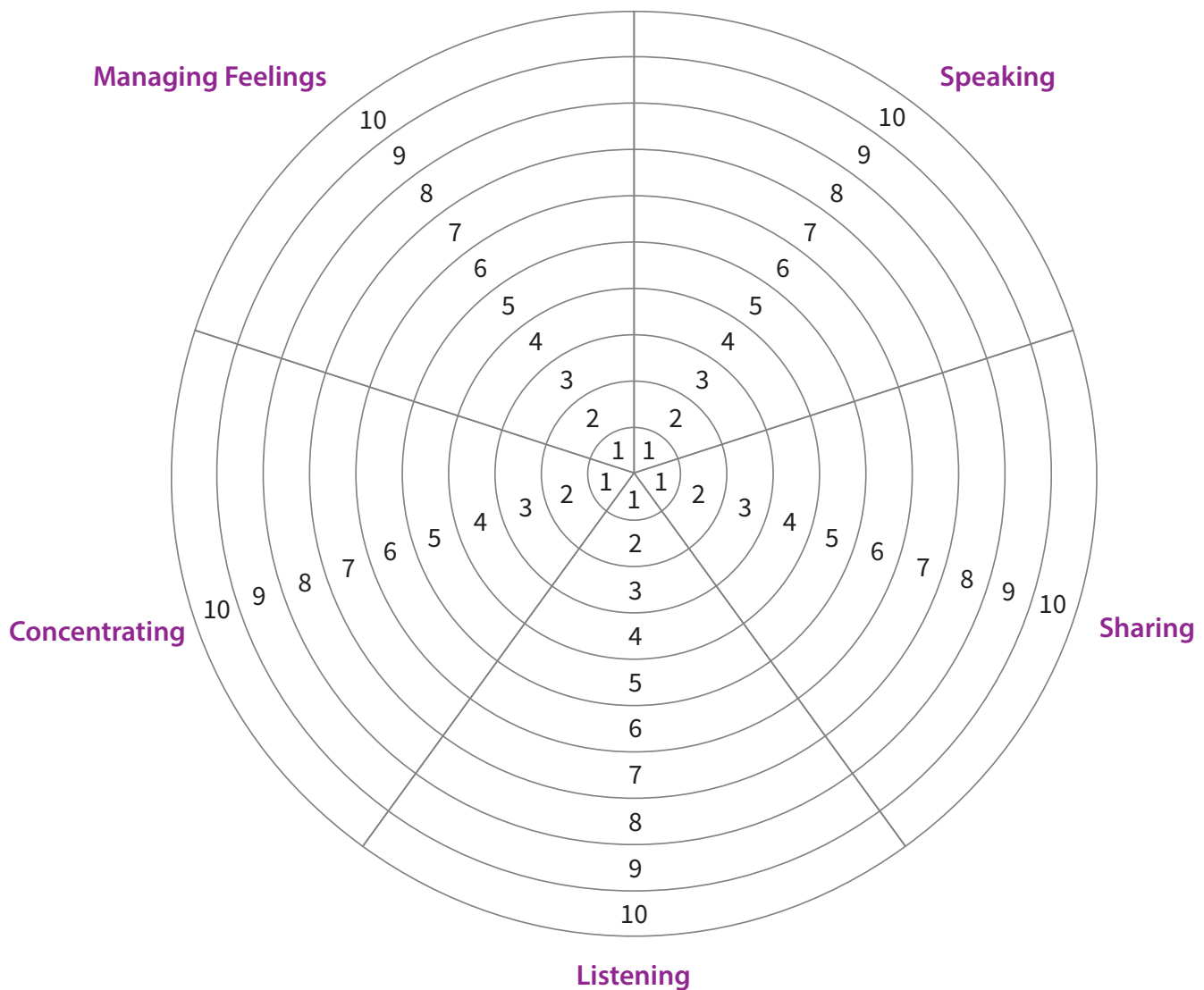
EYFS/Key Stage 1

SKILLS ASSESSMENT WHEEL

Name: _____

Date: _____

The circle below shows five different 'super skills.' One is lots more to learn yet and ten is brilliant. Complete it at the start and at the end of a unit of work to support with assessment and parent/carer discussions.



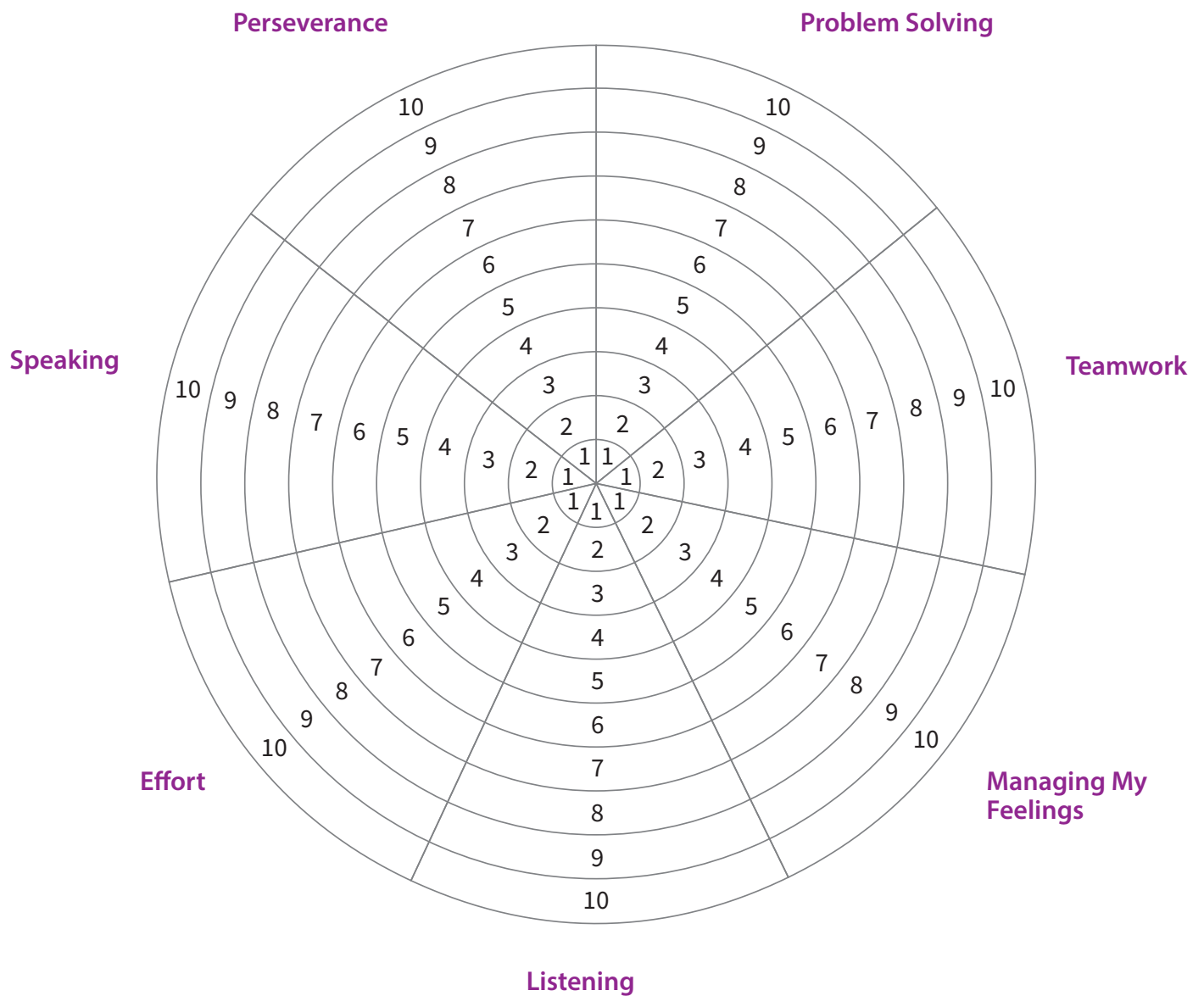
Key Stage 2

SKILLS ASSESSMENT WHEEL

Name: _____

Date: _____

The circle below shows seven different 'Super Skills.' From 1-10 (1 is lots more to learn yet and 10 is brilliant) colour in the numbered box to show how good you are at each skill. Complete it at the start and at the end of a unit of work. Has anything changed? If so, why?



WHAT I HAVE LEARNT IN PSHE

Money Matters

Difference and Diversity

Being Safe

Rights and Responsibilities

MY 'SKILLS FOR LIFE' PSHE PASSPORT



Name: _____

Class: _____

WHAT I HAVE LEARNT IN PSHE

Being Healthy

Being Me

Bullying Matters

Changes

WHAT I HAVE LEARNT IN PSHE

Exploring Emotions

Growing Up

Relationships

Drug Education

EARLY YEARS FOUNDATION STAGE (EYFS)

Early Years Foundation Stage - Personal, Social and Emotional Development.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. (DFE statutory framework for the early years foundation stage, published March 2021).



The EYFS Modules are organised under four subheadings, these include:

Enabling Environment

What is an enabling environment?

A physical and emotional environment where children feel safe, secure, comfortable and ready to learn.

This may include basic areas set up indoors/outdoors. These areas are always available, well-organised and open-ended and may include: role play, craft, snack, exploratory/science, construction, small world areas etc.

Explorations

What constitutes an activity in this context?

Experiences for children to access independently, offering opportunities for children to be responsible for their own learning.

Opportunities for children to transfer the experiences to areas of their choosing. To be open-ended.

Role of the Adult

What is the role of the adult?

Sensitive interactions: interventions to extend and challenge.

Stimulation: providing activities and experiences to extend learning, including development of adult-directed activities into continuous provision.

Modelling strategies: for thinking, scaffolding and questioning to extend learning and discovery.

Adult-directed activities: to further explain a concept.

Parents & Carers

How do we involve parents/carers?

Ideas suggested to involve parents/carers in children's learning and development creating a two way flow of ideas and information sharing; school or setting to home and home to school or setting.





EYFS

Drug Education

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. Try new things and start establishing their autonomy.
- Find ways to calm themselves, through being calmed and comforted by their key person.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Know and talk about the different factors that support their overall health and wellbeing.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, senses, asking, seeking challenge, pretending, representing, risk-taking.

Active Learning

Engaged, energy, motivated, trying, focusing, persevering.

Creating and Thinking Critically

Choosing, thinking, deciding, creating, reviewing, adapting, making links.

Books

‘Zog and the Flying Doctors’ by Julia Donaldson.

‘Peppa Goes to the Hospital’ by Peppa Pig.

‘Six Dinner Sid’ by Inga Moore.

‘Goldilocks and the Three Bears.’

Nursery Rhymes: ‘Miss Polly had a Dolly’, ‘Humpty Dumpty’, ‘Jack and Jill.’

Enabling Environment

- Set up a doctors’ surgery with a waiting room, link to the nursery rhyme ‘Miss Polly had a Dolly.’ Have a phone, appointment books, prescription pads etc.
- Set up a hospital including stethoscope, bandages, thermometer, bed, charts, water etc.
- Set up a role play area including a place to make medicines and potions, using water, food colourings, essences, flower petals, small pots, test tubes, funnels, pipettes, syringes etc. Talk to children about the safety of medicines, how these would help poorly characters recover and what they would do if they didn’t help.
- What would happen if too much is taken? Who gives the medicine? Can children list their ingredients and make recipes for their own medicines?
- Set up role play space for ‘Goldilocks and The Three Bears.’ Enable children to retell the story. What are the dangers for Goldilocks? Should she have gone into the strangers’ house? Should she have eaten from the bowls? How did she know that what was in them was safe? What are other dangers for Goldilocks?
- Play musical statues and ask the children to move their body in different ways. How does exercise make them feel? Why is doing exercise good for us?
- Set up a beach area- include sun hats, umbrellas, empty bottles of sun cream, sun glasses, t-shirts, sand pit, tent, chairs etc. Discuss the importance of sun safety and what happens if safety guidance is not followed. How do we use sun cream? E.g. Is it safe to drink?
- Invite an optician into school. Set up an opticians and include an eye test chart etc. When might we use medicines for our eyes?

Role of the Adult

- Ensure the learning environment is safe.
- Enable children to contribute their own ideas and be involved in setting up the role play areas to make them relevant to their experiences and learning needs.
- Talk to children about their experiences of being poorly, e.g. how did it feel? Did medicines help? What medicines were taken? Where were they kept? Who gave them? How did they feel? What made them feel better?
- Talk to children, for example asking questions about how they made their medicines in role play. How do they know these are safe? How will they help those who are poorly?
- Discuss: Are there other ways of feeling better without medicines? Always? Sometimes?
- Discuss the safety of medicines. How would medicines help poorly characters recover and what they would do if they didn't help? What would happen if too much is taken? Who gives the medicine? How much do you use?
- Introduce activities into role play once modelled and experienced by the children.
- To observe engagement, model, support, and interact at appropriate moments to extend children's ideas, understanding and learning.

Explorations

- Use the book 'Zog and the Flying Doctors' as a stimulus. Make a potion for the King to help him with his fever.
- Design and create a poster about the safety of substances, medicines etc.
- Make up a game for Humpty Dumpty that would help him take his mind of his cuts and bruises.
- Design and make a get well card for Humpty Dumpty to help him to feel better.
- Make Humpty Dumpty jigsaws and ask the children to put him back together again, adding kind words as they do it.
- Circle Time: Pass the teddy around the circle and when the music stops give the teddy a hug. What else can we do when someone we love feels unwell? Ask the children to show and tell in the middle of the circle.
- Circle Time: Put a bag of sweets that look like pills/tablets in a sealed bag. What are they? Are they safe to eat? What should we do if we find something in our homes that look like sweets? Make up a class rhyme.
- Puppets: Puppet is very shy and when he feels unwell he finds it very difficult to tell anyone or ask for help. How could we help puppet?
- Ask children to walk around a space sharing different emotions e.g. tired because they haven't slept; excited because it is their birthday; worried because they have lost their toy. Discuss how breathing can help with managing big emotions. Practise together.

- Adventure: Set up a journey where the children have to collect particular items. When they get back ask them to sort them into whether they think they are safe to eat/drink or not safe to eat/drink? How do we know?
- Make telephones out of cups and string. Ask children to communicate with their partner. Discuss when to make a 999 call. What would they say? Can their partner repeat what they said?

Parents and Carers

- Talk to children about medicines, who should give them and what is safe to take when?
- Give out a first aid box template. Add to the box by drawing, writing or sticking things that would help you when you are poorly. Provide an example which may include: a hug, a teddy to cuddle, medicine, sleep, healthy food, water, films to watch. Return, share and compare.
- Read 'Six Dinner Sid' – what advice would you give to Sid? Why can too much medicine be dangerous?
- Safety around Medicines: Design a poster and enter into a class competition if children wish.
- Handwashing Song: Make up a handwashing song and share. <https://www.youtube.com/watch?v=aGJNspLRdrc>

Assessment Suggestion

Ongoing formative assessment

- Can I understand what is safe and unsafe to eat/drink?
- Can I understand what medicine is and how it should be used safely?
- Do I know ways to keep myself healthy?
- Can I ask for help if I need it?

PSHE Passport Idea

Being safe and well matters because...



EYFS

Exploring Emotions

EYFS Statutory Framework

**Personal, Social and Emotional Development ELG:
Self-Regulation**

Children at the expected level of development (at the end of their reception year) will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Feel strong enough to express a range of emotions.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.
- Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."

3- and 4-year olds will be learning to:

- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Children in reception will be learning to:

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, senses, asking, seeking challenge, pretending, representing, risk-taking.

Active Learning

Engaged, energy, motivated, trying, focusing, persevering.

Creating and Thinking Critically

Choosing, thinking, deciding, creating, reviewing, adapting, making links.

Books

- 'The Colour Monster' by Anna Llenas.
- 'The Love Monster' by Rachel Bright.
- 'The Koala who Could' by Rachel Bright.
- 'How do you feel?' by Anthony Browne.
- 'Pip and Posy Books' by Axel Sheffler:
 - 'The New Friend' - Jealousy.
 - 'The Super Scooter' - Cross.
 - 'The Big Balloon' - Sad, disappointment.

Enabling Environment

- Create a calm zone or chill out den. Provide cuddly toys, fairy lights, lava lamps, gentle music.
- Set up role play opportunities like a home corner including props and/or provide large cardboard boxes, planks, log sections, crates, natural objects like shells and conkers for children to use imaginatively to make their own scene.
- Provide a box of den making equipment for outdoors like blankets, clothes pegs, washing lines, bamboo canes, camouflage netting, tarpaulins etc.
- Set up a sand/water tray with a holiday theme. Include buckets and spades, shells, small world figures, sea-creatures, fishing nets etc.
- Create a block play area with a selection of many types of wooden blocks, large and small with a selection of people, animals and vehicles available for self-selection close by.
- Provide a free choice creative area with painting, collage and malleable materials available so that children can represent their feelings through different media.
- Set up a mud kitchen outdoors and provide recipes and ingredients like petals, herbs and rose water for making 'Emotions Potions.' You could also provide menus for an emotions café including scared sausages, jealous jelly, calm cakes etc.

Role of the Adult

- Talk to the children to help them label feelings and emotions.
- Take time to listen to children respectfully when they raise injustices and involve them in finding a 'best fit' solution.
- Provide books with stories about characters that follow or break rules and the effects of their behaviour on others.
- Affirm and praise positive behaviour, explaining and demonstrating that this makes children and adults feel happier.
- Encourage children to think about issues from the view point of others.
- Be alert to injustices and let children see that they are addressed and resolved fairly.
- Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they exist and what they are intended to achieve.
- Help children's understanding of what is right and wrong by explaining why it is wrong to hurt somebody or if it is acceptable to take a second piece of fruit after everybody else has had some.
- Involve children in identifying issues and finding solutions.
- Set, explain and maintain clear, reasonable and consistent limits so children feel safe and secure.
- Provide a safe place for children to access when they need to calm down or be quiet.
- Encourage children to ask questions about things that worry them. Let them know it's alright to be worried, do not dismiss their concerns or try to tell them how to feel.
- Listen to them carefully and answer the question they ask rather than giving them information they do not need.
- Be truthful, it's okay to say you do not know the answer.
- Help them give a name to what they are feeling.
- Put in place ways children can let others know how they are feeling.
- Help children to understand that it is acceptable to be sad, angry or worried and that it can help to talk about how you feel.
- Involve children in agreeing codes of behaviour and take responsibility for implementing them.

Explorations

- Create a meet and greet hand shake or dance. Practise and repeat and share with others. Help children to decide which greeting they prefer and discuss their feelings.
- Play musical statues and when the music stops share a scenario and ask them to show an emotion. Do we all look the same? Why might we look different?
- Catch the bubbles – how many can you touch or pop? How does it make you feel when you pop a bubble?
- Draw or make a 'Love Monster' who is feeling sad because nobody loves him/her. What would he/she look like? How could you make or draw that? Cut out hearts and add kind words to the hearts that children might say to make the monster feel better. Introduce a box of hearts and use them to spread kindness using kind words.
- What does it mean to be brave? Read: 'The Koala Who Could.' Discuss Koala's feelings. How could you be brave today? Create class goals. Today I have been brave because...
- Use 'The Colour Monster' clip as a stimulus.
<https://www.youtube.com/watch?v=bpLmzxbeVmU>

- Provide a range of different coloured paints or crayons and paper. Suggest the children could paint a picture about something that made them happy, sad or angry. What colours could they use to paint anger, jealousy etc. Help children write a sentence about the feeling that inspired the painting. Display the paintings in an 'emotions gallery' so that children can talk about them and discuss their feelings. Invite parents to an exhibition.
- At circle time blow up a balloon to represent big feelings (overwhelming emotions like anger or jealousy or feeling over excited), how can we reduce the size of the feeling? What will happen to the balloon if it keeps getting bigger? How can we deflate the balloons so they don't pop? Ask children for suggestions. Share good strategies.

Parents and Carers

- Send an invitation for parents to visit the 'Emotions Gallery' and encourage them to help children talk about and label their feelings.
- Managing feelings: Invite parents in to school to look at how we can manage feelings. Make and share a class book with ideas from your circle time balloon discussion. Share the idea of a Worry Monster e.g. child draws/writes worries, gives them to the worry monster when they go to sleep. The monster eats the worries and they are his now. Parents take the drawings and know what the worries are. They can then help and share with school if appropriate.
- Encourage parents to send in "Wow" moments e.g. 'Jamil fetched the kitchen timer all by himself so I could set it for when it was his turn on the swing.'
- Talk about all the fun things you did together. "Do you remember going to the park and rolling all the way down the hill together? We laughed and shouted because we were having such a good time. We were very excited."

Assessment Suggestion

Ongoing formative assessment

- Can I name some of my feelings?
- Can I notice how some of my feelings, feel in my body?
- Can I talk about my feelings?
- Do I know that my actions can affect others?
- Can I take account of what others say?
- Can I be kind to others?
- Do I know that some behaviour is unacceptable?

PSHE Passport Idea

Being kind matters because...



EYFS Being Healthy

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Use the toilet with help, and then independently.
- Find ways to calm themselves, through being calmed and comforted by their key person.
- Thrive as they develop self-assurance.
- Grow in independence, rejecting help.

3- and 4-year olds will be learning to:

- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Children in reception will be learning to:

- Manage their own needs. Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Characteristics of Effective Learning

Playing and Exploring

Initiates, curiosity, interest, explores, represents senses, engaging, independence.

Active Learning

Trying, enjoying, being involved, challenging, pride, independence, confidence, persistence.

Creating and Thinking Critically

Planning, deciding, choosing, problem-solving, testing, reviewing, grouping, sequencing, notices patterns, cause and effect, making links.

Books

- 'The Very Hungry Caterpillar' by Eric Carle.
- 'Handa's Surprise' by Eileen Browne.
- 'Oliver's Vegetables' by Vivian French.
- 'Supertato' by Sue Hendra.
- 'Kitchen Disco' by Clare Foges.
- 'Peace At Last' by Jill Murphy.
- 'Can't You Sleep Little Bear' by Martin Waddell.

Enabling Environment

- 'Refreshment Station': Set up a homely, welcoming, self-service snack area with tongs, cutlery etc. to develop fine motor skills. Include the Eat Well Plate in the Middle of the table. <https://www.foodafactoflife.org.uk/3-5-years/healthy-eating/eatwell-guide/>
- 'Hydration Station': Set up a self-service area where children can help themselves to water. Include a container for clean and dirty cups. Include a display which explains why water is good for the body. 'Drink to Think' etc.
- Set up a 'Nose Blowing Station': Provide a mirror, tissues and a bin. List the instructions and include: 1. Get a Tissue 2. Blow it. 3. Throw it 4. Wash Your Hands.
- Use outdoor learning opportunities to promote physical activity. Include changing clothing such as waterproofs, wellington boots and hats. Reflecting often with the children how nature, fresh air and exercise can make us feel.
- Set up a home corner kitchen where children play out their experiences e.g. cooking, washing up, laying the table, talking about healthy food options, how they cook food, what they need etc. This could be a mud kitchen outdoors.
- Set up a 'Sleep Station': Include a bed, tooth brush, timer, pyjamas, and bedtime stories.
- Create space for a movement/exercise area both indoors and outdoors.
- Provide a designated area that encourages calmness and relaxation e.g. fluffy covers, books, colouring, soft lighting.
- Provide hot water bottles and blankets in winter for children to use if they wish. Provide windmills so children can learn how to control their breathing.
- Set up resources to motivate children to move in a movement area, e.g. gym ball, wobble board, skittles, child-sized sweeping brush, scarves, balancing equipment, ribbons, stepping stones, laundry basket and sponge ball. Make this as an area for continuous provision to meet children's interests and next steps in learning.

Role of the Adult

- Use children's ideas, e.g. what would they use to clean toys and their clothes? Why? What happens if you dry the clothes on a windy day or a sunny day? What about a cold, grey day? Question to extend thinking.

- Discuss sleep hygiene – What does a baby/toddler need to help them sleep well at night. Use the books: ‘Can’t You Sleep Little Bear’ or ‘Peace At Last,’ as a discussion stimulus.
- Encourage children to explore the resources in creative ways. Support children to persevere to achieve a challenging task and talk about how they did this? Step in to support and encourage but also allow children to persevere, make mistakes and achieve.
- Model, interact, support and extend children’s ideas e.g. how do we know if we are getting fitter?
- Model and demonstrate, shopping, weighing, serving, buying and selling food. Differentiate according to individual interests and learning needs.
- Provide a narrative or commentary to support the child’s thinking.
- Ask questions to extend thinking and develop ideas. E.g. Use bubble mix to ask/answer these questions. Can they catch the big ones? Do the little bubbles go higher? Why are the big bubbles easier to catch? How do you know? How many can they burst? What is different if you take the game outside? Why?
- Introduce new vocabulary and use in context.
- Demonstrate how to access music and support children to choose from a range of music and instruments.
- Talk about what happens with large breaths or small breaths or on windy days or non-windy days.
- Grow your own food like tomatoes, salad leaves, peas and potatoes. Pick prepare and eat whenever possible.
- Write shopping lists of healthy food for your café menu or restaurant and create and cook healthy recipes.
- Being mindful of allergies, explore different foods, familiar and unfamiliar in different ways e.g. look at similarities and differences, look in detail using magnifying glasses, feel, taste etc.
- Dance like the fruit at the ‘Kitchen Disco’ and stop when the music stops. Provide a choice of dance music for children to move to. Can they make their own music?
- Lay on a blanket to watch the clouds. <https://www.nationaltrust.org.uk/features/no-33-go-cloud-watching>
- Provide a daily challenge. How many star jumps, frog jumps, throws, hops and skips can you do? Can you do more than yesterday?
- Use songs to promote activity.

Explorations

- Read out a meditation story that takes the children on a wonderful adventure.
- Go on an adventure. Use ‘We’re Going on a Bear Hunt’ or ‘We all went on a Safari’ as a stimulus. What would we need to take? Where would we sleep? What would you do if you felt scared? How would we get there? What might we see?
- Develop an ‘Outdoor Gym’ with children. Set up a carousel of activities like hoops to jump through and benches to balance along. Add clip boards, timers and pens to encourage measuring and recording. Enable children to follow up by creating their own carousel of gym activities.
- Develop a similar indoor gym if space allows.
- Prepare healthy food and snacks with children.
- Plan a Teddy Bear’s Picnic and use as an opportunity to taste healthy foods.
- Use books such as ‘The Very Hungry Caterpillar’, ‘The Kitchen Disco’ or ‘The Safari’ as a stimulus to introduce foods to try.
- Develop an ‘Eat Well Café’ which promotes the ‘Eat Well Plate’ with children. Model a class menu, what it looks like and how to use it. Children can write their own menu and take orders, waiting on tables and over the phone.
- Develop a fruit and vegetable shop with weighing scales and a till. Use real food and money.
- Set up a yoga studio with mats, mirrors and poses to practice. Provide poses to copy alongside mandalas to colour and relaxing music. Can children create their own poses, mandalas or relaxing music?
- Provide a selection of dolls and dolls clothes for the children to wash with sponges, soap and water.
- Make up your own class ‘Handwashing Song’ with children <https://www.youtube.com/watch?v=S9VjeIWLnEg>.
- Toothbrush Song: ‘To keep germs away brush teeth twice a day’ or ‘This is the way we brush our teeth, brush our teeth.’ Use sand timers so that they can model brushing their teeth for 2 minutes. <http://www.dchs.nhs.uk/early-years>

Parents and carers

- Share information about and support toileting, and ask parents to share their progress with you.
- Share menus with parents. Can children write healthy menus for their food to eat at home, for breakfast, tea or snack? Can parents share the success of this? Are children eating healthy food at home?
- Share the handwashing song and tooth-brushing song with parents so they can practise at home.
- Support children to pair socks and sort laundry when doing the washing at home.
- Promote a termly physical activity challenge and encourage parents join in too.
- Children to talk with parents and carers about how their body feels after exercise and why this is good.
- Provide a Teddy Task: Give out for families to do over a weekend. What time did Teddy go to bed? What bed time story does Teddy enjoy? Parents and children share Teddy’s experiences with school in a mutually agreed way e.g. talking, written, drawings or photographs. Create a book of these experiences – Teddy’s healthy food, exercise, naps etc.

Assessment Suggestion

Ongoing formative assessment

- Can I talk about healthy food choices?
- Do I know the signs of physical exercise and understand that exercise is good for me?
- Can I usually manage to use the toilet by myself?
- Can I wash and dry my hands by myself?
- Can I talk about the value of sleep?
- Can I talk about the importance of cleaning teeth?

PSHE Passport Idea

Being healthy is important because ...



EYFS Growing Up

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. Try new things and start establishing their autonomy.
- Thrive as they develop self-assurance.
- Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.

3- and 4-year olds will be learning to:

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- **Begin to make sense of their own life-story and family’s history.**

Children in reception will be learning to:

- See themselves as a valuable individual.
- Manage their own needs such as personal hygiene.

Characteristics of Effective Learning

Playing and Exploring

Initiating play, engaging, representing, delight, challenge.

Active Learning

Satisfied, fascinated, perseverance, motivation.

Creating and Thinking Critically

Developing ideas, making links, knowing and deciding when to ask for help, recognising patterns.

Books

- ‘Titch’ by Pat Hutchins.
- ‘Pants’ by Giles Andreae and Nick Sharratt.
- ‘Now I’m Big’ by Karen Katz.
- ‘When I’m Big’ by Debi Gliori.
- ‘Mr Seahorse’ by Eric Carle.
- ‘Still Stuck’ by Shinsuke Yoshitake.
- ‘Jaspers Beanstalk’ by Nick Butterworth.

Enabling Environment

- Provide a range of dolls, teddy bears and clothing that encourages dressing and helps develop motor skills.
- Ensure coats, bags and other outdoor clothing and footwear are accessible. Provide a seating area for children to change shoes/boots
- Provide a range of fiction and non-fiction books across the learning environment which explore growing and life cycles.
- Set up an observation area with tadpoles, butterflies, incubating eggs or similar so that children can watch the stages of a life cycle. Add non-fiction books, magnifying glasses, cameras, note books, life cycle puzzles, small world model animals including mini beasts, farm and zoo animals.
- Have a class pet to care for.
- Include a range of dressing up resources to represent different ages in the home. Include resources that may encourage different roles within the age groups.
- Provide aprons and show children how to work together to help each other to fasten them at the back.
- Have a baby clinic in your role play area where children can weigh, measure, wash and change babies. Add dressing up clothes so that children can role play as parents or grandparents.

Role of the Adult

- Provide challenge and stimulation through differentiation, interaction and interventions. Use children's interests to scaffold and extend their learning.
- Encourage children to see adults as a resource and a partner in learning.
- Be there to offer help as needed.
- Introduce and use new vocabulary to support concepts as well as appropriate behaviour.
- Facilitate and enable children to use the internet and the library to find information about growing, life cycles and changes.
- Talk about the changes that children can observe from real life experiences.

Explorations

- Support children's growing confidence and independence.
- Talk about how they are growing up.
- Children bring in pictures of themselves as babies and toddlers. Talk to them about what is the same and what has changed. Encourage them to talk about their families.
- Describe and compare similarities and differences to demonstrate changes as children grow up. Can children put themselves in height order?
- Read the story of 'Mr Seahorse.' Support children to create their own seahorse or other creature, real or imaginary. Take the seahorse/baby creature with you and teach it new things. Encourage it to ask for help. Who could it ask? How would it ask? Model with a puppet.
- Pot cress seeds with the children. What do the seeds need in order to grow? What do we need to help us to grow into healthy adults?
- Grow beans in wet paper towels, plastic bags, clear, plastic pots or similar, so children can see the roots and shoots grow.
- Plan collaborative experiences and highlight how children can play and work together as they are growing up.
- Teach body parts using songs. Use the song, 'Head, Shoulders, Knees and Toes' and 'Simon Says.'
- Set up a water area incorporating a washing line where different sized clothes can be washed and then hung out to dry. Talk about the difference in size e.g. Baby clothes, toddler clothes and adults clothes. Can they put them in order of size?
- Have a parent visit with a new baby, encourage children to talk about similarities and differences between them and the baby.
- Offer a range of outdoor challenges e.g. trike, balance bike that encourage developing new skills together.
- Provide different daily challenges such as balancing, skipping, star jumps - encourage timing each other. Use the book: 'Too Tall to Twirl,' as a stimulus. Set goals and share 'WOW' moments on your class display.

Parents and Carers

- Ask parents to send in photographs of their children as babies so we can see the changes. Discuss as a class the changes they notice.
- Provide a class challenge. Ask the parents to work with their children at home to develop a character using a potato. How old is it? What does it enjoy doing? What can't it do? Share and compare ideas in school.
- Send home cress seeds and/or beans that have been potted. Give careful instructions of how to look after them. Can children talk about and follow these instructions. Can children send pictures of their growing plants with school/setting?
- Model, demonstrate and make egg and cress sandwiches together. Talk about and ask questions about what children did and how grown up it is to grow and make their own food. Share with teacher and friends at school.
- Encourage a parent to bring in a new baby for a visit.
- Can parents measure their children at home and talk to their child about growing up.

Assessment Suggestion

Ongoing formative assessment

- Can I ask for help?
- Can I help others?
- Do I know babies grow into adults?
- Do I know the difference between young and old?
- Do I know what we need to grow?
- Can I recognise how young and old are similar and different?

PSHE Passport Idea

New skills I have learnt are ...



EYFS Changes

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Understanding the World ELG: The Natural World

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Find ways of managing transitions, for example from their parent to their key person.
- Engage with others through gesture, gaze and talk.
- Feel confident when taken out around the local area and enjoy exploring new places with their key person.
- Explore and respond to different natural phenomena in their setting and on trips.
- Talk about what they see, using a range of vocabulary.

3- and 4-year olds will be learning to:

- Understand the key features of the life cycle of a plant and an animal.
- Talk about the differences between materials and changes they notice.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change.
- Understand the effect of changing seasons on the natural world around them.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, senses, initiating, asking, seeking, delight.

Active Learning

Focusing, concentrating, trying, enjoying, persisting, fascinating, resilience.

Creating and Thinking Critically

Choosing, deciding, planning, predicting, thinking testing, reviewing, making links, patterns.

Enabling Environment

- Encourage children to be independent with dressing and undressing for PE and outdoors by making sure they can access coats, hats, gloves and PE kit easily.
- Have a welly rack or tree with bench seating near the door.
- Have a camera or tablet available for children to photograph and record how things change over time.
- Where possible allow children to create their own paint colours, playdough or models by having equipment and resources available for self-selection.
- Enable a shop role play area where children can buy the clothes and accessories they need to be appropriate for the weather, as it changes so quickly. Children can bring items from home for this shop.
- Set up an area to represent a family where a new baby has arrived. Provide dolls, clothes, toys, bath, nappies, bottles, high chair etc.
- Provide a deconstructed role play area. (Loose parts like boxes, crates, cable reels, fabric, tubes or planks.) What could children make it into on the theme of changes?
- Exploring/investigating science area: Explore changes in ice/water in different parts of the learning environment. Children decide where to put their ice. Will it thaw as quickly outdoors as indoors near the radiator? How does it change?
- Experience, explore and notice changes in properties of sand, wet or dry and water.
- Explore the local environment.
- Children select music to move or dance to. Explore how they move differently to different genres, tempo of music.

Role of the Adult

- Join in child-initiated play, developing relationships, supporting and extending learning.
- Explore the changes within the outdoor learning environment, the surfaces and resources e.g. when dry or wet, hot or cold. Do materials behave the same when it is wet, cold or freezing? Does it feel the same to slide down the slide when it is damp? Do toys feel the same when they're wet/dry?
- Providing a narrative and questioning to support children for example when learning new skills to learn from experiences.
- Sensitive interventions and interactions to challenge and extend individual learning needs.
- Support children's growing confidence, independence and ability to cope with changes.
- Support children through difficult changes e.g. the arrival of a new baby, separation or bereavement by communicating closely with family, maintaining links with familiar adults, providing consistent familiar routines. Answer questions honestly and offer reassurance.
- Provide challenge and stimulation through differentiation, using children's interests.
- Provide different clothing and accessories for different seasons. Include gloves, scarves, sun hat, sun glasses, umbrella, woolly hat, flip flops, boots, sleeping bag, towel etc.

- Provide a sign or poster that says what type of weather it is. Can the children select the correct symbol to match the weather?
- Include paper/card for children to make their own signs to say what kind of weather it is. Can children keep a diary of the weather using words and/or symbols?
- Introduce and develop relevant new, key vocabulary in context.
- Demonstrate and explain language to talk about changes, aspects of change, similarities and differences that children are experiencing. Support children to use this language in conversation.
- Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster, and talk about them.
- Feelings and behaviours change. Talk about how and why our feelings and behaviours change, and that all feelings are okay, but not all behaviours are.
- Talk about behaviours changing to make others feel different, e.g. happier or better.
- Ask children for their ideas on how they can make others feel different e.g. better when they are sad or cross.
- Prepare children for changes that will occur in the daily routine or in their own life e.g. transition points like moving classes.
- Support children to understand changes and why changes happen.
- Encourage children to talk about changes and how they feel about them.
- Provide a simple system for children to share how they feel about changes e.g. emojis.
- Pose carefully framed open-ended questions, such as 'How can we..?' or 'I wonder what would happen if ..?'

Explorations

- The Three Little Pigs: Provide sticks, bricks and mud. Ask the children to build a house for the little pigs to live in. Can they work with different children to do this? What would happen if the wolf blew it down? How would they rebuild it?
- Set up a scene where things have changed within the classroom. Things have been stuck down with masking tape. Some items are covered in flour? Who may have done this? What looks the same and what is different? What has changed? How can we make the classroom tidy again? Provide sweeping brushes, water to wash things etc.
- Provide a deconstructed role play area. Imagine that the big bad wolf has blown the house down. How can they rebuild it? What will it become? How can they work together?
- Sing the song, 'The Farmer Plants his Seeds.' <https://www.youtube.com/embed/cRhGOdqWllo> Make up actions together.
- Read the story 'The Tiny Seed' by Eric Carle and encourage the children to develop moves to represent the seed and flower at different stages. Where will it take them? Discuss what you saw? What is happening?
- Explore and do bark or leaf rubbings from different trees in different seasons, examine them and talk about similarities and differences.
- Parachute game: Use leaves or make them using paper and put on a parachute. Imagine the parachute is a tree and toss the leaves into the air. Watch them rise and fall. Can they collect them from the floor? What season is this? How do some trees change during the different seasons? Which season do you like/don't like?
- Read the story - 'The House Inside My Mummy.' What is happening? What changes might happen when the baby is born? Discuss feelings related to change.
- 'The Hide and Seek Memory Game' - Firstly model: Place items on a tray and get the children to look carefully at what there is and name them. Take the tray away and remove one item. Can they guess what is missing, how has it changed?
- Set up a similar activity for children to do in pairs.
- Watch the clip 'Caterpillar Shoes' <https://www.youtube.com/watch?v=tYa6OLQHRc>
- What is changing for caterpillar? What act of kindness does he carry out? What will caterpillar be able to do that he couldn't do before?
- Watch the miracle of metamorphosis by growing your own butterflies. Use a Go Pro to watch carefully. Once you release them into the wild discuss how hard it is to let something go when you have cared for it. How do you feel?
- Visit rural and urban environments. How are they similar? How are they different?
- Demonstrate changes e.g. changes to ingredients when baking, and shapes with play dough etc.

Parents and Carers

- Listen to the nursery rhyme - 'I Hear Thunder.' Make up actions. <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-i-hear-thunder-andy-day/zvjrf4j> Make a weather chart or keep a diary of the weather using symbols and or words, to show how the weather changes every day. Talk about the experiences you have had in the different weather. What did you wear? What did you do? How did it feel? Bring this to share at school.
- Teddy is starting nursery/reception. Can you help him make up a timetable so that he knows what he is doing every day? Record what he would do in a week. Talk about how parts of the day are the same and some are different. How are the days different at the weekend? What changes? Share teddy's timetable with your class.
- Practise a new skill with Teddy. Can you share which new skill you tried. What did you enjoy? What did you find difficult? Share photographs with school.

Assessment Suggestion

Ongoing formative assessment

- Can I identify changes? E.g. When the caterpillar changes to a chrysalis.
- Can I talk about changes: How are things different? How are things similar? How things stay the same?
- Can I talk about how I feel about changes?
- Can I identify patterns in the changes?
- Can I adapt to changes?
- Can I understand why some changes happen or need to happen?

PSHE Passport Idea

Changes make me feel ...



EYFS

Bullying Matters

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Work and play cooperatively and take turns with others.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Engage with others through gestures, gaze, and talk.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities.
- Develop friendships with other children.

3- and 4-year olds will be learning to:

- Continue developing positive attitudes about the differences between people.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be the leader in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Understand gradually how others might be feeling.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships with adults and peers.
- Work and play cooperatively and take turns with others.
- Express their feelings and consider the feelings and the perspective of others.
- Identify and moderate their own feelings socially and emotionally.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, initiating, engaging, seeking, risk-taking, empathy, self-confidence, self-esteem.

Active Learning

Energy, choice, trying, effort, motivation, self-control, challenging, resilience, co-operation, satisfaction.

Creating and Thinking Critically

Thinking, problem solving, strategies, planning, reviewing, deciding, evaluating.

Enabling Environment

- Have an agreed code of conduct which is made with pupils. Include a statement on bullying -ensure children understand the term 'bullying.' Revisit the code regularly and remind/review actions.
- Ensure there is a strong routine to instil safety and reassurance to all children.
- Ensure there is always adult support available to recognise and intervene when necessary and that children know how to access help in the classroom and at other times, e.g. lunchtime, playtime.
- Set up a bench or seat indoors/outdoors where children can sit if they need comfort or support. Make sure all children are aware of it and what it is for.
- Set up a quiet, cosy corner which children can use if they need some quiet time alone. This could be a willow den outdoors or a small pop up tent indoors.
- Provide mirrors so children can make facial expressions demonstrating different feelings. Can they see what the feeling looks like in themselves?
- Can they read others feelings?
- Try to ensure that the environment encourages cooperative play e.g. enough spades and buckets for the number of children allowed to use the sand pit.
- Set up a timer system and ensure children know how to use it so that turns can be managed for the most popular equipment e.g. the red bike.
- Teach children how to use words to avoid confrontation and support them to find their own solutions to minor disputes. Use calm words not violent actions.

Role of the Adult

- Develop children's emotional self-regulation and executive function skills.
- Talk to the children to help them talk about and understand their actions and identify their feelings.
- Encourage children to explain and articulate how they feel.
- Take time to listen to children with empathy.
- Talk about things that make us unique, similar and different. Celebrating diversity and inclusion.

- Encourage children to think about issues from the view point of others.
- Be alert to injustices and let children see that they are addressed and resolved.
- Help children's understanding of what is right and wrong by explaining why it is wrong to hurt, exclude somebody or call them names.
- Help children to identify what is fair and unfair.
- Help children to understand how we treat each other with kindness and respect.
- Encourage children to ask questions about things that worry them or make them feel sad.
- Help children identify who they can talk to if they are worried or sad and help them to practise what to say.
- Involve children in agreeing codes of behaviour and take responsibility for implementing them.
- Provide opportunities to share and celebrate the diversity within the classroom and in the community.
- Ensure consistency when implementing the code of behaviour.

Explorations

- Play a game where children make different feelings faces to each other. Can they recognise the feeling face?
- Use the book, 'Giraffe is Left Out' as a stimulus. Provide a range of resources where children work together to make a special hat that celebrates each other's similarities and differences. Arrange and send invitations to parents to watch a hat parade.
- Use 'Giraffe is Left Out' to plan a birthday party that will include jelly. Make jelly using different moulds. How can we include leopard/giraffe in our play so that they don't feel sad, lonely and left out? Describe to leopard/giraffe what happens to the jelly when you shake it. How it feels? Can you build with it? How does leopard/giraffe feel now that they have been included? Sing the song, 'Jelly on a Plate' and perform the actions.
- Scenario: Yesterday leopard made a boat and giraffe destroyed it, not by accident but on purpose. What is the difference? Why might he have done this? Make a boat competition using plasticine or play dough and see which boat can hold the most amount of pennies before it sinks. How does working together on this feel? What kind words can we use to help each other? What actions don't help?
- Use 'Farmer Duck' as a stimulus. https://www.youtube.com/watch?v=9Pxx_csv40Q
Discuss what was unfair in the story? Provide sand and combs to plough the field, small word figures and diggers so the children can re-enact the story. Why is working together and being kind to each other so important?
- Create sounds of the animals using a microphone and recording station. Record what you would like to say to the lazy farmer? What would you like to say to Farmer Duck?
- Create races, running race, hopping race, silly race. What words of encouragement could we use?
- Use the book 'Elmer and the Hippos' as a stimulus, thinking about others feelings and needs. <https://www.ltl.org.uk/resources/dam-building/>
How can you work together using the natural materials to help the elephant and hippos build a dam?
- Use the book, 'The Pirates Next Door' as a stimulus: Set up a pirate role play area. Include: Clothes, a box for a ship, walk the plank, treasure, treasure maps, treasure chests, sheets for the sea.
- Make a class message in a bottle that includes kind words. Each day take out a message to remind everyone of

the importance of kindness and tolerance. Celebrate difference and diversity.

