

PSHE Education, Citizenship and SEAL

Scheme of Work for Ealing Primary Schools

**Health Improvement Team
- Updated July 2015 -**

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Introduction and Acknowledgements

EALING SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL (2010)

- INTRODUCTION -

What is PSHE education, Citizenship and SEAL?

Personal, social, health education (PSHE) and Citizenship in primary school are planned programmes of learning opportunities and experiences that help children grow and develop as individuals and as members of families and social and economic communities. PSHE education and Citizenship equip children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE provides a focus on the personal dimension and Citizenship a focus on the public dimension. The social and emotional aspects of learning (SEAL) provide a framework and ideas for teaching key aspects ('domains') of emotional intelligence. PSHE education, Citizenship and SEAL enables children to reflect on and clarify their own values, attitudes and feelings and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. This area of the curriculum makes a significant contribution towards supporting schools in meeting statutory responsibilities to promote well-being, achieve the curriculum aims and promote community cohesion.

Background and rationale to this document

The original version of this scheme of work was developed by the Brent School Improvement team in collaboration with 6 of their primary schools over a two year period, it is based on the original scheme of work that was developed for both Brent and Ealing schools in 2005-2006. This version has been adapted by the Ealing Health Improvement Team and recognises that most schools already provide a broad PSHE education programme and this Scheme of Work is designed to support and extend that good practice. This document is a response to the positive impact that SEAL had over the years and the need in many primary schools to find a way to embed and sustain this focus in school life. The format of the scheme is a reminder that a comprehensive PSHE education and Citizenship curriculum is much wider than SEAL and needs to encompass work on a range of relationships, from personal to social, individual to collective and local to international levels. As such, key features of each of the SEAL themes have been identified as being supportive of, and therefore integrated into, the wider PSHE education and Citizenship focus.

In October 2008 the MacDonald Report undertook a review of Relationships and Sex Education (RSE) and Drugs Education. It was recommended that both of these areas are delivered within a comprehensive PSHE education framework and stressed the importance of starting the teaching of formal RSE and Drugs Education much earlier and embedding each focus as a regular and ongoing feature of the curriculum. It would be beneficial to a school to develop a consensus around its approach to RSE and this will need to cover curriculum content, methods of delivery, parental involvement and the right of parental withdrawal. The approach that a school takes to RSE will be informed by its wider ethos and needs to be clearly stated within its PSHE education policy and agreed with governors. A school's policy will need to outline the curriculum on offer to pupils and a rationale for why this type of curriculum has been chosen. The flexibility emphasized within the MacDonald Report points to schools identifying the needs of their pupils and tailoring the curriculum to meet those needs. Schools will be able to decide how the topics are taught so that they can take account of the views of parents, pupils and local communities, and reflect the ethos of the school.

Nicky Morgan, Secretary of State for Education in a report titled 'Government Response: Life Lessons- PSHE and RSE in schools' states that:

"PSHE is a curriculum for modern life. A good PSHE education provides young people with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. It provides young people with opportunities to develop skills and qualities such as resilience, leadership, communication, empathy and perseverance. We know that these are the skills and qualities that business leaders are crying out for and help to address the productivity gap. We also know that these skills are not innate and that they can and should be developed."

Perhaps as a result of this publication, but certainly in light of the increasing media reporting concerning child sexual exploitation, radicalisation and female genital mutilation (to name a few sensitive issues), Ofsted will be adopting from September 2015 'The common inspection framework: education, skills and early years', which includes and will consider the 'Personal development, behaviour and welfare' of pupils as part of their inspections. They will be looking at the extent to which the school successfully promote and support children's and other learners':

- behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

Ofsted will also be following the 'Inspecting safeguarding in early years, education and skills settings'¹, which states that inspectors will consider evidence that:

- action is taken to raise awareness of children and learners in relation to a range of safeguarding matters, including domestic abuse or sexual exploitation
- there is a clear approach to implementing the 'Prevent' duty and keeping children and learners safe from the dangers of radicalisation and extremism
- the setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language
- children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism,² and are aware of the support available to them

Effective, age-appropriate PSHE is therefore crucial for schools to be providing effective safeguarding and to be judged as 'good' or 'outstanding' by Ofsted.

The non-statutory National Curriculum guidelines for PSHE and Citizenship at KS1 and KS2 provide the overall framework for what pupils should be taught. The four main themes are:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active part as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting the differences between people

A copy of the objectives within each of the themes is included in the section 'The National Context'. Similarly, the themes and objectives within Citizenship are included in this section.

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434930/Inspecting_safeguarding_in_early_years_education_and_skills_settings.pdf

² [This also includes risks associated with e-safety, substance misuse, knives and gangs, relationships \(including sexual relationships\), water, fire, roads and railways.](#)

Effective teaching and learning in PSHE, Citizenship and SEAL

This Scheme of Work attempts to outline successful pedagogical approaches to the teaching of PSHE education, Citizenship and SEAL and illustrate good practice in this field. It is essentially one area of the curriculum where active learning strategies are preferable. The lesson plans contain several suggested activities and teachers will need to decide which are the most appropriate to use for their pupils. It is also advisable to incorporate some reflection time into each lesson. There may even be a case, at times, to temporarily suspend the learning objective if other needs are pressing among pupils and using the PSHE education lesson time to address those issues. The Scheme of Work is intended to provide a structure and a context for a range of learning opportunities but flexibility is to also be encouraged. This Scheme of Work is updated on an annual basis and currently contains lesson suggestions regarding:

- E-safety
- Female genital mutilation
- Belonging to the community (linked to British values and citizenship)
- Bullying
- Puberty
- Healthy eating

How the Scheme works

1) Curriculum overview

This Scheme of Work follows the SEAL model of a whole school spiral curriculum with each year group looking at the same theme each half-term. It is laid out in a two year programme to allow for a wider and deeper coverage of PSHE education and Citizenship and is divided into twelve half-termly topics, six in Year A and six in Year B. The focus in Year A is mainly on personal and interpersonal relationships and health issues. This is widened out in Year B to include social and economic relationships, including international relationships. The range of topics ensure a comprehensive coverage of most PSHE education and Citizenship issues which would include community and participation, safety (including e-safety), health education (inc. RSE and Drugs Education), difference and diversity, personal relationships, the environment, financial capability, globalisation, social injustice, growth and change. The colour-coded curriculum overview shows the balance of PSHE education, Citizenship and SEAL over the two years. The SEAL themes have been adhered to in calendar order and are intended to be supportive of, and therefore integrated into, the wider PSHE education or Citizenship focus rather than a stand-alone topic. Where possible, the topics have been linked to whole school/calendar events which might be taking place and which provide a further opportunity to link with and reinforce the PSHE education focus of the half-term. Schools may wish to start each half-term's topic with a whole school assembly, in line with the SEAL model, and could decide whether to use the assemblies from the SEAL resources or develop their own.

2) Half-termly learning opportunities and planning

The Scheme of Work follows the SEAL model of grouping units to be taught across phases - Years 1 and 2 follow the same units of work, as do Years 3 and 4 and Years 5 and 6. The half-termly overview of learning opportunities in Year A and Year B lays out six suggested lesson themes which correspond to the learning objectives on the individual unit plans. The Scheme has as its premise a dedicated PSHE education teaching slot of 30-40 minutes per week and an average of 6 sessions per half-term. It serves as a medium-term plan, giving an at-a-glance outline of what could be taught over a half-term period.

NB. This revised Scheme of Work is intended for KS1 and KS2 as ample coverage of PSED themes already occurs in EYFS.

3) Lesson plans

A teacher's short-term or weekly planning would need to provide more detail, taking into account prior learning, differentiation and cross-curricular links. Several examples of a weekly plan are included after the half-termly overviews.

Assessment

Integral to effective teaching and learning in this area is formatively using assessment, to identify prior knowledge and understanding and have a sense of what the pupils themselves want and need to know. The National Curriculum end of key stage statements for KS1 and KS2 are included in the assessment section as they remain the only guidelines for summative assessment available at this point in time.

We have provided tools to assist you with your summative assessment. For each class you can use the following:



1. Record sheets for QCA end of key stage statements

2. Embedded within the scheme of work, there are 'end of key stage assessment activities' containing ideas and activities for individual pupils, pairs or small group work which will help you to record pupil work against each end of key stage statement for PSHE (except where those statements are met using SEAL activities).

Resources

Website-based resources have been used to support individual topics and these are referenced at the back of the booklet. The majority of resources used throughout the Scheme of Work are those that are free and online and therefore accessible to all schools. You will find links to these listed by key stage and theme on the Local Authority PSHE Education page of the Ealing Managed Learning Environment (MLE). Other resources are those that have recently been purchased for schools by the Health Improvement Team. Further references to fiction and non-fiction publications and local and national organisations are listed at the back of the book.

There are some resources located in the PSHE mini-library which is located at the EEC. These can be loaned for up to two-week periods. Please do complete the form provided on the inside of the mini-library store cupboard before you borrow anything.

Ways of using the Scheme of Work

This Scheme of Work can be used in its entirety over a two year period or used flexibly according to a school's preference. It is not intended to be prescriptive, but provide a supportive framework and a starting point for subject leads when thinking about their school's arrangements for PSHE education, Citizenship and SEAL.

Personalised Learning

This Scheme of Work can be used to plan the curriculum for a particular year group, class or individual. To do this effectively you are strongly advised to use the Health Related Behaviour Survey (HRBS) results to identify the particular health and well-being needs of the year group, class or pupil. Your school will have received the results of the 2009 HRBS undertaken by years 4 and 6 as raw data tables and a school report. This intelligence about pupil's health behaviour and attitudes could be shared with the whole school, within year groups or classes and inform whole school activities, lessons or one to ones.

Whole School Issues and responding to spontaneous Issues:

The SEAL programme itself is wider than this scheme of work and takes a whole school approach to promoting social, emotional and behavioural skills needed for effective learning.

SEAL should be recognised as more than a curriculum. It is a way of working, a pedagogy that develops independent learners and good communities. If your school welcomes visitors, if the children report feeling safe and valued, if they can manage their behaviour, get along with everyone else and maintain

motivation through setbacks and disappointments then your school is a SEAL school. Research confirms that if supported, valued, self-aware children and young people can be 'in the moment' of the classroom and learn more effectively, they can maintain their motivation and they can realise their potential.

This Scheme of Work provides a structure and a context for a range of learning opportunities but it is worth remembering it is not just **what** is being delivered, but **how** it is being delivered that will have an impact and influence on the learning of children and young people.

The elements of SEAL captured in this Scheme of Work are the building blocks from which a comprehensive whole school approach to enhancing learning and developing emotionally literate and socially skilled children and young people can be developed.

However you choose to use this resource, we would like to hear from you as part of sharing good practice across Ealing. Please email your comments to Karen Gibson (details below). If your school would like support with any aspect of the work included in this document or would like to carry out a SEAL or PSHE audit, please contact a member of the Health Improvement team as listed in the appendices.

Acknowledgements

The original format of this scheme of work was devised for both Brent and Ealing Local Authorities by Kirsten Jowett, Education Consultant in 2005. This refreshed 2010 version was devised by the Brent PSHE Curriculum Group, which was set up in June 2008 to devise and pilot the materials under the facilitation of Sarah Cooper, Primary PSHE/SEAL Consultant, Personal Development, Health and Well-Being Team (PDHWP). We are very grateful to Sarah and members of her group for allowing us to use this scheme of work within Ealing. The 2015 Ealing version was revised and adapted for use in Ealing by members of the Health Improvement team:

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The National Context

Key Stage 1 (age 5-7years)

From September 2014

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

From September 2014

Year 4 pupils should be taught to:

- Describe the simple functions of the basic parts of the digestive system in humans³

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

'The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online'.

Taken from the National Science Curriculum from 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMARY_national_curriculum_-_Science.pdf

³ The vagina and penis are part of the digestive system hence the importance of ensuring that pupils learn prior to this lesson the correct scientific words for all body parts

<p>EALING LA SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL</p> <p>NON-STATUTORY NATIONAL CURRICULUM GUIDELINES FOR PSHE AND CITIZENSHIP AT KEY STAGE 1</p>

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b. to share their opinions on things that matter to them and explain their views
- c. to recognise, name and deal with their feelings in a positive way
- d. to think about themselves, learn from their experiences and recognise what they are good at
- e. how to set simple goals.