- Use the book 'All are Welcome' as a stimulus: Read the story. Discuss the beautiful pictures. Ask the children to make a portrait of themselves using a variety of media. Wool for hair, paints etc. Make a class display where you connect everyone together: 'All are Welcome Here'. How does celebrating each other's differences help us to feel safe?
- Use the book, 'Troll Stinks' as a stimulus: Read the book and talk about what they like and don't like about the story. What advice could we give to the Billy Goats? Make an advice alley. What would you like to say to the Troll?
- Write a class letter together. Paint pictures of the Troll and the Billy Goats making friends.
- 'Is it Because?' Read the book and discuss what you think a bully is. What does it mean to be jealous? Talk about different examples? Why might someone who is sad be unkind to others? Who could you talk to if someone is being unkind to you? Use hand templates and write on them people you trust who you could tell. Display.

Parents and carers

- Encourage parents to resolve conflicts at home by listening to children talking about how they feel and by using calm words where possible. Share your school approach.
- Ask parents to praise children when they solve problems constructively, and share examples of this at school.
- Invite parents into school to watch the hat parade and to hear about why the children's hats are so special.
- Celebrate how working together is such an important message for our classroom and communities.
- Share pictures of the 'All are Welcome' on the school class page and website.
- Invite parents in to school to discuss their cultural roots – what traditions do they celebrate. Share recipes and make a class book. This could be sold and the money collected could be shared with a local community charity. Invite everyone to bring a small portion of their favourite family food, for a 'bring and share' lunch.
- Share with parents/carers the Anti-Bullying Policy and Mental Health Policy so they understand how this is part of a whole school approach to wellbeing.
- Celebrate anti-bullying week with parents/carers and the importance of e-safety and being responsible online. Read the story 'Troll Stinks' to share the message and help start a conversation.

Assessment Suggestion

Ongoing formative assessment

- Can I explain why I am unique and special?
- Do I understand why kindness to others is important?
- Do I understand that bullying is wrong?
- Can I explain how people can be unkind to others?

PSHE Passport Idea

If I feel sad/upset I can talk to ...



EYFS Being Me

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development (at the end of their reception year) will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Thrive as they develop self-assurance.
- Play with increasing confidence on their own and with other children because they know their key person is nearby and available.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.

3- and 4-year olds will be learning to:

- Show more confidence in new social situations.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.

Characteristics of Effective Learning

Playing and Exploring

Engagement, curiosity, exploring, representing, imagination.

Active Learning

Involved, motivated, concentrating, energy, satisfied, challenging, persevering, fascinated, enjoy, proud, delight.

Creating and Thinking Critically

Choosing, problem solving, thinking, planning, decision making, reviewing ideas, making links.

Books

- 'Elmer' by David McKee.
- 'Can I build another me?' Shinuske Yoshitake.
- 'Amazing Grace' by Mary Hoffman.
- 'I Don't want Curly Hair' by Laura Ellen Anderson.
- 'Giraffes Can't Dance' by Giles Andreae.
- 'Barry the Fish with Fingers' by Sue Hendra.
- 'It's Ok to be Different' by Todd Parr.

Enabling Environment

- Set up a water-play area with fishing rods, nets, fish, sea creatures, pebbles, shells etc. Help children to recount the story of 'Barry the Fish with Fingers.' How was he different, how did he help his friends?
- Add dressing up clothes, hats and props to your role play area and introduce a stage area where children can be dancers, musicians, actors or puppeteers etc. Talk about what they like to wear and how that makes them feel.
- Add hairdresser's equipment to your role play. Towels, capes, combs, mirrors, magazines and styling heads. Talk about different types and colours/styles of hair.
- Set up an artist /photography studio with an easel, brushes, pallet, cameras, props like hats and glasses for children to draw/paint/photograph each other? Display children's portraits on a 'Proud to be Me' wall. Talk about celebrating differences and what makes us unique. What would they like to be when they grow up?
- Set up an assault course with a range of activities with different skills required- stepping stones, walking the plank, climbing, throwing balls into hoops etc. Encourage children to have a go, keep trying and get others to join in. Help them to notice what they are good at.
- Set up a block play area with a selection of different wooden blocks with free access to small world people and construction vehicles close by. Put up photographs of houses and buildings near your school. Provide paper, clipboards, felt pens and hard hats so that children can build their own community. Encourage children to plan together, co-operate, take turns and show pride in their work.

Role of the Adult

- Talk to children about who they are, what makes them unique etc.
- Encourage children to dress up and pretend to be someone else. Ask questions such as, 'How does that feel?'
- Provide a selection of music, e.g. slow, fast, for children to use for their Jungle Dance. Make available a range of music to reflect different moods.
- Make sure materials and resources are available for self-selection so everybody can make choices.
- Allow children time to complete activities to their own satisfaction and return to something if they want to.
- Provide activities that are challenging but achievable and provide children with opportunities to reflect on their successes and achievements. Encourage them to keep trying if they find things difficult at first.
- Take photos of the children's achievements to go on a 'Proud to be Me' wall. What can they do that no-one else can? What makes them special?
- Add commentary, prompts and vocabulary to support children's understanding. Read stories together and discuss how all of the characters are unique and special; similar and different to each other.

Explorations

- Use 'Elmer' as a stimulus. Draw or paint your own elephant to represent you. Add pictures of food, hobbies, different materials and colours. Why have you chosen that picture to stick on? Make a class herd parade celebrating that it is OK to be different.
- Read the book, 'I Don't Want Curly Hair.' What is happening in the story? What did the two girls learn about themselves? Provide photographs of children in the class but just faces. Can you create a new hair style for everyone? Use wool, crinkly paper, pasta, feathers, string etc.
- Play a game of Change Places If: Set up a circle. Ask the class to change places if they like pizza, change places if you don't like football, like reading, have a brother etc. What have we learnt about each other? You could also do this as a parachute game.
- Paint outside with water and different size brushes. Can they paint their name? Ask the children to make their own name tag inside. Provide pens and paper, glitter, stickers etc. Add the name label to the 'Proud to be Me' wall. Can they say why they are proud of themselves?
- Use the book, 'Can I Build Another Me?' as a stimulus. Provide different 3D mediums such as junk modelling, Lego, salt dough etc. Provide mirrors and magnifying glasses so they can explore what they look like.

Encourage children to make their own sculpture to add to the art gallery.

- Make up a Jungle Dance. Ask the children to choose which animal they would like to be and think about how it moves.

Parents and Carers

- Invite parents in to watch the class parade of elephants. Include the Jungle Dance; celebrate being me.
- Invite parents to an art exhibition. Display the children's portraits and sculptures. Encourage children to write labels, invitations and to talk to the adults about what they have made.
- Suggest parents/carers sit with their child to draw a picture of them. Write five positive things about their child around the picture. "I like how you..." Put the picture up in your home and refer to it often.
- Invite parents/carers to make a treasure box. This might be memories you've written down about things you did together e.g. "I loved the day we went to the park, you were so happy when I pushed you on the swings." It could also be objects like the tiger you bought at the zoo or a picture or postcard from somewhere you visited. Talk about all the fun things you have done together and how that made you feel. Share the most special of these with school and share why it is so special.
- Invite children to tell their parents/carers the things they like/love about them.

Assessment Suggestion

Ongoing formative assessment

- Can I talk about what I like and dislike?
- Can I identify similarities and differences?
- Am I confident to join in new activities?
- Do I encourage peers to join in?
- Do I persevere when experiences are difficult?
- Can I take account of what others say?

PSHE Passport Idea

I am special because...



EYFS Difference and Diversity

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Building Relationships

Children at the expected level of development (at the end of their reception year) will:

- Show sensitivity to their own and to others' needs.

Understanding the World ELG: People, Culture and Communities

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Notice and ask questions about differences, such as skin colour, religion, types of hair, gender, special needs, and disabilities.
- Make connections between the features of their family and other families.
- Notice differences between people.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Understand gradually how others might be feeling.
- Continue developing positive attitudes about the differences between people.

Children in reception will be learning to:

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some environments that are different from the one in which they live.

Characteristics of Effective Learning

Playing and Exploring

Acting out, exploring, curiosity.

Active Learning

Involvement, independence, self confidence.

Creating and Thinking Critically

Imagination, decision making, risk taking, thinking, planning.

Books

- 'Anna Hibiscus Song' by Atinuke Lauren Tobia.
- 'Dinosaur Department Store' by Richard Merrit.
- 'Julian is a Mermaid' by Jessica Love.
- 'Ada Twist Scientist' by Andrea Beaty.
- 'Handa's Surprise' by Eileen Browne.
- 'The Frog and the Stranger' by Max Vethuijjs.
- 'The Family Book' by Todd Parr.
- 'Ruby's Worry' by Tom Percival.
- 'Dogs Don't do Ballet' by Anna Kemp.
- 'This is our House' by Michael Rosen.
- 'Whoever you are' by Mem Fox.
- 'My World, Your World' by Melanie Walsh.
- 'Norman the Slug with the Silly Shell' by Sue Hendra.

Enabling Environment

- Learn basic sign language or Makaton signs and use these alongside spoken words as routine. Encourage all children and adults to learn and use the signs so that if a signing or non-verbal child joins their class they will be able to communicate with everyone.
- Add different dressing up props and equipment to your role play area (indoors and outdoors) so that children can act out different roles e.g. a mechanic, a nurse, a ballerina, a scientist. Display pictures of jobs people do with the intention of removing gender stereotypes.
- Ensure that books, posters and props represent differences in age, ethnicity and ability and challenge stereotypes, e.g. female astronaut, male nurse etc.
- Ensure role play props reflect different ethnicities and cultures, including the unfamiliar.

Role of the Adult

- Talk to the children to help them understand what we can do to make all children feel included and accepted.
- Encourage children to play with a variety of friends from all backgrounds, so that everyone experiences being included.
- Talk to the children about why they are special.
- Help children to identify that we are all different and that is ok.
- Take time to discuss how we can include others.
- Talk about ways we can learn from each other.
- Discuss the importance of respecting each other's differences.
- Discuss with the children why people might be treated unfairly.
- Help children to form positive relationships.

- Support children with initiating conversations.
- Help children to identify what is fair and unfair.
- Help children to understand how we treat each other with kindness and respect.
- Discuss the importance of listening to each other's interests and beliefs.
- Address any behaviour or attitudes that are not inclusive.
- Demonstrate and model strategies to include everyone.

Explorations

- Use the book, 'Anna Hibiscus Song' as a stimulus. Circle time activity: How do we know when Anna is happy? What do you like to do when you are happy? For example – When I am happy I like to sing.
- Make a happiness box and put inside all the things that make you happy. Share ideas and talk about similarities and differences.
- Use 'Handa's Surprise' as a stimulus for a food tasting activity: Which fruits do you like the best? Identify which parts of the world the fruits are from. Why was Handa carrying a basket on her head? How many bean bags can you balance on your head? Who can walk the furthest without dropping them?
- Read the story, 'Julian is a Mermaid.' What do you love to do? What would you like to be when you are older? Share ideas.
- Read the book, 'The Frog and the Stranger'. How do we show kindness? What could we do to welcome rat into our classroom? Give the children a class toy rat to look after. Take it in turns. How would you include rat in your play? Why might it be hard for rat to fit in?
- Look at nature. Go on a colour treasure hunt. What can you find that is red, yellow or green?
- How did nature inspire Frida Kahlo? Who is Frida Kahlo?
- Plate craft art: Make self-portraits inspired by Frida Kahlo. Display, celebrating everyone's uniqueness in our class, school and community.
- Read the book, 'The Family Book' by Todd Parr. Create a class book called 'Our Families'. Who do you want to include on your page?
- Read the book, 'Ruby's Worries.' Some of us worry more than others. We are all different and that is ok. Why might Ruby worry? Make a worry doll and discuss how to use it.
- Using the book, 'This is Our House', provide a selection of materials like cardboard boxes of various sizes, card, corrugated paper, lolly sticks, tubes, cellophane, fabric, sticks, clay and straw so children can make their own house.

Who lives in your house? Make peg dolls to represent your family members and put them in your house.

- Make a 'Dinosaur Department Store' where everyone is welcome. Provide a tray with dinosaurs. How will they invite the other animals? How do we make people feel welcome and include others who may feel different like Elmer the elephant?
- Provide a range of eating utensils- forks, spoons, chop sticks etc. Provide children with a range of dried foods. Can they move them with their different utensils? Discuss different ways of eating and traditions.
- Introduce music and share dances from around the world.

Parents and carers

- Invite parents to share favourite recipes and make a class recipe book. Invite everyone for a 'bring and share' lunch or picnic.
- Ask parents and children to fill in a one page profile together. Share with the class and celebrate each other.
- Ask children to choose a favourite toy to bring into school. Can they talk about why they like it?
- Decorate a stone with their favourite colours; bring it into school and compare similarities and differences.
- Help children choose an object or photograph to bring in connected to something they do outside of school- talk to others about their sport, hobby, pet or club. Is it ok to like different things? Can you still be friends?

Assessment Suggestion

Ongoing formative assessment

- Can I talk about similarities and differences in different contexts?
- Can I form positive relationships with adults and children?
- Can I initiate play, inviting others to join in?

PSHE Passport Idea

Being kind means...



EYFS

Being Responsible

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Understanding the World ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Explore and respond to different natural phenomena in their setting and on trips.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet.
- Make healthy choices about food, drink, activity and toothbrushing.
- Begin to understand the need to respect and care for the natural environment and all living things.

Children in reception will be learning to:

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Manage their own needs including personal hygiene.
- Explore the natural world around them.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, exploring, using senses, choosing, engaging, asking, representing, pretending.

Active Learning

Choice, effort, motivation, persevering, resilience.

Creating and Thinking Critically

Planning, checking, problem solving, reviewing, predicting, decision making, making links, planning.

Books

'Please May I Have a Cookie?' By Jennifer Morris.

'Alfie Gets in First' by Shirley Hughes

'Oi Dog' by Kes Gray.

'The Great Paper Caper' by Oliver Jeffers.

'Somebody Swallowed Stanley' by Sarah Roberts.

'Tidy' by Emily Gravett.

'Lost and Found' by Oliver Jeffers.

'I'll do it! Taking Responsibility' by Brian Moses.

'Please and Thankyou: A Pirate Pete and Princess Polly Book' by Amanda Li.

Enabling Environment

- Set up your classroom so that children can easily access resources from shelves. Ensure that shelves and boxes are labelled (with pictures or silhouettes) so that children can easily find and return equipment. Develop a culture of choose it, use it, put it away.
- Develop/play a song for when children pack away and tidy the classroom. Choose five different songs. Have a class vote about which one they prefer. Have conversations about why looking after our environment is important.
- Set up a recycling area in your classroom or school. Teach children about how to recycle e.g. sorting waste and composting. Set up a wormery or a compost heap to recycle your waste fruit and use the compost to grow more food.

Role of the Adult

- Take time to discuss how we can look after ourselves, each other, our classroom, school and community.
- Discuss how looking after our own environment has an impact on the rest of the world e.g. how a piece of plastic litter thrown on the ground could end up in the sea and harm the marine life.
- Talk about ways we can show care for living things and the environment.

- Model and discuss the importance of hygiene.
- Discuss with the children why we have rules; devise rules together and support children to meet the requirements of these rules.
- Help children's understanding of what is right and wrong.
- Help children to identify what is fair and unfair.
- Help children to understand how we treat each other with kindness and respect.
- Discuss the importance of manners and how and when we might say please, thank you, excuse me and I'm sorry.

Explorations

- Use the book 'Lost and Found' as a stimulus. Discuss the people in their lives or in their community who may be lonely. Draw or paint pictures or develop videos that could be sent to a local care home.
- Use the book 'Somebody Swallowed Stanley' as a stimulus. Organise a litter pick on the school grounds with support from other children and members of the community.
- Use the book 'The Great Paper Caper' as a stimulus. Develop a crime scene. Include paw prints, magnifying glasses. Can they find who cut down the forest? Plant seeds together to replace what has been destroyed.
- Circle Time Activity: Don't Wake up the Bear. Form a circle and sit a child on a chair in the middle (bear) of the circle. Include keys underneath the chair. Can another child get the keys without the bear noticing? If you get pointed at you are out.
- Pass the Squeeze: Form a circle and hold hands. Can the children be responsible to 'Pass the Squeeze' all the way around the circle without telling anyone when they have been squeezed. Not too hard not too soft.
- Develop a classroom tree of responsibility. Discuss when a leaf can be added for example, if a child/or the class are helpful, shows good manners, good hygiene, look after the environment etc.
- Read the funny book 'Oi Dog' by Kes Gray as a stimulus. Are the rules fair or unfair? What are the rules for looking after pets? Practise the yoga downward dog pose together. Use 'Cosmic Kids Yoga' as a stimulus.
- Set up an underwater area using sand, water, shells, fish and under water sea creatures. Introduce litter into the space and talk to children about how that makes them feel. Where should litter be? How can we help? What impact does plastic have on our oceans?
- Set up a role play area which includes explorer equipment. Discuss with the children what might be needed e.g. a sleeping bag and warm clothes for the Arctic and a hat and binoculars for the jungle. Hide animals from one environment outdoors and set the children off with their explorer's equipment to find, photograph and log the animals. Discuss why some animal populations are in decline and talk about the human effects on habitat.

- Set up a small world play area with a range of possibilities for children to engage with including animals from different habitats. Provide play mats, small world animal figures, and tough spots with e.g. jungle or Arctic environments by adding leaves or ice blocks. Join in play where appropriate and ask relevant questions about wildlife and care of the environment. Why is looking after the planet particularly important for Arctic/Antarctic animals? <https://www.bas.ac.uk/>

Parents and Carers

- Provide children with a card penguin with a name tag that says, 'I am lonely please look after me.' Ask children and parents/carers to share how they included penguin in family tasks. Take pictures to share.
- Research some facts about a penguin together. Share what you have found out.
- Antarctica is the coldest, driest, windiest continent and it doesn't have a flag! More than 50 countries work together to protect the Antarctic environment and share their scientific research using a peaceful agreement called the Antarctic Treaty System. Design flags using a range of media.
- Invite parents into school to work with the children to care for the environment. This might include a gardening club, a litter pick team, a recycling squad or to plant trees.
- The Tree of Responsibility: Promote this at home. Children add leaves if they tidy their room, show good manners, go to bed when asked. Celebrate in assembly.
- Find a picture of a sea creature affected by plastic waste. Talk to your child about what has happened and why. How could this have been prevented?
- Watch David Attenborough's 'Blue Planet' together and talk about what you see.

Assessment Suggestion

Ongoing formative assessment

- Do I demonstrate good manners?
- Do I understand the importance of washing my hands and catching my sneezes?
- Do I understand that recycling is a responsible thing to do?
- Can I explain that my actions affect other people?
- Do I understand that I can have a point of view?

PSHE Passport Idea

Showing care to others and the environment matters because...



EYFS

Being Safe

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development (at the end of their reception year) will:

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Personal, Social and Emotional Development ELG: Managing Self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children because they know their key person is nearby and available.
- Begin to show 'effortful control'. For example, waiting for a turn and when crossing a road.
- Safely explore emotions beyond their normal range through play and stories.

3- and 4-year olds will be learning to:

- Increasingly follow rules, understanding why they are important.
- Show more confidence in new social situations.

Children in reception will be learning to:

- Identify and moderate their own feelings socially and emotionally.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, acting out, engagement.

Active Learning

Risk taking, independence, persistence.

Creating and Thinking Critically

Testing, thinking, decision-making, planning, reviewing.

Books

'How do dinosaurs stay safe?' by Jane Yolen.

'My body belongs to me' by Jill Sarishevsky.

'I can play it safe' by Alison Feigh.

'My body what I say goes' by Jayneen Sanders.

'Webster's Email' by Hannah Whaley.

'The Internet is Like a Puddle' by Shona Innes.

'Toad on the Road: A Cautionary Tale' by Stephen Shaskan.

Goldilocks and the Three Bears.

Little Red Riding Hood.

'The Grizzly Bear who Lost his GRRRR!' By Rob Biddulph.

Enabling Environment

- Discuss and agree ways to keep everyone safe in school and in the playground. Make a list of positive statements like "We always use sensible walking feet indoors" and talk about how that helps to keep us safe.
- Teach children during their daily experiences how to make their own risk assessments. For example, if I jump from this height what might happen? Is my landing area safe? What could happen if I get it wrong? Should I try it? How could I make it safer? E.g. put a soft mat where I'm going to land.
- Have a bench in the playground where children can sit if they feel worried, lonely or scared. Adults monitor the bench and ensure children have someone they can talk to- either an adult or another child.

Role of the Adult

- Talk to the children about why we have codes of conduct like "sensible walking feet" in school. Discuss the importance of safety instructions.
- Help children to learn how to risk assess their ideas before putting them into action. Use phrases like "think about..." "what would happen if..." and "how could we make it safer?"
- Encourage children to manage small risks so that they can learn from their mistakes.
- Talk about levels of risk, things that are always dangerous and things that are sometimes dangerous.
- Complete a risk assessment for new activities to ensure they are as safe as necessary.

Explorations

- Create a road crossing area outdoors. Provide a range of outdoor equipment such as trikes, helmets, scooters, dressing up costumes etc. Can the children cross the road safely?
- Create a giant local area map. Cut out pictures, vehicles, people, dogs, pushchairs, balls, bikes, traffic lights, pedestrian crossing etc. Can the children make a collage? Introduce small world play and a variety of toy cars. Can they think about their journey and what would be safe/unsafe?
- Think.gov. Learn the safer journeys anthem. Sing the song and perform the actions.
- Watch the Sesame Street clip: Elmo says stay safe. Discuss.
- Create a dressing up area which includes costumes from the emergency services. Include telephones so that the children can practise ringing 999 and asking for help. Encourage the children to practise saying their name and where they live.
- Create a magical pencil bicycle journey where children wear a helmet whilst drawing their journey based on instructions.
- Set up a traffic light game where children STOP when you shout RED, jog on the spot when they hear AMBER and run when they hear GREEN.
- Detectives: Give the children magnifying glasses and ask them to investigate the inside and outside area for what they think is safe and unsafe. Take pictures and share.
- Read the book 'My Body Belongs to Me.' Talk about what happens in the book. Talk about who to ask for help if they are worried. Draw around your hand and then cut it out. Make a helpful hand drawing of five people they trust and who they could talk to and ask if they needed help.
- Show the children a balloon and a pin. Move the pin slowly towards the balloon. Ask the children how they feel thinking the balloon might pop? What do you notice about your body when you feel scared? What are your warning signs? Think of things that make you feel scared and uncomfortable. Create a large body outline and include all the feelings.
- Teddy has parachuted in to school instead of coming on the bus. He has landed high up in the tree in the playground but he can't get down. Ask the children to suggest ideas to get Teddy out of the tree. Encourage the children to risk assess their ideas before trying them out. Make a photo journal of what happened and use it afterwards to talk about safety and risk.
- A bag of safety – Include lots of different items inside a bag. When the music stops ask the children to take out an object. Will it go into the safe or unsafe hoop in the middle of the circle? Who could we ask if we weren't sure?
- Make Webster the spider using a variety of natural materials. Ask the children to think of rules that are important when we are using technology. Share with parents.

- Read Goldilocks and the Three Bears or Little Red Riding Hood. When the children hear things that they think aren't safe, can they hold up their red card or call "danger"? Make up a variety of stories with different themes and use the same approach.
- Can they explain why it isn't safe?

Parents and carers

- Talk to children about feeling and keeping safe.
- Discuss with them who they could talk to if they feel unsafe. Try to find five people or services who you know they can trust.
- Practise things that are risky together like crossing the road and talk about why it is important to hold your hand and follow other safety rules.
- Talk about risk and safety together and what to do if they are worried or unsure about whether something is unsafe.
- Encourage them to take small risks like balancing along a plank. Be there to provide support if they need it and praise them for having a go.
- Ensure children are safe when they are using mobile phones or computers. Always supervise them and install appropriate safeguarding controls for children.

Assessment Suggestion

Ongoing formative assessment

- Can I ask for help if I need it?
- Can I follow rules?
- Can I name some behaviours that are unacceptable?
- Can I name ways to keep myself safe?
- Can I name things that are unsafe and what to do about them?

PSHE Passport Idea

Following rules is important because...



EYFS

Relationships

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Building Relationships

Children at the expected level of development (at the end of their reception year) will:

- Form positive attachments to adults and friendships with peers.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Engage with others through gestures, gaze, and talk.
- Play with increasing confidence on their own and with other children because they know their key person is nearby and available.
- Develop friendships with other children.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Understand gradually how others might be feeling.

Children in reception will be learning to:

- Build constructive and respectful relationships including working and playing cooperatively and taking turns with others.
- Express their feelings and show sensitivity to their own feelings and the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Characteristics of Effective Learning

Playing and Exploring

Self-confidence, empathy, involvement.

Active Learning

Curiosity, making links.

Creating and Thinking Critically

Imagination, problem solving, evaluating.

Books

- 'Love Makes a Family' by Sophie Beer.
- 'You Can Never Run Out of Love' by Helen Doherty.
- 'Marmaduke the Very Different Dragon' by Rachel Valentine.
- 'Ask First, Monkey!' by Juliet Clare Bell.
- 'Olive and the Embarrassing Hat' by Tor Freeman.
- 'All Kinds of Families' by Mary Ann Hoberman.
- 'The Lion who Wanted to Love' by Giles Andrea.
- 'Grrrrr!' by Rob Biddulph.
- 'Share some secrets' by NSPCC.
- 'I Wish I'd Been Born a Unicorn' by Rachel Lyon.

Enabling Environment

- Ensure that there are spaces for children inside and outside to play and socialise together e.g. snack area, role play area, construction area. Also ensure that there are areas indoors and outdoors where children can be alone or with one other child e.g. a den or a small table for fine motor activities.
- Have an ethos where children know they are encouraged to try to settle minor disputes by themselves but also know that an adult will step in if necessary. When adult intervention is needed involve the children in finding a solution e.g. we have one bike and two children who want a turn, what could we do?
- Adults know when to step in to further the child's learning and when not to interrupt play by stepping in too soon.
- Reward and encourage friendly behaviour and set up activities that encourage problem-solving and cooperation.
- Encourage children to listen to others by modelling a culture where adults listen carefully to children.

Role of the Adult

- Talk about what makes a good friend.
- Model what friendly behaviour looks like.
- Discuss what makes a good listener.
- How could we show respect to others?
- Discuss when we should ask first.
- What happens if people don't do what we want them to do? Discuss strategies.
- Identify different ways of showing we care.
- Talk about why rules are important in games.
- Provide opportunities to show that children can have different points of view.

Explorations

- Provide shaped templates, plastic knives, scissors etc. Ask children to cut out different sized heart shapes and decorate by pressing the surface with objects to create a pattern. (Salt dough and clay can be baked and glazed to preserve it.) Attach a special message with a ribbon and hang it on a 'Kindness Tree.'
- Discuss: What does being kind mean/look like/feel like? Record thoughts e.g. on flags and displays.
- Provide a range of different objects e.g. buttons, paper clips, cubes, stones, shells etc. Can the children sort them into families/groups? A stick family, button family etc. Can they talk about what each group has that is the same/different?
- Provide a challenge where children need to work together to solve a problem like transporting water to the allotment. Can they listen to others and work together to find a solution.
- Provide wrapping paper, tape, glue and scissors. Can the children wrap up a present for the dragon or princess from the book: 'Marmaduke the Very Different Dragon.' How does it feel to give gifts/be kind?
- Make up a hat shop in the role play area. Who would you like to buy the hat for and why?
- Use the book 'Grrrrr!' as a starting point. Develop a hula hoop rolling competition. Is winning the most important thing?
- Develop a circle time game where children have to pass the growl. Can they pass the meow, baa or woof?
- Play hide and seek with a teddy bear. Can the children find the bear? What kind words can we give to bear when we find him?
- Make up a clapping game with a partner and start by saying hello and finish by saying thank you for working with me.
- Using the book "Love Makes a Family," make a thank you card for someone you love very much and send it to them.
- Give a heart out when the children show love and kindness. Add the heart to the kindness tree/wall.
- Using the book 'Marmaduke the Very Different Dragon,' discuss what makes a good/bad friend? A good friend is?
- Make friendship bracelets using a range of materials such as beads, ribbon, cotton, string, card etc.
- Make a wand. Collect the materials from the environment together – what would you wish for? Discuss different points of view.

- Use the book 'I Wish I'd Been Born a Unicorn' as a stimulus. What advice would you give to the horse? Play pin the horn on the horse.
- Make a class letter box so children/parents can add pictures or letters that can be shared over the year so they have a chance of saying thank you to staff in the school.
- Have a meet and greet at the door each day. Children can choose how they want to be greeted for example a hug, a handshake or a wave. Choose different people to deliver the greetings each day.

Parents and Carers

- Develop a family tree or draw your family. Discuss what you love about each other.
- Tell a family member, every day, one thing you love about them.
- Make up a dance together. Can you record them and share?
- Play turn taking games like cards or snakes and ladders. Model how to be a good winner or loser.
- Point out when children or others have been kind.
- Play hide and seek with a bear. Take pictures of bear's favourite hiding place.
- Draw with Rob. Can you draw Fred bear from the story Grrrrr? <https://www.youtube.com/watch?v=krV21QuXMzw>

Assessment Suggestion

Ongoing formative assessment

- Can I listen to what other say?
- Can I work with others to solve a problem?
- Can I form relationships with adults and other children?
- Can I be a good winner and loser?

PSHE Passport Idea

Being a good friend means...



EYFS

Money Matters

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation.

Children at the expected level of development (at the end of their reception year) will:

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Understanding the World ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- Safely explore emotions (for example needs and wants) beyond their normal range through play and stories.

3- and 4-year olds will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Play with one or more other children, extending and elaborating play ideas.
- Show interest in different occupations.

Children in reception will be learning to:

- Identify and moderate their own feelings socially and emotionally.
- Show resilience and perseverance in the face of challenge.

Characteristics of Effective Learning

Playing and Exploring

Making links, acting out, imagination.

Active Learning

Having a go, testing, thinking.

Creating and Thinking Critically

Decision making, planning, predicting, imagination.

Books

'The Great Pet Sale' by Mick Inkpen.

'Daisy Eat Your Peas' by Kes Gray.

'Have You Filled a Bucket Today?' by Carol McCloud.

'Supermarket Zoo' by Caryl Hart.

'Let's Explore Needs and Wants' by Laura Hamilton Waxman.

'Nigel's Marvellous World' by Lucy Coats.

'The Shopping Basket' by John Burningham.

Enabling Environment

- Add a cash till, coins and purses to your role play area and provide equipment which present opportunities for using money. These could be shops, transport or cafes. Add menus or price labels to stimulate conversation about affordability, money management, savings and income. Children can practise counting out quantities of pennies or pounds and giving change.
- Use plastic pennies, counters or marbles to reward children for being kind and helpful. Collect all the earned tokens in a jar. When the jar has sufficient funds (children count how much has accumulated) the class can spend the tokens on a small treat for everyone e.g. a cake, a trip to the local park, or some bubbles for the playground. Treats can be displayed on a menu with 'prices' for each treat. Children are rewarded for good behaviour as well as being encouraged to work as a team.
- Have a culture of fund raising money for charity. Choose a charity and decide as a class what you will do to help. Take photographs and make these into a class journal about your fund raising activities. What difference did you make?

Role of the Adult

- Talk about what money is and what it is used for.
- Explain in simple terms where money comes from.
- How can we make sure we have enough money e.g. budgeting?
- Play and interact with children and talk about concepts like prices, cost, affordability, budgeting and saving.

Explorations

- Using the book 'The Great Pet Sale' as a stimulus. Set up a pet shop with different animals for sale. All of the animals are different prices. Which animals would you choose to buy? Why? Give the children play money to spend, with a wallet and shopping bag.
- Discussion: Use the book 'Daisy Eat Your Peas' as a stimulus. Why was Daisy's mum trying to bribe Daisy? Can you remember all the things she offered? Was Daisy's mum telling the truth?
- Plan to bake a cake. Make a list of what you will need. What do you already have and what will you need to buy? Estimate how much you think it will cost. Visit your local shop or supermarket to buy what you need. How did you know you would have enough money? How much did it cost? How well did you guess the cost? Were there some things you couldn't afford?
- Bury money in the sand. Using a variety of resources such as tweezers, spades, brushes, metal detectors, how many coins can they find? Where will they put the money once they have found it to keep it safe?
- Can we have everything we want?
Using puppets, role play a story about a child who wants everything he sees when he goes shopping. If he doesn't get what he wants he is very angry and has huge tantrums. What advice would you give to the puppet? Why is it hard not getting what you want?
- Use circle time to talk about the difference between need and want. What do we need to live; are things we need different to things we want? How can we work towards things we want but can't afford? Discuss saving, earning, gifts etc.
- Read the book, 'Have you filled a bucket today? How can we show kindness without buying things? What things are free and often mean the world to the people we love.
- Think of random acts of kindness. Can you fill someone's bucket today?
- Sing the song, 'Five Currant Buns in a Bakers Shop.' Model the paying process as children collect their buns.
- Think about the jobs people do. Ask the children to think about what jobs people do in school? Why do people have jobs? Talk about how important everyone is to making a school run well.
- Draw pictures of people in school and send thank you cards/videos to everyone involved in their school community.

- Talk about Pudsey Bear. Think about how the Children in Need charity raises lots of money for other children across the country. Identify a local charity and organise a fun day or challenge that children and families can take part in to raise money. Talk together about how their efforts have helped others.

Parents and Carers

- Invite parents/carers in to school to help accompany small groups to the shops to buy snacks or ingredients to make a cake.
- Encourage parents/carers to get involved with your fund raising activities e.g. baking cakes or accompanying children on sponsored walks.
- Ask parents/carers to talk to children about how they earn money and how they spend it.
- Encourage parents/carers to let children help with shopping and talk to them about prices and paying for items.
- Save up for something together.

Assessment Suggestion

Ongoing formative assessment

- Can I enjoy small trips in my local neighbourhood?
- Can I talk about and manage some of my feelings?
- Can I explore emotions through play and stories?

PSHE Passport Idea

I can't always have what I want because...

KS1/KS2 Progression Tables

Drug Education Progression Table - Through the Drug Education module pupils will be able to...

KS1	LKS2	UKS2
Knowledge <ul style="list-style-type: none"> Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) Understand that household products, including medicines, can be harmful if not used properly. 	Knowledge <ul style="list-style-type: none"> Describe the different purposes that medicines have. Explain the importance of taking medicines correctly and using household products safely. 	Knowledge <ul style="list-style-type: none"> Understand that there are rules and laws surrounding the use of medicines, drugs and household products. Reflect on the risks/effects that legal drugs common to everyday life can have on health.
Managing Risk <ul style="list-style-type: none"> Explore that medicines come in different forms and are used in different ways. Understand that things that people put into their body or on their skin can affect how they feel. Talk about some simple rules for staying safe around medicines and other household substances/products. Identify people that they can go to if they are ill, worried or to help them/others to stay healthy. 	Managing Risk <ul style="list-style-type: none"> Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations. Identify a circle of support and how to ask for help. Demonstrate what to do in an emergency situation. 	Managing Risk <ul style="list-style-type: none"> Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. Explain why some substances are harmful for growing bodies. Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour. Identify a range of strategies to better manage situations involving peer influence/approval. Research reliable sources of information/support for children/adults affected by their own or someone else's drug use.

Exploring Emotions Progression Table - Through the module Exploring Emotions pupils will be able to ...

KS1	LKS2	UKS2
Exploring Emotions <ul style="list-style-type: none"> Name a range of words to describe feelings. Understand that all feelings are ok. Understand that feelings can affect how our bodies feel and behave. 	Exploring Emotions <ul style="list-style-type: none"> Use a wider vocabulary to describe how they feel. Describe feelings that can be comfortable/uncomfortable. Recognise that feelings can differ in intensity. 	Exploring Emotions <ul style="list-style-type: none"> Use a varied vocabulary when talking about feelings. Understand that sometimes we can have conflicting feelings. Explain that feelings can change over time and range in intensity.
Recognising Emotions <ul style="list-style-type: none"> Explore how to recognise different feelings. Talk about how we recognise what others might be feeling. Understand that not everyone feels the same about the same things. 	Recognising Emotions <ul style="list-style-type: none"> Explore how everyday things can affect how we think, feel and behave. Describe what supports good mental/ physical health. Identify that not everyone feels the same about the same things. 	Recognising Emotions <ul style="list-style-type: none"> Understand that feelings can impact our mental and physical health. Recognise the importance of taking care of mental health and wellbeing. Discuss the signs that someone may be struggling with their mental health.
Managing Emotions <ul style="list-style-type: none"> Talk about ways to manage big and uncomfortable feelings. Identify who they can ask for help and can demonstrate how to ask for help. 	Managing Emotions <ul style="list-style-type: none"> Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. Understand the importance of not bottling up how you are feeling. Understand the importance of asking for help if feelings become too uncomfortable. Explain how they can access help. 	Managing Emotions <ul style="list-style-type: none"> Identify strategies that they could use to respond to feelings, including conflicting feelings. Record strategies and behaviours that support mental health and wellbeing. Explain how to seek support for themselves and others.

Being Healthy Progression Table - Through the Being Healthy module pupils will be able to...

KS1	LKS2	UKS2
Factors of a Healthy Lifestyle	Factors of a Healthy Lifestyle	Factors of a Healthy Lifestyle
<ul style="list-style-type: none"> Explore what 'being healthy' means and why it is important. Understand that food is necessary to keep our bodies healthy. Identify that food choices can vary for families/cultures. Name/describe different physical activities and identify ones they enjoy. Explain how physical activity can help us to stay healthy. Understand that sleep and relaxation are important for growing and keeping healthy. Talk about healthy ways to feel good, calm down or change their mood. 	<ul style="list-style-type: none"> Explain what a healthy lifestyle is and why it is important. Understand what a healthy, balanced diet may include. Understand what an informed choice is. Identify opportunities for physical activity within their everyday lives. Describe some consequences of being physically inactive, on the mind and body. Identify routines that support good quality sleep. Explore strategies and behaviours that support mental health. 	<ul style="list-style-type: none"> Identify things that can affect someone's physical/mental health. Explain what constitutes a healthy diet and the risks associated with not having one. Reflect on what may influence our choices to have a balanced lifestyle. Identify what good physical health means and how to seek help if they are worried about their health. Recognise habits that can have both positive/negative effects on a healthy lifestyle. Understand routines/strategies that support good quality sleep; the effects of lack of sleep. Identify strategies and behaviours that support mental health.
Hygiene, Health and Prevention	Hygiene, Health and Prevention	Hygiene, Health and Prevention
<ul style="list-style-type: none"> Demonstrate how to brush teeth. Explain what good dental care is understanding the foods/drinks that support it. Demonstrate simple hygiene routines that stop germs from spreading. Begin to recognise different ways of staying healthy in the sun. Understand what it means to take a break and how this is important for our health. 	<ul style="list-style-type: none"> Explain what good dental health means, including how to brush and floss. Identify the effects of different foods/drinks on the teeth. Identify the everyday hygiene routines that can limit the spread of infection. Identify the benefits/risks of sun exposure. Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance. 	<ul style="list-style-type: none"> Identify the everyday routines that improve dental health. Identify the everyday routines/habits that can limit the spread of infection. Understand the wider importance of personal hygiene and how to maintain it. Explain how to keep safe from sun damage and reduce the risk of skin cancer. Identify the benefits of the internet and strategies for managing/balancing time online/offline.

Growing Up Progression Table - Through the module Growing Up pupils will be able to...

KS1	LKS2	UKS2
Growing and Changing	Growing and Changing	Growing and Changing
<ul style="list-style-type: none"> Name the main parts of the body including vagina and penis. Recognising the difference between male and female body parts. Understand the human life cycle and that people grow from young to old. Describe ways that people's needs and bodies change as they grow. Talk about some ways to keep clean. Understand that babies grow in the mothers' body and have particular needs when they are born. Recognise what makes them special and unique. 	<ul style="list-style-type: none"> Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries. Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm. Explore physical and emotional changes that happen during puberty. Explain how daily hygiene helps to reduce the spread of infection. Explain how adults care for a baby during and after pregnancy. Recognising that individuality and personal qualities contribute to who we are. 	<ul style="list-style-type: none"> Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. Explain how babies are conceived, born and cared for. Identify the physical and emotional changes that happen when approaching/during puberty. Know some key facts about menstruation. Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. Identify and value personal strengths, skills, achievements and interests.
Privacy, Boundaries and Consent	Privacy, Boundaries and Consent	Privacy, Boundaries and Consent
<ul style="list-style-type: none"> Understand that some parts of the body are private. Identify different types of touch and how they make people feel. Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help. 	<ul style="list-style-type: none"> Explain what is meant by privacy and personal boundaries. Recognise uncomfortable/comfortable behaviour online/offline. Know when it is right to break or keep a confidence or share a secret. Know how to ask for help. 	<ul style="list-style-type: none"> Understand what consent means and how to seek and give/not give permission in different situations. Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.

KS1/KS2 Progression Tables

Changes Progression Table - Through the Changes module pupils will be able to...

KS1	LKS2	UKS2
About Loss and Change	About Loss and Change	About Loss and Change
<ul style="list-style-type: none"> Identify examples of loss and change. Begin to recognise that loss and change can affect the way we think, feel and behave. Understand that changes can produce big feelings. 	<ul style="list-style-type: none"> Recognise that loss/change are a normal part of life. Describe how change and loss, can affect feelings, thoughts and behaviours. Recognise that feelings associated with loss/change can change over time and range in intensity. 	<ul style="list-style-type: none"> Explore that loss, bereavement and change are part of the human life cycle. Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone. Recognise that internal conflicting emotions can be normal when dealing with loss and change.
Managing Loss and Change	Managing Loss and Change	Managing Loss and Change
<ul style="list-style-type: none"> Identify feelings associated with loss and change. Recognise some simple ways to prepare for change/transition. Identifying different things that may help to manage big feelings. Talk about some ways to help others when they are affected by change. Know that it is important to talk to someone if you are worried. Identify people who can help us if we feel worried/unhappy. 	<ul style="list-style-type: none"> Use a varied vocabulary when talking about feelings associated with loss and change. Identify self-help strategies and the importance of support when preparing for change/transitions. Describe everyday things that affect feelings and understand the importance of expressing feelings. Develop some ways of responding to others and showing support if they are affected by loss/change. Know why it is important to talk about our feelings and not bottle them up. Know who to talk to if you are worried or have strong feelings. 	<ul style="list-style-type: none"> Describe a range of emotions and intensities associated with loss and change. Identify problem solving strategies to manage transitions between classes and key stages. Identify strategies to respond to feelings, including intense or conflicting feelings. Recognising the signs when someone may be struggling and understand how to seek support. Explore some barriers to asking for help and some ways to address them. Know who to talk to and where to go for help.

Bullying Matters Progression Table - Through the module Bullying Matters pupils will be able to ...

KS1	LKS2	UKS2
About Bullying	About Bullying	About Bullying
<ul style="list-style-type: none"> Explore what is bullying and what is not. Recognise kind and unkind behaviour in themselves and others. Identify that bodies and feelings can be hurt by words and actions. Understand that hurtful behaviour is not acceptable. 	<ul style="list-style-type: none"> Describe different types of bullying including the role of a bystander. Recognise that our behaviour can affect others. Identify how the body may react to unhappy or uncomfortable feelings. Explain the consequences of hurtful/bullying behaviour and understand neither are acceptable. 	<ul style="list-style-type: none"> Explain what direct, indirect and cyberbullying means. Identify when banter or other behaviour becomes unkind. Analyse ways to identify and manage uncomfortable feelings online/offline. Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.
Strategies and Support	Strategies and Support	Strategies and Support
<ul style="list-style-type: none"> Explore simple strategies to resolve arguments between friends. Understand how to report bullying and who they can talk to. 	<ul style="list-style-type: none"> Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. Recognise the importance of seeking support and identify how they might do this. 	<ul style="list-style-type: none"> Identify positive strategies that may help to resolve disputes in friendships. Describe some barriers to accessing support. Recognise the importance of seeking support if feeling lonely, excluded or unsafe.

Being Me Progression Table - Through the Being Me module pupils will be able to...