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to take part in discussions with one other person and the whole class
- b. to take part in a simple debate about topical issues
- c. to recognise choices they can make, and recognise the difference between right and wrong
- d. to agree and follow rules for their group and classroom, and understand how rules help them
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them
- f. that they belong to various groups and communities, such as family and school
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them
- h. to contribute to the life of the class and school
- i. to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. how to make simple choices that improve their health and wellbeing
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled
- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body
- f. that all household products, including medicines, can be harmful if not used properly

- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people
- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities

5. During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
- b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

Further information on PSHE can be found at:

Department for Education: <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

PSHE Association: <https://www.pshe-association.org.uk/>

<p>EALING LA SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL</p> <p>NON-STATUTORY NATIONAL CURRICULUM GUIDELINES FOR PSHE AND CITIZENSHIP AT KEY STAGE 2</p>

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]
- g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- h. find information and advice [for example, through helplines; by understanding about welfare systems in society]
- i. prepare for change [for example, transferring to secondary school].

**EALING LA SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL
OBJECTIVES IN CITIZENSHIP FOR KS1-3**

	Critical thinking and enquiry	Advocacy and representation	Taking informed and responsible action	Democracy and justice	Rights and responsibilities	Identities and diversity
L1	Pupils ask questions about issues that affect their communities and share their ideas with others	Pupils ask questions about issues that affect their communities and share their ideas with others	They take part in some of the decisions that affect them and their communities	They take part in some of the decisions that affect them and their communities	They begin to recognise that all people have needs and wants	They identify some of the groups and communities they belong to and recognise some differences between people in their community
L2	Pupils ask questions to find out about the different groups and communities they belong to. They select information from given sources to find answers to these and other questions.	They give opinions about their communities and issues that affect them	and suggest how things might be improved through the actions that they or others might take	They discuss what is fair and unfair in different situations	and identify the difference between peoples' needs and wants	They identify similarities and differences between themselves and between the communities to which they belong
L3	Pupils begin to explore issues that affect people in their neighbourhood and wider communities in different ways. They find answers to questions using different sources.	They present their ideas to others and begin to acknowledge other viewpoints	They identify what could be done to change things in communities, plan some action and take part in decision-making activities with others, in familiar contexts	They recognise that in a democracy people have a say in what happens locally and nationally	They describe some of the rights and responsibilities people have towards each other and the environment and are aware rights can conflict	They describe some of the different features of their communities and how they are changing
L4	Pupils investigate issues affecting communities using a range of sources. They identify different viewpoints involved.	They make informed contributions to discussions and debates giving some reasons for their view	They work with others to plan and carry out a course of action to address issues that they feel are significant in their communities	They begin to explain some of the different ways in which people can participate in democracy in the UK and how they can change things	They discuss what is fair and unfair and describe how justice is applied in some situations. They explore situations where rights compete	They identify some of the diverse groups and communities in the UK and the wider world and begin to explore how these relate to their own identities and communities

L5	Pupils use different methods of enquiry and sources of information to investigate issues. They identify a range of viewpoints, weighing up different ideas and draw some conclusions.	They communicate their arguments clearly, giving relevant reasons for their opinion	They work with others from the wider community, to plan and carry out actions aimed at making a difference to the lives of others. They explain the impact of actions taken	They describe key features of the political and justice systems in the UK and consider what is fair and unfair to groups in different situations	They describe situations where rights or interests conflict and need to be balanced	They give examples of how the UK is a diverse society and is interconnected with the wider world
L6	Pupils decide on appropriate questions and research strategies to investigate issues affecting society. They interpret different sources of information and begin to assess these for validity. They are aware of the diversity of viewpoints and describe some of the influences that shape these.	They develop structured and balanced arguments, challenging others' assumptions or ideas. They present a persuasive case for a particular course of action, giving reasons for their view	They work with others to negotiate, plan and carry out actions aimed at improving or influencing the community and, after reflecting on the extent of their success, suggest what they might do next	They begin to compare democracy and justice in the UK and different parts of the world	They explain the different rights need to be protected, supported and balanced, drawing on examples from local to global contexts	They describe changing identities and communities in the UK and explain some of the political, social, economic interdependencies with the wider world






KS1: Levels 1-3

KS2: Levels 2-5

KS3: Level 4+

(taken from Association for Citizenship Teaching website: <http://www.teachingcitizenship.org.uk/>)

EALING LA SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL
THE 5 SEAL DOMAINS

Self-awareness 	Managing feelings 	Motivation 	Empathy 	Social skills 
<ul style="list-style-type: none"> ✚ Observing myself ✚ Recognising feelings ✚ Building a vocabulary ✚ Relationship between thoughts, feelings and actions ✚ Recognition of patterns of feelings ✚ Self-appraisal ✚ Knowing my strengths and weaknesses 	<ul style="list-style-type: none"> ✚ Handling feelings ✚ What's behind a feeling ✚ Calming myself down ✚ Responding to others ✚ Finding ways to handle fears and anxiety ✚ Managing stress ✚ Managing energy 	<ul style="list-style-type: none"> ✚ Understanding goals ✚ Choosing goals ✚ Planning steps to target ✚ Resilience ✚ Perseverance ✚ Deferred gratification 	<ul style="list-style-type: none"> ✚ Observe and recognising feelings in others ✚ Understanding other's feelings ✚ Respecting different perspectives ✚ Appreciating difference ✚ Using intuition ✚ Communicating warmth and support 	<ul style="list-style-type: none"> ✚ Talking about feelings effectively ✚ Being a good listener ✚ Negotiating with others ✚ Respectful confrontation ✚ Being assertive ✚ Working and playing cooperatively and competing fairly

Adapted from Peter Sharp: The 5 Key Domains for developing Social, Emotional and Behavioural Skills (SEBS) as part of an Emotional Literacy Strategy SC/SIS/Sept09

EALING LA SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL
SUMMARY OF SEAL THEMES