KS1	LKS2	UKS2
Being Unique and Special	Being Unique and Special	Being Unique and Special
<ul style="list-style-type: none"> Recognise and share facts about themselves. Identify their likes and dislikes and what they are good at. Talk about some ways that they are special. 	<ul style="list-style-type: none"> Explore what contributes to who we are. Identify and talk about their own strengths and interests. Recognise what makes them unique and understands that being different is something to celebrate. 	<ul style="list-style-type: none"> Identify a range of factors that what contributes to our identity. Express their talents and strengths with confidence. Set goals for how they would like to develop them. Explain ways in which they respect and value other people's differences.
Understanding Similarities and Differences	Understanding Similarities and Differences	Understanding Similarities and Differences
<ul style="list-style-type: none"> Recognise how friends can have both similarities and differences. Show some simple ways to respect and celebrate other's differences. 	<ul style="list-style-type: none"> Identify visible/invisible differences between people. Explain why it is important to respect and celebrate the differences and similarities between people. 	<ul style="list-style-type: none"> Respect the differences and similarities between people. Reflect on how discrimination and our own behaviour can affect others.
Being Part of a Community	Being Part of a Community	Being Unique and Special
<ul style="list-style-type: none"> Name some groups that they belong to. Talk about how being part of a group makes them feel. 	<ul style="list-style-type: none"> Identify the different groups that make up their community. Recognise that they belong to different communities as well as the school community. Describe what is positive about their community and how it supports them. 	<ul style="list-style-type: none"> Explain some of the benefits of communities. Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. Explore how shared events and experiences can create a stronger community.

Diversity Matters Progression Table - Through the module Diversity matters pupils will be able to ...

KS1	LKS2	UKS2
Similarities and Differences	Similarities and Differences	Similarities and Differences
<ul style="list-style-type: none"> Recognise ways they are the same as and different to others. Talk about some ways that they are special. Express their thought and opinions and recognise that others can be different. 	<ul style="list-style-type: none"> Discuss a range of the similarities/ differences between people. Explore what contributes to who we are. Listen actively to others' views and explore how they are the similar or different to their own. 	<ul style="list-style-type: none"> Reflect on diversity and what it means; the benefits of living in a diverse community. Recognise their individuality and identify their personal qualities. Understand that their views and opinions come from their different backgrounds and experiences. Model how to discuss or debate respectfully.
Respecting Others	Respecting Others	Respecting Others
<ul style="list-style-type: none"> Talk about some ways to treat themselves and others with kindness. Know what it means if something is fair or unfair. 	<ul style="list-style-type: none"> Recognise the importance of self-respect and demonstrate ways to respect others. Recognise and challenge stereotypes. Explain the concept of being equal. 	<ul style="list-style-type: none"> Explain the importance of having respect and compassion for self and others. Recognise how stereotypes are perpetuated and have some strategies to challenge positively. Identify different types of discrimination and recognise the impact they can have. Understand that there are laws about discrimination so that we can live in a fair society.

KS1/KS2 Progression Tables

Being Responsible Progression Table - Through the Being Responsible module pupils will be able to...

KS1	LKS2	UKS2
Rules and Responsibilities	Rules and Responsibilities	Rules and Responsibilities
<ul style="list-style-type: none"> Understand what a rule is and that we follow rules to help each other. Understands that rules need be fair. Give examples of rules from different situations. Identify simple responsibilities they have. Describe some simple ways to manage waste. 	<ul style="list-style-type: none"> Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. Describe some basic human rights. Understand that rights come with responsibilities. Describe what climate change is and some ways we can all help to reduce the effects. 	<ul style="list-style-type: none"> Explore how law protects our rights and how to respond respectfully if something is not within the law. Recognise that human rights are there to protect everyone. Understand the relationship between rights and responsibilities, providing examples. Explain the importance of protecting the environment and set personal everyday actions.
Community and Care	Community and Care	Community and Care
<ul style="list-style-type: none"> Recognise that people have different needs. Describe some ways to care for people, animals and other living things. 	<ul style="list-style-type: none"> Explore what is meant by a community and the differences between needs and wants within a community. Explore and identify the welfare needs of animals and humans. 	<ul style="list-style-type: none"> Recognise how we can support others within a community. Identify diversity within a community and explore how we can celebrate this. Recognise the importance of having compassion towards others and explain how to show care and concern.

Being Safe Progression Table - Through the module Being Safe pupils will be able to ...

KS1	LKS2	UKS2
Keeping Safe	Keeping Safe	Keeping Safe
<ul style="list-style-type: none"> Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision. Talk about examples of rules and age restrictions that are there to keep them safe. Identifying possible risks/hazards in the home and outside. Explore how to keep safe and reduce risks at home and in their local environment. 	<ul style="list-style-type: none"> Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report. Identifying situations where age restrictions apply. Identify and assess risk online/offline. (Including in the home and when playing out). Discuss ways to reduce risks at home and in the local environment in order to stay safe. 	<ul style="list-style-type: none"> Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. Explain reasons for age restrictions/regulations. Predict, assess and manage risks online and offline. (Including road and water safety). Explore how the pressure/excitement in the moment can affect how we manage risk.
First Aid	First Aid	First Aid
<ul style="list-style-type: none"> Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. Demonstrate how to ask for help including calling 999. 	<ul style="list-style-type: none"> Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency. 	<ul style="list-style-type: none"> Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking. Explain how to respond in an emergency, including when and how to contact different emergency services.

Relationships Matters Progression Table - Through the Relationships Matters module pupils will be able to...

KS1	LKS2	UKS2
Friendships	Friendships	Friendships
<ul style="list-style-type: none"> • Explain what makes a good friend/ friendship. • Talk about some ways to make friends. • Explain basic techniques for resisting pressure. • Recognise kind and unkind behaviour. • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc. • Tell someone if you are worried about something in a relationship/family. 	<ul style="list-style-type: none"> • Identify what makes a positive healthy or unhealthy friendship. • Identifying strategies to build friendships. • Understand the difference between persuasion, influence and pressure. • Explain how kindness can support wellbeing. • Recognise there are different types of relationships. • Explain what can cause arguments with friends and describe some ways to resolve them. • Recognise the importance of asking for help if we feel worried, lonely or excluded. 	<ul style="list-style-type: none"> • Reflect on what the qualities of a good friendship/relationship are and are not. • Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. • Explore what a loving caring relationship means. • Understand what marriage and civil partnership means. • Understand that forced marriage is a crime. • Use strategies to positively resolve disputes and reconcile differences in friendships. • Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options.
Families	Families	Families
<ul style="list-style-type: none"> • Talk about some ways that their family is the same or different to others. • Describe some things they enjoy doing with their family and how it makes them feel. 	<ul style="list-style-type: none"> • Recognise that there are different types of family structures. • Explain what it means to be part of a family. 	<ul style="list-style-type: none"> • Explore and respect that there are different family structures in society. • Reflect on how being part of a family provides stability and love.

Money Matters Progression Table - Through the module Money Matters pupils will be able to ...

KS1	LKS2	UKS2
Economic Wellbeing	Economic Wellbeing	Economic Wellbeing
<ul style="list-style-type: none"> • Understand what money is and its different forms. • Describe some ways money can be looked after. • Recognise that people make different choices about how to spend/save money. • Talk about some things we all need and some things we want but don't need. 	<ul style="list-style-type: none"> • Explain some different ways to pay for things. • Explain some different ways to keep track of money. • Identify that people have different attitudes towards saving/spending. • Recognise that people make spending decisions based on needs, wants and priorities. • Identifying the ways that money can impact on people's feelings. • Recognise that people's spending decisions can affect others and the environment. 	<ul style="list-style-type: none"> • Understand what a bank account is and how this is linked to payment. • Understand the risks associated with money and ways of keeping money safe • Identify the risks involved in gambling activities. • Explain some ways to get help if they are concerned about gambling or other financial risks. • Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving. • Identify the impact that having or not having money can have on a person's wellbeing. • Explain some ways that money is/can be distributed to benefit the community.
Work, Aspirations and Careers	Work, Aspirations and Careers	Work, Aspirations and Careers
<ul style="list-style-type: none"> • Know that everyone has different strengths and talents, in and out of school. • Name some different jobs that people do. 	<ul style="list-style-type: none"> • Recognise positive things about themselves and their achievements. • Identify some of the skills that may help them in their future careers. 	<ul style="list-style-type: none"> • Identify how skills can help them with their future career. • Identify jobs that they might like to do in the future. • Discuss their views on how or why someone may or may not choose a certain career. • Recognise a variety of routes into careers. • Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.



Key Stage 1 Drug Education

Theme: Health and Wellbeing: H1, H5, H6, H11, H28, H31, H33, H37

- H1. Identifying different ways to keep healthy.
- H5. Demonstrating simple hygiene routines that can stop germs from spreading.
- H6. Understanding how medicines can help people to stay healthy.
- H11. Naming different feelings.
- H28. Talking about rules and age restrictions that keep us safe.
- H31. Understanding that household products (including medicines) can be harmful if not used correctly.
- H33. Talking about the people whose job it is to help keep us safe.
- H37. Understanding that things that people put into their body or on their skin can affect how people feel.

Activities

- Draw a gingerbread outline on the board to represent a child-Amena. Explain that Amena doesn't feel very well. Can they think of words that would describe how Amena might be feeling? For example, sick, tired, tummy ache, hot, headache, lonely, scared etc. Write the symptoms inside the gingerbread outline. If this is how she feels on the inside, how would she look on the outside? Ask the children to think of a time when they were unwell. Ask them to role play how they looked and felt. Form a circle and do a round: When I am ill, I feel... When I am well, I feel... How can we stop germs from spreading? Share ideas. **(H1, H5, H11)**

- Use the nursery rhymes 'Miss Polly had a Dolly' and 'Jack and Jill.' Perform together with actions. Discuss how the characters might be feeling.
- Mind map the ways that the characters from the nursery rhymes could be helped to feel better. For example, medicine, a cuddle, talking about it, a drink, a rest, sleep, etc. Ask the class to think about how kindness can help to make someone feel better. Create a circle and ask pupils to think of how someone has shown them kindness when they were unwell. Pass round an object and complete the sentence stem 'I could...' For example, I could give someone a cuddle. I could ask them how they are feeling, etc. Ask the class to make a 'Get Well Card' for Jack and Jill. Model what could be included. **(H1, H11)**

- **Mind map: What are medicines?** Discuss that medicines can be split into four different groups and how medicines can help people stay healthy.
 1. Prevent illness (Vaccinations).
 2. Ease pain (Paracetamol).
 3. Help the body fight illness (Antibiotics).
 4. Help the body work properly (Insulin).Use characters/puppets that all have different circumstances. For example:
Character 1 is going on holiday to India and needs a vaccination.
Character 2 has a high temperature and needs paracetamol/medicine.
Character 3 has an eye infection.
Character 4 has asthma.
Discuss each character, their condition and how the medicine would be administered.
How might the character be feeling?
Ask the children to work in pairs/groups to role play the different scenarios discussed. Share and celebrate their performances.
Ask the question - Are medicines always safe? Discuss. **(H1, H6, H28)**

Warm Up and End Game

Smile

A smile is passed around the circle. Progress to a sad face, sour face, scared face etc. Which face was the funniest? Play 'Simon Says' with the different faces.

- Show the children different products/pictures such as head-lice shampoo, skin cream, cough medicine, ointment, nose-spray, insulin, asthma inhaler, etc. Ask the class to demonstrate how they would get into the body - swallowed, injected, inhaled, absorbed through the skin. Create actions for each and ask them to show you the actions when you show them the products. Who might be responsible for administering them? What are the rules for using medicines safely? How might it make the person feel?
(H31, H33, H37)
- Place true/false cards on separate sides of the classroom room. Alternatively use thumbs up/thumbs down instead. Develop statements that children have to respond to. For example:
 1. Medicines taste nice.
 2. Medicines can help people to feel better.
 3. Medicines can be dangerous.
 4. Some medicines look like sweets.
 5. Some people have to always take medicines/drugs.
 6. There are other ways to feel better as well as taking medicines.
 7. Medicines are drugs.
 What have we learnt from doing this activity?
(H1, H6, H37)
- Put some tablets like sweets in a sealed plastic bag. Pass them round the circle and ask the children to say what they might be. Ask them how they know whether they are safe to eat or not. The point is they don't! Discuss the similarities between some tablets and sweets. Why might it be dangerous to take something if we don't know what it is? What could we do with the tablet to make sure we keep ourselves safe? Make up simple safety rhymes for example: 'If you're not sure leave it on the floor.' 'Stop and think before you take a drink.'
(H1, H31, H33)
- Give each child a red card. Explain to them when they hear something unsafe they show the card. Read the story, 'Goldilocks and the Three Bears.' What could Goldilocks have done differently to stay safer? What advice would you give to Goldilocks? Make an advice alley.
(H28, H31, H33)
- Show the children household products that Goldilocks might have seen in the house in different rooms. For example: Matches, bleach, tablets etc. What are they? How might they be used safely? What could we do if we are not sure? Where could the medicines be kept so baby bear stays safe? Design a poster for bears to explain where to store their medicines safely.
(H31)

Assessment Suggestion

Baseline:

Ask the children the questions: What are medicines? How do medicines get into the body? Provide a body outline and ask the pupils to draw/write their response. This could be completed again or added to and also be used as a summative assessment.

Summative:

Ask the children to work in pairs. Layla and Luke are at home and find something that looks like a sweet. Ask the class to act out what Layla and Luke would do next. Share the reactions of Layla and Luke. Discuss as necessary.

PSHE Matters Passport Idea

Understanding the rules about medicines matters because...



Lower Key Stage 2 Drug Education

Theme: Health and Wellbeing: H4, H10, H38, H39, H40, H41, H44, H46

H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.

H10. Understanding how medicines, when used responsibly, contribute to health.

H38. Identifying how to predict, assess and manage risk.

H39. Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe.

H40. Understanding the importance of taking medicines correctly and using household products safely.

H41. Identifying strategies for keeping safe.

H44. How to respond and react in an emergency situation.

H46. Learning about the risks and effects of legal drugs common to everyday life.

Activities

- Discuss and explore the difference between having to and choosing to take medicines? Explore with the children characters that have particular conditions and discuss how these characters may feel or do a freeze frame to show the feeling:
 1. Jamal has allergies to dogs and peanuts. Her allergy is very serious and if she even comes into slight contact with peanuts it can cause a serious reaction.
 2. Jessica has diabetes and has to have insulin three times a day. She has to constantly monitor her sugar levels and think very carefully about what she eats.
 3. Alek has asthma and has to use his inhaler throughout the day particularly during and after exercise.Choose a character from above and create a spider diagram to demonstrate how friends/teachers/family members/community could support them.
(H4, H10)
- **Quiz:** Show pictures of objects such as an empty medicine bottle, inhaler, cleaning agents, lighter fluid, super glue etc. Can the children guess what the object is and how it is used.
Read: A Day in the Life of the Grech Family. Resource 2: Page 70.
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%94-lesson-plans>
Highlight all the medicine/household products. Discuss:
 1. How do they help us?
 2. Are there any risks from using these products?
 3. What could help reduce the risks?**(H40)**
- Provide a continuum (see page 142) safe at one end and harmful at the other end of the continuum - discuss what this represents. Provide the children with the names of the objects used in the previous activity. Using all their knowledge gained in pairs, ask them to place the objects on the continuum. Emphasise that discussion and thinking time is important before making a decision. Model the process first.
Share/compare with another group.
What have you found out? Do we always have the same attitude? Does this affect people's choices in the future?
(H38)
- Using the story 'George's Marvellous Medicine' by Roald Dahl, discuss how George misused medicine. Discuss the importance of rules and the possible risks and dangers if not followed.
How should we use medicines safely?
What advice would you give to George?
Write George a short letter.
(H4, H40)
- Discuss the meaning of a 'consequence' and the difference between positive and negative consequences. Develop scenario cards.
The scenarios could include:
 1. What might happen if Robbie gave Sian some of his medicine?
 2. What might happen if Sian tried a cigarette?
 3. What might happen if Robbie drank lots of energy drinks?
 4. What might happen if Sian played around with lighter fluid?
 5. What might happen if Robbie's dog kept breathing in second-hand smoke?Roll an on-line dice. <https://freeonlinedice.com/>
In pairs think of as many possible consequences (positive and negative) as it shows on the dice.

Warm Up and End Game

Memory Move

Think of 6 different moves to represent each number on a dice. Whichever number it lands on the children perform that move.

For example... What might happen if you gave someone your medicine?

A 3 is rolled -

1. They become ill.
2. They feel better.
3. You get into trouble.

Ask the children to record their responses to achieve points.

Work through the lists created and highlight in two different colours whether the consequences are positive or negative. Today I have learnt that... I enjoyed...

(H4, H39, H46)

- Without any input ask the children to draw two things they consider to be a risk. Using these examples try and define the term risk. Complete the sentence stem together:

A risk is...

Give the children a traffic light outline (see page 143).

Red represents high risk, Orange represents medium risk and Green represents low risk. Provide the children with risk statements and a counter each. Statements may include: walking over a pond when it is frozen, taking the wrong amount of medicine, drinking an energy drink, walking to the park alone, not sharing a big worry, riding a bike without a helmet, smoking, jumping into a puddle, talking to strangers online.

Ask the children to place the risk cards face down and to take it in turns to choose and read out a statement. Once the statement has been read out the players have about 10 seconds of thinking time before they place their counter on Red, Orange or Green.

After each card get the children to discuss their reasons.

Manage the discussion by timing two minutes.

Model this activity first.

Did everyone always think the same?

What does this tell us about other people's attitudes?

Today I have learnt that...

(H10)

- Choose three risks from the previous activity and for each one ask the children to explain how they could manage this risk, giving reasons. For example, 'Not sharing a big worry' - I could tell someone so that I don't have to deal

with it on my own. Record their responses.

Question: If you are faced with risks or difficult choices who could you ask for help?

Create a circle of support (see page 145). Include people who you could ask for help for example, friends, family, school, community, helplines etc.

How would you ask for help if you needed to?

Role play asking for help to practise communicating ideas clearly.

(H41)

- Two friends were playing in the park. One of the boys fell and landed on a glass bottle that had been smashed and cut his knee open. Role play what might happen next?

What advice would you give to the people who had decided to smash their bottles near a play area.

(H44)

Assessment Suggestion

Baseline:

Provide the children with Resource 1: Page 51.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%94-lesson-plans>

What things are good for the body? What things are not good for the body?

Summative:

Ask the children to draw round their hand and write down five safety rules they could share with younger children about what they have learnt.

PSHE Matters Passport Idea

Managing risks matters because...



Upper Key Stage 2

Drug Education

Theme: Health and Wellbeing:

H4, H44, H46, H47, H48, H49, H50, R15

H4. Recognising that habits can have both positive and negative effects on a healthy lifestyle.

H44. How to respond in an emergency situation.

H46. Exploring the risks/effects of legal drugs common to everyday life.

H47. Recognising that there are laws surrounding the use of legal drugs.

H48. Exploring why people choose to use or not use drugs.

H49. Recognising the mixed messages in the media.

H50. Identifying the people they can talk to if they have concerns.

R15. Identifying strategies to manage peer influence and the desire for peer approval.

Activities

- Give out an A-Z sheet (see page 135). Ask the children to work in pairs to write down all the drinks they have heard of - this may include alcoholic drinks. How many can they think of in the time given?

Ask the children to highlight all the drinks from their brainstorm that are non-alcoholic. Ask the pair to choose from tea, coffee, energy drinks or fizzy drinks. Ask them to brainstorm at least five facts.

Did anyone highlight/suggest that these drinks may contain caffeine? What is caffeine? How might caffeine affect someone's sleep? Behaviour? How you feel?

Did anyone include that fizzy/energy drinks contain high levels of sugar? If 4g is equivalent to 1 cube/spoonful of sugar then how many teaspoons of sugar does an energy drink contain if it has 24g of sugar? What about fizzy drinks 20g of sugar?

Why are health professional so worried about these drinks? (Tooth decay/extractions, obesity etc.)

Is caffeine a drug? Discuss. Ask the children independently to draw/write down three healthier drink alternatives and explain their choices.

(H4, H46)

- Discuss: Why do people choose to or choose not to use energy drinks?
Show the children a range of energy drinks/fizzy drinks - pictures/empty containers and/or adverts. Together identify the strategies advertisers use to encourage young people to buy them. For example: colours, cool names, sponsor sports such as surfing, skateboarding and events such as music festivals and electronic games. What image are they trying to sell? Why do they target young people?
Show the techniques using a mind map.
What health risks do the advertisers never reveal or hide?
Ask the children to work in pairs to invent a fizzy drink/energy drink. Share a range of advertising techniques.
Research celebrities they may use to influence.
Develop an advert to promote your brand.
Use the resource: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%9494-lesson-plans>. Fact Sheet: page 88.
Develop the advert further by introducing the health risks and dangers advertisers never reveal or hide. Share with the rest of the class.
What I enjoyed about this activity was...
What I have learnt from this activity is...
(H46, H48, H49)
- Split the class into pairs. Give out an A-Z sheet (see page 135). In pairs ask them to write down any drink-associated words to create an A-Z alphabet of alcohol. Firstly, ask them to come up with a team name associated with alcohol. Make it competitive by asking them to include as many words as possible ensuring it is a balanced, realistic approach. For example, A = Alcohol, Addictive, B = Beer, Booze, C = Choice, Consequences, D = Diseases, Drunk, E = Ethanol, Enjoy, F = Fight, Funny, etc.
Discuss what was learnt. Is alcohol a drug? Discuss.
(H46)
- Give out a copy of a body outline (see page 144). Ask the children to stick or draw the organs (brain, heart, lungs, liver and stomach) in the correct place. Briefly discuss the function of the organs.
How would the size of the organs be different to an adult? Discuss the fact that children and young people's bodies are still growing and changing. Using this information, how would this explain one of the reasons why it is against the law for children and young people to drink alcohol?
What other reasons might there be?
Using a coloured pen/pencil write around the outside of the body outline why some people choose to drink.
In another colour explain why others choose not to.
What would someone need to do if somebody had drunk too much alcohol and had collapsed?
(H44, H46, H47, H48)

- **Smoking Quiz.**

1. What is in a cigarette that sticks to the lungs?
A. Tobacco, **B. Tar**, C. Rat Poison (B)
2. How many chemicals are there in a cigarette?
A. 400, **B. 4,000**, C. 40 (B)
3. If an alien started to smoke why would it be hard for them to stop? Addictive/Habit/ Nicotine
4. How much would someone roughly spend if they smoked 10 cigarettes every day?
5. If you had to try and persuade an alien NOT to smoke what would you say to them?

Is smoking a drug? Discuss. What is the difference between tobacco, cigarettes and E-cigarettes?

Use the fact sheets page 93 and 95 to help.

Resource: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%94-lesson-plans>

Show the film clip of tobacco picking.

(The first four minutes are the most relevant.)

www.youtube.com/watch?v=0-8TBcea05Q

Discuss what is happening in the film clip.

How does this clip make you feel?

In pairs ask the children to discuss what they think is in a cigarette? Share that there are 4,000 chemicals in a cigarette. Include pictures on the board of a rat, a rocket, toilet cleaner, paint and vinegar - ask what they all have in common? These chemicals are all found in a cigarette. (Methanol - Rocket Fuel, Arsenic - Poison, Ammonia - Toilet Cleaner, Hexamine - Barbecue lighter, Acetic Acid - Vinegar, Paint, etc.)

If people know that cigarettes aren't a healthy choice then why do you think people still choose to try them?

Write down nine ways people might be influenced to smoke. Share ideas.

(H4, H46, H48)

- Did you know that it wasn't until the 1960's that cigarettes were considered bad for your health. Before that most people believed that cigarettes were not harmful. Did you know that soldiers were given free cigarettes in the First and Second World War in their ration packs? As you can imagine after they left the army many of the soldiers who smoked were addicted. What does this mean? What drug in cigarettes is addictive? (Nicotine) Why does smoking become a habit? Why are habits hard to break? Write a letter that could have been sent to the soldiers that would have helped them make more of an informed choice and might have persuaded them not to smoke. (Remember telling people not to do something - often doesn't work!) **(H46, H49)**
- What influences us? Brainstorm as a class. For example, friends, trends, famous people, sport, parents/carers, teachers, advertising, social media. How can influences affect our decision making? Ask the children to work in pairs and give the children different scenarios. For example:
 - A. Buying a new pair of shoes/trainers
 - B. Choosing a breakfast cereal
 - C. Choosing to drink an energy drink

D. How we use technology

List who and what would influence their decision and give reasons. Give each influence a mark out of 10. 10/10= Very influenced. Share ideas.

When does an influence become a pressure?

Introduce a scenario: Chloe, Jonny, Adi and Carlos are all really good friends. They decide to do something that their parents have told them not to do. However Johnny decides that he doesn't want to do it. In pairs, think about why Johnny might have chosen not to follow his friends and how his friends might have behaved towards him.

Is not following the crowd difficult? List strategies/ techniques that Johnny might/could use to help him manage the situation. Use these strategies/techniques in pairs/groups to develop role plays of a chosen idea.

(R15)

- Discuss the idea that a problem shared is a problem halved. In life we are often faced with difficult choices. Ask each individual child to draw a picture of themselves and create a circle of support (see page 145). Write possible sentence starters to help someone who may find it difficult to start a conversation when they need to ask for help. Would these sentences be different for different people? Working in pairs practise asking for help. Research local/national organisations that could support young people/adults who were struggling with their mental health, alcohol, tobacco use.

(H50)

Assessment Suggestion

Baseline:

Provide a question box in the classroom and ask pupils to write down any questions they might have. Always take time to look at the questions before sharing with the class.

Summative:

What is a drug? Ask the children to brainstorm the word and then develop a definition. For example, A drug is a substance that can change the way we think, feel and behave.

PSHE Matters Passport Idea

Learning about drugs matters because...



Key Stage 1

Exploring Emotions

Theme: Health and Wellbeing:
H11, H12, H13, H14, H15, H16, H17,
H18, H19

- H11. Naming different feelings.
- H12. Explaining how to recognise different feelings.
- H13. Recognising that feelings can affect the way we think, feel and behave.
- H14. Talking about how to recognise what others might be feeling.
- H15. Recognising that not everyone feels the same about the same things.
- H16. Naming a range of words to describe feelings.
- H17. Talking about things that help people's mental/physical health.
- H18. Identifying ways to manage big feelings.
- H19. Recognising when they need help and understand how to ask for help.

Activities

- Use movement to explore different feelings - happy, scared, lonely, excited, frustrated. What does anger look like? Angry movements could include stomping, jerky movements and clenched fists. Create frozen statues, take pictures and observe what happens to our body, faces, etc. Is it the same for everyone? Repeat this activity using different emotions. Discuss: Why might it be better to tell someone how we're feeling than keep it to ourselves?
Read the book: 'My Many Coloured Days' by Dr. Seuss. Can you name the feelings on each page? Have a go at the Super Mood Movers Dance: <https://www.bbc.co.uk/teach/super-movers/pshe-super-mood-movers-coping-with-feelings/z28strd>
(H11)
- Provide an A4 sheet divided into four equal parts. Ask the children to draw/write their responses to your questions. If anger was a colour what colour would it be? If anger was an animal what animal would it be? If anger was the weather what type of weather would it be? If anger was a food what food would it be? Share and compare ideas. Can the children explain their choices? This could be repeated with any emotion.
Questions: Is anger a feeling that we like feeling or not? When might someone feel like this? Mind map ideas. If anger feels uncomfortable, how can we support ourselves when we feel this way?
(H15)
- Introduce a character or puppet (e.g. Jake) and explain that it's his birthday tomorrow and he will be seven years old. Wrap up a present. Play musical statues. Develop different questions for the children to answer when the music stops.
 - How might Jake feel the night before his birthday?
 - How might Jake feel when he opens his presents?
 - How might Jake feel if someone breaks one of his birthday presents?
 - How might Jake feel at the end of the day?
 - How might Jake feel when the class sings happy birthday to him?End with a round: When it is my birthday I feel...
If feelings get too big who can we talk to?
(H11, H16, H18, H19)
- Introduce an imaginary body scanner. Explain that the body scanner is very useful because it detects what is happening in different parts of the body. Ask a child to lie on the floor and start to move it over the top of their body. Suddenly pretend that the body scanner has stopped working. Will you be able to help? If we can detect how we are feeling early we can sometimes stop it from getting out of control. Give the children a body outline (see page 139) and in pairs ask them to mark with a cross where in their body a person of their age might feel anger, excitement, fear etc. and in what form? How can we recognise how other people might be feeling?
Complete the sentence stems:
I know I feel excited because...
I know I feel scared because ...
I know i feel worried because ...
(H12, H13, H14)

- Imagine a balloon represents anger - slowly keep blowing up the balloon. What will happen if I don't stop and can't calm down? Repeat the activity using a bottle of fizzy pop. If our emotions get too big then we find it hard to control them. For example we might; shout, swear, fight, run away, freeze, tantrum.
What strategies/chill skills can we think off to stop the balloon from popping or the drink from exploding?
Practise some chill skills and then make a note of the strategies they would like to try.
www.waterford.org/resources/mindfulness-activities-for-kids/
(H17, H18)
- Explore some situations in which two friends might need to say sorry. For example:
 - Jack is playing tag and knocks someone over in the playground.
 - Jack says nasty things about the way someone looks.
 - Molly is playing with a friend's toy and it breaks.
 - Molly gets angry and kicks someone.
 - Molly treads on somebody's toe by accident.
 In pairs create a freeze frame after the event, and then get the children to practise saying sorry. The other person needs to react as well. What happens then?
Read 'Martha Doesn't Say Sorry' by Samantha Berger.
Is it hard to say sorry? Discuss. What often happens when we do have the courage to say sorry?
(H14, H18)
- How can we recognise when we need help with how we are feeling? Brainstorm ideas together. For example we may be struggling to sleep, our behaviour is different, we feel sad all the time. What could we do if we felt like this?
Draw around your hand and identify people in your life who you could talk to.
Draw the people and name them on each finger.
Provide the children with sentence stems of how to ask for help. Role play in pairs.
(H19)
- Read the book 'So Much' by Trish Cooke or develop a story that is about the warmth and love for a baby across a large family. Ask the children how they know if someone cares for them. What might that person say or do?
How do you know when you love or care for someone?
Think about all the ways we could be a more caring class?
Make a list.
Provide an outline of a bear (see page 146). This bear is really kind and caring. Colour and decorate the teddy and cut it out. Place the bears in a 'Catch you Caring' box and when the teacher/pupils notices someone being kind, one of the bears is given with the reason on the back.

Discuss how being kind to someone feels and also how receiving kindness feels? Celebrate and reinforce daily/ weekly.

Why is being kind good for people's health?
(H17)

- Play the song 'Happy' by Pharrel Williams. Ask the children to move their bodies to the music. Ask the children to describe how this song makes them feel without using the word happy. Record new words. What songs make you feel happy? If we are feeling sad, angry, anxious or upset why can music help people to sometimes feel better? What other things could people do to help change their mood? Share ideas.
Discuss the seven steps to wellbeing from the Anna Freud Teacher Toolkit called SMILERS: <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/>
Smilers = Socialise, Move, Interests, Look, Eat Well, Rest, Support.
Develop posters or ideas under each heading.
Share with the whole school community.
(H17, H18)

Useful website: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>

Assessment Suggestion

Baseline:

Brainstorm the names of emotions the children know (see page 149).

Summative:

Repeat the process and hopefully the children will come up with a wider selection of words, showing how their emotional literacy has developed.

PSHE Matters Passport Idea

Understanding how we feel matters because...



Lower Key Stage 2

Exploring Emotions

Theme: Health and Wellbeing:

H15, H16, H17, H18, H19, H20, H21, H24

H15. Recognising the importance of taking care of mental health.

H16. Identifying strategies and behaviours that support mental health.

H17. Recognising feelings can change over time and range in intensity.

H18. Identifying the everyday things that affect feelings and the importance of expressing how we feel.

H19. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.

H20. Identifying strategies that they could use to respond to feelings.

H21. Identifying how to seek support for themselves and others.

H24. Identifying strategies for dealing with emotions.

Activities

- Form a circle. Play music that is uplifting. How did this make you feel? Record feelings. Pass a smile around the circle. Discuss how it feels when someone smiles at you. Make a class list of things that make people feel good or happy inside. Using a sunshine outline (see page 151), write on the lines/ rays things we could do to help other people feel good about themselves. Develop a 'Ray of Sunshine' box. Include blank templates for you or others to nominate someone, each day or week, who has genuinely been kind and made them feel good. The sun is then presented with the reason on the back - spread some sunshine!
How can behaviours such as this support mental health?
(H16)
- Provide the template on page 149. Ask the children to draw and list emotions. Create a class list. Ask the children to choose three different emotions. If the emotions were colours what colours would they be? Can you explain why? Share ideas with a partner. Did they see the emotion in the same colour or was it different?
Which emotions feel comfortable/uncomfortable?
Mark on the sheet with a tick = comfortable and a cross = uncomfortable.
How do you know if the feeling is uncomfortable?
(H19)
- Introduce a character (Alex). Provide a sheet split into four and ask the class to draw and write what a good day would look like for Alex.
Box 1. What would Alex hear?
Box 2. What would Alex see?
Box 3. What would make it even better?
Box 4. What would absolutely ruin it?
In each box name how Alex might be feeling.
How would we know how Alex was feeling?
What clues would we see on the outside and what signs would Alex feel on the inside of his body?
Discuss and then record on a body outline (see page 144). Ask the class to stand up and do a personal body scan. Ask them to close their eyes and slowly work down the body. How does each part feel - Tight? Tense? Relaxed? Sore? etc. Why is doing a body scan useful?
How could we reduce tension in the body?
Share and practise ideas in pairs.
Ideas: <https://copingskillsforkids.com/deep-breathing-exercises-for-kids>
(H18)
- We all have good and bad days and everything in-between. What could Alex do to cheer himself up if he has had a bad day? How could he be kind to himself?
Think about 10 positive things (thoughts) he could say to himself - include on speech bubbles (see page 141). Pass the ideas to a partner and ask them to write the negative/ opposite thoughts. Form an advice alley and choose someone to be Alex. Ask the children to practise what they are going to say first and then as Alex walks down the alley firstly share negative thoughts one at a time. Discuss how Alex might be feeling. Now do this activity again but with positive thoughts. What have we learnt?
How can this activity help us in our day to day lives? What if the emotions Alex was feeling got too big and he couldn't make himself feel better. What else could he do?
Develop your circle of support if you needed help with your big emotions/mental health.
(H16, H19, H20, H21)

- Give the children a list of different emotions. The ELSA Emotion Wheel is a useful resource. <https://www.elsa-support.co.uk/wp-content/uploads/2017/10/iceberg.pdf> They then have to mime an emotion to the other children to guess (like charades). This will help them to explore a wider vocabulary for emotions and may lead to a discussion about how we can read emotions incorrectly sometimes. Discuss: Why is it important to express how we are feeling? What happens if we bottle things up? How can having the words help us to do this? **(H19)**

- Introduce the scenario: Imagine a group of friends come across a deserted house in the woods, you want to go in but your tummy feels wobbly and so do your knees. You start to breathe faster and feel sick.
 - What are you feeling?
 - In what way is it uncomfortable?
 - What is this feeling telling you?
 - What do you do next?
 Make up a scenario that is about a child experiencing some uncomfortable feelings online or who is being bullied. Use the same questions for your partner to answer. Using a gingerbread outline (template 139), add any thoughts, feelings and behaviours. Write a text/email to your friend giving advice. **(H16, H20, H24)**

- Ask the question: What is an iceberg? Discuss that icebergs are giant floating pieces of ice. We only ever see what is floating – most of the iceberg is hidden under the water. This relates to our emotions. Sometimes we might show one emotion but there are often other emotions under the surface. www.gottman.com/blog/the-anger-iceberg/ Draw an iceberg and at the top choose anger and include other emotions that may exist underneath. What happens if anger isn't taken care of? On the outside of the iceberg write strategies that could help someone cool/calm down. Useful clip from the film, Inside Out re: Anger. <https://www.youtube.com/watch?v=-HQIg3ZwAs0> Discuss: Does everyone show anger in the same way? **(H19)**

- Introduce a scenario: Graham always gets 100% in a maths test. He has a best friend, Martha. Martha is pleased that Graham has done well in his maths, but also feels uncomfortable and cross. In groups of four, draw an outline of Martha. With a ruler draw a line down the middle of the outline. On one side brainstorm all the feelings that feel good and on the other all the feelings that don't feel so good. Feed back and discuss as a class. Possible processing question... Is it normal to feel mixed emotions in Martha's situation?

Provide a list of emotions and ask the children to pair up the emotions that people might feel at the same time. Can you think of other situations where children of your age may experience conflicting emotions? Brainstorm in groups. What could help us to manage these mixed emotions?

(H17)

- Discuss: How is our Mental Health and Physical Health connected? Imagine you are in charge of developing an advert/campaign to encourage people to look after their health using the Five Ways to Wellbeing. What would you include? Present in a Dragons Den style. **(H15)**
- How would you explain to an alien what Mental and Physical Health is and what may affect it? Can you develop a definition for each? Challenge: Write an acrostic poem. **(H15)**
- Draw a picture of your school in the middle of the page. Draw/write everything you can think of that your school does to promote physical and mental health. What does your community do? If someone needed support in your school who could they go to? Why is it important to take care of our health?. **(H15, H16)**

Useful resources: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>

Assessment Suggestion

Baseline:

List ways of dealing with uncomfortable emotions.

Summative:

Brainstorm all the ways they feel that they can deal with uncomfortable emotions now they have done the work.

PSHE Matters Passport Idea

Talking about feelings matters because...



Upper Key Stage 2

Exploring Emotions

Theme: Health and Wellbeing:

H18, H19, H20, H21, H22, H24, H29

H18. Identifying the everyday things that affect feelings and the importance of expressing how we feel.

H19. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.

H20. Identifying strategies that they could use to respond to feelings.

H21. Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others.

H22. Recognising that anyone can experience mental ill health.

H24. Identifying strategies for dealing with emotions, challenges and change.

H29. Identifying how to reframe unhelpful thinking.

Activities

- Introduce pictures from the film 'Inside Out' produced by Pixar (2015). Ask the class if they can name any of the characters. Which character is your favourite and why? Today we are going to be naming different feelings. Provide the class with an A-Z list (see page 135) and ask them in pairs to make a list of all the emotions they can think of. Explain that they can include more than one emotion for each letter. A = Angry, Anxious. After the time is up, ask the pairs to count how many they have named. Using two different colours ask the pairs to highlight emotions that feel good and in another colour not so good. Do they agree? Share and compare. Why don't some feelings feel good? Why is being able to name emotions important? Naming emotions is important because...
(H19)

- Display the word 'embarrassment' on the board. Ask the children to draw/write about situations that a child of their age might find embarrassing. Share ideas. Display an embarrass-o-meter on the board in the shape of a thermometer (see page 148). 0. Means not embarrassed, 1. A bit 2. A lot 3. Extremely. Read out examples from the brainstorm and ask the class to record on a whiteboard a score between 0-3. Does everyone feel the same? Think about phrases such as 'I wanted the ground to swallow me up' or 'I blushed as red as a beetroot.' Can the children think of any more idioms? Draw a cartoon picture to represent your chosen idea.

(H18)

- Being embarrassed sometimes prevents us from solving problems and thinking sensibly. Our brain responds by thinking fight, flight or freeze, which means you might say something worse or run away. This is normal. Here are a couple of situations in which this happens. Ask the children to discuss in groups how to improve these situations.
 1. Ryan has a real fear of performing. His new teacher has started to make him feel much more confident. He agrees to have a few lines in the assembly. On the morning of the assembly he is feeling very tired and anxious. He really thinks he can't perform.
 2. Macy has started growing really fast. Her parents can't keep up with buying her new shoes, school uniform, etc. All her school uniform trousers that fit her are in the wash. Therefore she has to wear a skirt that she feels very uncomfortable in because it is so short. As a result, she doesn't feel that she can run and play like she normally does. Her friends don't realise and keep encouraging her to come and play with them. She is too embarrassed to explain and just tells them she doesn't like them.

Make a collage of what is going on for either Ryan or Macy. Include thoughts, feelings and behaviours, as well as strategies that the characters could use. Explore how we can reframe our thoughts.

<https://weheartcbt.com/thought-challenging>

How could reframing our thoughts help us manage times when we feel embarrassed?

(H18, H19, H20, H29)

Warm Up and End Game

Musical Frog or Freeze

Jog on the spot and when the music stops shout freeze/frog. Freeze = stand still and freeze. Frog = crouch like a frog.

Warm Up and End Game

Follow the leader

The leader begins miming an action; clapping, etc. The others in the circle must copy. Change the leader after two or three actions.

- Read the poem 'What If' by Shel Silverstein. This is a poem about worrying. Read the poem to the class and then ask them to sort out the 'What ifs' between things that are likely to happen or not likely to happen.

Useful website for statement cards: www.elsa-support.co.uk/wp-content/uploads/WHAT-IF-SCENARIO-CARDS.docx.pdf

Share and compare with another pair. Provide a thought bubble outline (see page 141) and ask each child to write a 'What If' for a child of their age moving classes or schools. Share thoughts. Using the ideas ask them to write collaboratively a 'What If' poem for a child of their age who is moving to secondary school or changing classes.

(H18, H24)

- Introduce a scenario for example, going on a rollercoaster. How might someone feel before, during and after? Record responses under each heading. Share and compare. Are there any conflicting emotions? Why can this be confusing? Why can it sometimes be a barrier or stop people from doing things? Choose two conflicting emotions, for example, fear and excitement. How intense might someone's feelings be on a scale of 0-5 before, during and after going on the rollercoaster? If you were to plot a line graph for each emotion what would the graph look like? (Model the process.) Ask the children to complete the same activity but using different scenarios. For example, moving schools, exams, going on holiday. If we have conflicting emotions how do we recognise them and what can we do? I have learnt that...

(H20)

- What is a consequence?
Provide a range of possible actions and explore the possible 'emotional' consequences for themselves and others.
 1. A child refuses to go to school.
 2. A child goes to bed late on a school night.
 3. A child bullies someone else.
 4. A child steals money from their parents.What advice would you give to each child?

(H24)

- Imagine a school where there is lots of discrimination. What does this mean? In pairs create a graffiti wall of things that may be seen or heard. How can discrimination affect people's mental health? Brainstorm what needs to happen to dismantle this?

Write a short letter to the headteacher which includes a list of suggestions.

(L10, H24)

- Madhi is obsessed with online gaming. His friends have noticed a real change in his mental health. He seems unwell. Brainstorm what they may have noticed about Madhi.

Madhi feels embarrassed and won't ask for help. Create a two minute podcast that can encourage young people to ask for help if they should need it.

(H21, H22)

Useful Websites for resources:

www.elsa-support.co.uk

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/>

Assessment Suggestion

Baseline:

Independently produce an A-Z of emotions.

(See page 135.)

Summative:

In pairs ask the children to come up with their own Diamond 9 (see page 138) reflecting what they have learnt about emotions.

PSHE Matters Passport Idea

Understanding emotions matters because...



Key Stage 1

Being Healthy

Theme: Health and Wellbeing: H1, H2, H3, H4, H5, H7, H8, H9

H1. Identifying different ways to keep healthy.

H2. Recognising foods that support good health; the risks of eating too much sugar.

H3. Exploring how physical activity helps us to stay healthy.

H4. Recognising why sleep is important and different ways to rest and relax.

H5. Demonstrating simple hygiene routines that can stop germs from spreading.

H7. Exploring what good dental care is; identifying food and drink that supports dental health.

H8. Describing different ways of keeping safe in the sun to reduce skin damage.

H9. Recognising the importance of knowing when to take a break online/offline.

Activities

- Ask the children the question: Why do we need food?
Possible response:
 - We need food to make energy so we can move, breathe, and think.
 - We need food to grow.
 - We need food for so our bodies can carry out repairs, like fixing a broken arm or to heal a cut.Useful clip: www.bbc.com/education/clips/zf6w2hv
Ask the children to do actions for each of their responses. Ask them to make up a sequence to show the class. Use uplifting music to work to. Provide a picture of a human body (see page 144) and ask the children to draw/write foods that support good health. **(H1)**
- Discuss the emotions sad, happy, excited, angry, frustrated, calm, and tired. Play this game: Ask the children to move around the space and when you shout out an emotion they have to show you that emotion. Model this activity first.
Ask the children to sit in a circle of chairs and in turn show what their face looks like when they are hungry.

Pass around a talking object. Taking it in turns, ask the class to say, 'When I am hungry I feel...'. Do a second round using the object again, this time ask the class to say 'When I have eaten I feel...'

Discuss how food can change the way we think, feel and behave/learn. (Think about how you can build on vocabulary here so children have more words to use.) Reinforce new vocabulary during snack/lunch time.

Homework: My favourite breakfast is...
Make a breakfast diary.

<https://www.foodafactoflife.org.uk/5-7-years/activity-packs/food-route/>

Research: Which breakfast choice keeps your tummy fuller for longer?