Theme	Topics covered
New Beginnings	<ul style="list-style-type: none"> • Getting to know each other • Rights and responsibilities • The class charter • Creating a community • Joining a new group • Feeling welcome and welcoming others • Belonging • Gifts and Talents
Getting on and falling out & Say no to bullying	<ul style="list-style-type: none"> • Co-operation • Friendship and working together • Understanding and managing feelings • Conflict resolution and problem solving • Active listening • Making and sustaining friendships • Seeing things from another point of view • What is bullying? (key messages, witnesses/ bystanders, the bully and the bullied) • Creating a safe school • Becoming a 'telling' school
Going for Goals	<ul style="list-style-type: none"> • Motivation • Persistence and perseverance • Dealing with frustrations and boredom • Role models • Overcoming obstacles to success • Excuses, taking responsibility • Understanding/knowing myself • Knowing how I learn best – learning styles • Giving feedback about work and behaviour • Breaking long-term goals down into small steps • New Year Resolutions • Weighing up the consequences • Scaling – as a way of monitoring progress • Making choices • Taking risks

Good to be me	<ul style="list-style-type: none"> • Feeling excited • Calming down: relaxing • Feeling good about myself: feeling proud • Standing up for myself: assertiveness • Our gifts and talents • Impulsive v thoughtful behaviour • Feeling surprised • Fight or flight • Proud v boastful • Agreeing and disagreeing
Relationships	<ul style="list-style-type: none"> • Understanding my uncomfortable feelings – proud, jealous, loved, cared for, fair and unfair, loneliness, guilt, embarrassment • People who are important to us • Dealing with our hurt feelings without hurting others • Loss and bereavement • Leaving home • Dealing with feelings of guilt • Making amends • Sticks and stones • Breaking friendships • Forgiveness
Changes	<ul style="list-style-type: none"> • Transition and change over time • Welcome and unwelcome changes • Making a plan to bring about change • Understanding individual differences in our responses to change • Saying goodbye and moving on

Further information on SEAL can be found at:

The SEAL Community www.sealcommunity.org

SEAL & the Global Dimension (SEAL-GD) <http://www.sealgd.org.uk>

Curriculum Planning

EALING LA SCHEME OF WORK FOR **PSHE**, **CITIZENSHIP** AND **SEAL**
A WHOLE SCHOOL, SPIRAL CURRICULUM OVER TWO YEARS: CURRICULUM OVERVIEW

		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
A	PSHE/ CIT/ SEAL topic	WE'RE ALL STARS! <ul style="list-style-type: none"> Community Rights and responsibilities Getting to know each other Working together 	BE FRIENDLY, BE WISE <ul style="list-style-type: none"> Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors 	LIVING LONG, LIVING STRONG <ul style="list-style-type: none"> RSE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty Healthy eating and exercise Goal-setting and motivation 	DARING TO BE DIFFERENT <ul style="list-style-type: none"> Identity and self esteem Difference and diversity Peer influence and assertiveness 	DEAR DIARY <ul style="list-style-type: none"> Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support 	JOINING IN AND JOINING UP <ul style="list-style-type: none"> Needs and responsibilities Participation Local democracy Voluntary groups Fund-raising activities
B	PSHE/ CIT/ SEAL topic t	IT'S OUR WORLD <ul style="list-style-type: none"> The wider community and local democracy Rights and responsibilities Environmental awareness and sustainability issues 	SAY NO! <ul style="list-style-type: none"> Drugs Education: medicines and legal drugs Drugs Education: illegal drugs and risk-taking behaviour Feeling safe Anti-bullying 	MONEY MATTERS <ul style="list-style-type: none"> Understanding finance and money Shopping and budgeting Risk and debt Goal-setting and motivation 	WHO LIKES CHOCOLATE? <ul style="list-style-type: none"> Fair trade Globalisation Inequalities Hunger and poverty Media and stereotyping 	PEOPLE AROUND US <ul style="list-style-type: none"> Global citizenship Different identities around the world Challenging prejudice Support networks – relationships and families 	GROWING UP <ul style="list-style-type: none"> RSE: Differences; Growing up; Puberty & reproduction Managing change Preparing for transition
	Whole school focus/ diary dates	<ul style="list-style-type: none"> Rewards and consequences, school rules Setting up a School Council Black History Month One World Week 	<ul style="list-style-type: none"> National Anti-Bullying Week Bonfire Night Road Safety Wk Sustainable Development Day International Children's Day Human Rights Day 	<ul style="list-style-type: none"> Unicef Day of Change Walk to School Week Recycling Week Holocaust Memorial Day Martin Luther Day 	<ul style="list-style-type: none"> International Women's Day Mother's Day Red Nose Day Fairtrade Fortnight International Book Day 	<ul style="list-style-type: none"> Father's Day Family Week National Children's Day Disability Awareness Day Jeans for Genes Day 	<ul style="list-style-type: none"> Refugee Week World Environment Day Summer Fayre International Week My Money Week

Brent/PSHECurriculumGroup/SIS/Oct2008/overview

EALING LA SCHEME OF WORK: PSHE EDUCATION, CITIZENSHIP AND SEAL CURRICULUM
HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: YEAR A