(H1, H2)

- Write an A-Z on the board (see page 135). As a class can they name a food for each letter of the alphabet? This can be displayed and added to over the topic. Introduce the Eatwell Guide <https://www.foodafactoflife.org.uk/5-7-years/knowledge-organisers/> and explain that different foods help our bodies in different ways. Why is it important to eat a balanced diet? Using a parachute to reinforce the idea of adding different foods from the Eatwell Guide - you could use different coloured balls/beanbags.
Challenge: Class Relay. Split the class into teams and ask them to collect food cards. Using the cards ask them to develop a balanced breakfast menu for a week. <https://www.foodafactoflife.org.uk/5-7-years/activity-packs/bnf-healthy-eating-week-2019/have-breakfast/>
(H1, H2)
- Introduce a puppet/character and develop a story about what the character eats. For example, for breakfast he eats sugary cereals. (Ask what they could be?) He eats biscuits and crisps for snacks. He hates vegetables and doesn't like trying anything new. He often feels tired. How could we help him to swap his snacks/food so that he might have more energy? Make up a Rebus story (a very short story that uses words and pictures that stand for words) including how the changes made had affected the character in the story.
Discuss the risks of eating too much sugar using the clip to generate ideas.
Useful clip: www.youtube.com/watch?v=met9h_GQEVc
(H1, H2)
- What does it mean to relax? Ask the children to freeze frame their ideas. These may include watching TV, playing sport, colouring, baking, playing with friends, cinema, etc. Why is it important to relax? Breathing can help us to relax and calm us down in different situations.

Introduce the children to 'Chill Skills' to practise.

1. Shut your eyes tightly then relax them.
2. Wrinkle your nose up then relax it.
3. Breathe in and make your stomach tight. Breathe out slowly and relax it. Bite your teeth together and then relax them.
4. Move your shoulders up to your ears then relax them.
5. Imagine you are blowing bubbles of peace into the room. Imagine you have a pot of bubble liquid. Take in a breath. Slowly and gently blow bubbles into the room. As you blow out the bubbles, imagine they are filled with peace and the whole room is filling up with peace.

Ask the children how they feel after the doing the relaxation exercise. Complete a different breathing/relaxation activity each week. Create a book to share at home. Useful link: <https://www.mentallyhealthyschools.org.uk/resources/brain-breaks-helping-children-settle-back-into-the-classroom/>

(H4)

- What does it mean to you when I say physical activity or sport? Make a class circle. Ask the children to mime which is their favourite physical activity or sport. This can be done one at a time, with no talking, just the skills of looking and concentrating. Do a second round of: My favourite physical activity is... Did you guess it right? Set up a class challenge, for example, group games. Ask the children to complete and record these challenges at playtime/lunch times using older children to help them (Playground buddies could be used for this). What is their target? After a week discuss how it made them feel. Why is physical activity important for health? Did it change the way they felt? Did it improve their playtimes? Activity ideas: <https://www.nhs.uk/10-minute-shake-up/shake-ups>
Super Mood Movers: <https://www.bbc.co.uk/teach/super-movers/pshe-super-mood-movers-fit-and-well/zqr67yc>
(H3)
- Great science ideas to teach about germs and the importance of hygiene. https://www.e-bug.eu/lang_eng/UK%20KS1%20Pack/Key%20Stage%201%20FULL%20PACK.pdf
(H5)
- Ask the children to stand up when they think two minutes has passed. Record their results. Who was the closest? Use a puppet to demonstrate the correct tooth brushing technique. The children mime brushing their teeth for two minutes. Discuss foods and drinks that they could 'swap' to reduce the number of sugar hits their teeth may experience in the day. Watch how astronauts brush their teeth in Space. How is it different?
www.youtube.com/watch?v=3bCoGC532p8
Can you create a class rhyme to encourage an alien to brush his teeth twice a day? Why is it important to brush your teeth? What might happen if you don't? What else can we do to look after our teeth? Role play going to the dentist.
(H7)

- Read 'The Princess Who Could Not Sleep' or invent a scenario where a child cannot sleep and keeps everyone awake. The child in the scenario could struggle to learn at school and often be angry to other people. Ask the children to think of what could be stopping the princess going to sleep and together explore possible solutions that may help her. Draw a picture of your ideas that could be sent with a class letter to the princess. Finally, discuss why sleep is so important to our health and wellbeing.
(H4)
- Watch the clip: <https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids> Discuss the five S's of sun safety. <https://www.skcin.org/sunSafetyAndPrevention/theFiveSsOfSunSafety.htm> Ask the children to make up a sun safety song, rap, poster etc. Use the winning ideas to share with parents/carers.
(H8)
- Practise brain breaks: <https://www.mentallyhealthyschools.org.uk/resources/brain-breaks-helping-children-settle-back-into-the-classroom>
On a gingerbread outline identify the positive effects of having a break from learning. Identify in a different colour the negative effects of not having a break from technology. How can this knowledge help us to be more healthy? Research- Do brain breaks have an impact on learning?
(H9)

Assessment Suggestion

Baseline:

Draw an outline of a person on the board and as a group mind map what they consider should be added if that person was considered healthy. What would they be doing? What would they be eating? What would they be thinking? What would their life be like?

Summative:

Using the outline of the person used in the baseline activity ask: Are there things that they would like to change or include? Use different colour crayons to show the change.

PSHE Matters Passport Idea

Being healthy matters because...



Lower Key Stage 2

Being Healthy

Theme: Health and Wellbeing: H1, H2, H3, H4, H6, H7, H8, H9, H11, H12, H13, H16

H1. Identifying what affects their physical/ mental health.

H2. Understanding what a balanced, healthy lifestyle means.

H3. Understanding what might influence our choices.

H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.

H6. Explaining what constitutes a healthy diet.

H7. Recognising opportunities to be physically active.

H8. Understanding routines that support good quality sleep.

H9. Identifying hygiene routines that can limit the spread of infection.

H11. Talking about how to maintain good mouth hygiene.

H12. Understanding the benefits/risks of sun exposure.

H13. Identify strategies for managing/balancing time online/offline.

H16. Recognising behaviours that support good mental health.

Activities

- Discuss: What is the purpose of food? (Growth, provides energy, repair). What is the purpose of the Eatwell Guide? www.gov.uk/government/publications/the-eatwell-guide. Explore the Eatwell Guide checking their understanding of what it really means. Using a fictitious healthy and unhealthy lunchbox ask the children to identify which lunchbox provides a balanced meal. Discuss: Which lunch box would they prefer? Why? Is eating a balanced diet difficult? Why is having a balanced diet important? Complete the Eatwell Challenge. www.foodfactoflife.org.uk/

Develop a leaflet to promote a healthy lunchbox.

Lunch leaflet ideas: http://www.dchs.nhs.uk/our-services/find_services_by_topic/cyph/working_with_families (H2, H4, H6)

- Carry out a class survey to find out what children have for breakfast. What do the results show? Mind map what influences their choice to have that breakfast. Make a class table of the possible responses - for example, taste, texture, adverts, special diet, family, tradition, time, cost, etc. Complete a class tally chart. Could they make a prediction? Move around the class and collect the data. Which is the most common influence? Is this the same in all classes? What do the results show us? What might influence our choices to have a balanced diet? Challenge: Using the Eatwell Plate, how could we swap our breakfast choices. (H3)
- Use 'The Great British Space Dinner' ideas and clips: www.stem.org.uk/elibrary/resource/36321 to highlight the importance of a healthy diet for astronauts. Challenge the children to develop a 'Great British Dinner' that is balanced. This will be served to the astronaut on their return from the International Space Station (ISS). Use space-themed ideas. For example, The Meat Meteor Medley and The Solar System Smoothie. Use the Eatwell Guide to check it is balanced. Share and celebrate their creations. How can food affect our emotions? (H1, H2, H6)
- The human body was made to be physically active. Exercise and using the body is important to maintaining your physical and mental health. How much physical activity should we do each day? Useful clip: www.nhs.uk/change4life/activities/sports-and-activities
Why is physical activity important? What things in life stop people from being active? Discuss ideas. In groups of four ask the pupils to fill in an A-Z (see page 135) of as many activities as they can think of that are related to physical activity. For example: A = Aerobics, Archery; B = Basketball, Bowling; C = Cheerleading. Set a time limit, and as a competition ask the children to highlight any activities in the list that they do.
Write a short rhyme/rap that would encourage someone to think about the importance of physical activity. What are the consequences of an inactive lifestyle on wellbeing? (H1, H7)

Warm Up and End Game

Chair Aerobics

Choose a piece of music in the charts and the teacher is the leader. The children copy the teacher's moves. Take it in turns to be the leader each time and ask the pupils to choose their own music.

- Imagine it's winter and when you come home from school it's dark so you can't go outside. In pairs make up games you could play in the house that would be a form of physical activity and/or make up five minute routines/actions that could be delivered to the class as brain breaks.

Useful link: www.mentallyhealthyschools.org.uk/resources/brain-breaks/

What are the benefits of having a break online/off line?
(H1, H2)

- Discuss: What is mental health? Useful resource: www.annafreud.org/schools-and-colleges/resources/talking-mental-health-animation-teacher-toolkit/
Read 'The Huge Bag of Worries' by Virginia Clarke. If our thoughts and feelings start affecting our lives, what could we do? Who could we talk to?
Watch the clip www.youtube.com/watch?v=kDWH3N3k1Uc
Why is it important to not bottle up our feelings?
Ask the children to design a poster that will encourage children to talk about their feelings.
(H1, H16)

What are the effects of lack of sleep?
Create a picture/virtual room of what a bedroom would look like that demonstrated good sleep hygiene.
Create a sleep routine check list for yourself. Share ideas.
(H8)

- What is mouth hygiene?
Use the presentation from <https://www.dentalhealth.org/downloads-and-resources>
What have you learnt?
What other daily hygiene routines can we carry out that limits the spread of infection?
Develop a toothpaste /soap advert with a catchy slogan.
Share and celebrate ideas.
(H9, H11)
- Introduce the Sun Safe Quiz:
<https://www.bbc.co.uk/newsround/48609398>
What are the benefits of the sun? What are the risks?
What the clip: <https://www.bbc.co.uk/newsround/44630436>
about looking after pets during hot weather.
Using the same style, make a top tips presentation about keeping children safe in the sun.
(H12)

Assessment Suggestion

Baseline:

Create an A-Z of how to keep healthy (see page 135)
Introduce a time limit in which to create this.

Summative:

Repeat the exercise. Hopefully they will be able to do it more quickly and have a better understanding of how to stay healthy.

PSHE Matters Passport Idea

Understanding what affects your health matters because...



Upper Key Stage 2

Being Healthy

Theme: Health and Wellbeing: H1, H2, H3, H4, H5, H6, H7, H8, H9, H11, H12, H13, H14, H16

H1. Identifying what affects their physical and mental health.

H2. Understanding what a balanced, healthy lifestyle means.

H3. Identifying what influences our choices to have a balanced lifestyle.

H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.

H5. Recognising early signs of physical illness.

H6. Exploring a balanced/unbalanced diet and the effects.

H7. Recognising opportunities/risks associated with an active/inactive lifestyle.

H8. Identifying routines that support good quality sleep; the effects of lack of sleep.

H9. Understand the importance of personal hygiene and how to maintain it.

H11. Identifying good oral hygiene; the impact of lifestyle choices on dental care.

H12. Identifying how to keep safe from sun damage and reduce the risk of skin cancer.

H13. Identifying strategies for managing/balancing time online/offline.

H14. Identifying how and when to seek support if they are worried about their health.

H16. Identify strategies and behaviours that support mental health.

Activities

- Draw/write what a balanced, healthy lifestyle would include? Share ideas. Explore the 5 Ways to Wellbeing. Anna Freud NCCF have translated the 5 Ways into a SMILERS acronym.
S=Socialise M=Move I=Interests L=Look E=Eat Well R= Rest S=Support
How could including the SMILERS into our lives affect our physical and mental health? Challenge: Set some SMILERS goals.
Reflect: Why is knowing different self care strategies important now and in the future?
(H1, H2)
- Useful Clips: Let's Get Active: BBC.
Why are strength, flexibility and stamina important for physical health? What are the risks of being inactive? How would we recognise if we had an injury or physical illness? How can this affect our mental health? Use the mISSION X resource: www.stem.org.uk/missionx/activities
Carry out activities to develop strength, stamina and flexibility. Use these activities to complete different challenges at break time.
(H5, H7)
- Complete the sun safety quiz:
www.educationquizzes.com/ks2/personal-social-and-health-education/sun-safety/
Research questions: What is a tan? How do sun creams work? What is SPF?
<https://www.bad.org.uk/skin-cancer/sunscreen-fact-sheet>
Using the facts create top sun safety tips aimed at year 6 pupils.
(H12)
- Explore what affects their food choices. Imagine you were buying a drink or choosing a meal - what information would you use to make the decision?
Draw a picture of your head and use thought bubbles (see page 141) to demonstrate the strategies you use. (Did anyone use adverts/marketing techniques?)
Give the children a traffic light (see page 143) and describe how this can link with the brain when it makes decisions. Discuss how each colour can help them make more informed choices. Discuss what each colour could represent. For example, Red = Stop and Think. Amber = Assess the risk/decision, what do I know already? Green = Go. Work through the traffic light using different choice examples.
When are some choices habits? Why can habits be hard to change? Develop short stories/scenarios demonstrating how habits can have negative and positive effects on health.
(H3, H4)

- What are the benefits of eating a balanced diet? Choose cereals and their packets. Create a low risk to high risk continuum line (see page 142). Ask the class to predict which cereals have the most/least amount of sugar and record it. Give out the cereal packets information to the children and ask them to work out how much sugar there is per 50 grams of their product. (4 grams is equivalent to 1 teaspoon of sugar). This could be done in pairs. Which cereals contain the most/least amount of sugar? Place it on their continuum recording the sugar content. Were they correct? What are the risks of eating too much sugar? Develop a breakfast that is balanced and tasty and contains less added sugar. Vote on the best ideas.

(H6)

- Discuss/debate the pros and cons of using technology. Think about why children use technology? Identify/record how much time per day they spend on technology. What strategies can you think of to help manage time online - mind-map ideas. Using the SMILERS/ 5 Ways to Wellbeing to create ideas that would encourage a child of your age to maintain a balanced, healthy lifestyle.

(H13)

- Introduce five themes to the children. For example:

1. Mental Health
2. Sleep
3. Personal Hygiene
4. Exercise
5. Dental Health

Split the class into five groups and provide them with their theme. Provide them with a graffiti wall (see page 140) and ask them to write on the bricks how we can look after that aspect of health. Share ideas.

Research one of the five areas and develop a quiz for homework to share with the rest of the class.

(H8, H9, H14)

- What things can stop us going to sleep? <https://www.thechildrenssleepcharity.org.uk/leaflets.php> Mind-map ideas. Sometimes our thinking patterns can be unhelpful. The thoughts can then swirl around our minds at bed time. Use the resource: <https://weheartcbt.com/thought-challenging> to identify unhelpful thinking habits. Develop positive affirmations.

(H16)

- How can our lifestyle choices affect our dental health? Use the powerpoint to create discussion. Carry out the quiz and activities: https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Oral%20hygiene Watch the video to show the effective way of brushing teeth.

(H11)

- What are microbes? Use the resource: <https://healthyschoolscp.org.uk/wp-content/uploads/2020/04/KS2-Hygiene-Pack-ebug.pdf>

Explore useful and harmful microbes and how this links to hygiene.

Complete the challenge on page 34/35 of the resource.

Reflection: Personal hygiene matters because....

(H9)

Assessment Suggestion

Baseline:

Ask individual children to create a chart titled: 'The 5 Ways to Wellbeing'. Each column should be titled: connect; be active; take notice; keep learning; and give. Without giving them any further ideas, ask them to fill in examples of what these could involve in order to improve wellbeing.

Summative:

Return the charts to the children and ask them to add to their columns.

PSHE Matters Passport Idea

Having strategies to support my wellbeing matters because...



Key Stage 1 Growing Up

Themes:

Health and Wellbeing:

H5, H20, H21, H22, H25, H26

Relationships: R13, R16, R17, R18, R20, R23

H5. Identifying simple hygiene routines that can stop germs from spreading.

H20. Identifying feelings associated with change/loss.

H21. Recognising what makes them special.

H22. Talking about the ways in which we are all unique.

H25. Naming the main parts of the body including external genitalia.

H26. Explaining how people's needs change as they grow from young to old.

R13. Recognising and understanding the importance of respecting privacy.

R16. Identifying how to respond if physical contact makes them feel uncomfortable/unsafe.

R17. Understanding that there are situations when they should ask for permission.

R18. Recognising the importance of not keeping adults' secrets.

R20. Identifying what to do if they feel unsafe/worried for themselves or others.

R23. Recognising the ways in which they are the same/different to others.

Activities

- Watch the clip about Emperor penguins to identify how male penguins protect their eggs. www.bbc.com/education/clips/z6gd2hv. Discuss. Read 'Mister Seahorse' by Eric Carle which is all about a seahorse who meets other fish fathers and they explore all their different ways of caring for their eggs and their babies. Why is protecting their eggs really important? Imagine you

are a seahorse, a fish or a penguin trying to protect your eggs. Move around the space as if you are in the ocean or in the Antarctic.

Now think about a human. Who protects the egg and how? (Draw and write activity). When their babies are born are they expected to then look after themselves like a seahorse? Why not? What do they need? List any ideas.

Draw a picture of what you think a baby needs.

Useful book: 'Once There Were Giants' by Martin Waddell. (H26, R23)

- Ask the children to bring in pictures of themselves as babies. Share in pairs any stories they have about their: First word. First step. First thing they ate etc. How does it feel to be older and have changed? Role play a baby being bathed. How do they keep clean at their age? Why is it important to keep clean? (H5, H20, H22, H26, H21)
- Mind map together the skills a child of their age may have developed from being a baby to being six years old. For example, using a knife and fork, using the toilet, sharing, talking, jumping, reading, writing, using an iPad or tablet etc. Model a timeline (journey) from being a baby to being six years old which identifies skills and learning. Read the book, 'Zog' by Julia Donaldson or watch the film: [https://www.bbc.co.uk/iplayer/episode/b0bwdw8y/zog?xtor=CS8-1000-\[Discovery_Cards\]-\[Multi_Site\]-\[SL07\]-\[PS_IPLAYER~N~P_Zog\]](https://www.bbc.co.uk/iplayer/episode/b0bwdw8y/zog?xtor=CS8-1000-[Discovery_Cards]-[Multi_Site]-[SL07]-[PS_IPLAYER~N~P_Zog]) What new skills have the dragons learned? How is Zog different? What new skills are you looking forward to developing in the future? How might you develop these skills? Record ideas. (H26, R23)
- Ask children to discuss in pairs the difference between boys and girls, and feedback to the class. Model how to challenge any stereotypical views e.g. 'Hang on, let's think about it - do boys always have short hair?' Read the book 'Boys and Girls' by Lynwen Jones. This book is a gentle introduction to understanding differences between boys' and girls' bodies. It uses the correct vocabulary for body parts in a age-appropriate way. (Provide pictures for children to sort in groups and ask children to make a Venn diagram (see page 147) of what's 'okay for boys', 'okay for girls', 'okay for both'. (H21, H22, H25)
- Prepare a large outline of two bodies, a boy and girl. Make a circle of chairs. Play pass the parcel with a bag containing laminated name labels for parts of the body- arm, chin, shoulder, knee, elbow, penis, vagina etc. When the music stops ask the children to take out a label and place it in the correct place on one of the large body outlines.

Warm Up and End Game

Stick in the Mud

A basic tag game. If pupils are tagged, they must stand with their legs apart (stuck in the mud) until someone crawls through and releases them.

Does everybody always use the same name for body parts in different families? Use the book *'Boys and Girls'* to reinforce this. Why is it important to know the correct names of body parts if we have different names for things? Useful leaflet: <https://www.fpa.org.uk/sites/default/files/lets-grow-with-nisha-and-joe-non-printing.pdf>

(H25)

- Introduce *'The Pantosaurus Song'* <https://www.youtube.com/watch?v=-lL07JOGU5o> What did you learn? Can you sing the song? Introduce the underwear rule. Show children the PANTS acrostic. Ask the children to make their own pants by using the template provided on the NSPCC website to reinforce the rule.

On the Pantosaurus clip who did the dinosaur talk to when he was worried? Who could you talk to? How could you ask for help? Practise asking for help. Provide the children with sentence stems. For example:

1. Mum please could I talk to you about something important?
2. Dad I feel worried please can I talk to you?

How could we make asking for help in school easier? Discuss.
(R13, R16, R17, R20)

- Read the book, *'Ask First Monkey'*. Discuss. Introduce a scenario to explore how we all have different likes/dislikes. For example, the Teddy Twins are both feeling tense after they argued about their toys. One twin enjoys a massage from his mum to help him calm down the other hates massages. Ask the class to draw and write things that help them to feel better if they are tense, upset or sad. Give three pictures of touches e.g. Hugs, kisses or high fives. Ask the class to put them in order of which they prefer. Who could they tell if they received a touch they didn't like?
(R16, R20)
- What is a secret? What is the difference between a secret and a surprise? Secret vs. Surprise. Explain the difference between a secret and a surprise. For example, surprises are joyful and generate excitement in anticipation of being revealed after a short period of time. Secrets exclude others, often because the information will create upset or anger.

Keeping secrets can make children unsafe.

If someone is asked not to tell anyone else why could this feel uncomfortable? Read out some questions and ask the children whether they think they should tell someone or not by using thumbs up/thumbs down/thumbs in the middle.

1. Zander was walking home from school when an older boy walked up behind him and hit him. The older boy told Zander not to tell anyone or he would hurt him again.
2. Alex's aunty was making a special birthday cake for Alex's brother and told Alex to keep it to himself and not to tell his brother.
3. Dylan's brother is scared to go to the dentist. His dad asked Dylan to promise not to tell his brother about the loud noises some of the machines make.
4. Max's taxi driver said he'd take Max to the toy shop on Tuesday after he dropped all the other kids off. He told Max that he would only take him if he doesn't tell his parents about it.

What have you learnt from this activity? What advice would you give to someone of your age if they were asked to keep a secret? Share and compare. Who can we ask if we are not sure about whether we should tell someone or not?

(R18, R20)

- If someone surprised you with a birthday cake – what would be the best birthday cake someone could make you? Draw it and explain what toppings and fillings it would have. Compare ideas with a partner.
(H22)

Assessment Suggestion

Baseline:

Ask the children is it okay to keep a secret?

Record their responses.

Summative:

Ask the children is it okay to keep a secret? Record and compare responses with the baseline activity.

PSHE Matters Passport Idea

Knowing the right names for our body parts matters because...



Lower Key Stage 2 Growing Up

Themes: Health and Wellbeing:
H9, H25, H27, H28, H30, H31, H32, H33
Living in the Wider World: L9
Relationships: R22, R26, R29

H9. Understanding that everyday hygiene routines can limit the spread of infection.

H25. Identifying what contributes to who we are.

H27. Recognising their individuality and personal qualities.

H28. Identifying personal strengths, skills, achievements and interests.

H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.

H31. Identifying the physical and emotional changes that happen when approaching/during puberty.

H32. Identifying the importance of keeping clean and how to maintain personal hygiene.

H33. Understanding the human life cycle.

R22. Understanding privacy and personal boundaries.

R26. Recognising what seeking and giving permission (consent) means.

R29. Explaining where to get advice or report concerns if worried.

L9: Learning about stereotypes.

Activities

- Read the story 'Your Mummy Ate My Football'. This non-fiction book uses clear language and cartoons to explain how babies are made and how they need to be cared for once they are born. Provide the children with three boxes with different headings.

What do parents/carers need? What does a baby need? What do the brothers/sisters need?

Imagine a new baby has been born into a family. Think about what each of the family member's needs might be, emotionally and physically. Create lists. Draw a cartoon strip for either the parent, baby or sibling. Share ideas.

Useful book: 'True Love' by Babette Cole.

(H30, H33)

- Introduce agreed vocabulary from the book, 'Your Mummy Ate My Football', <https://www.servicesforeducation.co.uk/our-offer/clued-up/> e.g. tummy, womb, umbilical cord, breasts, ovaries etc. Play bingo. Give out the bingo cards (see page 153). Read out a name of a body part using the bingo words list (see page 154). Once the pupils have got used to the vocabulary repeat the bingo game again with definitions only and see if the pupils can mark off the correct word (body part) on the bingo card.
(H30)
- Read the book, 'Bits and Bobs and Sweat and Spots'. <https://www.servicesforeducation.co.uk/our-offer/clued-up/> Discuss in pairs: What is a teenager? What are the changes that you remember from the book/animation? Record ideas on a graffiti wall (see page 140). Why is knowing the information about how our bodies change before it happens important? Use the Growing Up Body Changes Template (see page 152). Ask the children in pairs to describe the physical changes they can see from child to adult bodies. Why do these changes happen?
(H30, H31)
- Show children the covers of two magazines -one aimed at boys and one at girls. Ask the class to identify the differences in presentation e.g. font, colours, pictures etc. What ideas would the covers give an alien from another planet about boys and girls for example their interests, qualities, aspirations? Are these ideas accurate? How might these magazines influence children? Can everyone like Spiderman or Cinderella? Ask the children to design magazine covers that would appeal to them.
(H25, H27, H31, L9)
- Develop a list of employability skills. https://www.stem.org.uk/system/files/elibrary-resources/2017/09/A4%20employability%20fold%20out_Interactive_v4.pdf Discuss a range of jobs/aspirations. Allocate a job to each group/pair in the class and ask them to list the skills needed. Talk about how both boys and girls can acquire these skills. Use a range of images (showing diversity) of jobs and careers to display along with the lists of skills. Make a list of the top five skills you have and which you would like to develop further. Finish with a round: When I grow up, I want to be a...
(H25, H27, H28)

- Imagine that during a science lesson a teacher has created a potion that can make someone younger and reverses the human life cycle. Discuss what is meant by the life cycle and the different stages. Useful clip: <https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zk4bgwx>
Whilst eating a school dinner the teacher puts the potion into their food. Draw what they might look like as they go through the changes.
 - Young Man/Woman
 - Teenager
 - Young Boy/Girl
 - Baby
 - Foetus
 Using the pictures discuss the changes that might happen at each stage. Make a class list. Ask the children to label all the changes on their piece of work. Highlight in different colours changes they would be in control of e.g. (clothes, hairstyle) and changes they are not in control of e.g. (height, shoe size, facial hair, spots, voice changes.)
Do these things happen to everyone? At what age might they happen? Is it the same for everyone? Why might this information be important for children to know?
If you were going to make a magic potion which part of the human lifecycle would you like to visit and why?
I would like to visit... because...
(H33)
- In pairs, ask the children to prepare a guide for children, explaining the changes a child may experience growing up. Reassure them that it is okay and absolutely normal.
(H30, H31)
- What do we mean by 'personal hygiene'? Think about how growing up might mean different routines. Why do people sweat? Discuss how sweat and bacteria can produce an odour or smell. This is normal but often you can't smell yourself. Washing and changing socks and underwear could make life a whole lot sweeter and less embarrassing. Ask the children to develop an advert that encourages young people to stay clean and remember their personal hygiene! Share and celebrate.
(H9, H32)
- Think of all the positive qualities you can think of which do not relate to physical appearance. Complete an A-Z class list of positive qualities (see page 135). For instance A = Affectionate, B = Brave, C = Caring. In pairs ask each partner to choose five positive qualities from the A-Z list and at the side explain why they think their partner has that quality. You are brave because...
Share and celebrate. Sit in a circle. Choose one of the strengths you most agree with and share it with the class during a round. Record how this activity made you feel.
(H25, H27, H28)
- Ask children to face a partner, walk towards each other and say 'stop' when they reach the edge of their 'personal space.' Discuss what personal space is and how it feels when someone gets too close. Share feelings.
If someone gets too close what do we tend to do?
Role play using made up characters.
(R22)
- Discuss how people in families show affection for each other. Provide the pupils with the following list: parent, neighbour, teacher, shopkeeper, brother/sister, friend, nan/grandad. Kiss, cuddle, wave, hello, hug, high five, handshake. Match what they consider the appropriate greetings with each person. Explain that physical contact between people should always be agreed by both and that no one has the right to touch them in a way that hurts them or makes them feel uncomfortable. Give the children scenarios and ask them to practise different ways of dealing with it if they felt uncomfortable. Model a different example first.
 - Hallom was play wrestling with his friend's older brother on Friday. Hallom has arthritis.
 - One of Jasmine's neighbours asked her if he could take pictures of her. He said he would give her sweets, if she didn't tell anyone.
 - Dom's friends keep pulling his trousers down.
 - People keep touching Alisha's curly hair.
(R22, R26)
- Imagine you were feeling very uncomfortable about the way someone was behaving towards you or something they've shown you on their phone. Draw three large concentric circles (see page 145), with yourself inside the middle one. Ask the class for their ideas about who could be in the next circle (family I can talk to), who in the last circle (people in school I can talk to) and who outside the last circle (people I don't know well who I can talk to e.g. police, ChildLine). Ask the pupils to add the people they would ask if they needed help. If someone found it hard to ask for help what advice would you give them. Record ideas.
Finish with a musical statues when the music stops everyone has to freeze. Move around the space as fast/slow as you can.
(R29)

Assessment Suggestion

Baseline:

In pairs, write a definition of growing up.

Summative:

In pairs, write a definition of growing up.

They should be able to reflect on what they now know.

PSHE Matters Passport Idea

Talking about growing up matters because...



Upper Key Stage 2

Growing Up

Themes: Health and Wellbeing:

H27, H28, H30, H31, H32, H33, H34, H35

Relationships: R2, R26, R29

Living in the Wider World: L11, L16

H27. Recognising their individuality and personal qualities.

H28. Identifying personal strengths, skills, achievements and interests.

H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.

H31. Identifying the physical and emotional changes that happen when approaching/during puberty.

H32. Identifying the importance of keeping clean and how to maintain personal hygiene.

H33. Understanding the human life cycle.

H34. Identifying where to get advice.

H35. Recognising the responsibilities growing up brings.

R2. Recognising that people may be attracted to someone emotionally, romantically and sexually.

R26. Recognising what seeking and giving permission (consent) means.

R29. Explaining where to get advice or report concerns if worried.

L11. Recognising ways in which social media can be used positively and negatively.

L16. Identifying how images on social media can be manipulated.

Activities

- What is a Life Cycle? Discuss in pairs.

Watch the clip: <https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-the-life-cycles-of-different-organisms/zvh8qp3>

What would you say the stages of a human life cycle are?

Discuss and draw a diagram. One part of the human life cycle is puberty. Watch the Operation Ouch clip, Don't Panic About Puberty Special. <https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special> or <http://catchermedia.thinkmonkeys.com/help-im-hairy-new/help-im-hairy-new-with-pp-win.mp4>

Using the body outline (page 144) add all the information you have learned about puberty. Share and celebrate.

Why is personal hygiene so important during this time?
(H30, H31, H32, H33, H34)

- Organise pupils into male/female groups. Useful resources below to support with discussion about male/female specific changes.

<https://www.nhs.uk/livewell/puberty/documents/4youmarch2010nonprinting.pdf>

<https://www.nhs.uk/Livewell/puberty/Documents/fpa-periods-PDF.pdf>

Part 2: My Body is Changing: <https://rshp.scot/second-level/>
Bring the class together and complete the card game to consolidate learning.

www.loudmouth.co.uk/storage/app/uploads/public/591/9ac/e51/5919ace515fa6309994748.pdf
(H30, H31, H32)

- Use the menstruation myth busting quiz (see page 156) to develop children's understanding of menstrual wellbeing.
- Can the class think of any organs in the body? Discuss in pairs. Show unlabelled diagrams of female and male reproductive organs. See resource <https://rshp.scot/wp-content/uploads/2019/07/Part-1.-Names-of-parts-of-my-body-Prop-2.pdf>
Provide a word bank and ask the class to label them. Ask the class to develop a short quiz based on their learning. Share with another group to complete.
(H30)

- Explain that internal and external organs that work together to make a baby are called the reproduction system and are an important part of the human life cycle.
Read the poem - Wow- Fertilisation (see page 155). Cover up some of the words and see if the children can guess what they are. Discuss the meaning of some of the words and use the diagrams from the previous lesson to support learning. Use a question box to answer any further questions they may have, in line with your school policy.
Record two things learnt from the lesson and one thing they would like to understand better.
(H30, H33)
- Explain that sometimes during puberty, an adolescent goes through many emotional, as well as physical changes. Why might young people often going through puberty start to feel more self-conscious or embarrassed? List ideas. Explain that being embarrassed is a normal emotion. Use an emotional thermometer (see page 148).
Include: 1. Just a little 2. Quite a lot 3. A lot, 4. Too much 5. Not sure.
Read out different embarrassing situations. Ask the class to hold up which number best represents how a child of their age might feel. Situations could include: Falling over in the mud at school; getting a kiss from a parent in public; developing spots; getting a question wrong in class; seeing an unflattering photo of themselves; being praised in a school assembly; being told they smell of sweat.
Does everyone always feel the same? What does this depend on? What strategies could a child of their age use? Share and compare. Are there any strategies you might take with you?
Useful book: *'Frog in Love'* by Max Velthuijs.
(H31)
Useful resource: *'Mummy Laid an Egg'* by Babette Cole.
- Watch the clip from *'The Boss Baby'* (2017), New Baby Brother Scene.
What preparation would the family need to make before the baby arrived? What sorts of things would the baby need to keep him happy and healthy? How does Boss baby differ to usual babies? How did Tim, the big brother react, why? Develop your own baby character.
(H33)
- Use the resources from: <https://rshp.scot/second-level/> 'What is consent?' 'My Body is Mine.'
Use the activity plan from 'My Body is Mine,' to play the shake/hi-five/hug game. Explain that this game is about practising consent. Work through the scenarios and discuss. What do we mean by gut instinct? Who would you talk to or ask for help if something was bothering you? Create a top five of people/services you could go to.
(R26, R29)
- Think about the films *'Shrek'* and *'Beauty and the Beast'*. Did Princess Fiona and Beauty fall in love with the characters' looks? Using this example in groups of three, ask the children to list the qualities of what makes a person attractive. Ask them then to create a Diamond 9 (see page 138) with the most desirable quality at the top. Across the whole class discuss their choices. Think about what they think is meant by the term 'attraction.' List the qualities of what makes a person attractive. Create a Diamond 9 (page 138) with the most desirable quality at the top. Is the world we live in obsessed with what people look like? Discuss/debate.
(R2)
- Useful website: <https://www.dove.com/uk/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html>
Mind map social media platforms that children of your age may use. What are the pros and cons of these platforms for young people growing up? Split the class into groups to explore. Share ideas.
What may influence images that people post? What annoys you about the posts you see? How may this affect young people's self esteem/body image?
What responsibilities/opportunities does growing up bring? Share ideas.
(L11, L16, H35)
- Take a picture without a filter and with a filter. The class have to then spot the difference.
Discuss: What are filters? Why might people use filters? What are the pros and cons of using filters? Mind map in pairs why people feel they have to show a different version of themselves. Explore in pairs the question: How can social media be toxic in reinforcing fantasy rather than reality? Identify each other's personal strengths and qualities.
(H27, H28)

Assessment Suggestion

Baseline:

Use a question box to enable the children to ask any question they want about growing up.

Summative:

Ask the class to brainstorm individually everything they know about how their bodies and emotions will change in puberty.

PSHE Matters Passport Idea

Knowing about the emotional changes in puberty matters because...



Key Stage 1

Changes

Theme: Health and Wellbeing:
H13, H16, H18, H19, H20, H24, H26, H27

H13. Recognising that feelings can affect the way we think, feel and behave.

H16. Recognising ways of sharing feelings.

H18. Identifying ways to manage big feelings.

H19. Recognising when we need help and understand how to ask for help.

H20. Identifying feelings associated with change/loss.

H24. Exploring how to manage when we find things difficult.

H26. Explaining how people's needs change as they grow from young to old.

H27. Explaining positive ways of preparing to move to a new class/year group.

Activities

- Read the book 'The Very Hungry Caterpillar.'
Identify the changes. Map how you think the caterpillar may have felt at different stages of the life cycle. Create a word web.
Role play the changes.
How have you changed from being a baby to now?
What can you do now that you couldn't do before?
Record, celebrate and share ideas.
Do a round of: Change is important because...
(H20, H26)

Warm Up and End Game

Experiencing silence

Sit quietly, be very still. Now pass an object round without a sound, e.g. keys, bells, tambourine.
See how quietly the children can do this.

- Show pictures of the seasons. Have a class vote. Which season is the best, why? Show a picture of the same tree during the different seasons. What changes do you notice? Provide a template of a tree. Mind map words that may be linked to change using examples relevant to your class.
Example 1: Having a new brother/sister.
Example 2: Starting a new class.
Add the words to leaves and stick on the tree.
(H20)
- Read, 'Boris Starts School' by Carrie Weston. What problems did Boris have? How could the school have worked harder to make Boris feel safer in school?
Draw/write five top things that are wonderful about your class/school. Make a class film to share with any new children who might feel worried about starting school. What things would you do if you were Boris and were finding things difficult?
(H20, H24, H27)
- Split the class into two groups, A and B. Read out a feeling and ask the children to walk around the room to the beat of a drum showing that feeling whilst the other group observes. When the beat stops freeze and take an imaginary picture. How can we recognise what others might be feeling? Change roles using different feelings.
(H16)
- Read the story 'Mum and Dad Glue' by Kes Gray which is about parents wanting to divorce. Alongside reading the story, show the children a bottle of fizzy lemonade. Remove the label. What does the liquid look like?
Clear, calm, still?
Using examples from the stories as you read it, explore and name how the character may be feeling. Every time it

is a difficult feeling shake the bottle.

If the bottle was a person, what would be happening to their body inside if they didn't share how they were feeling? Take off the top... What happens? Discuss the importance of sharing how we feel. What can happen if we don't share how we feel? Like the lemonade, our emotions can get stuck and then burst out when we least expect it - like having a volcano in our tummy!

(H13, H18, H20)

- If the child from the story came to this school and needed to talk to someone about their feelings:
Who might they go to? How could they do this?
Who else could they speak to in their life?
Draw around their hand and make a hand of support.
Practise asking for help if they are feeling sad/worried about change.
(H19, H20)
- Ask the children to think of things that would help the character in the story. Share ideas together. Share the message that even when change doesn't feel good it is important to think of things we can think, do or say to help us to cope.
Show the class an empty box. Ask the children to think about what they would include in the box for the little boy in the story.
Provide the class with a box template (see page 150).
Draw/write up to 10 things that they would include in a box for themselves that would help them to feel better. (Teacher to model an example using their own box).
(H18)

Warm Up and End Game

Birthdays

'Call out' a month of the year, children whose birthdays are in that month, run around the circle back to their original chair.

- Introduce the idea of loss by explaining that Jamie, who is seven years old, has recently lost his favourite teddy bear while he was on holiday. Jamie has slept with his teddy for seven years and he loves it very much. (Adapt the scenario to fit the maturity of the class). Draw a gingerbread outline to represent Jamie. On the inside include how you think Jamie feels. On the outside explain how you think Jamie's behaviour may have changed.
Make a missing poster - Have you seen Jamie's teddy bear? You could offer a reward. If you were Jamie's friend how would you support him? Name three things you might do. What things from the toolkit might help Jamie?
(H20)

Assessment Suggestion

Baseline:

Without leading the children's conclusions, ask them to discuss in pairs what they understand change to be. Collect their answers and record them/photograph them.

Summative:

Ask the children to work in the same pairs to discuss what they now understand change to be. Compare the differences .

PSHE Matters Passport Idea

Talking about change matters because...



Lower Key Stage 2 Changes

**Theme: Health and Wellbeing:
H17, H18, H19, H21, H23, H24, H36**

H17. Recognising that feelings can change over time, and range in intensity.

H18. Identifying the everyday things that affect feelings, and the importance of expressing how we feel.

H19. Using a varied vocabulary when talking about feelings.

H21. Recognising the signs when someone may be struggling and understand how to seek support.

H23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours.

H24. Identifying strategies for dealing with emotions, challenges and change.

H36. Identifying strategies to manage transitions between classes and key stages.

Activities

- Watch the short film, 'Embarked'. www.literacyshed.com/embarked.html
Why is change so difficult for Jimmy and the tree?
Explore how they may be feeling. What would be the difference between the city and the countryside?
Why can change/loss be so hard?
Use the template on page 144 to explore internal/external responses. What could Jimmy do if he was finding things difficult?
Imagine the tree hadn't moved with Jimmy. Write a post card/letter to the tree from Jimmy's point of view.
(H18, H19, H23, H24)

Warm Up and End Game

Changes

Someone goes outside, two people in the circle swap places, and the outsider tries to guess who has moved.

- Provide an A-Z template from page 135. Together identify words you would associate with starting a new class/school. Watch the clip, 'Inside Out: Riley's First Day at School'. www.youtube.com/watch?v=riNDhwFOHzM
Thought track Riley's journey to school. Draw a map, adding Riley's thoughts and feelings. Choose one feeling and draw a graph of how the intensity of that feeling may have changed.
What advice would you like to give to the teacher? Create and practise ideas. Create an advice alley with the teacher walking down the middle and the pupils giving advice.
(H17, H18, H19, H23)
- Use the template on page 145. Imagine you were starting again in reception. Discuss memories of this.
Draw the people who would be part of your circle who would be helping you with this change e.g. friends, family, professionals etc.
Using the senses, on a separate sheet of paper draw/write all the things that would help you with your transition.
How might someone recognise if Riley was struggling with her new everyday changes/challenges?
How might they help her? How could she help herself?
List positives experiences linked to change.
(H18, H21, H23, H36)
- Create two teams. Form a circle and play the hula hoop team link game. Children pass the hula hoop around the circle by climbing in and out without unlocking hands. Repeat again. What strategies help?
Read the book, 'The Invisible String' by Patrice Karst. Draw a heart in the middle of a page and use string to include all the people and things you feel connected to. Why is feeling supported really important when we face everyday challenges/changes?
(H18, H23, H24)

- Imagine you were asked to do a 15 minute presentation in assembly on your own. Discuss how that would make you feel and mind map ideas. Read out five situations/scenarios.

 1. You are asked to take a penalty at football.
 2. You join a new club.
 3. You are asked to order a meal in a restaurant.
 4. You tell a friend how you feel.
 5. You jump into the water from a diving board.

Ask the class to record a score between 1 and 10.
 1=Very Uncomfortable
 10=Very Comfortable.

Discuss how everyone is different and that is ok. Pushing out of our comfort zones needs support but also bravery. Bravery can mean doing things in the presence of fear. There are some little tricks which can help calm our minds and bodies when we feel challenged or when change or trying something new feels strange/uncomfortable.

Practise grounding techniques. <https://beaconhouse.org.uk/wp-content/uploads/2019/09/Whole-Class-Happy-Pack-High-Res.pdf>
(H18, H24)
- Have you ever wondered why a butterfly lives for a few weeks or a tree can live for hundreds of years? There is a beginning and an ending to everything that is living. In between is a lifetime. Read the book *'Beginnings and Endings with Lifetimes in Between'* by Brian Mellonie and Robert Inkpen. Imagine you were a butterfly. Think of all the wonderful things that a butterfly may have seen and experienced during it's lifetime. Create a mind map. Create a memory box, a button tree or bracelet in memory of the amazing butterfly. Use the website for ideas: www.winstonswish.org/activities/
(H23, H24)

Warm Up and End Game

There's a chair on my right

Place a chair on the right of the facilitator, who should say: 'There's a chair on my right and I would like (name a child in the group) to come and sit in it.' The child who is named moves to the spare chair, leaving an empty chair in the circle. The child on the left of this should then say, 'There's a chair on my right and I would like (name a child in the group) to come and sit in it.' And so on.

At the end of the game ask the children what it was like as they waited to be chosen.

Assessment Suggestion

Baseline:

In groups of four, create an A to Z of changes.

Summative:

Add to the A-Z in a different colour any new words linked to change.

PSHE Matters Passport Idea

Talking about change matters because...



Upper Key Stage 2

Changes

Theme: Health and Wellbeing: H17, H18, H19, H21, H23, H24, H36

H17. Recognising that feelings can change over time, and range in intensity.

H18. Identifying the everyday things that affect feelings, and the importance of expressing how we feel.

H19. Using a varied vocabulary when talking about feelings.

H21. Recognising the signs when someone may be struggling and how to seek support.

H23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours.

H24. Identifying strategies for dealing with emotions, challenges and change.

H36. Identifying strategies to manage transitions between classes and key stages.

Activities

- Explore the question:
Can feelings change over time, and range in intensity?
Provide four scenarios relevant to your class:
Scenario 1: SAT's test
Scenario 2: Going on holiday
Scenario 3: Starting a new school
Scenario 4: A pet dies
Model the activity using Scenario 1. How might someone feel before, during or after a test? Brainstorm and then choose one emotion. If we were to draw a line graph what would that look like over time? How would the intensity change? Complete the same task in pairs choosing another scenario. Using the body outline on page 144, map what you might notice inside/outside the body as a response to that emotion. Share ideas. Revisit the question presented at the start and ask the children to respond - verbally/written.
(H17)

Warm Up and End Game

Belonging game

Make four/five sets of cards numbered from 1-5. Make enough cards for each child to have a number. Children must not talk, but must find the others in their groups. When they find a fellow number, they must act very pleased to see them and continue walking as if a group, when all members are found sit down...