	WE'RE ALL STARS!	BE FRIENDLY, BE WISE	LIVING LONG, LIVING STRONG	DARING TO BE DIFFERENT	DEAR DIARY	JOINING IN AND JOINING UP
Yr 1	<ol style="list-style-type: none"> 1. Devising a class charter 2. Getting to know each other 3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices 	<ol style="list-style-type: none"> 1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety 	<ol style="list-style-type: none"> 1. RSE: keeping clean 2. RSE: growing and changing 3. RSE: families and care 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal 	<ol style="list-style-type: none"> 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for myself 	<ol style="list-style-type: none"> 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other 	<ol style="list-style-type: none"> 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility - looking after animals 6. Who else looks after animals?
Yr 3	<ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Happy playtimes 6. Having opinions 	<ol style="list-style-type: none"> 1. The importance of friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. What to do in an emergency 6. E-safety 	<ol style="list-style-type: none"> 1. RSE: differences: male and female 2. RSE: personal space 3. RSE: family differences 4. Feeling happy 5. Staying healthy 6. Overcoming barriers to reaching goals 	<ol style="list-style-type: none"> 1. Similarities and differences 2. Feeling good about yourself 3. Surprises 4. Hopeful and disappointed 5. Hiding or showing feelings 6. Standing up for myself 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Taking responsibility 3. Making wise choices 4. Managing uncomfortable feelings - loss 5. Dealing with worries 6. Supporting each other 	<ol style="list-style-type: none"> 1. Jobs at home and in school 2. Representation – local council 3. Voting and debating 4. Having a say in the school community 5. Voluntary, community and pressure groups 6. Fund-raising
Yr 5	<ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models 	<ol style="list-style-type: none"> 1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First Aid 6. + 	<ol style="list-style-type: none"> 1. RSE: talking about puberty 2. RSE: male and female changes 3. RSE: puberty and hygiene 4. The concept of well-being 5. Being an effective learner 6. Role models 	<ol style="list-style-type: none"> 1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Managing uncomfortable feelings - embarrassment 3. Put-downs and boost ups 4. Breaking friends 5. Forgiveness 6. Supporting each other 	<ol style="list-style-type: none"> 1. Anti-social behaviour and the consequences of crime 2. Rules and laws 3. The local courts 4. Voting and debating 5. Having a say in the school community 6. Fund-raising

**EALING LA SCHEME OF WORK: PSHE EDUCATION, CITIZENSHIP AND SEAL CURRICULUM
HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: YEAR B**

	IT'S OUR WORLD	SAY NO!	MONEY MATTERS	WHO LIKES CHOCOLATE?	PEOPLE AROUND US	GROWING UP
Yr 2	<ol style="list-style-type: none"> Devising a class charter Getting to know each other Communities we belong to Saving energy around the school Recycling Pollution 	<ol style="list-style-type: none"> Drugs Ed: medicines Drugs Ed: household substances Drugs Ed: the dangers of smoking Drugs Ed: the dangers of alcohol Feeling safe: real and imaginary hazards Anti-bullying 	<ol style="list-style-type: none"> Why do we have money? Keeping money safe Can I afford it? Wants and needs What does it mean to be rich? Setting a simple goal 	<ol style="list-style-type: none"> Foods from around the world Customs and rituals Special day foods and celebrations How much chocolate do we eat? Where does chocolate come from? Fair trade principles 	<ol style="list-style-type: none"> Special people People who help us Feeling lonely Different kinds of families Difficult choices - leaving home People and places around the world 	<ol style="list-style-type: none"> RSE: differences: boys and girls RSE: differences: male and female RSE: naming the body parts Being unique Making change happen Changing our behaviour
Yr 4	<ol style="list-style-type: none"> Devising a class charter Understanding rules and laws Saving energy (1) Saving energy (2) Climate change (1) Climate change (2) 	<ol style="list-style-type: none"> Drugs Ed: risk taking Drugs Ed: legal and illegal drugs Drugs Ed: effects and risks of smoking Drugs Ed: effects and risks of drinking alcohol Keeping safe in my local area: say no to gangs Anti-bullying 	<ol style="list-style-type: none"> Keeping track of my money Paying for goods Family expenses Planning and budgeting Charity work Fund-raising for charity 	<ol style="list-style-type: none"> The real cost of chocolate What is fair trade? Consumer power The media and information Advertising Recognising and challenging stereotypes 	<ol style="list-style-type: none"> Similarities and differences How we are all connected Living and working cooperatively Recognising and challenging prejudice Gender stereotypes Contributing to society – jobs people do 	<ol style="list-style-type: none"> RSE: growing and changing RSE: body changes and reproduction RSE: what is puberty? Wishes, hopes and dreams Positive change Unwelcome change
Yr 6	<ol style="list-style-type: none"> Devising a class charter Understanding democracy Environmental awareness and responsibility Climate change (1) Climate change (2) Sustainability issues 	<ol style="list-style-type: none"> Drugs Ed: risk taking and dealing with pressure Drugs Ed: legal and illegal drugs Drugs Ed: say no to smoking Drugs Ed: attitudes to alcohol Keeping safe in my local area: say no to knives Anti-bullying 	<ol style="list-style-type: none"> Earning money Value for money Lending and borrowing money Achieving goals Deductions and expenses Poverty 	<ol style="list-style-type: none"> Rich and poor nations Trade across the world Global footprints Food shortages and hunger Fairness and responsibility Reporting the news 	<ol style="list-style-type: none"> National, religious and ethnic identities in the UK Different types of relationships Stereotyping and judgement Put-downs and conflict Ending friendships Forgiveness 	<ol style="list-style-type: none"> RSE: puberty and reproduction RSE: relationships and reproduction RSE: conception and pregnancy RSE: being a parent Common responses to change Transition and moving on

PSHE, CITIZENSHIP AND SEAL SAMPLE WEEKLY PLAN

Week: 2

Year/Class: Yr 1

<p>Learning opportunity/theme: Dear Diary: Understanding our feelings – loved and cared for.</p> <p>Learning objective:</p> <ul style="list-style-type: none"> To recognise when we feel loved and cared for <p>Prior learning:</p> <ul style="list-style-type: none"> Children recognise people in the community who can help them Children also recognise times when they needed help 	<p>Differentiation: GEP/IEP*: draw their important person with support. Write simple words describing the person (with support). EAL (step 1): using key vocabulary sheets, label their drawings with key words (with support). AA* & Av*: draw their important person and using descriptive words describe what makes that person important. BAv*: draw their important person with support and use key vocabulary sheets to pick out words to describe their picture.</p>
<p>Introduction: Recap on story in SEAL assembly (Max brings in his most precious possession – a photo of his father who he does not see very often – and it gets broken). Discuss the people who are important to use and why. Show SEAL photo-cards to illustrate love, friendship and care and then discuss in talk partners. Discuss with children the people near them. Identify the people who are represented in the different photo-cards.</p> <p>Vocabulary: love, care, close, happy, secure, safe</p>	<p>Key questions to use with the children:</p> <ul style="list-style-type: none"> What does important mean? How do we feel important? What do you think love looks like? Does this picture/photo-card show friendship? How does this picture/photo-card show care? Is there a person near you who is important to you? How do you know that person is important to you?
<p>Activity: Children go into groups and individually draw someone who is close or important to them. Write around the drawing the different things that makes that person important. Identify that person and write what they do to make them feel loved and cared for.</p> <p><i>NB. Be sensitive to the range of children's family or living circumstances.</i></p>	<p>Suggested success criteria:</p> <ul style="list-style-type: none"> I can tell when I feel cared for I can tell when I love or care for someone
<p>Plenary: One child from each group shares their picture of an important person to the class.</p>	<p>Resources: SEAL Relationships blue booklet, SEAL photo-cards (website)</p> <p>Role of adults: T: work with AAv group in supporting them create their picture LSA: support EAL and SEN children with key vocabulary</p>
<p>Evaluation (continue overleaf):</p>	<p>Links with other curriculum areas</p>

Gloria Williams/Furness Primary School/May09

GEP = Group Education Plan

IEP = Individual Education Plan

Av = average

AA = above average

BAv = below average

SAMPLE LESSON PLAN PSHE, CITIZENSHIP AND SEAL

Week beginning:

Year/Class: Yr 5/6

Learning opportunity/theme:

It's Our World – Understanding democracy

Learning objective:

- To understand how democracy works

Prior learning:

- Class charters – rights and responsibilities
- Pupils contribute ideas to the class vision for a safe and happy environment

Differentiation:

GEP/IEP*:

EAL (step 1):

AA* & Av*:

BAv*:

Introduction:

Recap on meaning of 'democracy' and ask for examples of democracy in practice.

Vocabulary:

manifesto, candidate, party, democracy, choices, decisions, voting, equality, freedom, power, council,

Questions to use with the children:

- Why is it important to vote?
- How old do you have to be to vote?
- Do your parents vote?
- Where do they go to vote?
- How do you vote?

Activity:

Manifesto

- The first half of the lesson will be staging a mini-election in the classroom to illustrate in a very basic form, a general election. Ask for six volunteers to form three pairs. They are to discuss their promises for Education, Environment, Transport and Sports and leisure in their pairs and write a manifesto for their party. Give their party a name. (They should do this in a quiet area away from the rest of the group).
- Meanwhile the rest of the class are to split into four groups, each group in a carousel will visit four tables and brainstorm what changes they would like to see in the four areas. Invite the pairs back into the class.
- Each pair will read their manifesto to the class.

Election

- Discuss if pupils will vote and why? See questions to use with the children.
- Distribute ballot forms but not to the whole class! Some students will just listen. (eg. boys rather than girls, born on or before a set date) to prompt ideas around equality and the right to vote.
- The class votes for a party.

Suggested success criteria:

- I can recognise some of the key features of democracy
- I can take part in decisions that affect me and my school
- I can talk about what is fair and unfair

Plenary:

- Discuss how they felt about being able to vote/ not vote.
- Refer to changes in the UK (e.g. originally only wealthy, male landowners could vote, women did not have the vote until 1918).
- This could be further extended by looking at global voting rights, so following the model of local, national and global

Resources:

Manifesto sheet, Ballot forms, sugar paper, marker pens
QCA Citizenship, Unit 8 'how do rules and laws affect me?' Sections 2-4

Role of adults:

T:

LSA:

Evaluation:	Links to other curriculum areas:

Bunmi Otubushin/RE and Citizenship Consultant/Brent SIS/May09

Effective Teaching and Learning in PSHE Education, Citizenship and SEAL

Active teaching approaches and pupil participation

Teaching and learning in this area of the curriculum is most effective when a variety of active learning and assessment approaches are used in order to provide frequent opportunities for children to reflect on their own and other people's experiences. In turn hopefully, they can use and apply this learning in their own lives. Writing activities and worksheets may be appropriate but generally as reinforcement or extension tasks rather than as the key activity. Effective Citizenship teaching is characterized by teaching that is built on pupil voice and that leads to pupil action. Active involvement in the life of the school and wider community helps pupils take increasing responsibility for themselves and their choices. Effective teaching and learning in this area is also characterized by the involvement of pupils in determining topic priorities and focus, thereby allowing teachers to respond to pupil needs and the needs of the local community. Awareness of what the title 'PSHE education, Citizenship and SEAL' stands for is important awareness-raising for children in order to know they can have a space to discuss issues of relevance to them.

Examples of active teaching and learning approaches include:

- | | |
|--|--|
| <ul style="list-style-type: none"> • speaking and listening games/activities • warm-up and ending games/activities • discussion • thought-showering • problem-solving • drama and role-play • using problem pages role play • video clips • news items/ articles • improvisations • teaching others (peer education) • Circle Time • debating opportunities | <ul style="list-style-type: none"> • scaling activities • values continuums • small group discussion • consensus building • real life stories • use of puppets • use of story books • use of photographs • listening to a visiting speaker or visiting a place of interest • information gathering and sharing • working with feelings and imagination • opportunities for reflection • preparatory activities for School Council |
|--|--|

What does not work so well ...

- worksheets
- lots of reading and writing
- textbooks
- lectures
- long videos

(See Appendix C for more ideas on interactive teaching approaches in PSHE Education, Citizenship and SEAL).

Climate setting and ground rules

A PSHE education or Citizenship lesson might follow the structure of other curriculum subjects but should pay greater attention to creating an emotionally safe environment to help pupils feel comfortable about participating in activities that may touch on sensitive or controversial issues. To this end, ground rules should be established at the beginning of a lesson and referred back to when necessary, inclusive warm-up activities used before the main task and a closure activity built-in at the end of the lesson. Creating a climate of trust and mutual respect also comes from emphasising and adhering to confidentiality when appropriate, modelling and practising listening skills, encouraging pupils to support each other with reflective practice and joint problem-solving and challenging prejudice when it appears. PSHE education and Citizenship lessons need to be in context, both of prior learning and the wider framework for the half-term or term. This is particularly useful when discussing issues where there has been an intensity of feeling and might need to be re-visited. Follow-up opportunities for pupils could also be provided in the form of worry/comment boxes, use of diaries or sign-posting to an adult to talk to. It is important to not overload a PSHE education or Citizenship lesson with activities but allow time for discussion and reflection for children to share their own experiences, should they wish to. Follow-up opportunities are also available in assemblies, through the school's Positive Behaviour Policy and through informal discussion.