- Watch the clip which includes extracts from the book, 'Refugee Boy' by Benjamin Zephaniah, www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-refugee-boy-by-benjamin-zephaniah/z6rtvk7
Explore together what Allam may miss so much about his home.
What would you imagine Allam's challenges to be?
What is grief? How might Allam express his grief?
Write a one page profile about yourself that could be given to Allam to help him to get to know you better. <http://www.sheffkids.co.uk/adultssite/pages/onepageprofiletemplates.html>
(H19, H23)
- **Hula Hoop Team Link.**
The aim of this fun team game is to pass a Hula Hoop through your team by climbing in and out of it without breaking the team link. Start by standing side-by-side holding hands. Begin to pass the hoop, but if you break the link, you must start again! Why not race your friends and see which team can complete the challenge first?
What do you like about a challenge? What do you find difficult about a challenge? How does your body respond? What about your thoughts?
<https://weheartcbt.com/thought-challenging> .
Use the resources to identify unhelpful thoughts. Create positive affirmations.
(H18, H24)

- Use the clip: *'The Piano'* by Aidan Gibbons. First collect an old box containing the old man's memories such as a handkerchief, a war medal, an old black and white wedding photograph, etc. Play the video with the picture off so children can only hear the music. Pass around the memories from the box. Can they guess what the clip might be about? Write down under the heading - What we have guessed?
Now under the heading - 'What do we want to find out?' Ask the class to write down any questions they may have. Now watch the clip and fill in under the heading - 'What we know'. How did the clip make you feel?
The clip made me feel...
(H19, H23)
- Using the idea of creating memories, develop a 'Museum of Memories' on paper.
Think about the things you would like to remember about your time at primary school.
What you have achieved, been involved in, the people you have met.
How does looking back over these memories make you feel? Do you have any conflicting emotions? Explore why this is normal.
Choose 10 words associated with leaving primary school. Share and celebrate.
(H18, H19)
- Ask the class to think about the future.
Create a question box. What questions have you got about moving up to secondary school? What worries do you have? Post the questions anonymously. Take the questions away and then create a list to share with the class.
Invite young people/teacher from their secondary schools to answer questions virtually or in person.
(H23)
- Ask the class to imagine that a Year 7 has been at their new school for two months. How would you know if someone was struggling/ok? Ask them to think of a problem they may face. Ask them to think of four pathways they could take in order to help them solve the problem.
(H24, H36)

Warm Up and End Game

Mirror Mirror

In pairs, A/B. A is the leader, B is the mirror and must copy the actions, go slowly at first. Give each pair two minutes and then change roles.

- Make a graffiti wall (see page 140) of all the things they are looking forward to about starting a new school. For example: independence, food choices, new friends, etc. Make it bright and colourful and celebrate the next steps of your journey of growing up. Share and celebrate.
(H23, H24)

Assessment Suggestion

Baseline:

Record all the strategies you have if you are faced with challenges or change.

Summative:

Record in a different colour all the strategies you have if you are faced with challenges or change.

PSHE Matters Passport Idea

Developing strategies for changes matters because...



Key Stage 1

Bullying Matters

Theme: Relationships:

R8, R9, R10, R11, R12, R20, R21, R22, R24

R8. Recognising simple strategies to resolve arguments between friends positively.

R9. Recognising how to ask for help if a friendship is making them feel unhappy.

R10. Recognising that bodies/feelings can be hurt by words and actions.

R11. Identifying how people may feel if they experience hurtful behaviour or bullying.

R12. Understanding that hurtful behaviour is not acceptable.

R12. Explaining how to report bullying and the importance of telling a trusted adult.

R20. Identifying what to do if they feel worried.

R21. Identifying what is kind and unkind behaviour.

R22. Recognising how to treat themselves and others with respect.

R24. Playing, listening and working cooperatively.

Activities

- Ask the children the question, 'What is bullying?'
www.bbc.co.uk/education/clips/zqypyrd
www.bbc.co.uk/education/clips/zkhmhyc
Share the clip about cyberbullying.
www.thinkuknow.co.uk/4_7/hectorsworld/Episode6/
Can the class explain what happened and what the main messages were? Write a class definition of bullying.
(R10, R11, R12)
- Ask the children to arrange themselves in a circle. Explain that you have a problem and you need their help. Introduce a puppet.
Teacher: You are looking very sad, Rita. What's the matter?
Rita: Nuffin (nothing).
Teacher: I don't like to see you sad, Rita. Please tell me what's wrong. Did something happen at play time?
Rita: No!

Explore what they think has happened and discuss together why they think Rita won't talk about it. Make a list of kind and unkind behaviours during Rita's playtime. Make a list of strategies that may help with the unkind behaviours.

Ask the children to role play some of their ideas.

Who could Rita tell if a friendship was making her feel unhappy?
(R8, R9, R21)

- What is meant by opposites?
Share some words up/down, in/out, on/off, slow/fast, etc. Introduce a quiz so the children have to say the opposite word. Introduce a game where children travel around the space to music. When the music stops they have to get into a group of three.
Play this with different numbers in a group.
Discuss that when someone is in a group this means they are included. When they are left out - the opposite - this means they are excluded.
How do people feel when they are excluded/left out?
Explore. Brainstorm situations where children of a similar age to them may feel left out. What things could we say or do to help people feel included? Create a class list.
(R22, R24)
- Introduce the idea of filling someone's cup with kindness. Provide everyone with an empty cup. Explain that the cup represents them. How do you think someone would feel if they had no kindness in their cup? How could we fill someone's cup with kindness? Share ideas.
Set up two opposite sides to the room. 'Unkind' on one side and 'kind' on the other. Ask the children to walk around the space with their empty cups and when you shout out a scenario ask them to move to the correct side of the room. Statements could include - a friend shares their snack with you, someone tells you, you can't join their game because you are rubbish, etc. If they go to the kind side they can collect a heart to put in the cup. Filling someone's cup of kindness could be part of daily practice.
(R21, R22)
- Using a fairy tale such as 'Cinderella' or 'The Three Little Pigs' explore how the characters might be feeling. Who is the bully in the story? Why might they be behaving this way? What would you have done differently if you were a character? Show Childline posters: <https://learning.nspcc.org.uk/research-resources/childline-posters-wallet-cards>
Ask the children to design their own posters aimed at the characters in the fairy tales.
(R11, R12)

Warm Up and End Game

Clapping

Going round the circle one clap continues the direction, two claps changes the direction back.

- Using scenarios (see below for examples) ask the children to use their bodies and faces to show how the characters may be feeling. Use freeze frame and thought tracking to create further discussion.
Think of strategies of how to respond positively.
 1. A child pulls another child's hair.
 2. Some children are never letting another child in the class play.
 3. A child is sticking her tongue out and pulling faces at the same child every day when the teacher isn't looking.
 4. A child keeps sending unkind messages/pictures on social media.
 5. Some children are hiding their friend's book bag.
 6. Some children keep saying unkind things to a child who wears glasses.
 7. A child keeps laughing at a child because they have a birthmark on their face.
 8. Some children keep pointing at a boy because he is wearing a turban.Discuss why these children might be doing these things.
(R8, R10, R11, R12)
- Use colours to indicate whether the above scenarios involve bullying or not. Groups can have pieces of red and green card and can discuss to make the decision.
Red = Bullying Incident. Green = Not considered bullying.
(R12, R21)
- Make a list together on the board to identify what we should do if we think bullying is happening and also what we could do if someone is being unkind. Introduce STOP (Several Times On Purpose) START (Start Telling And Reporting Trouble). Identify who we could tell in school.
Draw a gallery of people and include their names.
Explore together how we might start a conversation or ask for help. What opportunities do we have in school?
(R11, R12, R20)

- Show a picture of a penguin or bring in a toy.
Explain that Smartie the Penguin is about to start school. He eats fish, waddles when he walks and hates loud noises. He has travelled from a different country.
He doesn't find it easy to make friends and everyone looks at him because he is different. How could we help him to settle into our school? Send Smartie a card that will make him feel welcome telling him a bit about your school.
(R21)
- Give the children maps of the school grounds and get them to mark with coloured dots to show where they feel safe. Red is unsafe. Green is safe.
It is important to see if there are any correlations between what children have produced.
Explore why they feel unsafe in these places. Share findings with the school council/anti-bullying ambassadors, Headteacher and Governors, etc.
(R12)

Assessment Suggestion

Baseline:

Draw a picture of what a bully looks like.

Summative:

Ask the children three things they have learnt.

PSHE Matters Passport Idea

Being kind to each other matters because...



Lower Key Stage 2

Bullying Matters

Theme: Relationships:

R13, R17, R18, R19, R20, R21, R30

R13. Recognising the importance of seeking support if feeling lonely or excluded.

R17. Identifying positive strategies that may help to resolve disputes in friendships.

R18. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.

R19. Recognising the impact of bullying and the consequences of hurtful behaviour.

R20. Suggesting strategies to respond to hurtful behaviour.

R21. Discussing what discrimination means and how to challenge it.

R30. Recognising that our own behaviour can affect other people.

Activities

- Use the clip 'For the Birds'.
www.literacyshed.com/for-the-birds.html
Or use the short animation 'Daisy Chain' narrated by Kate Winslet. www.youtube.com/watch?v=PGxmschhkNg
What is the moral of the story?
How can we challenge unkind behaviours?
Discuss and practise.
(R17, R21)
- In groups, explore and brainstorm the questions -
What is bullying? What types of bullying are there?
Develop a class definition.
Create a consequence chain/mind map of the impact of online/offline bullying.
(R19)

- Read out the following scenarios:
 1. Elazar and Taliyah have had a big argument in the playground at lunchtime. They are normally good friends. Elazar has called Taliyah fat during the argument. Taliyah tells the midday supervisor that she has been bullying her.
 2. Nigel and Dion don't want to play with Sian every break and lunch time. Sian is now complaining to her parents that they bully her.
 3. Rhiannon is a new pupil in year 6. At first everybody was very kind to Rhiannon. Now they all go very quiet when she comes into the room and no one plays with her at break or lunchtime. She is feeling very sad and lonely. This morning she told her parents she didn't want to go to school.

Ask the children to stand up if they think it's bullying and sit down if they think it isn't.

Explore strategies the school could introduce to help resolve the disputes.

Using the gingerbread template (page 139) explore how we can recognise in our bodies if someone is making us feel unhappy/uncomfortable.

(R13, R17, R18)

- Using the painting 'The Fight' by LS Lowry, explore what may have happened beforehand. This could be done through collaborative writing, drama or storyboarding.
(R30)
- Explore the painting 'The Fight' by LS Lowry. While this picture may not be an example of bullying, it is good to look at the idea of bystanders. Create a freeze frame of the pictures and ask the children to think how their character might feel. Thought track them. Explore Lowry's painting further using characters from the picture.
Character 1: Shouts; "Go on, hit him!"
Character 2: Just stands there and says nothing.
Character 3: Walks away from the fight and rings the police.
Discuss the children's thoughts about what each character does. Is bullying just about the bully and the victim? Discuss.
(R19)
- Imagine a school where the motto is: 'Say Yes to Bullying'. How might these children feel in different parts of their lives - at school, walking home from school, in their bedroom, when they go to bed?
Ask the children to draw a timeline of what might happen before, during and after school for a child of their age. Make a diary. What advice would you give to that school so that it could improve the safety of the children attending? Form an advice alley and choose a child to be the head teacher. Make a pledge that demonstrates how you will behave towards others online/offline.
Who can we ask if we are finding managing our own behaviour difficult?
(R30)

- Think about the previous themes of anti-bullying week, for example: Let's Make a Noise about Bullying, The Power of Good, Let's Stop Bullying for All.

Ask the children to work in pairs to develop their own theme. What will their strapline be?

Ask them to think about what they would like to include in their campaign.

Using a Dragon's Den style approach, provide criteria to work towards and ask the pupils to present their ideas to a panel to be judged.

(R20, R21)

- Read the scenario. James and his friends upset Sean. They snatched his bag and threw it on the floor. They kicked him and sometimes said unkind things when the teacher wasn't looking. Sean would get angry and would fight back. He would get into trouble. Sean felt sad. How could we develop the story so the bullying stops and Sean feels happier again? Ask the children to draw around their hand. Draw/write five things they could do to help Sean - 'A Helping Hand.'

(R13)

- Introduce the title: Don't be mean behind the screen! What does it mean? Explore the different ways of cyberbullying. What are the consequences for the victim, bully and bystander? Introduce the 1, 2, 3 Rule:

1. Don't reply.
2. Save the evidence.
3. Tell someone.

Create a poster that will encourage children to be 'Kind Online!'

(R18)

- Introduce the scenarios:
 1. Bailey enjoys wearing pink sparkly dresses.
 2. Daisy lives with her two mums.
 3. Jamie has cerebral palsy.
 4. Jean is in Year six and collects flags.
 5. Amid has a stutter when he speaks.
 6. Ola moved to this country recently with her family.

Ask the children to work in pairs to think about what people might say that could be hurtful in each scenario. Brainstorm as many ideas as you can think of. Write them down on a piece of scrap paper. Discuss why people might say these things. What might the consequences be? Screw up the pieces of paper and write down kind/supportive/friendly words that could be used instead.

(R19)

Warm Up and End Game

Feelings Charades

A child takes a feelings card and an action card from a box, e.g. singing, sadness. Child acts in appropriate manner, others guess. Children could make up their own feelings and actions cards.

- Read the story '*Marshall Armstrong is New to Our School*' by David Mackintosh. Marshall is different to the other kids in his class. He uses pen and ink and his laces are tied straight not criss-crossed. He has a digital watch and his skin is all spotty. He eats space food and always wears a hat - he doesn't fit in at all. What is the moral of this story? How can our behaviour affect others?

Develop a class welcome pack for someone who is new to our school.

(R13, R17)

- Draw a picture of a child in the middle of a page. If that person was being bullied, who could they talk to at home, school, help-lines, community, etc. Realistically, discuss how could they start a conversation. What could be the barriers that stop people asking for help? Create a leaflet/advert/poster for other children of their age to use.

(R13, R17)

Assessment Suggestion

Baseline:

Ask the children the question: 'What is bullying?'

Summative:

Write down five consequences of bullying.

PSHE Matters Passport Idea

Learning about bullying matters because...



Upper Key Stage 2

Bullying Matters

Theme: Relationships:

R13, R17, R18, R19, R20, R21, R25, R30

R13. Recognising the importance of seeking support if feeling lonely or excluded.

R17. Identifying positive strategies that may help to resolve disputes in friendships.

R18. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.

R19. Recognising the impact of bullying and the consequences of hurtful behaviour.

R20. Suggesting strategies to respond to hurtful behaviour.

R21. Discussing what discrimination means and how to challenge it.

R25. Identifying strategies to respond to unwanted touch.

R30. Recognising that our own behaviour can affect other people.

Activities

- Using the school anti-bullying/E-Safety policy, ask pupils to develop a child-friendly version. Add illustrations to the policy. Does it include STOP (Several Times on Purpose) and START (Start Telling And Reporting Trouble)? What does this really mean? How can pupils start telling and reporting trouble? What realistic strategies could be used? Complete a class/school survey and then develop ideas that could support the child-friendly policy.
(R20)

Warm Up and End Game

Memory Game

'I packed in my suitcase...' Each child remembers the previous items and adds one of their own.

- 'The Power of Words' - Watch the clip: endlessvideo.com/watch?v=bdQBurXQOeQ&utm_source=safeshare.tv&utm_medium=download&utm_campaign=safeshare
Discuss in pairs how this clip made you feel.
If someone experienced this behaviour online, how could they manage it? Why might someone behave like this?
Watch clip two www.youtube.com/watch?v=cEr3ELfFzxE
What is the moral of the story?
Why are words that are spoken/unspoken so powerful?
Make a graffiti/word wall (see page 140) of all words/behaviours that would be positive and make someone feel good.
(R17)
- Ask the children to research three different types of bullying scenarios or provide a definition for each - Direct, Indirect and Cyberbullying. Ask them to create a freeze frame for each scenario. Give each freeze frame a title. What is the difference between each? What might stop someone asking for help?
Use the diamond 9 template (page 138). Write down nine reasons why someone might not ask for help if they were being bullied. Order from most common to least common.
(R19)
- Read the book: '*All The Things That Could Go Wrong*' by Stewart Foster. A book about bullying and friendship. Use the characters to explore different points of view - the bully and the bullied. Explore empathy and the importance of developing relationships. How many stars would you give the book? Would you recommend it to other schools to discuss bullying?
(R17, R19)
- Watch the clip. <https://www.childline.org.uk/info-advice/bullying-abuse-safety/your-rights/understand-me/>
What discrimination may the characters have experienced? In groups, discuss how they think school and their community could work together to tackle and challenge discrimination and stereotypes positively.
<https://www.mentallyhealthyschools.org.uk/media/1877/discrimination-pdf.pdf> Share ideas.
(R21)

Warm Up and End Game

What am I?

Choose a positive adjective to describe yourself, go around the circle in turn. Can you use alliteration to describe yourself?

For example, Jumping Jack.

- Banter vs. Name-calling vs. Bullying.
In pairs, brainstorm a list of phrases or things you might do, say or hear that you consider to be banter, bullying or name-calling.
How do we know the difference? What is okay and what is not okay? What does the phrase 'crossing the line' mean?
Useful resource: <https://www.antibullyingpro.com/resources/bullying-vs-banter-a-deep-dive-into-bullying-behaviour-primary-focus>
(R18)
- Carry out the toothpaste challenge to reinforce the message that once unkind words have been said it's impossible to take them back. Choose two members of the class to take part in a challenge - they have to squeeze toothpaste out of the tube as fast as possible - whilst being timed. The winner is whoever does it in the quickest time. Now choose two new people.
Give them a tooth pick or teaspoon, and ask them to put the toothpaste back into the tube.
How does this link to bullying online and offline?
(R19)
- Introduce the scenario: Liam, a top gamer, is the new boy at school and everyone is interested in him. George, one of the other boys, feels threatened by him and challenges him to an online game which Liam wins. Not happy with this, George starts an online campaign against Liam.
With the help of some friends George shares funny pictures and jokes about Liam at first but these comments take a homophobic turn when George accuses Liam of being gay, saying; "You are so gay! You gay-mer!" Aware that many people are laughing at him online, Liam feels lonely and unsure of who to speak to. Why might George be doing this? Why is it so wrong to use the term gay in this way? What could Liam do? What should Liam not do? Send Liam a text message/email/letter with advice.
Useful resource: www.stonewall.org.uk/sites/default/files/tackling_homophobic_language_-_teachers_guide.pdf
(R13, R19, R20, R21, R30)

- Watch the short animated film 'In a Heartbeat' by Beth David and Esteban Bravo.
www.youtube.com/watch?v=2REkk9SCRn0
Imagine you are a film critic. What is happening in the story? How could the 'crush' impact on their friendship? What might the characters fear? How could they resolve this positively and safely if they didn't have the same point of view?
(R13, R17)
- Watch the clip. <https://www.literacysshed.com/the-bridge.html>
Can you explain what is happening? Introduce the scenarios.
 1. Luke was playing football outside and was quite skilful. Jake, his mate, couldn't tackle him so tripped him up instead.
 2. Ellie met her friends after school but never messaged Jess.
 3. Rishab posted a video and his mates started making fun of him.
 4. Everyone kept hitting Dev on the head, just as a joke.
 5. Davinder kept touching Imran's hair.Show a beach ball and explain that what you see is different to me. Choose a scenario and in pairs explore both sides of the beach ball. What strategies could make the issue worse/help? Create top tips for resolving conflicts.
What realistic strategies can we think of to respond to unwanted physical contact?
(R17, R25)

Assessment Suggestion

Baseline:

Write down everything you know about bullying.
In a different colour add all the new things you learn as you work through the topic.

Summative:

Give the children a sheet of paper with the alphabet written down the margin. Can they fill the letters with words they have learnt in this topic? A = Ask for help. B = Bullying, etc.

PSHE Matters Passport Idea

Learning about asking for help matters because...



Key Stage 1

Being Me

Themes:

Living in the Wider World: L4, L14

Relationships: R23, R24

Health and Wellbeing: H21, H22, H23

L4. Recognising the different groups they belong to.

L14. Identifying that everyone has different strengths.

R23. Recognising the ways in which they are the same and different to others.

H21. Recognising what makes them special.

H22. Identifying the ways in which we are all unique.

H23. Identifying what they are good at, what they like and dislike.

Activities

- What makes me, me?

www.bbc.co.uk/education/clips/zyt2tfr

An exploration of the concept of identity using the story of the 'Ship of Theseus'. Using the example of a ship changing over time and becoming physically different, it encourages children to consider the meaning of identity, stimulating a discussion. Design a sail for a ship that would represent you. Provide a template. Use the design to discuss what makes us unique to others.

E.g. Culture, interests, personality, heritage, likes/dislikes, appearance etc.

(H22)

Warm Up and End Game

Hedgehogs

Move around the room to the music. When the music stops children curl up on the floor like hedgehogs. Put a cover over one child, the others stand up and guess who is under the cover.

- **Magic Box**

First, prepare a decorated box with a mirror inside it. Introduce the magic box and explain that inside it is a picture of the most special person in the whole world. Explain that each of them will be allowed to look inside and discover who it is, but they must be careful not to spoil it for others and not to tell until everyone has had a turn. Provide a range of feelings words. Ask the children to write down how they felt? Why is knowing we are all special important?

(H21)

- There will only ever be one you. How amazing is that! Provide the children with amazing facts. For example: I have big feet, I enjoy playing the guitar, I have glasses, I like spending time with my dog, I have curly hair, I don't like bananas, I have two mummies, I love pepperoni pizza, etc. Ask the children to do thumbs up if the facts are true and thumbs down if they are false. Did you notice that some people have some things in common? Ask the class to draw a picture of themselves including five amazing positive facts that are true and five facts that are false. True/False Game: In pairs read out 10 facts. Can your partner guess if you are telling the truth?

(H21, H22, R23)

- Read the story, 'The Name Jar'. Why did Unhei want to change her name? Why did the children treat Unhei differently? What can we learn from this story? Make a circle and pass around a speaking object. Say my name is... After each person has said their name everyone claps and smiles. Children are then asked to design their own name poster. (Model an example). Provide a word frame and pictures, pens, stickers so they can personalise their work. Celebrate that each person is different and is special and is part of the class. Make a class display. Find out why you were given the name you have and the possible meaning behind it.

(R23)

- In a large area, arrange mats so they resemble stepping stones in a swamp. Then, invite the children to use their imagination to pretend that they must cross the 'swamp' to find happiness. Tell them to imagine that there are crocodiles in the swamp and the only way to stop the crocodiles from eating their toes is for them to think positively and say something good about themselves. Make a list of possible ideas. Next, have the children take turns crossing the swamp. Remind them to say something positive about themselves each time they step on a rock. How could we help if someone gets stuck? Discuss how supporting each other positively made them feel? What situations could people be more supportive? Share ideas. **(H21)**
- Watch the short film clip, 'Taking Flight'. www.literacyshed.com/takingflight.html What did the boy in the story 'like' and 'dislike?' Describe what grandad was good at? If you were going to go on an adventure where would you go and who with? Draw/write then share and compare your ideas with a partner. **(R23, H23)**
- Display images of different foods/toys on the board and ask them to vote on their favourite. In pairs, try to persuade somebody that their food/toy is better. What sort of arguments were used? Ask the class, does it really matter if we all like different things? Discuss that this is what makes us unique. **(H22)**
- Watch the film clip, 'The Present'. www.literacyshed.com/the-present.html How was the dog similar/different to other dogs? Discuss why the boy feels the way he does about the dog. Write a diary entry about the dog as if you were the boy. **(R23, H23)**
- Ask the class to think about all the things/people/places in school and in their community. Walk round the classroom, school playground and local area. Ask the class to record: What good things they see. What they are proud of in their school/community. What groups they belong to. Who in their school/community is special to them etc. Share and celebrate different ideas. Make a class community celebration display. Think of someone in your school community who you would like to thank. Make a thankyou card showing your gratitude for that person/group. **(L4)**
- Watch the clip: www.bbc.co.uk/programmes/p011l9pf How are they different? What are monkeys good at? identify as a class what you are good. Create a class dance, display or poem to celebrate 'being us.' **(L14, H23)**

Assessment Suggestion

Baseline:

Draw and write what makes you special.

Summative:

Add to the picture in a different colour anything else you would like to add. What have you noticed?

PSHE Matters Passport Idea

Knowing I am special matters because...

Warm Up and End Game

Listening

All children close their eyes and listen very carefully for two minutes. They are then asked to recall and describe what sounds they heard and anything else they notice.



Lower Key Stage 2

Being Me

Themes: Living in the Wider

World: L6, L7, L8, L10, L25

Relationships: R30, R32, R33

Health and Wellbeing: H25

L6. Identifying the different groups that make up their community.

L7. Identifying the different contributions that people/groups make to the community.

L8. Explore diversity: what it means; the benefits of living in a diverse community.

L10. Recognising behaviours/actions which discriminate against others.

L25. Recognising positive things about themselves/achievements.

H25. Identifying what contributes to who we are.

R30. Recognising that our own behaviour can affect other people.

R32. Recognising the differences and similarities between people.

R33. Listening to and responding respectfully to a wide range of people.

Activities

- Form a circle of chairs. Play the game and create your own questions for example, change places if... You like football, you like pineapple, you are eight years old, you have curly hair, you have freckles, you like cabbage, you were born in a different country, you are kind, you dislike dogs, etc. Ask each member of the class to write down three facts about themselves. Two of the facts are true and one is false. In pairs, ask the children to see if they can find out which fact is false.
(L25)

- Place pairs of the same numbers/pictures cards in a hat. Ask each child to pick out a card. Once every child has a card they have to find their partner.

Challenge one: Find out what your partners interests are.

https://www.stem.org.uk/system/files/elibrary-resources/2017/09/A4%20employability%20fold%20out_Interactive_v4.pdf

Challenge 2: Make something to show the rest of the class about your partner's hobbies/interests (model an example). This might be a picture, a poster, a graffiti wall or a news report. You have 10 minutes to get thinking, 30 minutes to complete the challenge and two minutes to present your ideas to the class.

(H25)

- What makes you, you? Think about your:

1. Personality
2. Ethnicity
3. Interests
4. Culture/Beliefs
5. Gender

If we were all class clones, how would we know it was you? Provide each child with a gingerbread outline (see page 139). In groups support each other to build up a picture of what makes you, you. Make an identity circle.

<https://thelinkingnetwork.org.uk/resource/identity-circles/> (Ensuring the ground rules are clear at the start). Model an example. Make a class display.

(H25)

- Discuss the word, 'discrimination'.

Watch the clip: <https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-rosa-parks/z7rtvk7>

How was Rosa treated differently? Why?

How did this clip make you feel?

Record what you would like to say to Rosa?

Listen to the song; <https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-rosa-parks-sat-on-a-bus>

(L10, R33)

Warm Up and End Game

The world would be a better place if everyone...

Children discuss their opinions.

Begin 'I think the world would be better if ...'

No put-downs. Allow children who pass a chance to go at the end.

Warm Up and End Game

The 'If' game...

If you could go anywhere in the world, where would you go?

If I gave you £1, what would you spend it on?

If you could watch your favourite film now, what would it be?

If you could ask anyone in the world for tea, who would it be?

If you could wish one thing to come true this year, what would it be?

If you could live in any period of history, when would it be?

- Watch the bbc clip: www.bbc.co.uk/teach/class-clips-video/pshe-ks2-downs-syndrome/znfb92p
Down's Syndrome - Alexandra's Story. What are the similarities and differences between the sisters? Work in pairs to create a Venn diagram (see page 147) to recognise and celebrate your visible and invisible differences. How can we respect each others differences?
(R32, R33)
- Write SCHOOL in the middle of the board. Who makes a school? Which people are important? What roles and responsibilities do they have? Why are pupils' responsibilities in school important? How can we make sure that everyone is respected and feels like they belong? Discuss what living in a community means? Draw a map of your community. Include what people, groups, activities etc. Play the song 'Proud' by Heather Small. What does it mean to be proud? Think of all the things that you and others do that you are proud of in your school and community. In pairs, brainstorm ideas of more things we could do to celebrate and respect difference.
(L6, L7)
- If you were a local councillor and you wanted people to come together to form a stronger community what events would you organise? In pairs plan an event and explain why you have chosen this idea. Write a letter to a local councillor.
(L6, L7)
- Using all the information you have learnt about yourself and the community that you live in, create a personal shield which celebrates you, your school and your community. Use symbols and images.

What would be your motto be at the bottom? Can class members guess which shield belongs to who?
(L6, L7)

- In a large area, split the class into two teams. Provide each team with two large mats. The aim is to collect their class mates from the opposite side of the lake (room). Brainstorm ways they could do this by only standing on the mat. (If they fall off the mat they get a five second penalty). Remind them to support each other with positive comments. Brainstorm a list of helpful/unhelpful comments. Time the groups. Can they beat their time? What strategies helped? What makes good team work? What does it feel like being part of a group/team? Finish with a round. My team was awesome today because...
(R30)
- Introduce the phrase: 'Somewhere inside all of us is the power to change the world'. Roahl Dahl. What does this mean? Use the story of the BFG by Roahl Dahl as a stimulus to discuss how the BFG collected his dreams in a jar. Create a dream jar, include how you would like to change the world. Share, celebrate and display. How could we all be part of making the world a better place?
(L8, L10, R33)

Assessment Suggestion

Baseline:

Create cards with good qualities written on them. For example, I am strong, I forgive people, I am kind, I am brave, etc. Children can pick cards that apply to themselves or to a partner and explain why they have picked them.

Summative:

Repeat the process. Have children become more confident and self-aware?

PSHE Matters Passport Idea

Being proud matters because...



Upper Key Stage 2

Being Me

Themes: Living in the Wider World:
L6, L7, L8, L10, L25

Relationships: R30, R32, R33

Health and Wellbeing: H25

L6. Identifying the different groups that make up their community.

L7. Describing the different contributions that people/groups make to the community.

L8. Discussing diversity: what it means; the benefits of living in a diverse community; and how we value diversity within our communities.

L10. Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced.

L25. Recognising positive things about themselves/achievements and can set goals.

H25. Identifying what contributes to who we are.

R30. Recognising that our own behaviour can affect other people.

R32. Respecting and recognising the differences and similarities between people.

R33. Listening to and responding respectfully to a wide range of people.

Activities

- Warm up activity. Find someone who... Give out a sheet to each class member with 10 different statements on. For example: I can knit, I can play the piano, I can roll my tongue, I can do a headstand, I can say the alphabet backwards, etc. Give the class a set time to see if they can find someone who, by placing names next to the statement.

In pairs, ask the children to explore each other's talents further. Can they think of five each?

(L25, H25)

Warm Up and End Game

Who am I?

Prepare a card for each pupil and write on it the name of an animal/famous person. On arrival, put a sticker on the back of each pupil who must then ask questions in order to find out their identity. Each question asked can only be answered with a 'yes' or 'no' response e.g. 'Am I a man', 'yes'.

- A Talented Bunch. Provide a gingerbread outline (resource 101) and distribute art materials and magazines. Distribute art materials and magazines Provide a gingerbread outline (resource 139) and distribute art materials and magazines. Invite the children to decorate the body shape, illustrating all of the skills, talents and abilities that they have discussed. What are the similarities and differences? Do they have anything in common with their partner? Next, ask the children to add images/text around the outline to show the goals they would like to set for themselves in the future. Display the body outlines in the classroom.
(L25, H25, R30)
- Exploring differences/uniqueness - Watch the short drama, 'Lizard Girl' www.bbc.co.uk/education/clips/zs3bj6f at certain points the film could be stopped to allow for discussion. Try to ask questions from different perspectives: Do you think Sam behaved the way she did for a reason? What do you think it might be like being Sam's mum? How do you think Callum feels in front of his friends? In pairs using an A-Z list (see page 135) include all the strengths and qualities Sam has in one colour and Callum has in another. As a class come up with one thing children of their age could do to be more thoughtful towards others. What can we do if we see or witness discrimination?
(L10, R32, R33)
- Individual Fact File. Model an example you have created for yourself or a famous character. Include visible traits, strengths/weaknesses, interests, hobbies, likes/dislikes, attitude, aspirations, beliefs, quirks. Ask each child to create a fact file about themselves asking other people to help if needed. Share and celebrate @BeingMe.
(H25, R32)

- Use the clips: 'My Autism and Me'.
www.bbc.co.uk/newsround/15655232
What particular talents and interests did the children in the film identify? What does it mean by: 'We shouldn't judge a book by its cover?' Why is getting to know someone so important?
Develop a mind map of what you have learnt about autism. How can getting to know someone reduce hate and discrimination?
(L10, R33)
- Share and read the lyrics from Stormzy's song - 'Superheroes'.
Listen to the song and then watch the video.
www.youtube.com/watch?v=q-EW4-B11hw
What is the message? Can you think of other celebrities/influencers who use their skills/fame to promote an important message.
We all have the power to bring about change to make the world a better place. Discuss and brainstorm the word discrimination and think of examples e.g. race, gender, sexuality, disability, mental health. Write an acrostic poem or rap related to it's meaning.
(L10, R30)
- In groups of four, ask the children to brainstorm what the things in school they are proud of. Ask them to think about their experience from reception to now. For example; the school garden, the football team, how friendly everyone is, etc. Discuss how a recipe is written using ingredients and a method. Model to the class how they can use their ideas to develop a recipe for their school. (For example, a pinch of kindness, a spoonful of success, a fine sprinkle of forest schools, a cup of competition, etc.)
Share, celebrate and display their ideas.
(L6,L7)

- Brainstorm what people/groups make up their community and what positive contributions they make.
Ask the children to think about their community as a tree. For that community (tree) to keep strong what will it need? What could be the roots, the trunk, and the branches? How will it include everyone and respect people's differences etc? What other things will it need? Could they come up with a title? In pairs, using metaphors, symbols and imagery ask the children to explore this idea as creatively as possible. They may decide it is not a tree and have an alternative idea. Discuss diversity, what does it mean? What are the benefits of living in a diverse community? How can we value diversity?
Create a motto for your tree/design.
(L7, L8)

Assessment Suggestion

Baseline:

Each child creates their own Diamond 9 (see page 138) of their own strengths. Do not give them any guidance or help in terms of content, just method.

Summative:

Repeat the process allowing the children to change strengths and the Diamond 9. Ask them to write a few lines explaining why they've made the changes they have.

PSHE Matters Passport Idea

Recognising our strengths matters because...

Warm Up and End Game

The Line Game

Divide the pupils into equal groups. You will announce an order that you wish them to line up in, first group to do it and sit in a line on the floor wins a point. For example, alphabetically, shoe size, birthdays, etc.

Make it harder by making a rule that no-one is allowed to talk.



Key Stage 1

Difference and Diversity

Themes: Living in the Wider World: L6, L14, L17

Relationships: R2, R3, R4, R22, R23
Health and Wellbeing: H21, H22

L6. Recognising ways they are the same as, and different to, other people.

L14. Identifying that everyone has different strengths.

L17. Discussing the strengths/interests someone might need to do different jobs.

R2. Identifying the people who love and care for us.

R3. Recognising that there are different types of families.

R4. Identifying common features of family life.

R22. Recognising how to treat themselves and others with respect.

R23. Recognising the ways in which they are the same/different to others.

H21. Recognising what makes them special.

H22. Celebrating the ways in which we are all unique.

Activities

- Introduce the words 'same/similar' 'different' and 'equal'. Ask the class to find someone who... By moving around the classroom.
Questions could include:
 1. Who has similar shoes?
 2. Who has different coloured hair?
 3. Who is equally special?
 4. Who has different sized feet?
 5. Who has the same colour eyes?

Think of synonyms for the words same/similar, different and equal.

Read the story book, '*It's Okay to be Different*' by Todd Parr. Introduce phrases that celebrate difference and diversity. Read the book, '*Perfectly Norman*' by Tom Percival. What was Norman worried about? How could we help Norman if he was in our class?

Discuss: What makes everyone of us special/unique?

Model a one page profile and then using the templates ask the children to develop their own.

<http://www.sheffkids.co.uk/adultsite/pages/onepageprofiletemplates.html?LMCL=C0FnzI>

Why does getting to know each other better help us to get along better?

I am special/unique because...

(L6, H21, H22)

- Use Stonewall's different families resources to explore the diversity of the people that can love us.

www.stonewall.org.uk/get-involved/education/different-families-same-love. Read a book about families e.g.

'*Family Book*' by Todd Parr and/or '*And Tango Makes Three*'. published by Simon and Schuster.

Discuss in pairs what they have learnt then ask them to draw and write in pairs what they have learnt from the stories about families.

(R3)

- Discuss: What makes up a family?

Imagine you are developing a picture to represent your family. What would it look like? Show examples of ideas e.g. family tree, finger prints, collage. Ask the class to produce a family portrait including pets, labelling who they are. Share and celebrate.

My family is special because...

(R2, R3)

Warm Up and End Game

Hunt the pair

Prepare paired picture cards, e.g. bucket and spade, each child takes a card and must find their pair without speaking.

Warm Up and End Game

The lining up game

Without help, the children need to line up quickly in register order or birthday month order. Can we beat the time?

- Use the website to share with the children where Barnaby has visited. <https://www.bbc.co.uk/bitesize/topics/z9grd2p/resources/1> Ask the class to identify somewhere they have lived or visited. Imagine you were going on holiday, where would you like to go? Why? What would you pack in your suitcase? Play the game I packed in my suitcase. Provide a suitcase template (see page 150) and include everything you would take with you on holiday. Compare pictures. What is the same/different? What are the common features of your family holidays? Role play ideas.
My favourite thing I like to do on holiday with my family is...
(R3, R4)
- Read the book, 'Same, Same but Different' by Jenny Sue Kostecki-Shaw.
Useful clip: www.youtube.com/watch?v=MjK1J0jUxD4
What countries do they think the children came from? In pairs, ask the class to think of three things that were the same but different about the characters.
Draw pictures showing all the ways that the children are 'different but the same' in the story.
(R23, L6)
- Read a story or piece of non-fiction to introduce a place that contrasts with the school's locality. For example, an igloo in Northern Canada. <https://www.oxfam.org.uk/education/>
In groups, ask the children to compare the lives and relationships of the characters in the story to their own.
(R3, R23, L6)
- Ask the children to draw a picture of a pirate, an astronaut and/or a scientist, a dancer or firefighter. When complete, ask if the character is male or female? Introduce a range of people who are dancers, scientists, firefighters etc. Ensure there is diversity within the images shared. What would their job involve? Invite people from your

community to talk about their jobs. What qualities/skills do we need to do these jobs? Read the 'The Queen Engineer' by Suzanne Hemming.

In pairs build a tower. What skills and qualities did you use and need?

(L14, L17)

- Create a Venn diagram using two hoops. Having selected some toys yourself, ask children to put them in the hoops according to whether they are boys' toys or girls' toys. The idea is to stimulate a discussion about whether toys should be for boys or girls. Show a picture of construction/doll and above it write, 'Only boys can play with this'. Share thoughts and opinions. Create a more inclusive version of the picture.
(L6)
- Read the story: 'My Hair' by Hannah Lee.
How many hairstyles can you remember from the story? What do you like/dislike about your hair?
Draw a hairstyle you would love to have, explaining why. Does everyone like their hair being touched?
How can we show respect to each other?
(R22, R23)

Assessment Suggestion

Baseline:

Draw and write activity, 'A family looks like...'

The child then draws a picture and can label it and/or write sentences beside it to explain.

Summative:

Use the Draw and write activity which was completed in the baseline task and add anything else in a different colour.

PSHE Matters Passport Idea

Celebrating our differences matters because ...



Lower Key Stage 2

Difference and Diversity

Themes:

Relationships: R31, R32, R34

Living in the Wider World: L9, L10

Health and Wellbeing: H25, H27

R31. Recognising the importance of self-respect and how to respect others.

R32. Respecting and recognising the differences and similarities between people.

R34. Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with.

L9. Understanding and challenging stereotypes.

L10. Recognising behaviours/actions which discriminate against others.

H25. Identifying what contributes to who we are.

H27. Recognising their individuality and personal qualities.

Activities

- Change places if... You like eating fruit, you have brothers, you have a pet dog, you have a birthday in May or June, etc. Ask the children in pairs to find out two ways that they are the same as each other and two ways they are different and then feedback some of the answers. Discuss: What does it mean to be treated with respect? What does it mean to be judged? Present scenarios:
 1. John has a disability.
 2. Karim is a refugee.
 3. Alana is female.How might these three people not get treated respectfully? Hot seat each character. How can we help to change people's attitudes towards others? Treating people with respect matters because...
(H27, R31, R32)

Warm Up and End Game

Someone Moved

Sit in a circle and then choose a person to be the 'seeker'. The 'seeker' is asked to leave the room so that they cannot see or hear. Have one to three pupils move in the circle. When the 'seeker' returns he/she works out who has moved.

- Show children a range of flags from across the world. Complete a quiz to see if, in pairs they can guess which country they are from. Are any flags the same? Conclude with just like people flags and the countries they represent have similarities and differences and that although we can be grouped by similarities we share, each and every one of us shares common needs e.g. to be treated kindly, to be listened to, eat and drink, shelter, etc. Provide the children with a rectangle (outline of a flag) split into four parts. Ask the children to draw something in each section that represents them e.g. cultural, family, religious, interests. Place the flags in a bag. Draw them out to see if they can guess who it is. Celebrate each other's design and the diversity in the room.
(H25, H27, R32)
- Ask the children to think of a Prince and a Princess. Discuss in pairs what qualities these tend to have in stories. Read '*King and King*' by Linda De Hann and Stern Nijland or '*The Princess and the Treasure*' by Jeffrey A. Miles. How do the stories compare to the traditional fairy tales? How are the characters portrayed? Introduce the character Mulan and/or Merida from the film '*Brave*'. What qualities do these characters have? How can films influence us? Create your own Prince or Princess character. What qualities do they have?
(R34, L9)
- Use this resource www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-2-challenging-stereotypes-and to challenge pupils' preconceptions and to think about the negative effects of both stereotyping and discrimination on others.
(L9, L10)

- Read 'Elmer' by David McKee. In pairs, discuss why Elmer decides to make himself like the other elephants. In the feedback, it is important to explore the fact that it is Elmer himself that feels different. His elephant family have always welcomed him and loved him for being him. In pairs, discuss how do we know that his elephant family love him? Why might feeling different affect Elmer's life? Provide an outline of an elephant. On the inside write down how Elmer might be feeling. On the outside write down how this may affect his life. If you were Elmer's friend how could you be a good friend, and make a difference? Suggest three ideas. Share and compare. **(H25, H27, L10)**
- Draw an outline of a girl and a boy on the whiteboard. Mind map activities that girls and boys like to do and put them in the middle of the outline. Introduce the character 'Billy.' Billy loves to dance and has recently joined a ballet class. His parents are really uncomfortable that he is dancing because they want him to play rugby. Divide the class in half. One half of the class have to argue that boys shouldn't dance. The other half of the class have to argue that it doesn't matter whether you are a girl or boy; you can do whatever activities you like. Give the group thinking and planning time. Have a class debate making sure the teacher is the chairperson. **(L9, L10, R34)**
- Share adverts/images which demonstrate gender stereotyping. Give a different advert/image to each group of four, ask the group to identify what they know about the audience from the design. In their groups, ask them to write a letter of complaint to the magazines about the stereotyping of girls and boys. How might the media influence us? What do we mean by diverse images? Why is having diverse images so important? **(R32, L9)**
- During this activity, you need to provide some preferential treatment to a particular group of students. Suggest saying that all students with long hair must stand at the back, and all others can be seated. Explain that it is a new school seating strategy and aim to provoke a reaction. How does it feel to be treated in this way? Was this fair treatment? Show the clip 'For the Birds'. <https://www.literacyshed.com/for-the-birds.html> Record what the small birds were saying, why were they saying this? How did this make you feel? What is the moral of the story? What advice would you give to the small birds? Record and share ideas using an advice alley. Suggested class book: 'The Boy at the Back of the Class' by Onjali Q. Rauf. **(R32, L10)**
- Using examples from the news/history discuss how 'hate' can affect people's lives and their communities. What do we mean by discrimination? What are the consequences of discrimination? Brainstorm ideas. Introduce the poem www.hmd.org.uk/resource/racism-by-rose-young-aged-8/ Discuss in pairs how we could develop a 'call for action' to help address the issues discussed. Could a pledge or contract be developed? Create a class poem about the importance of kindness in our communities. **(R32, L10)**

Warm Up and End Game

Building Community

Say 'come into the circle and join hands if you... have long hair, wear glasses etc.' Continue until most in circle, end with 'come into the circle if you are in this class...' All shout 'We are!'