It is in the field of Relationships and Sex Education (RSE) that most teachers and school staff say they need support and training, particularly in developing strategies to respond appropriately to spontaneous issues or challenging questions raised by pupils. RSE needs to be delivered in a whole school context and a staff consensus sought about the approach to and delivery of RSE, the vocabulary and resources to be used and ways of engaging parents. All schools need to have a clear statement within their PSHE education policy about their approach to RSE and parents' right to withdraw. (See Appendix A for more detailed information on the delivery of RSE).



"Creating a safe
environment .pdf"

(See Appendix D for more information on ground rules and climate setting).

Year A - Autumn Term (1)
Unit of Work
We're All Stars!

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 1		TERM: Autumn (1)		THEME: WE'RE ALL STARS!			

	Focus	Learning objective	Possible success criteria	Key Vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	SEAL CIT	To write a class charter	<ul style="list-style-type: none"> I know that I belong to the class and school community I can help make my class a safe and fair place 	<ul style="list-style-type: none"> Rules charter happy sad belong sharing kind polite 	<ul style="list-style-type: none"> Thought shower: what makes a happy classroom? Refer back to the assembly story of the new world. Draw a happy classroom using speech bubbles to show what people are saying. Label all the things that make it a happy school. Discuss children's ideas and record in a concept-map, spider-gram etc. Devise a class charter: what rules do we need to ensure our class is happy? Extension activity: role play breaking rules and then the right way to behave 		<ul style="list-style-type: none"> SEAL New beginnings, Blue book p7-9, p12 Theme overview, New beginnings, p6&10 QCA Citizenship, Unit 1, Taking part – Section 4
Wk 2	SEAL	To find out about each other	<ul style="list-style-type: none"> I feel good about my strengths I can listen well to other people 	<ul style="list-style-type: none"> Same different likes dislikes questions 	<ul style="list-style-type: none"> Pairs work: devise questions to ask each other eg. what's your favourite food/game/TV programme, what do you like in school, what are you good at etc. Carousel of pairs: interviewing each other using the questions devised. Group work: making paper chains. Each child has four strips of paper on which they write their name and three things that are important to them eg. things or people they like doing or being with. 		<ul style="list-style-type: none"> SEAL New beginnings, Blue book p11-12
Wk 3	SEAL	To understand how to solve problems	<ul style="list-style-type: none"> I know some ways to calm myself down when I feel scared or upset I know some ways to solve a problem 	<ul style="list-style-type: none"> Happy sad angry upset feelings problems solutions 	<ul style="list-style-type: none"> Thought shower: what can go wrong in the classroom and how might we feel? Pairs work: role-play problems Introduce Calming down strategies Introduce Peaceful problem-solving process 		<ul style="list-style-type: none"> SEAL New beginnings, Blue book p9, p11 SEAL whole school resources

Wk 4	SEAL	To think about ways to look after each other	<ul style="list-style-type: none"> • I can recognise when someone is feeling upset, scared or nervous • I know how to make them feel better 	<ul style="list-style-type: none"> • Happy • sad • scared • frightened • excited • nervous • new • welcome 	<ul style="list-style-type: none"> • Whole class discussion: use variety of photo-cards and Feelings detective poster to look at facial expression, body language etc. • Ask children to think how a new child to the class might feel and how s/he could be welcomed. Introduce Emotional barometer. • Pairs/group work: Make a welcome to our class poster 	<ul style="list-style-type: none"> • SEAL New beginnings, Blue book p19-21 • SEAL whole school resources – photo-cards, Feeling detective poster, Emotional barometer
Wk 5	SEAL	To understand what makes a happy playtime	<ul style="list-style-type: none"> • I can enjoy my playtime and make new friends • I know the rules of the playground 	<ul style="list-style-type: none"> • Play • friends • friendly • include • invite • rules • safe 	<ul style="list-style-type: none"> • Thought shower: what makes a happy playtime? What makes a good friend? How can you be friendly? • Group work: look at class rules devised under class charter and think of a few examples of how each rule can apply to the playground. • Take photographs of children in the class playing at playtime and display in the classroom alongside the class charter. • Extension activity: in groups look at a photo of a piece of playground equipment and devise a list of questions about how to use it safely. 	<ul style="list-style-type: none"> • Citizenship Unit 1 - Taking part, Sections 2 & 3
Wk 6	SEAL CIT	To be able to make choices	<ul style="list-style-type: none"> • I know the difference between right and wrong • I can explain the choices I make 	<ul style="list-style-type: none"> • Problems • choice • decision • right • wrong 	<ul style="list-style-type: none"> • Present to the children a range of playground scenarios involving a problem or decision to be made. Revisit Peaceful problem-solving process. • Pairs work: using puppets, children act out problems and devise solutions. Each pairs plays out their solution to the other children who suggest other approaches that the puppets can try out. 	<ul style="list-style-type: none"> • SEAL Blue book, p9, p21 • QCA Citizenship, Unit 1, Taking part – Section 5