Assessment Suggestion

Baseline:

Draw and write activity.

What do we mean by stereotyping?

Summative:

Repeat the activity again adding more information in a different colour.

The differences will allow you to identify what the class now understand and what still needs to be learnt.

PSHE Matters Passport Idea

Learning about stereotypes matters because...



Upper Key Stage 2

Difference and Diversity

Themes: Relationships:

R20, R21, R30, R31, R32, R34

Living in the Wider World: L4, L8, L10, L12

Health and Wellbeing: H25, H26, H27, H28

R20. Identifying strategies to respond to hurtful behaviours.

R21. Describing what discrimination means and how to challenge it.

R30. Recognising that our own behaviour can affect other people.

R31. Describing how to respect others.

R32. Respecting/recognising the differences/similarities between people.

R34. Debating topical issues with respect.

L4. Identifying the importance of having compassion towards others.

L8. Discussing diversity: what it means; the benefits of living in a diverse community.

L10. Understanding prejudice.

L12. Exploring how to make safe, reliable choices from search results.

H25. Identifying what contributes to who we are.

H26. Understanding that for some people gender identity does not correspond with their biological sex.

H27. Recognising their individuality and personal qualities.

H28. Identifying personal strengths, skills, achievements and interests.

Warm Up and End Game

Find Someone Who...

Provide a list of 10 questions and children have to move around the space to find a person who answers 'yes'. Write the person's name next to that question. You are only allowed to use the same person's name twice.

Activities

- What do you think the title for this topic, 'diversity matters' means? Explore and discuss.
- Change places if... You like football, you have sisters, you have a cat, you have a birthday in January, etc. Ask the children in pairs to find out two ways that they are the same as each other and two ways which they are different and then feedback some of the answers. Draw and write what you understand by the word prejudice. Can you think of three synonyms. Choose one and make a sentence with it in.
Think of famous people in history who may have been treated unfairly. Famous People from History: BBC Teach is a useful resource.
The teacher is in role as each character. Ask questions to find out how the characters may get treated unfairly. What can you/school/community/media do to tackle prejudice? Write an email/text to your headteacher/Local MP/Prime Minister.
(R20, R21, L8, L10)
- Watch the trailer from the film or read extracts from the book *'Wonder'* by R.J Palacio. Why are some of the children being so cruel? What does it mean that we shouldn't judge a book by its cover? We can't control what other people do but how can we respond if our friends were behaving like this? Use this to explore the saying 'why should we blend in when we're born to stand out?' Create a campaign for your school that celebrates kindness and celebrates difference.
(H25, R32, L4, L10)
- Describe the factors that make up a person's identity? Personality, interests, gender identity, sexual orientation, age, culture, religious beliefs. Explore what these mean. Provide a range of diverse characters from films, sport, music, books, etc. Give out a body outline (see page 144). Using their chosen character fill the outline with all the things that make that person who they are.

Create a collage for yourself.

Ask a classmate to add any further ideas. Celebrate and display.

(R13, R17)

- A headteacher from 'The Stereotype School', organised break time so that there were girls only games and boys only games rotas. What games do you think were suggested? Create a mind map of how you feel about this, the consequences of this and what could be done differently. Use different colours to represent these ideas. Role play a telephone conversation with a partner identifying what you would like to say to the headteacher of the school using your mind map to support your conversation. Suggest alternatives for a more inclusive school.

(R21, R31, R32)

- Read the following letter from Kane to the class:
Dear Agony Aunt, I am in my last year of primary school. I have decided to grow my hair long and I really like it. Some people are starting to be horrible to me. They don't think boys should have long hair. They call me a girl. They are also trying to get me to fight them. This is very silly as I am much bigger and stronger than them. I haven't hit them. They are making me unhappy and angry.
I am wondering whether I should have my hair cut before I go to secondary school to avoid trouble. I don't want to. I like my hair long at the moment. What do you advise me to do?
Develop a bank of strategies to help someone respond to possible hurtful behaviours.

(R20, R30)

- Explore the prefix, trans e.g. A word that can mean: To cross over. To go through. To change from one thing to other. Identify words that have the prefix, trans. Useful resource: https://www.stonewall.org.uk/sites/default/files/putting_it_into_practice.pdf. Discuss what it means to feel accepted. How would you support a friend if they told you they were trans? Why would using the correct pronouns be important?

(H26, R30))

- Explore language associated with sexual orientation and gender identity such as: Gender, gender identity, gender dysphoria, lesbian, gay, heterosexual, trans. See page four of the resource link for definitions. www.stonewall.org.uk/sites/default/files/getting_started_toolkit_-_primary.pdf

Ask the children why is it important to understand these words and use respectful language? When might people use some of these words inappropriately? What might the consequences of their actions be? Use the posters from the link as examples www.stonewall.org.uk/search/posters

Ask the class to develop their own posters explaining the reasons behind their design.

(R32)

Warm Up and End Game

Call My Bluff

Call My Bluff is an icebreaker. Players tell two truths and one lie.

The object of the game is to determine which statement is the false one.

- In groups ask children to use a graffiti wall (see page 140). Explore what the words 'refuge' and 'refugee' mean. Can the class think of synonyms, antonyms etc. Ask the question: What do they know about refugees, what else would they like to find out? Watch the clip: www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-refugee-boy-by-benjamin-zephaniah/z6rtvk7
In groups develop a play, freeze frame/poem about helping a refugee child/family to feel welcome in their school and community.
Class book idea: '*The Unforgotten Coat*' by Frank Cottrell.
- (R31, R32, L4, L8)**
- Do the children know of any refugees who are famous? <https://refugeeweek.org.uk/resources/facts-figures-and-contributions/famous-refugees/>
Research local/national charities that support refugees. How do we know they are reliable sources?
- (L12)**

Assessment Suggestion

Baseline:

Draw/write: What is prejudice?

Summative:

Complete the baseline task again. Compare responses.

What new information and understanding has been gained?

PSHE Matters Passport Idea

Acceptance and inclusion in our communities matters because ...



Key Stage 1

Being Responsible

Themes: Living in the Wider World:

L1, L2, L3, L5

Relationships: R25

L1. Understanding what rules are and why different rules are needed for different situations.

L2. Recognising that people and other living things have different needs and understand the responsibilities of caring for them.

L3. Explaining things they can do to help look after their environment.

L5. Exploring the different roles/responsibilities people have.

R25. Sharing opinions on things that matter to them.

Activities

- Play a game where children are asked to perform the opposite of your instruction. For example, stop means go, go means stop, up means down and down means up. Listen carefully and use all your super skills (see page 26). Could they create their own instructions that mean the opposite? Share ideas. Ask the children to work in groups of four. Provide them with bean bags and a bucket. Ask them to think of a game they could play with the equipment they have. What are the rules? What happens if someone breaks the rules? Practise and share the games developed. Did everyone work together? What would happen if the games didn't have rules? Why are rules needed? Give examples of different rules in different situations. **(L1)**
- Explain to the children that you have brought something to share. Make it very obvious that you are not going to share it equally. If you have blonde hair you can have less, if you have black socks you can have more. Was it fair?

How do we usually make sure that everyone gets a fair share? Do we need to write all rules down? What rules are good when we are working as a team? Make a list. Set activities in the classroom that involve children working in small groups. Set the groups off doing the activities, observe and praise positive behaviours. Using a puppet, feedback all the positive things you observed. Sometimes people find following the rules difficult. How could we encourage others to share if they don't know how? Model and practise.

(L1, L2)

- How do we make decisions? Today, I want to play a game with you all. I have three games to choose from and I don't have time to do all three. I only have time for one. How do I decide which one to play? The choices are: 'Duck, Duck, Goose,' 'What Time is it Mr. Wolf?' and 'Musical Statues.' (Hopefully the children will suggest that we take a vote.) How could we take a vote? Hands up, stand up, secret ballot. How do we decide after the vote which to play? How might you feel if you did not get your choice? Play the game. How could you make it fairer so that everybody got to play the game they wanted? Does getting what you want always happen? What skills could you use if you don't get what you want? Model and role play ideas. **(L1, L2, R25)**

- In pairs ask the children what they are responsible for. Write up a class list. These might include: making my bed; tying my shoelaces; getting dressed; tidying my room; making my breakfast; cleaning my teeth; feeding my pet; reading/changing my reading book; hanging my things up; washing my hands; fastening my coat. Draw pictures of three responsibilities they have at school and/or at home. Share pictures. Do they like having responsibilities? How does having responsibilities help us? Set personal goals of how you can be more responsible and as a result help others. Share ideas of how you cared for others. Discuss how this feels? Are everyone's needs the same? **(L2)**

Warm Up and End Game

Listen and Clap

Say the child's name. Clap out the syllables.

Warm Up and End Game

Hot Potato

Children sit in a circle and pass a potato as the music plays. Pass it fast or pass it slow as the musical selection indicates. When the music stops, the person holding the potato is out.

- Sit in a circle. Play 'Change Places If'. Using examples of responsibilities.
Think of one thing you could do at school that would make life easier for your teacher. Record ideas and display. Discuss people who are inside/outside of their school, what jobs do they do and what is their responsibility to keep us safe? How can we make it easier for them?
(L2, L5)
- Watch the clip: Explanation - Growing Seeds.
www.bbc.co.uk/bitesize/clips/zc62tfr
What do the seeds need? What are a gardener's/farmer's responsibilities?
Plant seeds, e.g. mung beans, mustard or cress and nurture them. Why is growing your own food good for the planet? Read: *Oliver's Vegetables*.
(L2, L3)
- Watch the clip: Why do we need trees?
https://www.youtube.com/watch?v=z_KMN8532co
Discuss and create a mind map about what you have found out.
Go outside and observe the trees. Use your senses and notice what you hear, feel, smell and touch. Provide leaf outlines and write down why trees are so amazing. Display them in the classroom.
(L1, L3)
- Show the class a box of crayons, all different colours. Some broken, some short, some with wrappers ripped. Ask the children to talk in pairs or groups about why the crayons look like this? What might have happened to the crayons to make them this way?
Look at the cover of *The Day the Crayons Quit*. What do the children think the story might be about?

Read the story out loud and discuss what happened. We are going to hold a campaign to support the crayons. Discuss what a campaign is. Get the children into small groups. Aim for children to make a sign and prepare a speech and a catchy slogan to explain what needs to change about their particular coloured crayon's treatment.

(L2)

- A useful clip:

www.bbc.co.uk/education/clips/z9p9j6f

What should I do with my rubbish? Ask the children what they do with their rubbish. How do they know what to recycle? Introduce a range of pictures or items. Place different signs at opposite sides of the room. Ask the class to move to 'Yes' if they think the item can be recycled and to 'No' if it can't. Why is it confusing? What can we do if we are not sure? Why do people throw rubbish on the floor? What are the consequences?

Useful resource: eco-schoolsni.org/eco-schoolsni/documents/006512.pdf

Read the book: 'Captain Green and the Plastic Scene'.

Explore what 'reuse' and 'reduce' mean.

Create a poster to inform people about the '3 R's'.

(L5)

Assessment Suggestion

Baseline:

Draw pictures of responsibilities that you have at home and at school.

Summative:

Set goals of being more responsible at home and school. Have you achieved the goals?

PSHE Matters Passport Idea

Having rules matter because...



Lower Key Stage 2

Being Responsible

Theme: Living in the Wider World:

L1, L2, L3, L4, L5

L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws.

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

L3. Understanding the relationship between rights and responsibilities.

L4. Identifying the importance of having compassion towards others. Explaining how to show care/concern.

L5. Identifying ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment.

Activities

- Explain that everyone at school has the right to learn, be safe and be happy. It is also our responsibility to make sure that we are not behaving in a way that disrespects the rights of others. Ask the pupils to work in pairs to discuss what can be done in their classroom to make sure that everyone is enjoying their right to be safe, be happy and to learn. Show an example from another school below.
We all have the right: To an interesting and fun education; to be provided with a safe environment; to privacy; to be listened to and given the opportunity to express our opinions; to good quality resources; to teachers and adults who are caring and fair; to have fun; to have breaks; to eat a balanced diet and to develop our talents.
Discuss what each of their ideas mean. Would they like to add anything or remove any of their ideas?
Could they match the responsibilities to the rights?
Responsibilities: To make sure that we complete our work to our best standard and within the given time limit; to look after our class environment by keeping it clean and tidy; to make sure we ask for permission before going in others' lockers or trays; to listen to and respect each others'

views and opinions; to look after and respect our classroom resources; to show respect and be polite and helpful to all adults; to behave in a sensible and mature way during lessons and playtimes; to look out for each other; making sure everyone is happy. Are there any missing?

In pairs, ask children to make lists of rights and responsibilities in the playground, at home or in the community. Make a charter.

(L3, L4)

- Explain that the class has been chosen to live on a new planet. They will set up a new community there. Mission Control wants them to have all the things they need in order to live and grow happily. Brainstorm ideas. Separate the list into 'needs' and 'wants.' What is the difference? How can the people fulfil their responsibilities to ensure that the planet is as healthy as it can be? Write down five rules.
www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14113
(L1, L2)
- Mission Control has given them twenty things to take with them. Give twenty blank cards. What would be included? The teacher announces that Mission Control has just sent a message: Because space is limited on the spaceship to the new planet, each pair can now take only twelve of the twenty items. Mission Control announces that there is still less space available, and each pair may take only ten items. Each pair removes two more items, leaving the ten they think are most essential. Each pair joins another and they compare the cards they've chosen. Each group negotiates a set of ten they all agree on.
The class discuss: Which items were most commonly removed? Why? What is the difference between 'wants' and 'needs'. What do communities need for them to live more happily together? Explore the meaning of the word, 'compassion.' Create a slogan for your new community.
(L1, L3, L4)
- Where would you see rules? Why are they important? Show the picture of the dinosaur.
<https://www.theguardian.com/childrens-books-site/gallery/2015/jan/30/human-rights-in-pictures-we-are-all-born-free-amnesty>
What do you think has happened? What rules has the dinosaur broken and how? What kind of character would do this on purpose? Discuss that although everyone has a right to be who they are, they need to take into account the effect that this will have on other people and things around them. By that, it means this dinosaur may have been starving, and he might have wanted to get across town quickly, but in doing so, he needed to follow the rules of the town so that everyone remained safe and happy. How do we know the

dinosaur might regret what he has done? Show pictures of people from the town that have been affected by the dinosaur not following the rules. Provide blank thought bubbles (see page 141).

What might the townspeople be thinking or feeling?

Children write a letter of apology to the townspeople in role as the dinosaur.

(L1, L3, L4)

- What is a decision? How can we make decisions? How could we decide who goes first when playing a game? Some decisions are easy and might only affect one person. However, when a group of people need to decide together, voting is a way for everyone to have their say. Explore different ways of voting. For example, by putting your hands up, standing up or sitting down, moving to different places in the room, ticking a list or by using a mock ballot paper. Use simple statements to encourage voting:

1. All children should get pocket money.
2. Plastic straws should be banned.
3. Children should be allowed to drink juice at break time.

Which method of voting would they prefer? Why?

What if I said that not everyone had the right to vote, only boys? How would that make you feel? Watch the clip about the suffragettes:

<https://www.youtube.com/watch?v=r3eGgyD27jg>

<https://assets-learning.parliament.uk/uploads/2020/10/Votes-for-women-lesson.pdf>

Discuss.

(L2, L3)

- Watch the clip: The Five Welfare Needs with Chris Packman. <https://www.youtube.com/watch?v=vaTEmeHXJxl> What have you learnt? Ask the children to pick a pet and draw it. Considering the five welfare needs, write the things that pet would need to keep happy and healthy. Share ideas.

(L4)

- Reflect on the needs of an animal from the previous activity. What do children need to keep happy and healthy? What might this look like, feel like, sound like? How are the needs of animals/humans similar and different? Develop a poster that promotes the power of care, compassion and kindness. Display.

(L4)

- What is climate change? Watch the clip, 'Penguins and Polar Bears'. <https://vimeo.com/140200000> Discuss what you can remember from the clip.

Watch clips of news reporting. In pairs develop a news report of what climate change is and what we can do about it.

Model, plan and then practise how to present. What did you enjoy? What was difficult?

(L5)

- Choose a topical issue linked to protecting the environment. Provide four sides of an argument. Split the class into four groups. Can each group research and find out more information about the issue to support their argument. Organise a debate where children give their side of the argument and contribute their opinions/ideas. Give the groups sentence stems which will shape their ideas and empty thought bubbles so they can prepare their ideas. Choose members from each group to present their argument. Listen to the group's ideas and then, as a class, vote on who they think had the best argument. Was this a fair way of deciding? How else could it have been done? How well did you work as a group? Could you give a mark out of ten against a set criteria set by the teacher at the start of the lesson. What makes good team work?

(L5)

Assessment Suggestion

Baseline:

What 'super skills' do you have at the start of the topic? (Use the assessment wheel page 27).

Summative:

How have your 'super skills' improved?

PSHE Matters Passport Idea

Being responsible matters because...



Upper Key Stage 2

Being Responsible

Theme: Living in the Wider World:

L1, L2, L3, L4, L5

L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws.

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

L3. Understanding the relationship between rights and responsibilities.

L4. Identifying the importance of having compassion towards others. Explaining how to show care/concern.

L5. Identifying ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment.

Activities

- What are human rights?

Useful clip: www.youtube.com/watch?v=x9_lvXFEyJo

Explain that after World War II the leaders of the world got together. They set up a new organisation called the United Nations (UN) to help stop wars between countries and build a better world. The UN drew up a list of human rights that belong to everyone in the world called the Universal Declaration of Human Rights (UDHR). They include our right to get married, to live, to go to school and to play; our right to food and shelter and to travel; our right to think and say what we believe in; our right to be treated fairly and our right to peace. Thirty rights from the UDHR are illustrated in a book called, 'We Are All Born Free'. Show the 'We Are All Born Free' picture PowerPoint from the website www.amnesty.org.uk/resources/book-activities-we-are-all-born-free or Universal Declaration of Rights in Pictures www.amnesty.org.uk/universal-declaration-human-rights-pictures.

Give different pictures to different groups. What do they think each picture really means? Write their own summary/explanation. Ask the children to develop their own pictures based on the same rights using a range of media.

(L2)

- Provide the children with the following statement: I have the right to a clean environment so I have the responsibility to look after the environment.

Explore how the children can look after their environment. Brainstorm ideas. Repeat the same activity again for statements two and three.

Statement 2: I have the right to be educated so I have the responsibility to learn as much as I can and help others to learn.

Statement 3: I have the right to a full and happy life so I have the responsibility to help others who might need help.

Using the information ask each pair to set themselves responsibility goals using one example from each statement.

(L2, L3)

- In pairs, discuss what is the difference between a rule and a law? Share ideas. Explain how to play 'Rock, Paper, Scissors'. In pairs, ask the children to play the game. The first one to achieve ten points is the winner. Imagine no rules existed, what would be different?

(L1)

- Discuss that everyone has the right to be protected by the law and it is written so that people are treated fairly. Every year parliament gets rid of old laws and introduces new ones. If you could make a new law what would it be? Think of the law and the rights and responsibilities related. Our new law is:

Rights:

Responsibility:

(L1)

- Great resources to support teaching and learning about children's rights. <https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/>

(L2, L3, L4)

- What is parliament?

Useful clip: www.youtube.com/watch?v=ex_xxMptoml

Using the booklet, ask the pupils to choose an area to research and create a simple quiz for the class to use.

What have we learnt about rules and laws?

<https://learning.parliament.uk/en/resources/discover-the-uk-parliament-7-11-booklet/>

(L1)

Warm Up and End Game

Rock, Paper, Scissors

Partner up for five rounds of Rock, Paper, Scissors.

- What does a democracy mean?
Useful resource: <https://www.youngcitizens.org/download-lesson-pack>
Ask the children to write down their thoughts/ideas.
Talk about democracy and how we need to know people's opinions in order to provide what is wanted - and voting is a way of collecting people's opinions.
 - Hands up if football should be banned at playtime.
 - Stand up if you would like an extra hour extra each week in school doing music.
 - Hands up if you would like fruit in KS2 like they have in KS1.Count 'votes'. Do a simple tick or cross on the board which is the majority each time. Explain that we often provide for the majority. Then read the list of results off to the class: no extra music for all, fruit in KS2 and no football at playtime. How does it feel if you don't get your choice? Discuss what a protest means?
Discuss protests they are aware of and why they are carried out? Discuss the rights/responsibilities of protestors?
(L3)
- Watch the clip, 'A Health Check for the Planet' by WWF. <https://www.wwf.org.uk/get-involved/schools/living-planet-report>. Highlight the key vocabulary using the A-Z template (page 135). Explore the meaning behind these words. Create two circles. Identify: What is out of our control? What can we control? Use the Living Planet Report - Youth Edition. What prescription would you like to write for the planet? Set personal and class goals of how you would like to help look after the planet.
(L5)
- What do we mean by our community? In small groups or individually, celebrate things that you think are good about your community. Think about what isolation and loneliness mean within a community. What that might look like? What might that feel like? What are the impacts of loneliness? How can we show acts of kindness to support this agenda? Develop a personal plan or a project plan.
(L4)

- Read the poem: 'The British Poem' by Benjamin Zephaniah. <https://www.poemhunter.com/poem/the-british/>
Why is celebrating diversity in a community important? What are the most important ingredients for doing this? Explore and share the children's ideas.
(L4)
- Watch the clip: 'Dream On' by Martin Luther King. <https://www.bbc.co.uk/programmes/articles/hwpZlYldr75hclw0bYL0Xb/martin-luther-king> Now show the children the clip of Martin Luther King's Speech. What do they think it was about? Who was Martin Luther King? What did Martin Luther King do instead of HATE? Discuss. Why do you think this was important for America but also for the whole world? Think about what your own dreams are. What do you dream of happening in the world in the future? Using newspapers, pictures, photographs, drawings, etc. Make a collage entitled, 'A Headful of Dreams,' to represent your ideas.
(L4)

Assessment Suggestion

Baseline:

What 'super skills' do you have at the start of the topic?
(Use the assessment wheel on page 27.)

Summative:

How have your 'super skills' improved?

PSHE Matters Passport Idea

Following rules matter because...



Key Stage 1

Being Safe

Themes: Health and Wellbeing:
H28, H29, H30, H32, H33, H34, H35, H36
Relationships: R14, R15
Living in the Wider World: L8, L9

H28. Talking about rules and age restrictions that keep us safe.

H29. Recognising risk and what action to take to minimise harm.

H30. Describing how to keep safe at home.

H32. Describing ways to keep safe in familiar/unfamiliar environments.

H33. Talking about the people whose job it is to help keep us safe

H34. Explaining basic rules to keep safe online.

H35. Understanding what to do if there is an accident and someone is hurt.

H36. Demonstrating how to get help in an emergency.

L8. Talking about the role of the internet in everyday life.

L9. Identifying that not all information online is true.

R14. R15. Responding safely to people online/offline.

Activities

- Draw and write activity. Ask the pupils to draw a picture of 'Who has the job of keeping us safe?' Share and compare ideas. Has anybody included themselves? Provide a scenario.

Jamie is six years old. What hazards might there be in a kitchen that Jamie needs to be aware of?

<https://firstaidchampions.redcross.org.uk/spot-the-danger/>

What are your top tips for keeping safe in the kitchen?

Draw a picture of a garden. Can you add 10 hazards/risks? Give your picture to a partner and see if they can they find them.

(H28, H29, H30, H33)

Warm Up and End Game

Doggy, Doggy Where's My Bone?

A child leaves the room and a child in the circle places the paper bone behind his/her back. Bring the seeker back into the room and have them deduce which child is holding the bone.

- Use a range of pictures illustrating different people at work e.g. teacher, nurse, dentist, bus driver, parents/carers, brothers/sisters, friends, etc. Give each group or pair a particular person and ask them what duties they have. These duties could be listed alongside each picture. Provide scenarios:

1. John needs his PE kit washing.
2. Jay needs help with her new computer game.
3. There is a fire.
4. Someone collapses.
5. Someone gets lost.

Discuss which scenarios would be an emergency.

Listen to the clip: <https://www.bbc.co.uk/news/av/uk-england-derbyshire-38321371>

Take part in the quiz: <https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/>

What information is important if we needed to ring 999?

Role play calling 999 and responding to questions.

Read 'The Boy Who Cried Wolf'. Discuss why it is important only to ring for help when you need it.

(H29, H33, H35, H36)

- Show the children different pictures:

1. River
2. Internet
3. Road
4. Garden
5. Fireworks

Ask the children to explain what they see. In each situation discuss how they could be unsafe. What steps can be taken to make these situations safer? At one side of the room place the pictures and give examples. If the children think it is 'safe' they take a step forward if 'unsafe' a step back. Examples for the river picture may include:

1. Paddle with your parents watching.
2. It is icy and you decide to jump in.

Ask the children to choose one of the scenarios/pictures and develop a poster to help keep other children, their age, safe.

(H29, H32)

- Use the teacher resources from <https://www.think.gov.uk/> to explore the themes:
 1. Stop, Look and Listen: <https://www.think.gov.uk/wp-content/uploads/2018/04/Stepping-Stones-To-Road-Safety-3-to-6yrs.pdf>
 2. In-Car Safety: <https://www.brake.org.uk/road-safety-week> Even though we know the rules of keeping safe, what things can stop us from following them? What rules can we think of that have age restrictions? What is the purpose of having age restrictions?
(H28, H32)
- Read the story, 'Little Red Riding Hood'. Provide children with green and red cards. Green = Safe and Red = Unsafe. Read the story and ask the children to hold up the appropriate card. Stop and discuss. Hot seat Red Riding Hood and ask the children to give her advice of how to stay safer in future.
(H29, H32)
- Read: 'DigiDuck's Big Decision' www.childnet.com/resources/digiducks-big-decision
Use the questions at the end of the book to discuss the story with the children. Discuss why it might be a good idea to have a username when playing a game online. Make up some usernames for the class puppets. Explain that giving personal information online is not safe behaviour.
(H34, L8, L9)
- Draw and write about different ways people of their age might have fun on the computer/technology. Watch clips identifying how to use computers safely. https://www.thinkuknow.co.uk/4_7/hectorsworld/
What have they learnt? Invent a character from a computer game. What is its name and what advice would it give to a child (of their age) about staying safe?
(H34, R14, L7, L8)

Warm Up and End Game

'The Magic Wand'

Teacher has a magic wand, waves it and says 'You are all elephants/mice/rabbits' etc. Children pretend by doing actions inside the circle.

Warm Up and End Game

Silent Yoga

Strike a yoga pose and see how long your children can hold that pose.

- Use the Childnet resources 'Smartie the Penguin' to explore how to ask for help when something online is upsetting or confusing. www.childnet.com/resources/smartie-the-penguin
How can we respond safely to people we do and don't know online?
(H33, R14, R15)
- Explain what is meant by the term 'privacy' or 'keeping something private'. What sorts of things might people keep private? For example: Phone number, passwords, diary, email address, body parts. (The NSPCC underwear rule PANTS.) www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
In what different ways do people keep things private? When might we need to break privacy?
Useful book: 'Chicken Clicking' by Jeanne Willis and Tony Ross.
(L8, R14, R15)

Assessment Suggestion

Baseline:

Discuss what websites, games and/or any other ways they use the Internet.

Summative:

As a class develop a class display. For example, use hand outlines. Together write five ways on the digits, about how they can keep themselves and/or others safe online, at home, near the road etc.

PSHE Matters Passport Idea

Rules matter because...



Lower Key Stage 2

Being Safe

Themes: Health and Wellbeing:
H13, H37, H38, H39, H41, H42, H43, H44

Relationships: R12, R22, R23, R24, R25, R26, R28

Living in the Wider World: L11, L12, L13, L14, L15, L16

Learning

H13. Identifying strategies for balancing time online/offline.

H37. Identifying reasons for following age regulations and restrictions.

R12/H38. Identifying how to predict, assess and manage risk in different situations.

H39. Understanding what they can do reduce risks and keep safe.

H41. Identifying strategies for keeping safe in the local environment.

H42. Identifying strategies for keeping safe online.

H43. Demonstrating basic techniques for dealing with common injuries.

H44. Understanding how to respond in an emergency situation.

R22. Understanding privacy and personal boundaries.

R23/R24. Recognising on-line risks.

R25. Recognising acceptable/unacceptable physical contact.

R26. Understanding about seeking and giving permission

R28. Recognising pressure from others. L11- L16. Recognising ways in which the internet and social media can be used both positively/negatively.

Activities

- Watch the short film: <https://www.think.gov.uk/resource/expect-the-unexpected/>
Mind map what other hazards/risks exist for children playing outside.
Develop a safety campaign targeted at a year group of your choice. <https://www.think.gov.uk/wp-content/uploads/2018/09/5.-Campaign-spotlight-lesson.pdf>
(H38, H41)
- Use the activities on the Red Cross website. <https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/>
Debate why first aid is important.
Explore how to keep yourself and others safe. <https://firstaidchampions.redcross.org.uk/primary/safety/>
Choose a first aid skill such as bites and stings and asthma. <https://www.sja.org.uk/get-advice/first-aid-lesson-plans/> Can you remember how to make an emergency call? What information would you need to know?
Role play using questions to support a response.
(H43, H44)
- Explore what 'consent' means. The following scenarios will help you to explore consent.
Scenario 1: Sarah and Jay are good friends. Sarah always hugs people hello and goodbye. Jay doesn't like it. Working in pairs, ask the class to negotiate a different greeting that doesn't hurt Sarah's or Jay's feelings. Start in a freeze frame of when Sarah and Jay are about to approach each other. Finish with another freeze frame. Discuss the techniques that they used and how successful they were.
Scenario 2: Unfortunately Mum had forgotten to give Richard his pocket money at the weekend. So when Mum was looking after his little sister on Monday morning, Richard took the pound from her purse. Discuss the possible consequences.
Scenario 3: Tina really wants to play with her brother's new scooter. Robert won't let her. So she told him that she was going to break it if he didn't let her play with it. Explore why Tina behaved like this. Explain what you think might happen next.
Can you remember the PANTS rule?
Use the NSPCC PANTS book to complete the fun activities. <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-kids-pull-out.pdf>
What is the lesson trying to teach you?
(R22, R25, R26)

- Explore as a class why people might not listen? Organise the children into pairs. Ask them to practise telling an adult something important. Give them a first line for example: Please Mrs Patel I'm really worried about the way Vivek is upsetting people. Set up the adults and children separately. Tell the child to keep persisting. Tell the adult to avoid listening because either they are too busy or they think the child is making a fuss. After they have tried this for a while ask them to stop. Discuss what has happened in the pairs and find out how many adults actually listened in the end. (Make it clear, that if they do not have an adult who'll listen them then they need to go and find another trusted adult and tell them instead.)
Useful book: *'Not Now Bernard'* by David McKee.
What strategies could we use when we need to tell someone something? Create a list of ideas. How could we be better listeners? Create a list of ideas. Set yourself a challenge to try and listen more actively. After a week, discuss the consequences.
(R23, R24, R29)
- Having fun online! Mind map all the ways children enjoy using technology. Create an online character and use speech bubbles to identify the ways of having fun online. Use the guidance: <https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities>
Watch the film: <https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/watch-full-movie>
What are the risks identified in the film?
What are the SMART rules?
(H13, L11, L12, L15)
- Explore different safety and online scenarios using a traffic light system to clearly think through the risks involved. Red, remember to stop; Amber, think what's happening; and Green, go to keep safe. Give each group of four, a scenario. Scenario suggestions:
 1. Talking on the internet to someone you don't know.
 2. Not having a password on your mobile phone.
 3. Riding your bike without a helmet.
 4. Playing near the local pond.
 5. Playing a game for which you are too young.
 6. Posting a picture of a friend without the permission of the friend.
 7. Stealing.
 Get the children to write as many direct consequences of each event as possible.
Make a consequences chain.
(R12, H37, H38, H41, R23, L15)
- What can we do when something we experience online upsets us? In groups of four, record the strategies they can employ. Discuss practical measures such as unfriend/block/report/avoid the site or talk to an adult. Discuss getting support or comfort from an adult/friend.
Scenario suggestion: Laurie goes to his friend, Sam's house. Sam asks Laurie to play an 18 rated game. Sam has sneaked it from Sam's brother's room and wants to have a go. Laurie doesn't want to, but also doesn't want to ruin Sam's excitement. What should Laurie do? What might happen if Laurie plays the game? If Laurie doesn't play the game? How could Sam be more respectful to Laurie?
(H42, H37, H38)
- Create masks or alter egos of super heroes to explain the idea that people are not always who they appear to be when online. Play the game 'Guess Who' to emphasise that by giving away small pieces of personal information you can give away your identity and leave yourself at risk of danger. Use phrases such as: I am thinking of a boy in this class... I am thinking of a girl who likes gymnastics and has black hair. Evaluation: What is the most important thing you have learnt about keeping yourself safe?
Useful Website: www.thinkuknow.co.uk/
(H42, R23, R24)

Assessment Suggestion

Baseline: : Draw/write: What risks might someone of your age experience?

Summative: Draw/write: What risks might someone of your age experience?

Add any new ideas in a different colour.

PSHE Matters Passport Idea

Knowing how to stay safe online matters because...



Upper Key Stage 2

Being Safe

Theme: Health and Wellbeing:
H13, H37, H38, H39, H41, H42, H43, H44

Relationships: R23, R28, R29
Living in the Wider World: L11, L12, L13, L14, L15, L16

H38. Identifying how to predict, assess and manage risk in different situations.

H39. Understanding what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.

H41. Identifying strategies for keeping safe in the local environment or unfamiliar places.

H42/ R29 Identifying strategies for keeping safe online.

H43. Demonstrating basic techniques for dealing with common injuries.

H44: Demonstrating how to respond/react in an emergency situation.

R23. Recognising on-line risks, harmful content/ behaviours and how to report concerns.

R28. Can recognise pressure from others.

L11- L16. Recognising ways in which technology can be used positively and negativity and identifying ways to stay safe.

Activities

- Use the resources from Think.
Focus attention on road safety issues of local relevance, exploring local statistics. <https://www.think.gov.uk/wp-content/uploads/2018/09/4.-Road-ready-lesson-1.pdf>
Design a road safety quiz for other year groups to complete. Share with parents/carers.
(H38, H41)
- Use the clip, 'Jack's Story' by St. John's Ambulance to explore when and why people may need first aid. <https://www.youtube.com/watch?v=aft2RqR-Fh0&feature=youtu.be>
Map hazards that may cause injury or harm in a home or outside. Talk about how we can reduce risks.
Use the resources to practise first aid skills.
<https://www.sja.org.uk/get-advice/first-aid-lesson-plans/>
Choose activities to revisit across the year to keep practising.
(H38, H39, H43, H44)
- Are you water wise? Take the quiz:
<https://www.rospa.com/leisure-safety/water/advice/children-young-people/water-wise-quiz>
What is Tombstoning? Explore the risks and how to reduce them. How can pressure from others or the excitement of the moment impact on decision making?
Identify risks within your local area that you think would be useful to explore in PSHE. Use a question box.
(H38, H41, R28)
- Screen Time and Healthy Balance. Use the resource:
<https://www.childnet.com/ufiles/Screen-Time-and-Healthy-Balance-Quick-Activities.pdf>
Think about the signs someone may experience when they've been online for too long. Use scales to make the concept of balance as visual as possible. Note all the things they enjoy doing online on one side and offline on the other side. Use role play to explore what a doctor would prescribe using the '5 Ways to Wellbeing' to help with the prescription. Set yourself personal goals to create a healthy balance.
(L11, H13, H37, H38, H39)

- A useful resource., 'Talking Heads': A set of three short films which capture online attitudes towards themes surrounding self-esteem. Three characters share their inner thoughts about how certain things online affects them. Primarily intended to be used as a starting point to open a class discussion about the truth behind some online images, media pressure and the need to fit in or be liked.
<https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/self-esteem/talking-heads>
(L11, L13, L15, L16)
- 'Trust Me' by Childnet is a set of lesson plans that focus on counter-extremism, critical thinking skills and online safety. The two lesson plans for primary schools cover critical thinking around content (such as websites, blogs, online adverts and search results) and contact (how others online may attempt to persuade us to follow a link, download a file or engage in other risky behaviour).
www.childnet.com/resources/trust-me
(H38, L11, L12, L13, L14, L15, L16, R29)
- 'LiveSkills' is a package of resources focusing on live streaming. Live streaming is increasingly becoming one of the most popular online activities for children and young people. #LiveSkills explores the nuanced features of live streaming and the specific risks children and young people can face.
www.thinkuknow.co.uk/professionals/resources/live-streaming/
(L11, H38, R23)
- 'Online Gaming' - This 15 minute drama resource and supporting materials have been designed use with primary pupils on the topic of online gaming.
www.childnet.com/resources/only-a-game
(L11. H37, H42)

Warm Up and End Game

Keys

One child stands in the middle of the circle blindfolded. The other children pass something noisy around the circle (keys). When the child in the middle thinks they know where the keys are they shout 'stop!' and point in that direction.

Assessment Suggestion

Baseline:

Provide a box. Ask pupils to post the top 10 risky situation children of their age may experience.

This may inform future planning.

Summative:

Provide appropriate sentence stems for example:

I have learnt that...

This has made me think differently because...

PSHE Matters Passport Idea

Exploring how to recognise, predict and assess risks in different situations matters because...



Key Stage 1

Relationships

Themes:

Relationships: R1, R6, R7, R19

Living in the Wider World: L7

Health and Wellbeing: H14, H15

R1. Recognising the roles different people play in their lives.

R5. Understanding that it is important to tell someone if something about their family makes them unhappy or worried.

R6. Understanding how people make friends and explain what makes a good friendship.

R7. Recognising when they or someone else feels lonely and what to do that may help.

R19. Explaining basic techniques for resisting pressure to do something they don't want to do.

L7. Explaining how the internet and devices can be used safely to communicate with others.

H14. Talking about how to recognise what others might be feeling.

H15. Recognising that not everyone feels the same about the same things.

Activities

- Thumbs up/thumbs down activity. Share statements with the class and ask them to symbolise whether they agree or disagree. A good friend:
 1. Is kind
 2. Tells me what to do
 3. Doesn't share
 4. Talks behind my back
 5. Asks if I'm okay
 6. Makes me laugh
 7. Says 'I'm sorry'
 8. Is a bully
 9. Helps others
 10. Pushes me

Ask the children if they can think of any other ways to be a good friend. Add these to a class picture.

Repeat a similar activity but with the question:

What makes a good classmate?

What would the opposite of a good classmate look like?

Make a 'Class Team Tree.' Provide each child with a leaf and ask them to add their name using a range of art materials.

(R1, R6)

- Make cards that form pairs. Randomly shuffle them and then distribute them to the class. They must not tell anyone what they have. Play musical statues and when the music stops the children have to find their partner. They introduce themselves - 'Hello I'm really pleased that you are my partner'. (Model this first.) Ask the pairs to sit at a table. The task is to take it in turns to close their eyes and draw a squiggly picture for five seconds. The other person has to try and turn it into a picture. Change roles. Thank the person for working with you. Repeat again with different pairings. Working with someone new/making new friends can be difficult. Think of ten things you could do to build a new friendship. Build/draw a tower and explain what each brick represents.

Brainstorm: How do you use your devices to communicate safely with friends?

(R6, L7)

- Useful clip as an introduction:
www.bbc.co.uk/education/clips/zyw9wmn

What is the friendship code? Do you agree with what the children are saying? Come up with class ideas. Give each child a hand template and ask them to decorate it. Form a circle of hands and make it into a poster: 'The Class Friendship Code', with all the ideas discussed around the outside. Refer to this daily.

(R1, R6)

- Read, '*Have you Filled a Bucket Today*' by Carol McCloud. In pairs ask the children to identify the different ways in the book that people have filled buckets. Invite them to come to the front and act out one of the ways. How do we know when we have filled someone's bucket? How do they respond/feel? How does it make you feel? Discuss how kindness and nice words helps friendships to maintain and grow. Play the game stand up/sit down. Read out examples of kind/unkind actions. If they agree they 'stand' if they disagree they 'sit down.' Invite the whole school staff/pupils to notice kindness and report it. Provide a box and post its. Read out at the end of the week.

(R1, R6)

Warm Up and End Game

Listening

All close your eyes and listen for two minutes, then go around the circle to say what sounds were heard.

- Read *'The Rainbow Fish'* by Marcus Pfister. Describe the Rainbow Fish's behaviour at different points in the story. How did his behaviour make the other fish feel? Why was the Rainbow Fish lonely? How would we notice if someone was lonely? What could we do if we notice someone is lonely? Does this story have a moral? What is it? What can we learn from it?
Think of another animal for example, the Rainbow Lion or Rainbow Butterfly. Using the ideas from the story make up a similar story. Can you retell it and act it out with a partner?
((R7, H14))
- Watch the clip: www.bbc.co.uk/education/clips/ztc3cdm
Alvin, a young boy, explains how he feared he would be rejected at school due to scarring on his body. However, he made friends with a boy called Luke. He explains his initial fears of rejection and how he overcame this. Why is their relationship special? Ask the children to think about all the people in their life who are special to them, draw and name them.
Choose one person and describe why that person is special. If someone in their family/friendships made them sad/worried why is it important to tell someone?
Set up a box in class, I wish my teacher knew... where children can share things positive/negative if they need to.
(R1, R5)
- Imagine you were playing a game and you left out your friend. How might your friend be feeling? How would you know? Mind map how they might look and what they might do and say. What does it mean to put yourself in someone else's shoes?
Watch the clip: <https://www.bbc.co.uk/bitesize/clips/zpvnvcw>
What might you say to your friend that you have left out?
Role play in pairs.
Not everyone feels the same about the same things, so why is important to ask people how they are feeling and say sorry if you make a mistake? What does it feel like to be included? What things might you do or say to make some feel included? Develop a display..
(R2, R6)

Warm Up and End Game

Yoga, Yoga, Pose

The children sit crossed legged in a circle and a chosen pupil will then carefully touch the children on their shoulder and say yoga, yoga, yoga. When they say pose the child chases them back to the space. If they are tagged they are the new chaser.

- Read a scenario: Jack always goes up the hill with Jill to fetch a pale of water but today Jack asked Jill if she would jump into the pond at the bottom of the hill. Jill really didn't want to but Jack kept making fun of her. Jack was putting real pressure on Jill. Jill needs your help! What could she say to Jack or do instead if she didn't want to do it. She doesn't want to fall out with Jack and she is worried he won't be her friend. Brainstorm ideas. Practise possible responses. Think of different scenarios where children of a similar age might ask others to do something that they don't want to do.
(R19)

Assessment Suggestion

Baseline:

What makes a good class mate?

Summative:

Can the children add more suggestions in a different colour pen to the baseline question?

PSHE Matters Passport Idea

Being kind and caring matters because...



Lower Key Stage 2

Relationships

Theme: Relationships:

R1, R6, R7, R8, R10, R11, R14, R16, R27

R1. Recognising that there are different types of relationships.

R6. Recognising the different ways people care for each other.

R7. Recognising and respecting that there are different family structures.

R8. Recognising the characteristics of healthy family life.

R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing.

R11. Identifying what constitutes a positive healthy friendship.

R14. Comparing the difference between healthy/unhealthy friendships.

R16. Understanding the benefits of having different types of friends.

R27. Recognising the risks associated with keeping a secret.

Activities

- Write the word 'relationship'. In pairs, brainstorm what you think it means. Feedback as a class and make a mind map. How should we expect to be treated within a healthy friendship/relationship?

Imagine the relationship was a seed what would it need to grow successfully? Provide the children with heart templates and ask them to write ideas on each. What is the opposite of a healthy relationship? Can the children write the opposite of their statement on another heart shape in a different colour? Share and compare. Record the unhealthy and healthy relationship ideas.

(R1, R6, R11, R14)

Warm Up and End Game

Yoga Time

This is a version of what time is it Mr Wolf.

One child is on and faces the wall. The children line up and have to walk to the wall. If the child (wolf) turns round the children have to freeze in 'tree pose.' If they move they have to go back to the start.

- Discuss the meaning of the following words in the context of a relationship: jealousy, insults, shouting, power, fairness, not equal, control, respect, support, love, honesty. Place 'Agree' at one side of the room and 'Disagree' at the other (if there is no space do thumbs up/thumbs down instead). Read out the words one at a time. Do they agree/disagree with whether they should be part of a healthy relationship. Ask the class to explain the meaning of the words discussed using pictures or words. Working in groups ask them to make freeze frames to demonstrate the different words.

Give each group instruments/pieces of music to match to their freeze frame. Discuss the body language in each statue and why they chose that piece of music. Describe the ingredients of a healthy friendship.

(R10, R11, R14)

- Make a list of kind things we could say to someone. Ask the class to stand in a circle and pass a ball of wool across the circle to someone as they say something kind. Make sure everyone gets a turn to be part of the web. Why is it important to be kind to one another and to include everyone? How could it help the relationships we have in our class? How can kindness support wellbeing? Create a rap, poster, poem to get your message across.

(R10)

- Watch the clip from the film, 'Inside Out': <https://www.youtube.com/watch?v=kdhjztWMnVw>

Think about the characters relationships in the clip. How would you describe them? What does it mean to be loving and caring? How might it look different depending on who you are? Why is it good to have different types of friends? Ask the class to join hands. Choose a point to break the chain and identify what sort of things might break friendship e.g. not listening or being unkind.

Recreate the chain link when the children come up with something that could rebuild the friendship. Keep repeating with different ideas. Ask the children to work in groups to make a paper chain of ideas that help form a strong friendship. Display and refer to the chains over the term.
(R6, R10, R16)

- Introduce the words 'problem solving' and 'compromise' in the context of relationships. Discuss the meaning. Watch the animation. What is fair in a relationship? www.bbc.co.uk/education/clips/zxjkjxs
Three children are deciding how best to share out their kit before they go on a quest. If we don't always have the same how can we make sure that everyone is happy? Is 'fairness' important? Write the ending of the story? Why is 'compromise' and 'problem solving' an important skill in a relationship?
(R1, R6, R10)
- Imagine whilst on the quest Ben tells Sophie a secret. He says that he hasn't told anyone else and he demands that if she tells anyone else that he will never speak to her ever again. In pairs discuss why people ask others to keep secrets. Do we have to keep promises or secrets if someone says so? When should we tell someone? Who could we tell? Will we get into trouble if we tell? What should someone do or say if they are asked to keep a secret they feel unsure about? Send Sophie a text message or short letter explaining what she should do. Draw round your hand and think of five people you could tell. Think about how you might start the conversation. Write five sentence starters.
(R27)
- Watch the clip: <https://www.bbc.co.uk/bitesize/clips/zwv2k7h>
What new things have you learnt? What is anaphylaxis? What do Ben and Lizzie need from their family and friends to make sure they stay happy and healthy? Lizzie had a birthday party, if it was your birthday which family members would you invite? Create a birthday scene. How do you know that family care for you, how do they show it? Add words to the picture. What advice would you give to Ben and Lizzie if they are worried about something in their family? Share pictures and celebrate that we all have different family structures.
(R7, R8)

Warm Up and End Game

Storm

Leader starts by wiggling fingers for the rain, this passes around the circle until everyone is wiggling their fingers. The leader then changes the action to other parts of the storm, e.g. wind - arms waving (swoosh sounds), thunder - slap knees. End with the sun - mime a circle.

- Research Kandinsky and share pictures of the 'Tree of Life' abstract art he created. Using this idea as a stimulus: <https://artprojectsforkids.org/kandinsky-tree-collage> Ask the class to make a family tree using different colours/shapes/materials to represent different family members. Discuss and share why that shape, colour or material has been chosen. Create a display to symbolise the rich tapestry of families within our class and communities.
(R7)

Assessment Suggestion

Baseline:

Write 10 things that describe a healthy relationship.

Summative:

Add to the baseline activity in a different colour any words/skills that you have learnt about that makes a healthy relationship.

PSHE Matters Passport Idea

Healthy relationships matter because...



Upper Key Stage 2

Relationships

Theme: Relationships:

R1, R3, R4, R5, R6, R7, R8, R9, R10, R11, R214, R16

Learning

R1. Recognising that there are different types of relationships.

R3. Understanding what marriage and civil partnership means.

R4 . Understanding that forced marriage is a crime.

R5. Recognising different types of loving, caring and committed relationships.

R6. Identifying the difference between healthy/unhealthy relationships.

R7.Recognising and respecting that there are different family structures.

R8 .Recognising the characteristics of healthy family life.

R9 .Recognising how to seek advice if family relationships make them unhappy.

R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing.

R11. Identifying what constitutes a positive healthy friendship.

R14. Comparing the difference between healthy/unhealthy friendships.

R16. Exploring how friendships can change and the benefits of having different types of friends.

Activities

- Explore synonyms for friendship. Create a word web. Ask the class to think of different qualities of a good friendship. In pairs, discuss and decide on nine key attributes and record each one on a separate square or post-it.

Rank them in order of importance to create a diamond 9. (See template page 138). Invite pairs to share their thinking, giving reasons for their choices.

Explore synonyms for the word 'relationship.' Brainstorm together what types of relationships you can think of. For example friend, cousins, girlfriend/boyfriend, marriage, neighbour, team mate etc.

Watch the short film. <https://www.literacyshed.com/from-our-family-to-yours.html>

Choose a character and make a story map from either Lola's or grandma's point of view. Add to the story map all the special ingredients their relationship might include.

(R1, R5, R8)

- Spilt the class in half, one group to write an acrostic poem for a healthy relationship and the other group an unhealthy relationship using the word 'Relationship.' Compare and celebrate ideas. What could someone do if their relationship was unhealthy or it was making them unhappy?

Useful charities to discuss:

www.freedomcharity.org.uk

Samaritans

Childline

(R6, R9, R14)

- Graham and Amara are going up to a new secondary school in September. Although they already have some good friends, they are looking forward to making some new ones. Explore what is the most important, less important and not important aspects of a new friendship. Why can fitting in at first sometimes feel difficult? Why is having different types of friends good for wellbeing?
(R10, R11, R16)

- In groups. ask the children to discuss the meanings of the words: 'passive', 'aggressive' and 'assertive.' Give each group a scenario and ask them to consider what a 'passive,' 'aggressive' or 'assertive' response might look like. Ask the class to draw the different responses. Share the drawings and ask the class to identify which response is illustrated. The scenarios could include:

1. Hamish is playing football with John and Daisy, but John keeps hogging the ball and never passes it.
2. Ruby is working in a group with Maxine and Arya but feels like she is doing all the work and the other two are just messing around.
3. Mo is feeling uncomfortable because her friend Alex keeps picking up his phone, reading the texts and laughing at his photos.

Consider the different body language for each response. Role play different responses.

Why is the way we respond important in a relationship?

(R10, R11)

- Show a picture of things stamped with the word 'confidential'. What does this mean? If a person has something that is 'confidential' why might they often not want to share that information? Explore reasons. Introduce scenarios:
 1. Jake asked his mum not to tell his dad that he had lied.
 2. Kai's golf coach had asked him not to tell anyone that he had driven him home.
 3. Omari's friend on social media had asked her to keep their relationship confidential – it was their secret.
 4. Adam's brother had bought his mum some flowers and asked his sister to keep it to herself.

Which situations feel okay?
Which situations could be a warning sign?
How does someone know if they are making the right decision? Which trusted adults do we know or we could talk to?
Write a motto or phrase that would help keep children of your age safe.
(R6, R8, R9, R10)
- Jenny and John often experience different friendship problems. Give out paper and ask the class to write the types of problems Jenny and John may experience. Take the ideas away and read them to plan the next session. Choose a variety of friendship problems and distribute to the class. If you were offering advice what would you suggest? Can you think of three strategies? In pairs discuss the ideas suggested. Choose one idea to role play, practise and perform. How can these ideas help us with our relationships now and in the future?
(R10, R16)
- Provide pictures of a range of diverse adult couples. Explain that the couple in each picture are partners. What does that mean? What is marriage? What is a civil partnership? What is the difference? Why do people get married/don't get married? Use a diamond 9 activity (see page 138) to explore the main reasons why people get married/have a civil partnership. For example:
 1. To have a big party
 2. Because they love each other
 3. To make a commitment to each other
 4. To make God an important part of their relationship
 5. Because they have no choice
 6. To have a fairy-tale romantic day
 7. So you can have a family
 8. So that they have legal rights
 9. To get lots of wedding presents

What age can/do people get married?
What is the difference between arranged marriage and forced marriage? If people want to get married, how do they decide who to marry?
Write a recipe for a wedding cake that would include the important ingredients for a successful relationship.
(R1, R3, R4, R5)
- Introduce the poster: <https://www.stonewall.org.uk/search/different%20families%20posters> Look at the different families. What questions would you like to ask? Think of five questions and record them. Place it in the 'Ask it Basket.' Is everyone's family the same? Provide different words such as: Marriage, mother, father, dad, uncle, grandma, foster carer, adopted, sister, brother, old, young, married, single parent, civil partnership, same-sex parents, commitment. Use these words to start your A-Z (see page 135) of 'Different Families: Same Love'. Why is important to respect and celebrate difference?
(R3, R5, R7, R8)
- Read the book, 'Frog in Love' by Max Velthuijs but don't reveal the title of the story. What is wrong with Frog? Provide a gingerbread outline (see page 139). If frog was a person what was going on inside his body - what was he thinking and feeling? How was it affecting him on the outside? Debate - Was Frog really in love?
Reflect - What is the moral of the story?
(R1, R5, R10)
- Show the children the following quote from William Shakespeare: 'They do not love that do not show their love.' Ask the children what they think it means. Can we love someone in words only without showing it in actions? Do actions speak louder than words? Talk about how our actions can demonstrate what we value. Give each group a different theme e.g. parents, friends, possessions, pets and environment. Ask them to brainstorm different ways to show love for them. Share all the ideas.
How does thinking about positive and happy things affect our wellbeing?
(R5, R10)

Assessment Suggestion

Baseline:

Jenny and John often experience different friendship problems. Give out paper and ask the class to write the types of problems Jenny and John may experience.

Summative:

Set a group challenge to create a magazine about 'relationships.' The aim is to allow the class to practise group working skills as well as explore what they have learnt about relationships.

PSHE Matters Passport Idea

Different relationships matter because...



Key Stage 1

Money Matters

Theme: Living in the Wider World: L10, L11, L12, L13, L14, L15, L16, L17

L10. Understanding what money is.

L11. Recognising that people make different choices about how to save/spend money.

L12. Recognising the difference between needs and wants.

L13. Understanding how money can be looked after.

L14. Identifying that everyone has different strengths.

L15. Understanding that jobs help people to earn money to pay for things.

L16. Identifying different jobs that people do.

L17. Identifying the strengths/interests someone might need to do different jobs.

Activities

- Use the questions: What is money? Where can you get money from? Ask children to complete a draw/write activity as a baseline assessment.
(L10)
- Give out a range of coins. Discuss the shape, size, colour and images on the coins. Ask the children to name them and order them from the least - highest amount. Draw around the coins to make a picture. Can their partner guess what it is a picture of? Can they work out how much the picture would cost if they had used real coins.
(L10)

Warm Up and End Game

Musical Islands

Place large sheets of newspaper on the floor. When the music stops all feet must be on the paper. Slowly take the pieces of paper away.

Warm Up and End Game

Hula Hoop

Everyone stands in a circle holding hands. Have two people break hands and put their hands through a hula hoop and re-join hands again. The hoop must be passed the whole way around the circle without breaking hands. Discuss what helped and what made it difficult. Then try to beat the clock. What skills are required?

- Create a class mind map thinking about how people pay for things if they don't use money? Show examples of a debit card. Children design their own debit cards to use during a role play session. Feedback what they bought with their £20 budget and where they bought it from. Discuss why it is important to keep cards and pin numbers safe.
(L10)
- Read the online book, 'I want it.' <https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2> Imagine you want to buy a hamster, use the online activity that supports the book to identify how much it would cost and the saving plan involved. Complete the quiz together. When might people choose to save their money or share it?
(L11)
- Read 'Jack and the Beanstalk' and include a bag that Jack has sent to the class. Inside the bag include a letter and some gold coins (one for each child). The letter could explain that he has sent the class some coins and each coin is worth £5. How does having money make you feel? Discuss in pairs. Form a circle and do a round. Money makes me feel... What would you do with the money? Discuss Spend, Save or Share. After discussion time give the child thinking time and do another round. I would spend/save/share because...
(L11)
- Watch the video clip: <https://natwest.mymoneysense.com/teachers/resources-5-8s/topic-5-what-are-needs-and-wants/> This short video clip explains the difference between needs and wants, and identifies which are the most important by looking at items used by a family. Identify three things you really want? Share ideas. Discuss that Jack's brother is starting school in September. Draw three things that he needs? Why might it

be difficult for Jack's mum to buy him the designer shoes and bag he wants? What advice would you give to Jack's brother?

(L12)

- Read a diary entry from Jack's mum. For example: I am feeling very sad today. It is Jack's birthday and he really wants some new toys but we really need the money for food and bills and I don't have the money for both. What should I do? Ask the children to role play their ideas in pairs. Share and compare. How will Jack feel if he doesn't get what he wants? How could we do something for him that wouldn't cost a lot of money?

Make and send Jack a birthday card to cheer him up.

(L12, L13)

- Show children pictures of all the places where Jack might keep his money e.g. drawer, bank, purse, pocket, money box, shoe box. Make a continuum from most to least safe. Explain their choices.

In pairs, discuss what advice you would give to Jack about where he should keep his money and why.

Ask the children to design their own money box. What will they save for?

(L13)

- Introduce the children to the £5 note.

Useful clip: www.thenewfiver.co.uk/

Explain that money has changed a lot over time. The £5 is said to be safer, stronger and cleaner. Explain these ideas. Who is the picture of? Why are their images on coins and notes? Set a challenge. For example, you have £5 to organise an event for parents. This event will hopefully raise money for people like Jack and his mum who often don't have the money to buy food. (Decide together on the charity). You could start to introduce The Big 13 Enterprise Skills. www.readyunlimited.com and then develop an idea, for example, an art exhibition for parents/carers (which requires no outgoing costs) and decide how to organise the event together.

(L11, L13)

- Once the money is collected from the event how will it be kept safe? Where should it be put? How much profit has been made? How will it be given? Sent? Will it be cash/cheque? Write a letter to the chosen charity explaining how you raised the money and why you have chosen them. Share and celebrate your achievements.

(L13)

Warm Up and End Game

The Minister's Cat

This is an alphabetical word game.

Everyone gets in a circle and claps hands to the beat.

Start with A.

Example:

'The Minister's cat is an angry cat',

'The Minister's cat is a black cat' etc.

- Introduce an A-Z (see page 135). Ask children to think of different jobs beginning with the letters of the alphabet. <https://www.bbc.co.uk/bitesize/articles/zdqnxytc/> Why do people have jobs/don't have jobs? Does everyone get paid the same amount of money? Introduce a character. Tom is a marine biologist. Create a mind map of all the interests/strengths Tom would need to do that job? <https://www.stem.org.uk/resources/elibrary/resource/26074/marine-biologist> Identify a job that may interest you. What strengths/qualities would you need? www.viacharacter.org/character-strengths Share and compare ideas. **(L14, L15, L16, L17)**

Assessment Suggestion

Baseline:

Complete a draw and write activity of where money comes from and how people get money.

Summative:

Ask for three places we might want to save money, two reasons why we might spend money, and one situation in which money might make us feel sad.

PSHE Matters Passport Idea

Learning about money matters because...



Lower Key Stage 2

Money Matters

Theme: Living in the Wider World:
L17, L18, L19, L20, L21, L24, L30

L17. Understanding the different ways to pay for things.

L18. Identifying that people's attitudes towards saving/spending is different.

L19. Recognising that people's spending decisions can affect others and the environment.

L20. Recognising that people make spending decisions based on needs and wants.

L21. Recognising different ways of keeping track of money.

L24. Identifying the ways that money can impact on people's feelings.

L30. Identifying some of the skills that may help them in their future careers.

Activities

- Provide the children with an A-Z template (page 135). Watch the clip.
<https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-1-how-can-i-pay-for-things/video/>
Discuss what you have just heard. Can you add any words to the A-Z list?
Use the infographic to explain different ways to pay.
https://natwest.mymoneysense.com/media/3762/8_12_topic_1_different_ways_to_pay_infographic_uk.pdf
Highlight and add new words learnt.
Highlight on your list any words you feel you need more information on.
Complete the activity: https://natwest.mymoneysense.com/media/7101/8_12_topic_10_how_should_they_pay_activity_sheet_uk.pdf
Do a round/write in your book. Today I have learnt that...
(L17)

Warm Up and End Game

Simon Says

“Simon Says stand up. Simon Says touch your nose. Sit down!” If a child follows the command without hearing, “Simon Says”, they have to sit down and they are no longer in the game.

- Ask the children to discuss in pairs. What is a bank? Why do we need them?
Watch the clip: <https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-2-how-can-i-use-a-bank-account/video/>
Use the bank statement to answer questions together.
<https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-5-how-can-i-plan-a-simple-budget/activity-sheet/>
Why is keeping track of money important? How do you keep track of your money?
(L21)
- I want it! Use the resources on the following link.
<https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2>
Read the interactive book, discuss needs and wants and priorities. Use the diamond 9 activity to create a discussion. Reflect on learning by using the quiz.
(L20)
- Use the presentation: What affects my choices? <https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-8-what-affects-my-choices-about-money/presentation/>
Use the role play cards: https://natwest.mymoneysense.com/media/4003/8_12_topic_8_what_affects_my_choices_about_money_activity_sheet_uk.pdf
Explore influences/choices.
(L17, L18)

Warm Up and End Game

Squeeze

Hold hands around the circle, and pass a gentle squeeze from hand to hand. What skills do we need? Can we reverse the squeeze or pause the squeeze and guess where it might be?

Warm Up and End Game

Words

Start with a word and 2 claps in between, the next child must say a word associated to the start, e.g. tree, clap, clap, leaf, clap, clap, caterpillar...

- Introduce the words - interest, loan, debt and tax. Can you come up with a class definition and examples? Create a word web of related words.
(L17, L18)
 - Imagine that on average parents across the UK spend £600 on Summer holiday activities. Investigate a trip to a theme park or a zoo. How much would it cost for a family of four to get into the theme park? What other costs would there be? How much would the trip cost altogether? Imagine one of the children visited the park shop at the end and wanted to buy a toy. Their parents said they didn't have any money left but the child started having a tantrum. What would you say to the child? Rehearse ideas. Form an advice alley. What have you learnt?
(L24)
 - Make a list of 10 things that really make you happy. Which things on the list wouldn't cost anything? How could you convince somebody that money doesn't necessarily buy you happiness and many of the best things in life are free? Develop an advert to promote this idea.
(L24)
 - Write 'enterprise' on the board and brainstorm its meaning. Why is it important? Introduce the The Big 13 Enterprise Skills. www.readyunlimited.com Explore what they mean. Set the class a real challenge based on something that could be improved in school. For example, encouraging more children to read in school, drink more water, calmer playtimes, etc. Observe what is happening now, what are the problems and how can things be improved? Work together in groups to plan and organise a campaign. How will you measure impact? Does each member have a role? Reflect on the skills used using the enterprise wheel. www.readyunlimited.com/wp-content/uploads/2015/09/13-Skills-Enterprise-Wheel-2015.pdf How might these skills help us in our future jobs/careers?
(L30)
- Read the story 'Costing the Earth' from the website: <https://www.valuesmoneyandme.co.uk/teachers/costing-the-earth-ks1-ks2>
Ask children to identify in the story where energy is wasted and how money can be saved.
In groups, using a large outline of a house, think of as many ways as possible to reduce the bills and therefore save money.
What could they do with the money they might save?
Spend, Save or Donate.
(L19)
 - Research how water is commonly used in households. How could we save water, money and support the environment?
The average daily use of water in the UK is 150 litres. The average water for someone in Gambia is 4.5 litres. How might they use water differently if they had to walk 10 miles every day? Introduce the charity: www.wateraid.org and discuss the purpose. How do people decide which charities to give money to? Investigate local charities and what they do and produce a factsheet explaining what they do. Organise a fundraising activity for the chosen charity.
(L19)

Assessment Suggestion

Baseline:

Ask the children, in pairs, to come up with what they would like to know about saving and spending money.

Summative:

Ask the children, in pairs, to brainstorm what they know about saving and spending money.

PSHE Matters Passport Idea

Learning about money matters because...



Upper Key Stage 2

Money Matters

Theme: Living in the Wider World:
L21, L22, L23, L24, L25, L26, L27, L28, L29, L30, L31, L32

L21. Understanding different ways to keep track of money.

L22. Understanding the risks associated with money and ways of keeping money safe.

L23. Identifying the risks involved in gambling activities.

L24. Identifying the ways that money can impact on people's emotions.

L25. Recognising positive things about themselves and can set goals.

L26. Identifying there is a broad range of different jobs/careers.

L27. Exploring what is meant by stereotypes.

L28/29. Recognising that there are many factors which may influence a person's job or career choice.

L30. Recognising some of the skills that will help them in their future careers.

L31. Identifying the kind of job that they might like to do when they are older.

L32. Recognising a variety of routes into careers.

Activities

- Imagine you won £20, imagine you lost £20, and finally imagine you needed £20. How would each scenario make you feel? Record your responses. The most recently designed £20 note was released in 2020. How was it different from the previously made £20 note? www.thenewten.co.uk/
Create a story about a lost £20 note.
(L24)

Warm Up and End Game

Anagram

Write anagrams related to the topic and in pairs they have to unscramble the letters to make a word.

For extra points can they explain what it means?

- Use the infographic to identify different bank accounts. https://natwest.mymoneysense.com/media/3738/8_12_topic_2_types_of_account_infographic.pdf
Which account would be best to open? https://natwest.mymoneysense.com/media/3742/8_12_topic_2_which_account_activity_sheet_uk.pdf
Why is this a good way of tracking money, but also keeping money safe?
(L21, L22)
- Use the resource: <https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-6-how-can-i-keep-my-money-safe/interactive-a-uk/>
How can I keep my money safe? Take the quiz, watch the video and explore the scenarios to see if the family are being scammed. Which organisations can help?
(L22)
- Use the exploring risk in relation to gambling resource. <https://www.pshe-association.org.uk/system/files/Lesson%20pack%20-%20Exploring%20risk%20in%20relation%20to%20gambling%20KS2.pdf>
Complete a draw and write activity. Include the question: What is gambling? Discuss a gambling scenario and what may influence a person to gamble. How might gambling impact on someone's life? When is it a problem? Give advice to the character and provide guidance on where to ask for support.
(L23)
- Use the resource: <https://www.valuesmoneyandme.co.uk/teachers/a-fair-days-pay-ks2>
Read the book and carry out the activities to learn more about how money is deducted from pay slips and how it is used in the community. Allocate a budget to fund community services and ask the class to justify their choices.
How could these skills help them in life/future jobs?
(L30)

- Use the following resource: <https://www.stem.org.uk/resources/elibrary/resource/35260/look-future-future-needs-stem>

Give out the skills and qualities cards and the two job profiles. What skills and qualities does each person require for their job? Give out the A-Z list of jobs. Are there any jobs that interest you or you haven't heard of before? Why is important to do a job that you enjoy?

Introduce the list of employability skills. www.stem.org.uk/system/files/elibrary-resources/2017/09/A4%20employability%20fold%20out_Interactive_v4.pdf

Using this poster design a version that would be suitable for primary school children so that they can understand the importance of developing skills for their future.

What would the title be?

(L26, L28)

- Discuss the book '*Charlie and the Chocolate Factory*'. We could say that Willy Wonka was an entrepreneur. Think about the skills Charlie would need if he is going to run a really successful business. Design a new product that you would like to launch as part of the Willy Wonka range. Can you develop a logo and a jingle? Think about audience, profit margins, etc. Work in pairs and be ready to present to the Dragons who will judge the best business idea. Use 'The Big 13 Enterprise Skills Wheel' to assess the skills. www.readyunlimited.com/wp-content/uploads/2015/09/13-Skills-Enterprise-Wheel-2015.pdf What are your strengths? What goals would you like to set yourself?

(L25)

- Use the resource: <https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe>

What might have influenced Jamie's job/career choice? Use the lesson plan and templates to identify skills, interests and experiences of a range of jobs.

(L26, L28, L29, L30)

Warm Up and End Game

Tied in knots

Work in groups of fours. Make a circle by joining hands and then move in and out so that you are tied in knots. How can you unscramble yourself without letting go? What skills are required?

- Use the resource: <https://education.theiet.org/media/3138/from-idea-to-career.pdf> Research different types of engineers and what route you would need to take if you wanted to do that job. Research a job you are interested in and produce a leaflet that would be useful for other children your age to read **(L31, L32)**
- Complete the draw and write activity on the aspiration and gender task activity. <https://primary-careers.careersandenterprise.co.uk/resources/challenging-gender-stereotypes> Watch the student powerpoint presentation about stereotypes. Discuss the phrase: It's hard to be what you can't see. Why is it important that schools, parents/carers and the media recognise the impact of stereotyping on aspirations? **(L27, L29)**

Assessment Suggestion

Baseline:

Complete the sentence stems. Tax is... Interest is... Debt is... A loan is...

Summative:

Explain five ways people could manage their money better.

PSHE Matters Passport Idea

Understanding about how to manage money matters because...

LIST OF BOOKS INCLUDED IN PSHE MATTERS

Key Stage 1

Drug Education

'Goldilocks and the Three Bears'

'Miss Polly had a Dolly'

'Jack and Jill'

Exploring Emotions

'Martha Doesn't Say Sorry!' by Samantha Berger

'So Much' by Trish Cooke

'My Many Coloured Days' by Dr Seuss

Being Healthy

'The Princess Who Could Not Sleep' by An Leysen

Being Safe

'Chicken Clicking' by Jeanne Willis and Tony Ross

'Digiduck's Big Decision' by Childnet

'Little Red Riding Hood'

'Smartie the Penguin' by Childnet

Growing Up

'Mister Seahorse' by Eric Carle

'Once There Were Giants' by Martin Waddell

'Boys and Girls' by Lynwen Jones

'Ask First Monkey' by Juliet Clare Bell

Changes

'The Very Hungry Caterpillar' by Eric Carle

'Mum and Dad Glue' by Kes Gray

'Boris Starts School' by Carrie Weston

Bullying Matters

'Cinderella'

'The Three Little Pigs'

Being Me

'The Name Jar' by Yangsook Choi

Difference and Diversity

'Family Book' by Todd Parr

'And Tango Makes Three' by Simon Schuster

'My Hair' by Hannah Lee

'Same Same But Different' by Jenny Sue Kostecki-Shaw

'It's Okay to be Different' by Todd Parr

'Perfectly Norman' by Tom Percival

Being Responsible

'Captain Green and the Plastic Scene' by Evelyn Bookless

Relationships

'Have You Filled a Bucket Today?' by Carol McCloud

'The Rainbow Fish' by Marcus Pfister

'Not Now Bernard' by David McKee

Money Matters

'Jack and the Beanstalk'

Lower Key Stage 2

Drug Education

'George's Marvellous Medicine' by Roald Dahl

Growing Up

'Your Mummy Ate My Football' by Lynwen Jones

'Bits and Bobs and Sweat and Spots' by Lana Gaskin

'True Love' by Babette Cole

Changes

'The Invisible String' by Patrice Karst

'Beginnings and Endings with Lifetimes In Between' by Bryan Mellonie

Being Healthy

'The Huge Bag of Worries' by Virginia Clarke

Bullying Matters

'Marshall Armstrong is New to Our School' by

David Mackintosh

Difference and Diversity

'King and King' by Linda De Hann and Stern Nijland

'The Princess and the Treasure' by Jeffrey A. Miles

'Elmer' by David McKee

'The Boy at the Back of the Class' by Onjali Q. Rauf

Being Safe

'Not Now Bernard' by David McKee

Upper Key Stage 2

Exploring Emotions

'What If' by Shel Silverstein

Growing Up

'Frog in Love' by Max Velthuis

'Mummy Laid an Egg' by Babette Cole

Bullying Matters

'Feather Boy' by Nicky Singer

'Bad Girls' by Jaqueline Wilson

'All the Things That Could Go Wrong' by Stewart Foster

Difference and Diversity

'Wonder' by R.J. Palacio

'The Unforgotten Coat' by Frank Cottrell Boyce

Being Responsible

'The British Poem' by Benjamin Zephaniah

Money Matters

'Charlie and the Chocolate Factory' by Roald Dahl

PSHE Matters Resource Templates: A-Z

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

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V

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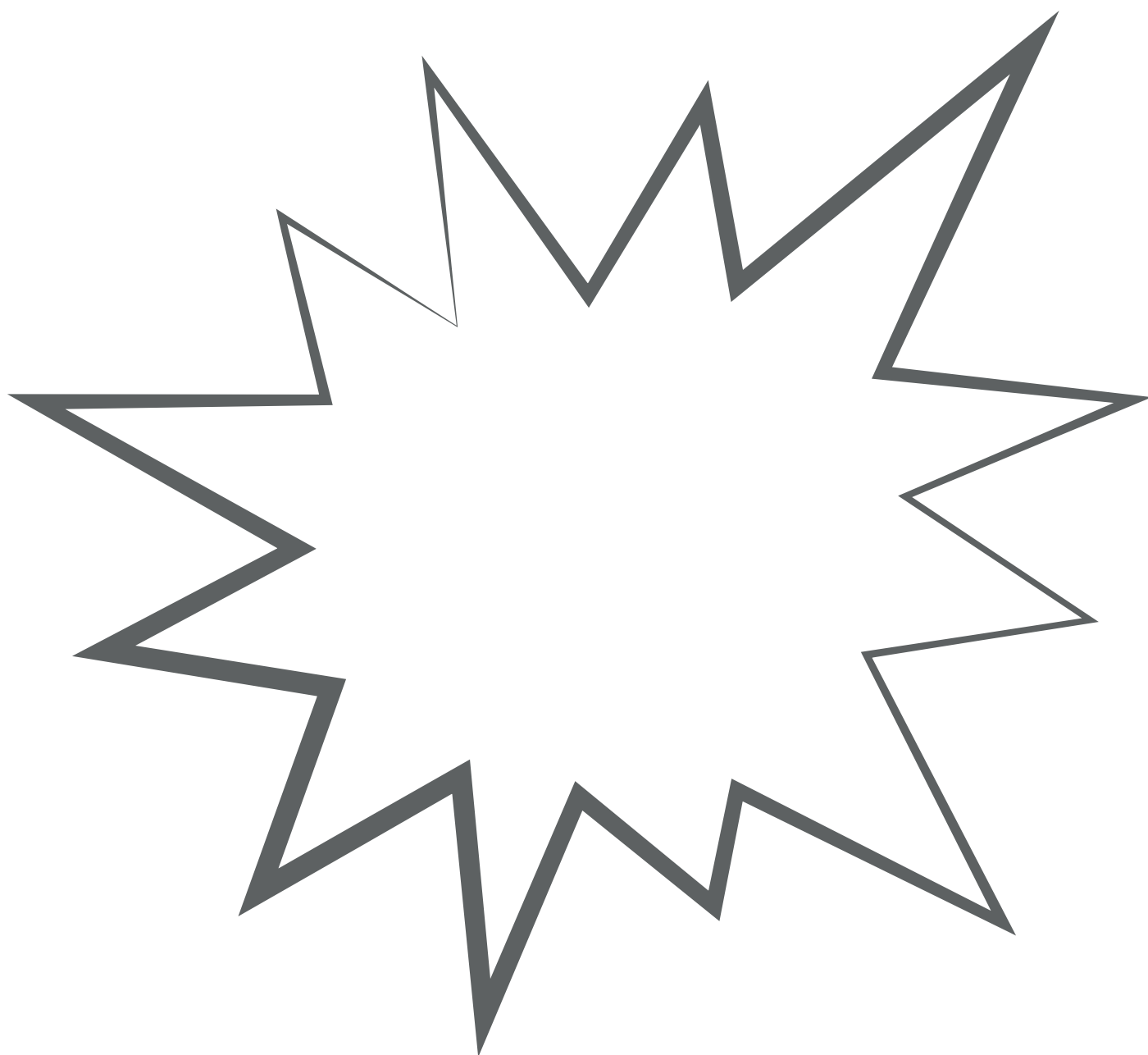
X

Y

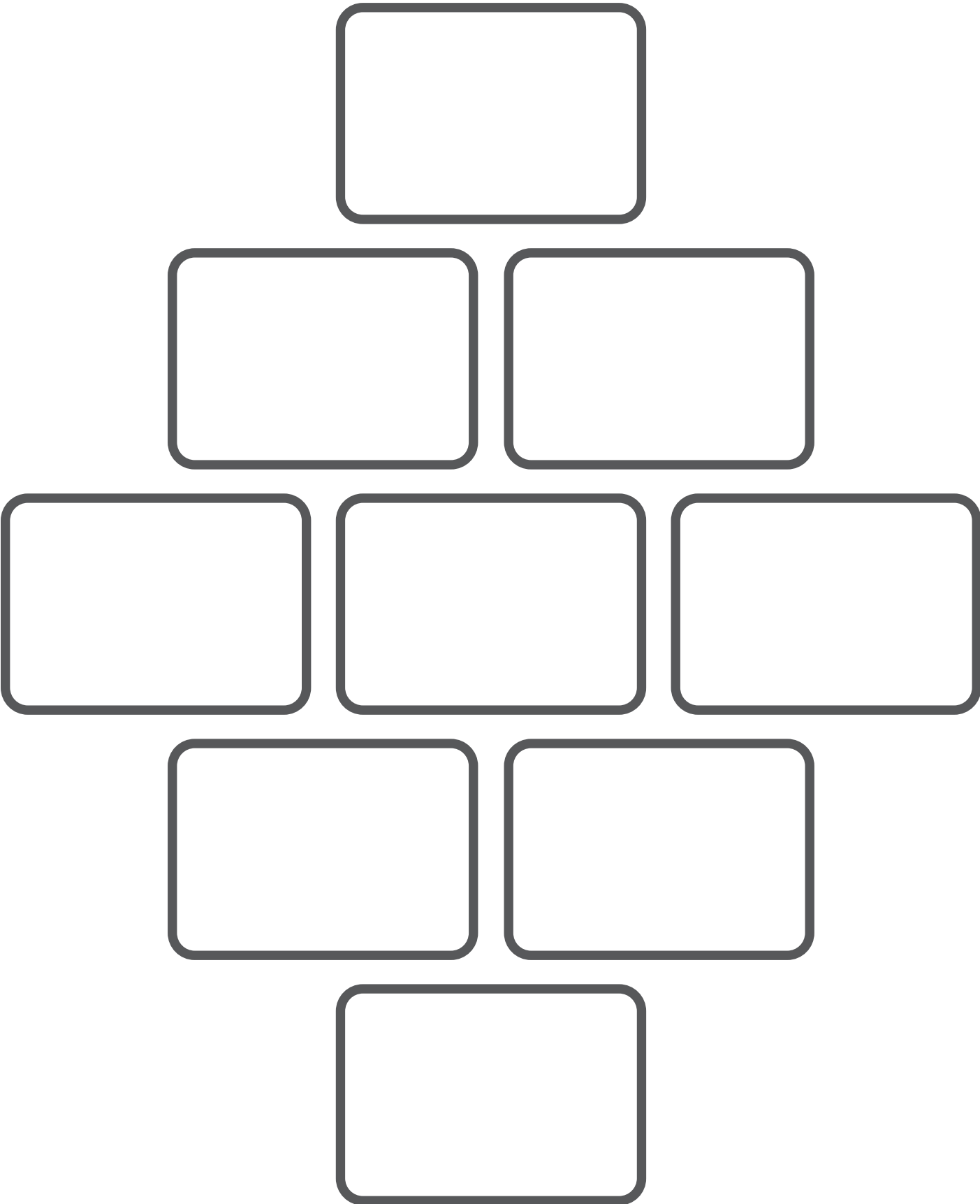
Z

AGREE

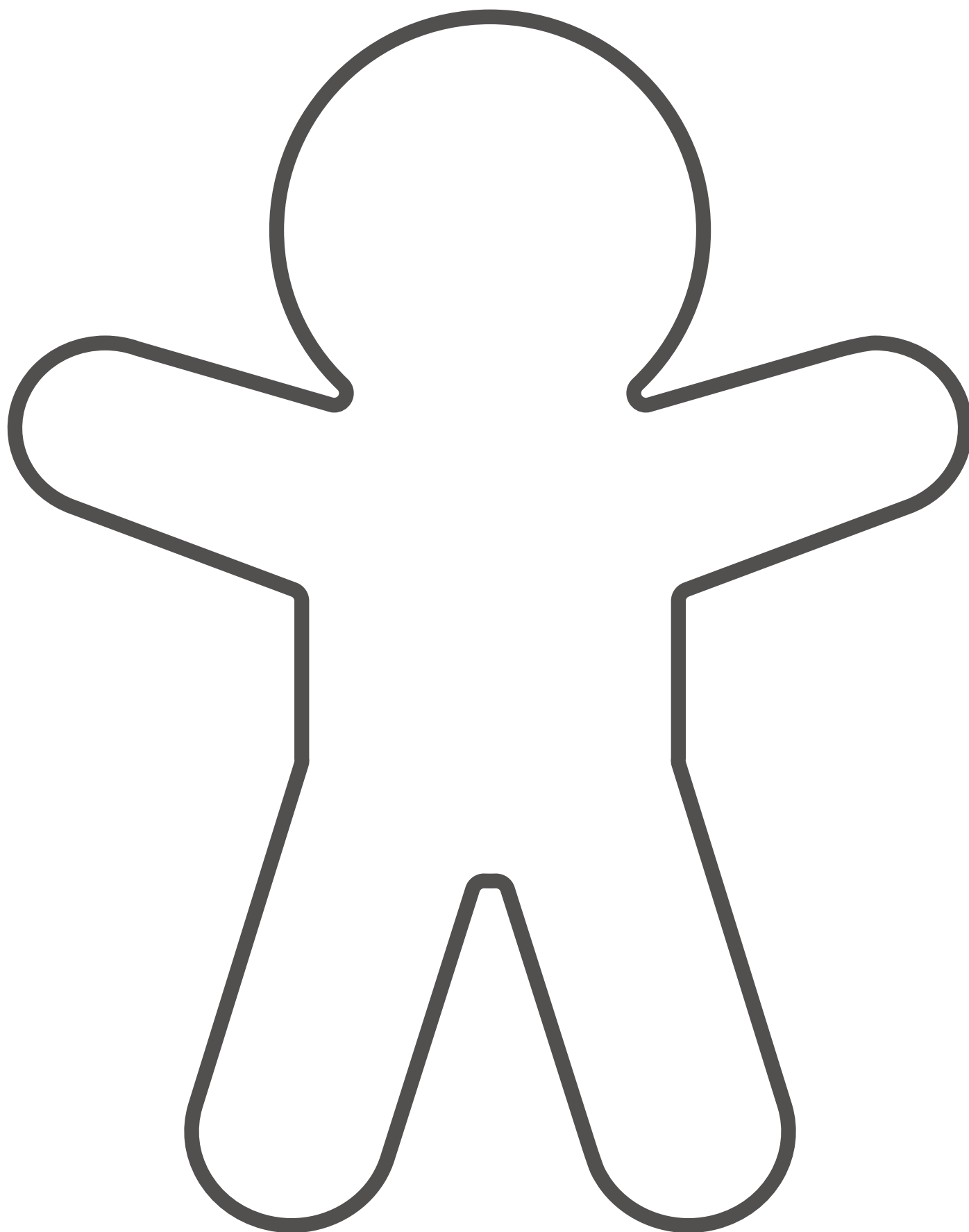
DISAGREE



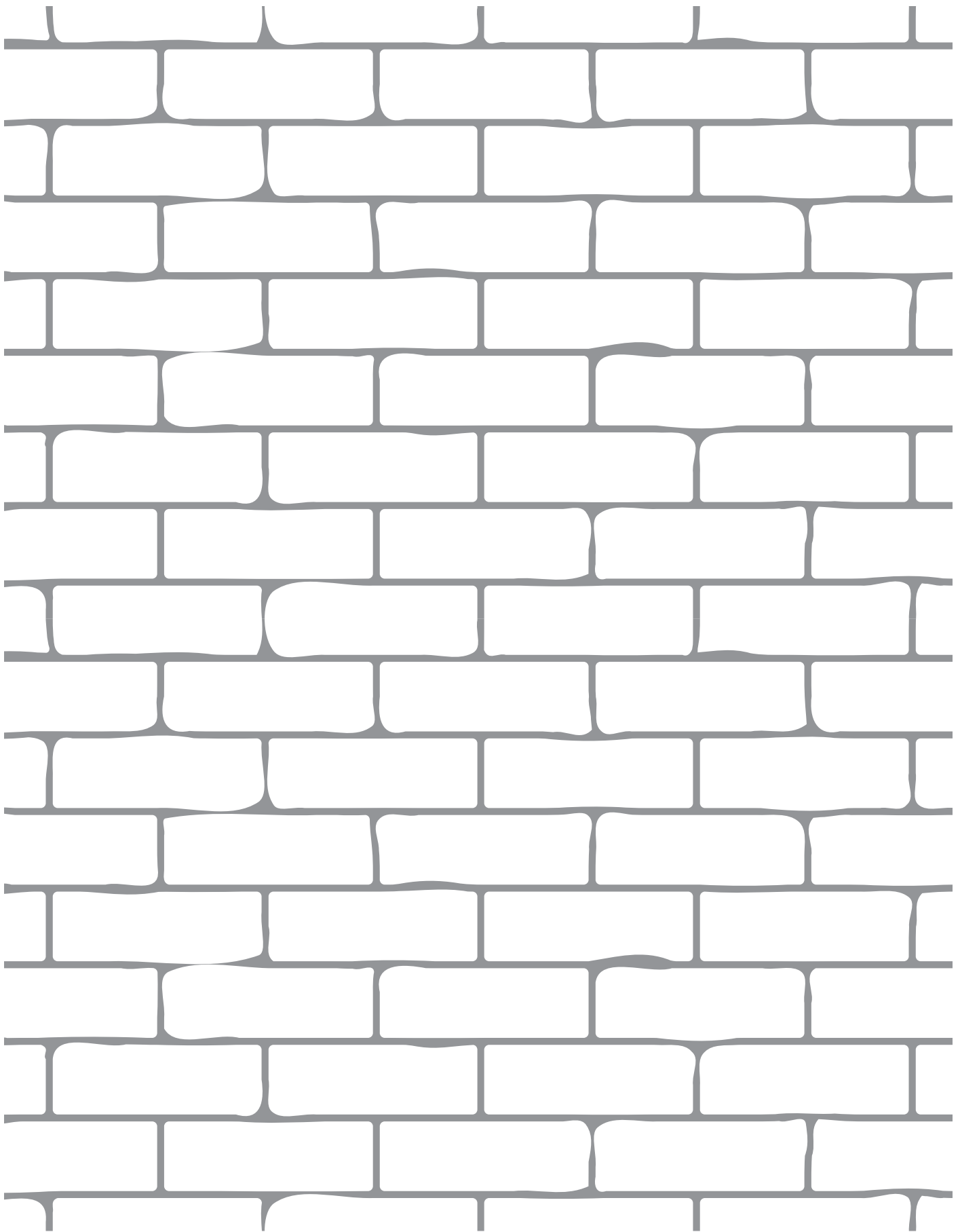
PSHE Matters Resource Templates: **Diamond 9**



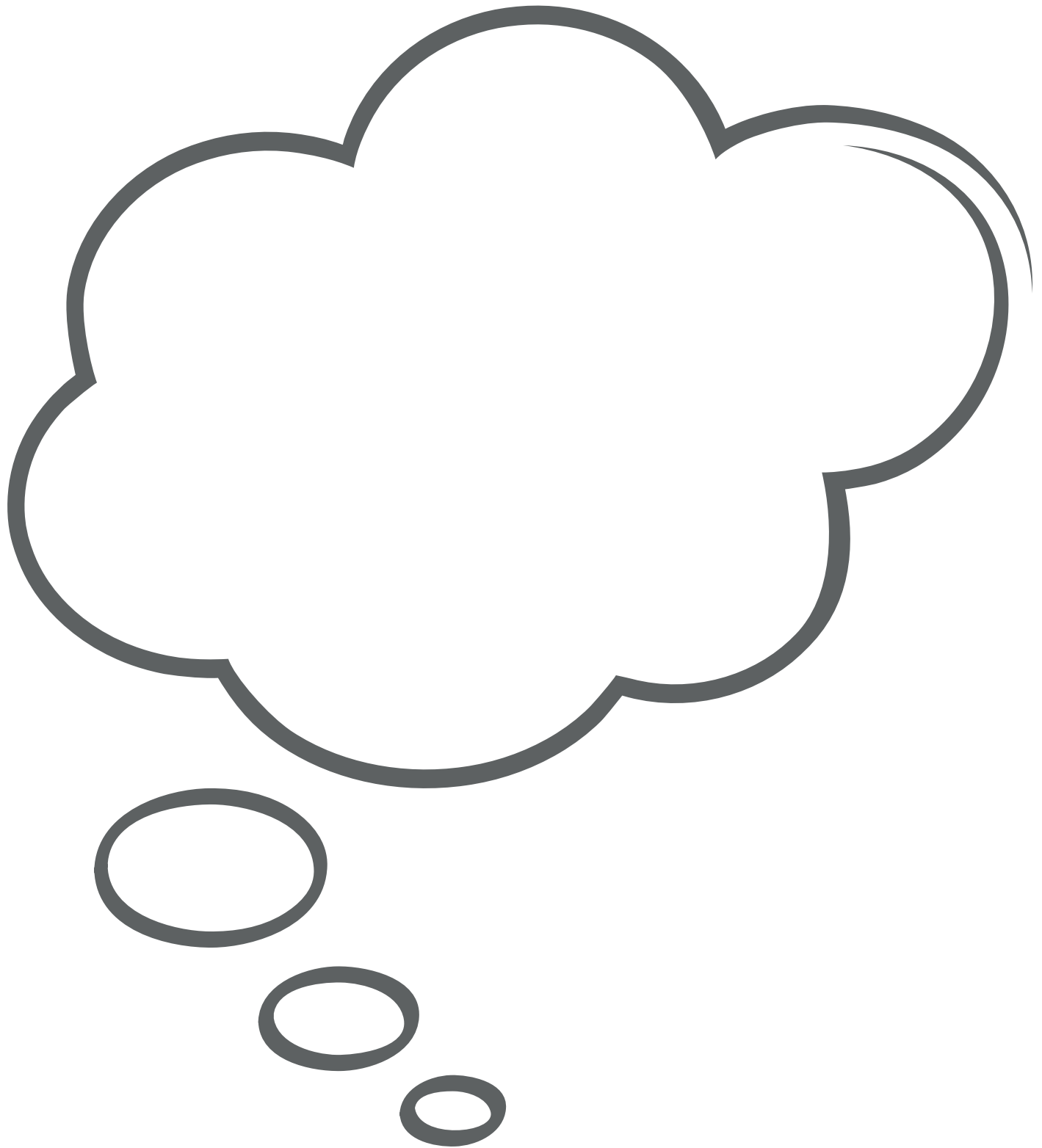
PSHE Matters Resource Templates: **Gingerbread Person**



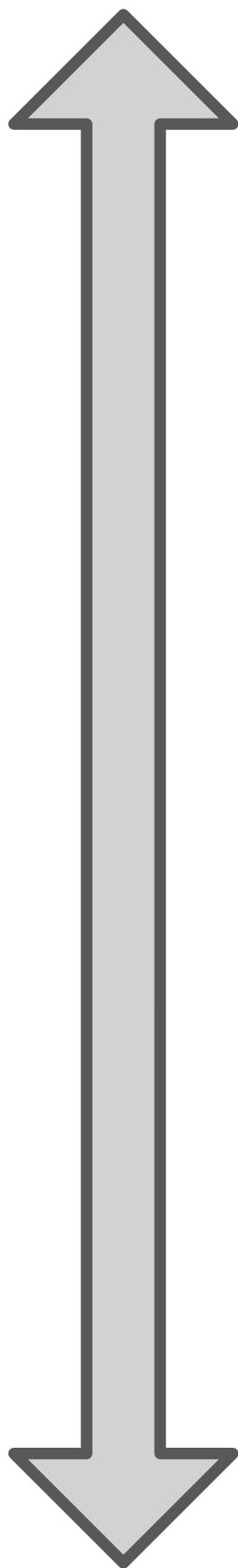
PSHE Matters Resource Templates: **Graffiti Wall**



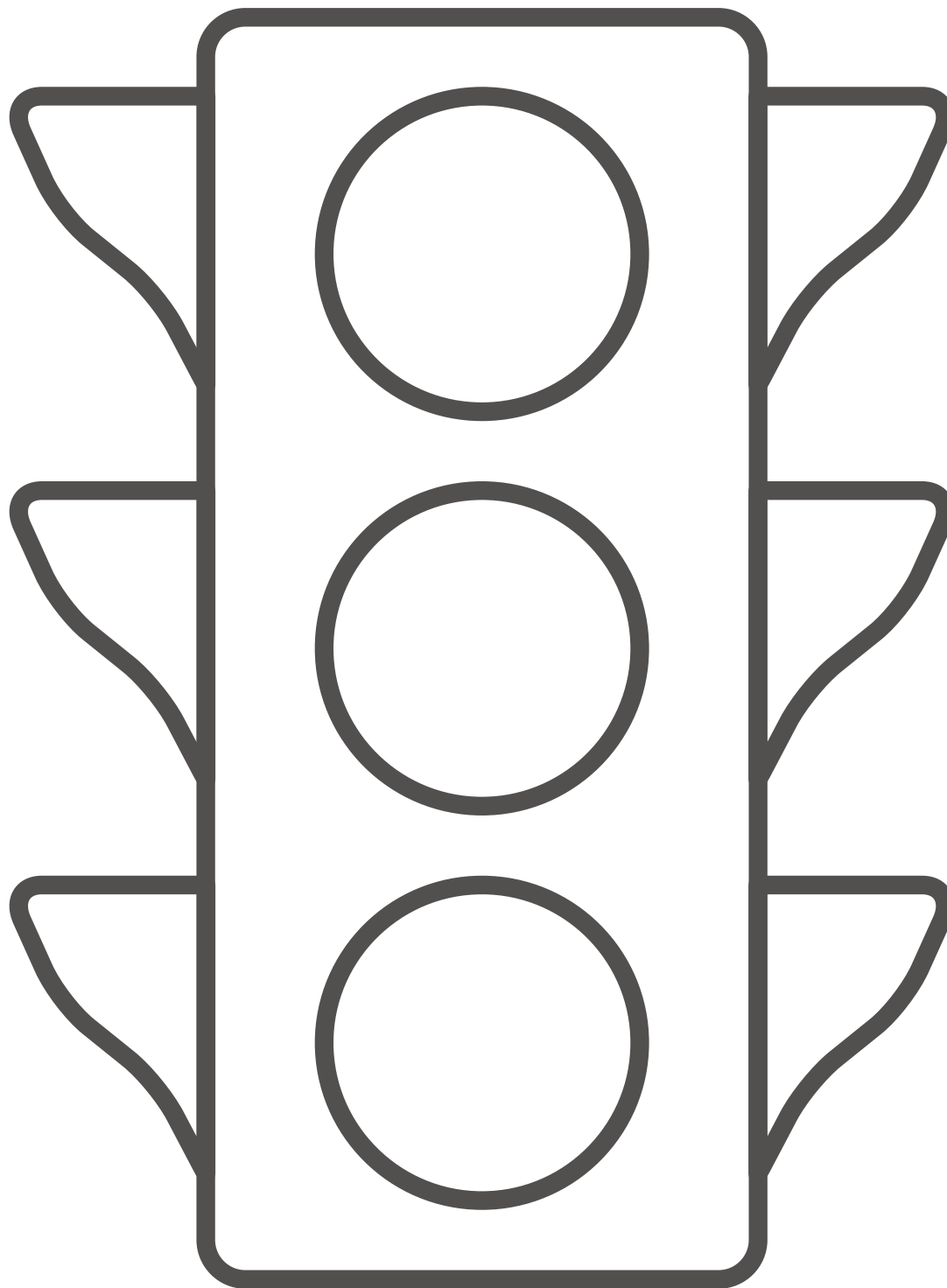
PSHE Matters Resource Templates: **Thought/Speech Bubble**

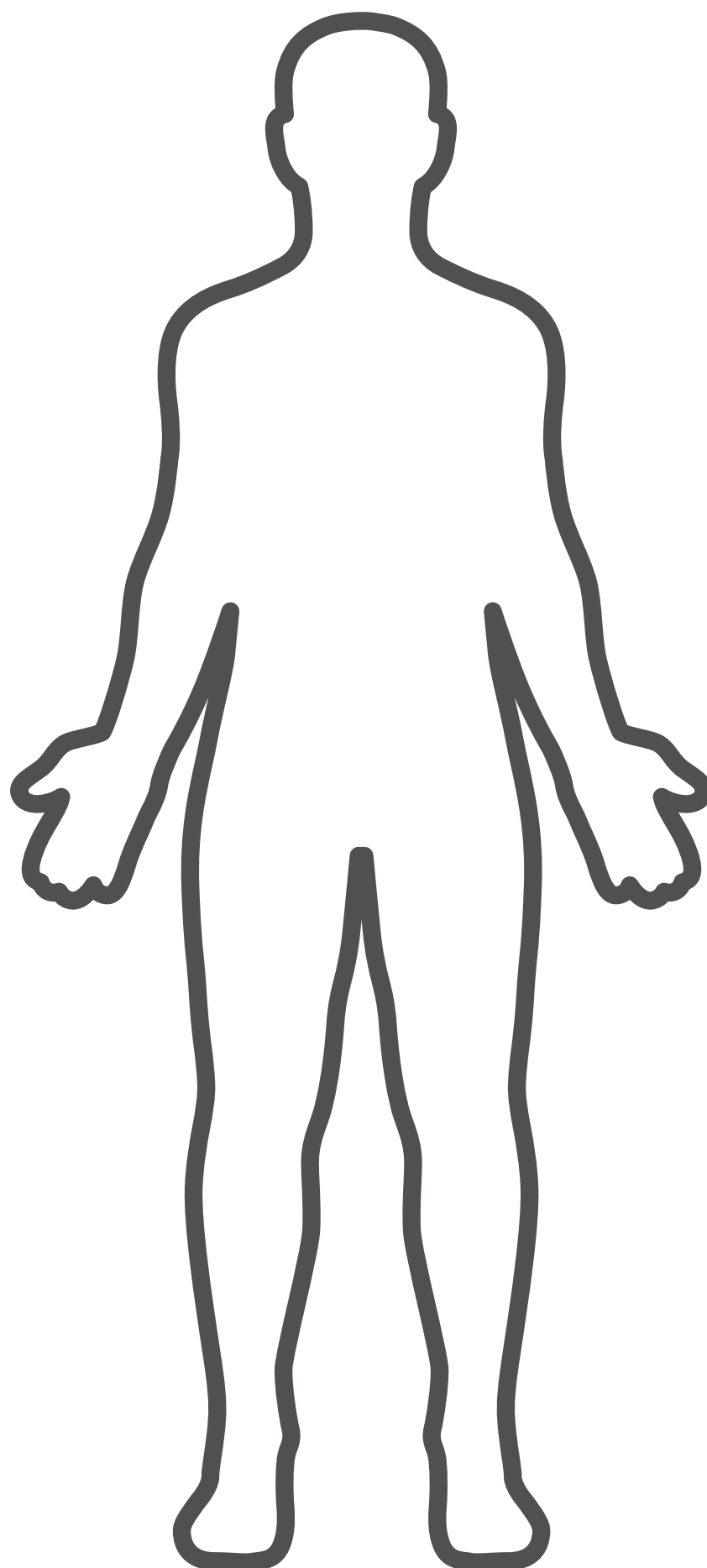


PSHE Matters Resource Templates: **Continuum**

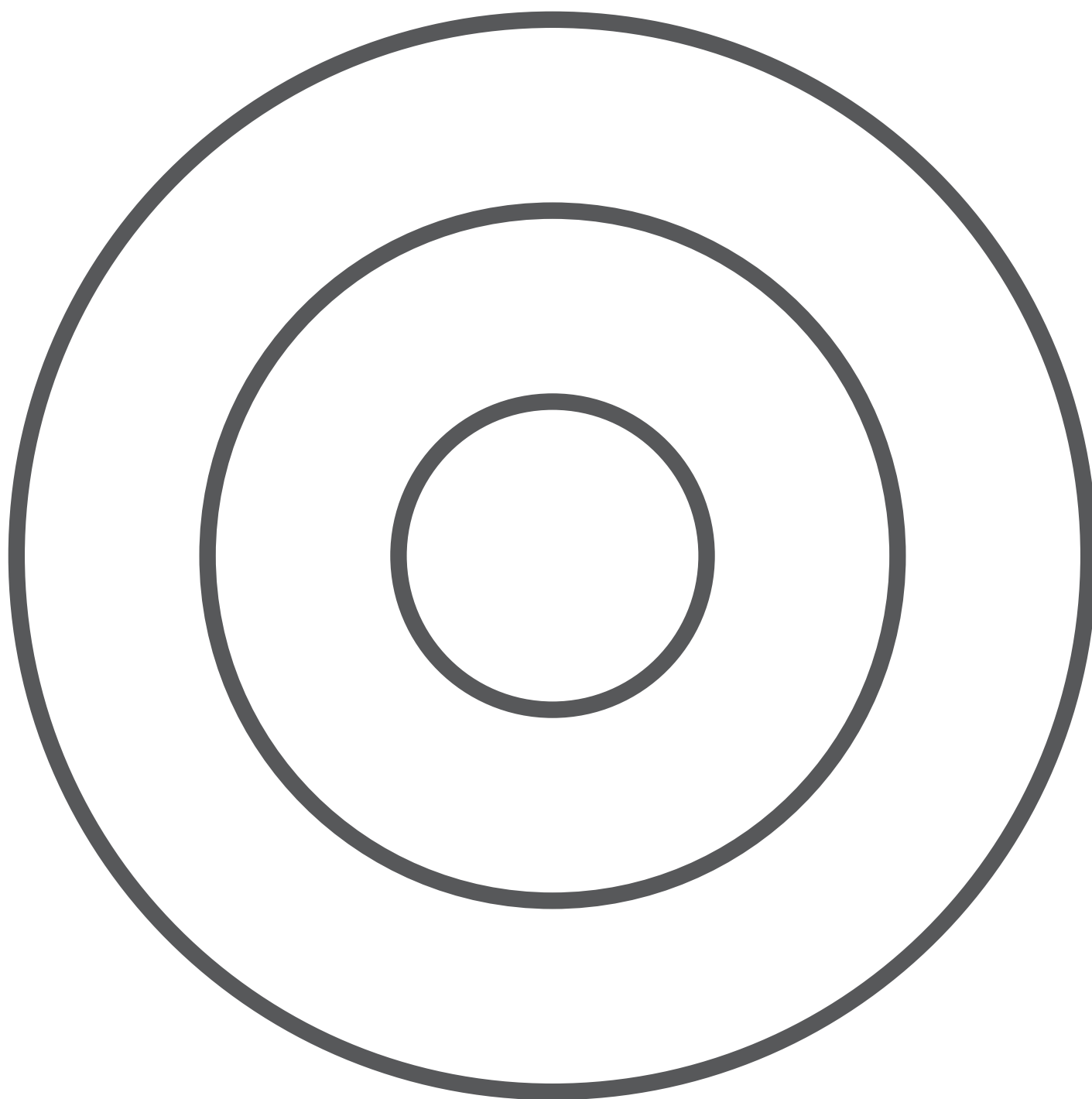


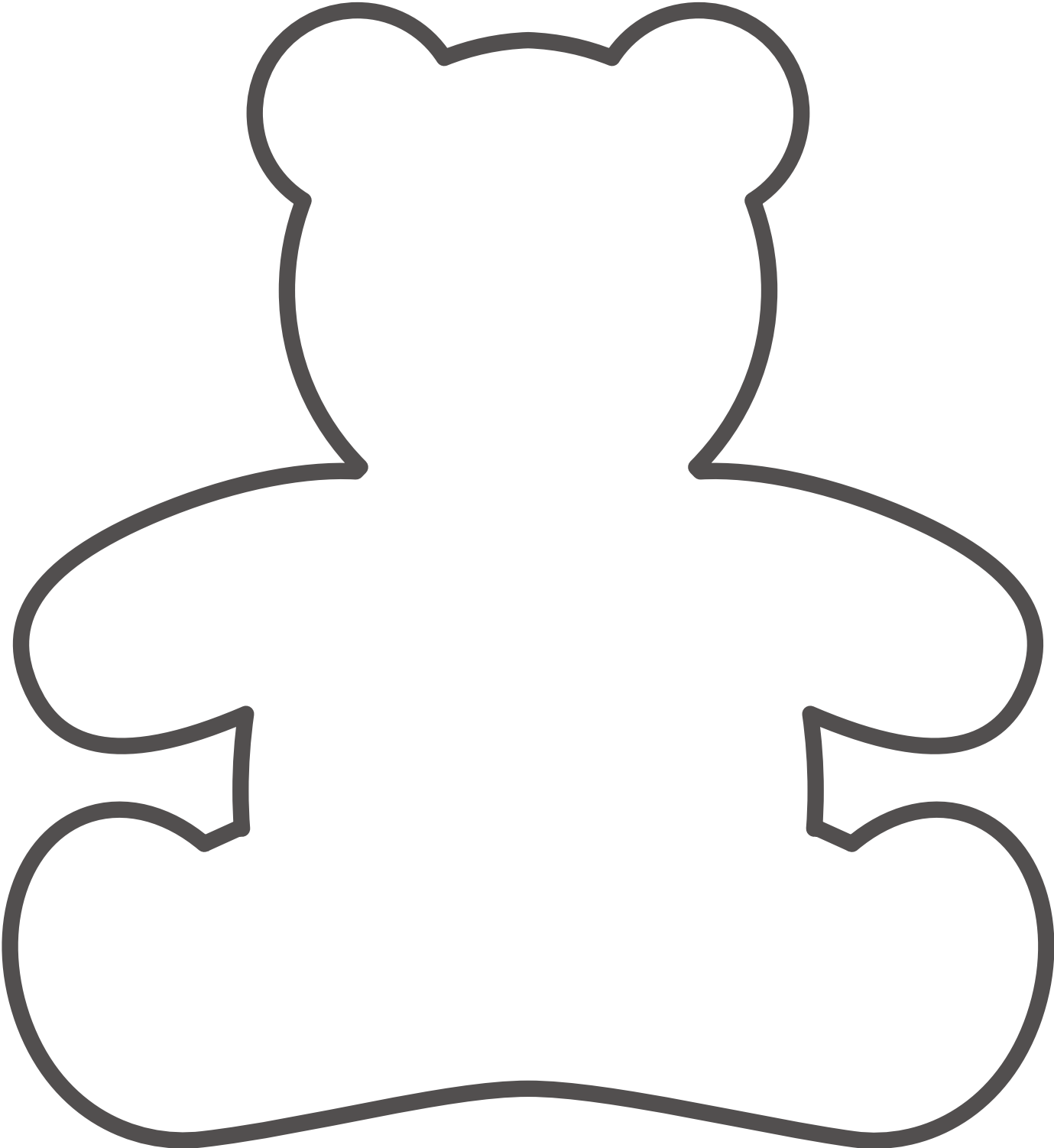
PSHE Matters Resource Templates: **Traffic Lights**



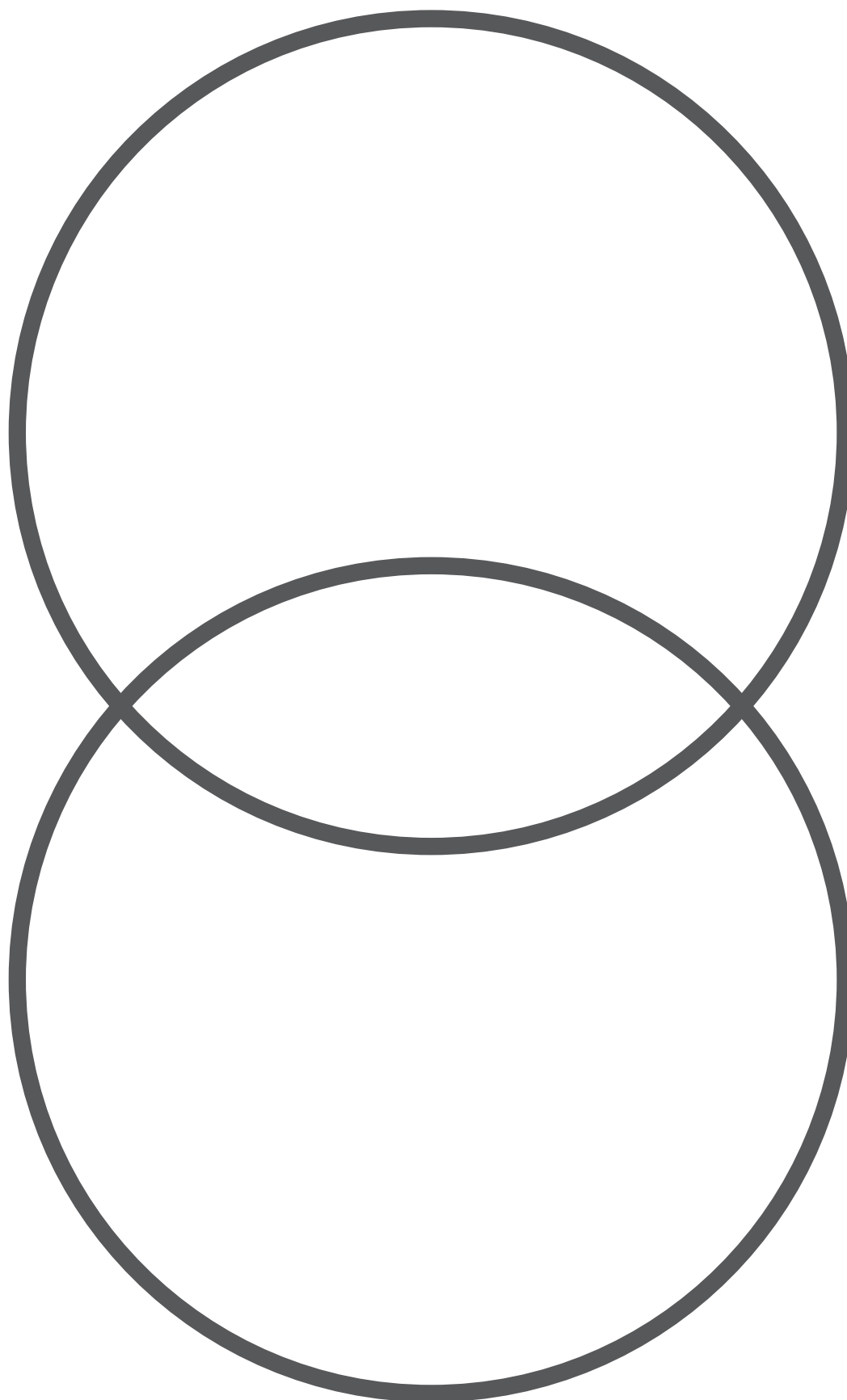


PSHE Matters Resource Templates: **Circle of Support**

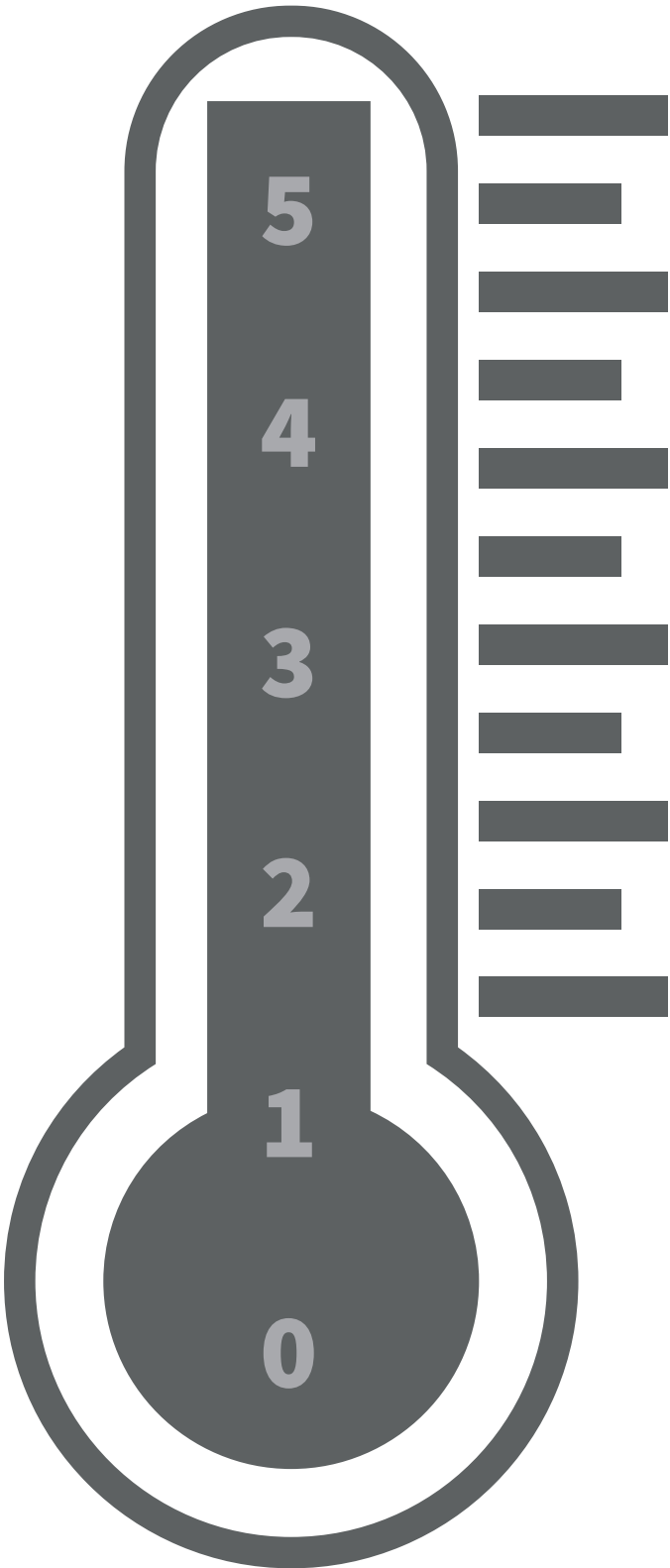




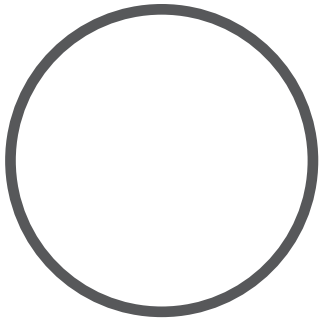
PSHE Matters Resource Templates: **Venn Diagram**

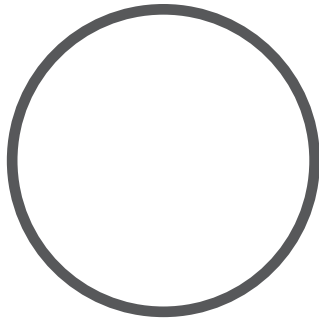


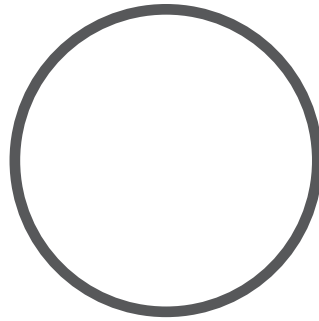
PSHE Matters Resource Templates: **Thermometer**

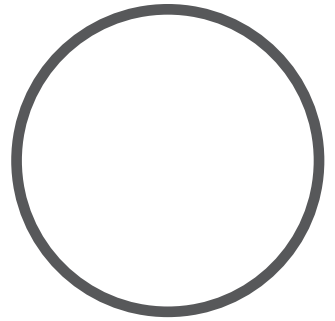


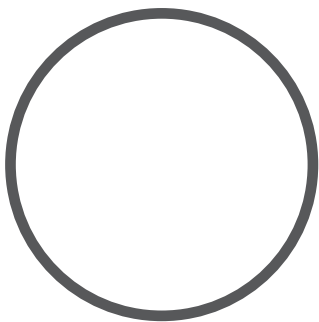
PSHE Matters Resource Templates: Emotions

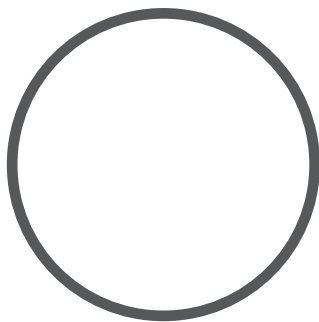


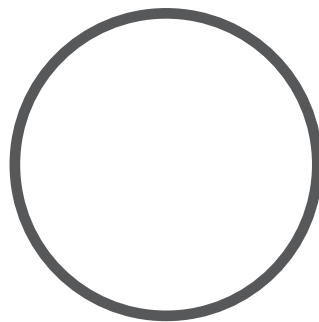


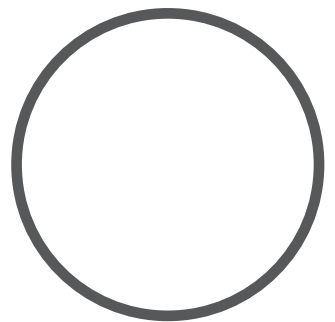


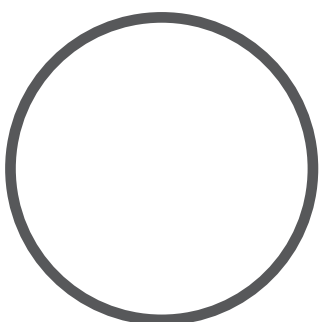


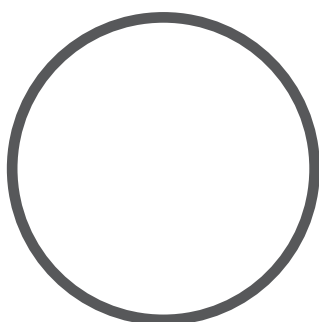


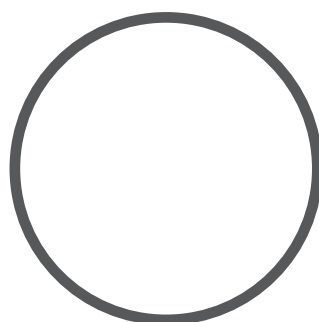


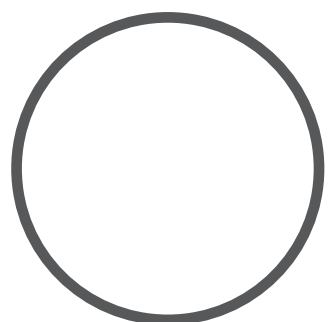






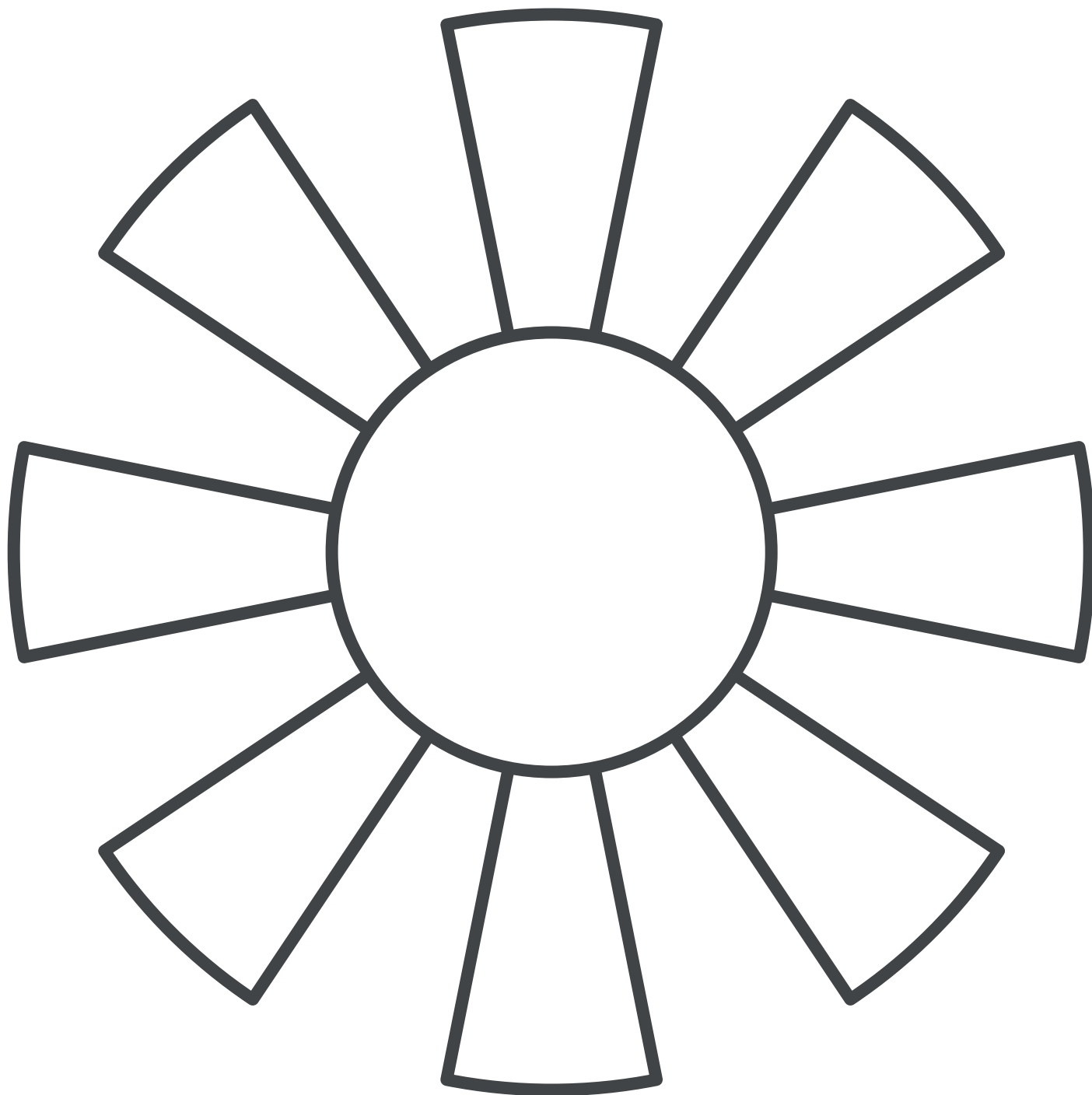




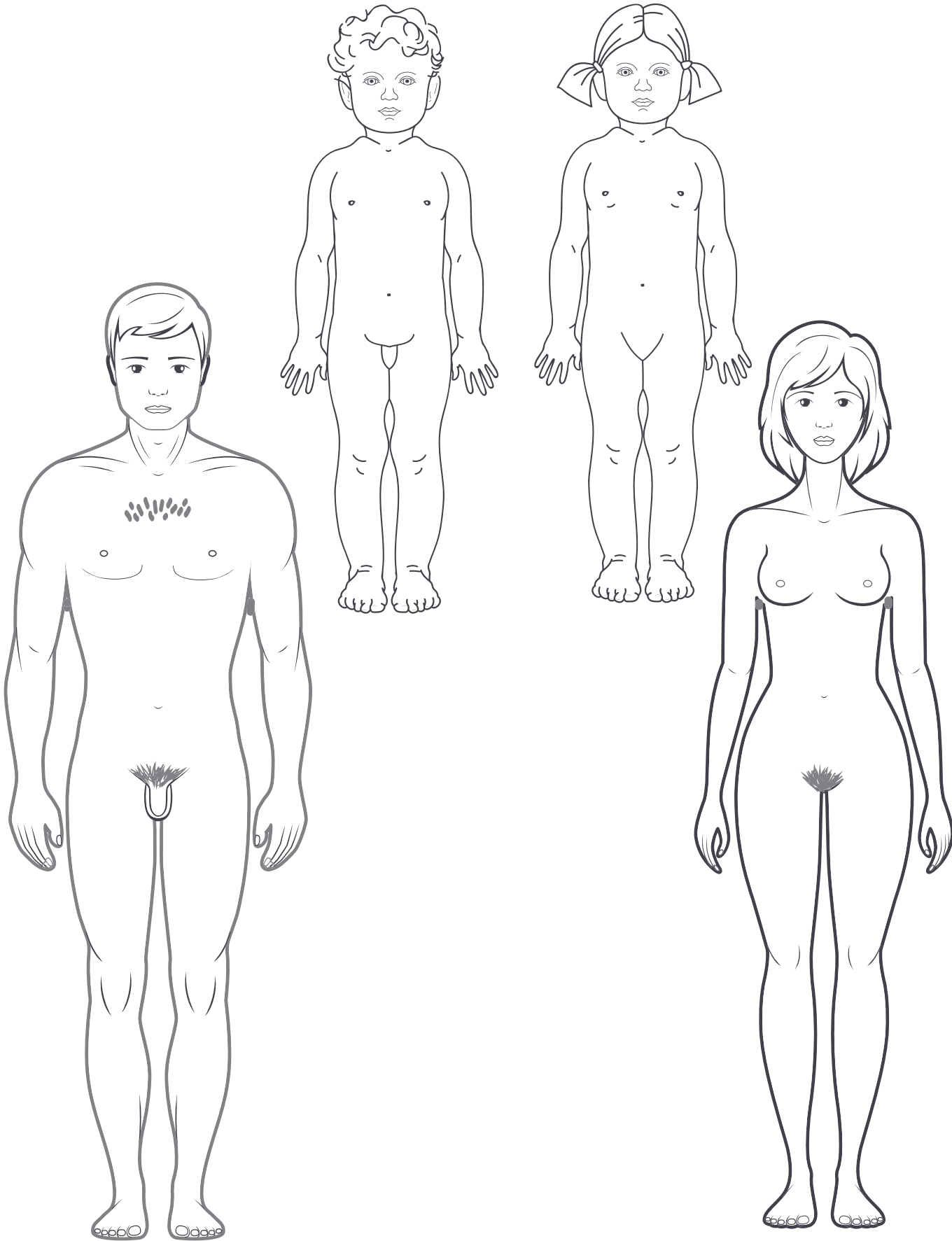


PSHE Matters Resource Templates: **Tool Box**





PSHE Matters Resource Templates: **Growing up Body Changes**



PSHE Matters Resource Templates: **Bingo card**

PSHE Matters Resource Templates:
Bingo word list

pregnant	When someone has baby growing inside them.
womb	A special place inside the body where the baby grows.
umbilical cord	A little tube through which the unborn baby is fed.
sperm	A special seed inside a male body.
testicles	A male body part where sperm are made.
ovaries	A female body part where eggs are kept.
eggs	Special seeds inside a female body.
vagina	A stretchy hole in between the female's legs, that the baby comes out of.
breasts	Parts of the female body that have breastmilk in them.
breastfeeding	When a mum holds a baby close and feeds it breastmilk.

Wow-Fertilization!

To make a new baby, (perhaps it sounds weird)
From the end of a penis some semen appears!
Where were the sperm made before they arrived?
From the testicles they derived.

And once a month from the ovaries
A tiny ovum calmly frees.
It journeys down the fallopian tubes
On course for the womb, it steadily moves.

When the penis goes stiff, (we call it erect)
The vagina and penis now can connect
Two people in love, and when they're so near
The sperm then move into first gear!

Up the vagina they travel at speed
300 million all hope to succeed
Then through the womb some make the migration
A fallopian tube is their true destination.

Only one sperm co-creates this new life
So getting there first is worth all the strife!
To join with the ovum, their top motivation
And if one succeeds- wow fertilization!

The ovum and sperm then form a new cell
That starts to divide again and again
Back down the tubes to nest in the womb
All safe and nourished, the foetus will bloom.

PSHE Matters Resource Templates:
Myth-busting quiz

You can't go swimming when you are on your period.

It's ok to flush menstrual products down the toilet.

When you start your period, your body can have a baby.

Having a period is something to hide.

Only a small amount of blood is lost during a period.

Having a period is a reason to miss school.

Some cultures celebrate the onset of periods with a big party.

Everyone starts their period by the time they start secondary school.

You must wear a pad to catch period blood.

Periods take place every 28 days.

Myth

Fact

PSHE Matters Resource Templates: Myth-busting quiz answers

You can't go swimming when you are on your period. MYTH

You can use tampons to catch the blood so that the period blood doesn't leak into the water. Swimming and other forms of exercise are very helpful when you are on your period, as the exercise can help with menstrual cramps and moods.

It's ok to flush menstrual products down the toilet. MYTH

Menstrual products do not biodegrade like toilet paper. They can block water pipes, and many find their way to rivers and beaches causing harm and pollution to marine life. Used products should be placed in a bin. Where is the sanitary bin at school?

When you start your period your body can have a baby. FACT

Yes but this won't happen unless an egg meets a sperm. Period blood is made up of the lining of the uterus. This lining develops to provide the right environment for a foetus to grow. Before puberty this lining doesn't develop so the female body can't grow a foetus. Though the body might be capable of producing a baby once periods start, being a parent is a very big decision to take when you are an adult.

Having a period is something to hide. MYTH

Having a period is nothing to be ashamed of. It may be something you want to keep private, but it doesn't have to be secret. Remember, you can ask a trusted adult for help if you need anything, e.g. menstrual products in school.

Only a small amount of blood is lost during a period. FACT

When your periods start the amounts of blood are usually very small, maybe a teaspoonful at a time. The flow isn't continuous, it stops and starts during a few days. If you are ever concerned about the amount or the flow remember to talk to someone you trust about it.

Having a period is a reason to miss school. MYTH

Usually periods are quite simple to deal with and needn't stop you taking part in usual day to day activities. However, sometimes people may experience a lot of pain and will need to see their doctor. Some people miss school because they don't have any menstrual products to use and so don't want to 'leak'. The government now provides schools with free menstrual products for families that need them.

Everyone starts their period by the time they start secondary school. MYTH

Puberty can start between the ages of 8 and 15 years. Everyone is different. It happens when it is right for your body. A small white discharge in your pants is a sign it may be soon.

Some cultures celebrate the first period with a big party. FACT

Having your first period can be something to celebrate. In Fiji, some communities lay out a special mat for girls on their first period and teach girls about the importance of this milestone. On the fourth day of their period, an occasion called 'tunudra' takes place, where families prepare a feast to celebrate their daughter becoming a woman.

<https://www.actionaid.org.uk/blog/news/2019/10/18/how-do-people-around-the-world-celebrate-periods>

Periods take place every 28 days for everyone. MYTH

Not for everyone. Occasionally periods may stop at times e.g. when a person is ill. They also stop later in life – this time is called menopause when all the eggs have been used up. Most people's menstrual cycle is about 28 days, but this can vary a little. You can use a calendar to make a note of your cycle.

You must wear a pad to catch period blood. MYTH

There are other methods to catch period blood- these include tampons, panty liners and reusable options such as period pants, reusable pads or menstrual cups.

Further useful links and resources for teachers: <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england>

With thanks

Schools tell us that the flexibility to select and use materials that respond to their pupil's needs are essential in their delivery of a meaningful relevant PSHE curriculum. We are grateful to the wealth of expertise and resources available that we have signposted to in PSHE Matters, including the following organisations:

www.pshe-association.org.uk/

www.foodafactoflife.org.uk

<https://www.ltl.org.uk/>

www.bas.ac.uk/

emotionallyhealthyschools.org/

www.waterford.org/

www.annafreud.org

www.childline.org.uk/

www.bbc.co.uk/teach

www.bbc.co.uk/bitesize

firstaidchampions.redcross.org.uk/

www.sja.org.uk/

www.fpa.org.uk/

www.skcin.org/

www.ebug.eu/

www.mentallyhealthyschools.org.uk/

www.antibullyingpro.com/

healthyschoolscp.org.uk/

www.literacyshed.com/

www.hmd.org.uk/

www.thinkuknow.co.uk/

<https://learning.parliament.uk/en/>

www.youngcitizens.org/

www.childnet.com/

www.think.gov.uk/

<http://roadsafetyweek.org.uk/>

www.valuesmoneyandme.co.uk/

<https://natwest.mymoneysense.com/home/>

www.readyunlimited.com/

<https://artprojectsforkids>

<https://copingskillsforkids.com/>

<https://weheartcbt.com/>

www.elsa-support.co.uk/

www.sheffkids.co.uk/

www.bad.org.uk/

www.servicesforeducation.co.uk/

www.loudmouth.co.uk/

www.poemhunter.com

<https://refugeeweek.org.uk/>

www.stonewall.org.uk/

www.oxfam.org.uk/

www.stem.org.uk/

www.nspcc.org.uk/

www.nhs.uk

Useful Guidance Documents:

Mental Health and Wellbeing Guidance:

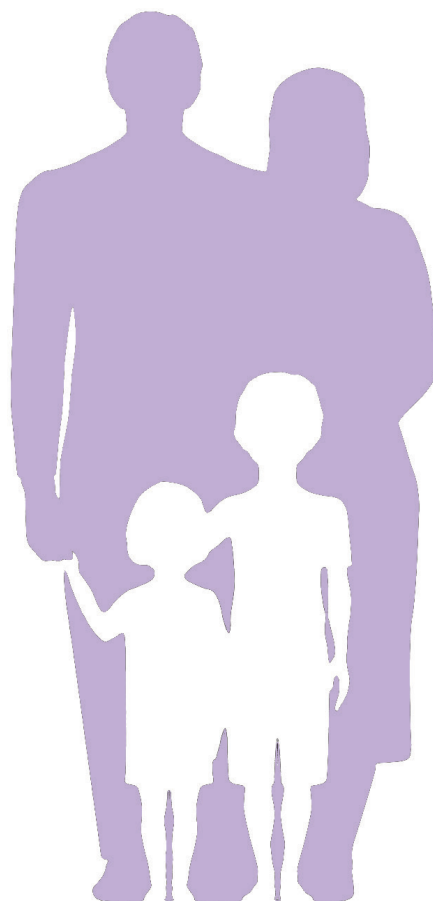
<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

RSHE Guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Training Modules:

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>



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