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 3		TERM: Autumn (1)		THEME: WE'RE ALL STARS!			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	SEAL CIT	To develop a class charter	<ul style="list-style-type: none"> I understand my rights and responsibilities in the school 	<ul style="list-style-type: none"> Rules charter happy rights responsibilities fair respect 	<ul style="list-style-type: none"> Thought shower: what makes a happy classroom? Refer back to the assembly story of the new world. Devise a class charter: what rules do we need to ensure our class is happy? What other rules are needed– for the playground, the dining hall, in assembly, etc? Alternative activity might be school or class tree 		<ul style="list-style-type: none"> SEAL New beginnings, Yellow book p8-9, p 21-23, p25 Theme overview, New beginnings, p6&10 QCA Citizenship, Unit 1, Taking part – Section 4
Wk 2	SEAL	To understand the meaning of gifts and talents	<ul style="list-style-type: none"> I can tell you one special thing about me I know that I am valued at school for my gifts and talents 	<ul style="list-style-type: none"> Gifts talents strengths skills unique special valued 	<ul style="list-style-type: none"> Refer back to the assembly story of the new world. Read story on p6. Gifts and talents matching activity. Group work: Gifts and talents challenge. Find out about each other's strengths and skills, create a name and logo for group and present to the rest of the class. 		<ul style="list-style-type: none"> SEAL New beginnings, Yellow book p6-7, p18
Wk 3	SEAL	To explore feelings	<ul style="list-style-type: none"> I know how it feels to do or start something new, and some ways to cope with these feelings 	<ul style="list-style-type: none"> Happy sad scared excited curious nervous anxious calm 	<ul style="list-style-type: none"> Read story Sami's new beginning. Thought shower how Sami might have felt, write words on separate pieces of A4 paper and distribute randomly. Re-read story and ask children to hold up their feeling word when Sami might have felt that way. Investigating intensity of feelings: SEAL photo-cards from the 'scared' family eg. scared, anxious, nervous etc. When did you feel like this? Discuss calming down strategies. 		<ul style="list-style-type: none"> SEAL New beginnings, Yellow book, p10-11 SEAL whole school resources – photo-cards, Calming down strategies

Wk 4	SEAL	To work cooperatively in a group	<ul style="list-style-type: none"> • I can work well in a group • I know how to support other people 	<ul style="list-style-type: none"> • Group • roles • listen • cooperate • welcome • challenge 	<ul style="list-style-type: none"> • Thought shower; how can we welcome someone new into our class? Recap on Sami's story from previous session. • Group work: Welcome pack challenge. Make a welcome pack for children new to the school. Focus on group work skills. Present work to rest of class. • Group work evaluation using Working together self-review checklist 		<ul style="list-style-type: none"> • SEAL New beginnings, Yellow book, p26, p35 • SEAL whole school resources – Working together self-review checklist
Wk 5	SEAL	To understand how to create a happy playtime	<ul style="list-style-type: none"> • I can play fairly • I know how to be friendly in the playground 	<ul style="list-style-type: none"> • Fair • include • friendly • include • lonely • isolated 	<ul style="list-style-type: none"> • Discussion about what makes a happy playtime. Refer to work on class charter in week one. What is friendly behaviour? How do we include everyone? • Refer back to Sami's story. What might have happened to Sami in the playground? • Group work: role play. Imagine you are Sami and how you felt. Freeze-frame and role play how to make Sami feel better. Present to class. 		<ul style="list-style-type: none"> • SEAL New beginnings, Yellow book, p24
Wk 6	CIT	To express ideas and opinions	<ul style="list-style-type: none"> • I can express my opinions confidently • I can use my group work skills when working on a real-life issue 	<ul style="list-style-type: none"> • Opinion • improve • action • communication • solution 	<ul style="list-style-type: none"> • Thought shower: select a play activity that the children think could be improved or a problem that needs to be resolved eg. not enough playground equipment. • Group work: devise an action plan eg. observe use of equipment during a playtime, devise solutions such as writing new instruction cards, devising new games and writing the rules. Each group feeds back to the rest of the class. • Secret ballot to decide on the best idea – goes to school council. 		<ul style="list-style-type: none"> • QCA Citizenship, Unit 1, Taking part – Section 8

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 5		TERM: Autumn (1)		THEME: WE'RE ALL STARS!			



	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	SEAL	To devise a class charter	<ul style="list-style-type: none"> I understand my rights and responsibilities in the school I know some of the things that help us in school to learn and play well together 	<ul style="list-style-type: none"> rules charter rights responsibilities apathy attitude 	<ul style="list-style-type: none"> Refer back to the assembly story of the new world. Read story on p6. Give children characters from the story and act out. Discuss apathy and attitude. Thought shower: what kind of attitudes do we want in our classroom? Devise a class charter: what rules do we need to ensure our class is happy and attitudes are positive? Alternative activity might be school or class tree 		<ul style="list-style-type: none"> SEAL New beginnings, Green book, p6-9 Theme overview, New beginnings, p6&10
Wk 2	SEAL	To identify personal gifts and talents	<ul style="list-style-type: none"> I know that everyone has some skills I can name some of my own skills 	<ul style="list-style-type: none"> gifts talents skills strengths welcoming belonging 	<ul style="list-style-type: none"> Thought shower: what skills do you feel you have? Group work: create a class guide. Emphasise group work skills. Alternate activity: produce a personal fact file and identify how you are gifted. Include photographs as well as drawing and writing. Celebrate by making a class display. 		<ul style="list-style-type: none"> SEAL New beginnings, Green book, p11-12, p16
Wk 3	SEAL	To explore feelings when starting something new	<ul style="list-style-type: none"> I have some strategies to cope with uncomfortable feelings and to calm myself when necessary 	<ul style="list-style-type: none"> fear frightened scared nervous anxious helpful hopeful calm 	<ul style="list-style-type: none"> Thought shower: how do you feel when starting something new? Use photo-cards from the 'scared' family and discuss. Read story 'A new beginning for Amy'. Draw up a class list of helpful strategies to overcome fear - helpful or hopeful talk. Refer to calming down strategies. 		<ul style="list-style-type: none"> SEAL New beginnings, Green book, p23-24 SEAL whole school resources – photo-cards, Calming down strategies, emotional barometer

Wk 4	SEAL	To develop ideas cooperatively	<ul style="list-style-type: none"> I can work well in a group and can tell you what helps my group to work well together 	<ul style="list-style-type: none"> group team nightmare dream role contribution 	<ul style="list-style-type: none"> Refer back to assembly story. Read story 'The school of nightmares'. Role-play: act out story of school of nightmares. Thought shower: what is going wrong in the nightmare school? Group work: discuss what a dream school might be like. Dream school challenge. Present to rest of the class. Evaluate group work process and main ideas about team work. Ask the children: what can go wrong in group work? How would you resolve this? 		<ul style="list-style-type: none"> SEAL New beginnings, Green book, p17-21, p28 SEAL whole school resources – Working together self-review checklist
Wk 5	CIT	To be able to use a range of communication skills	<ul style="list-style-type: none"> I can engage in a discussion, offer my own opinions and listen to the views of others I can contribute to a simple debate 	<ul style="list-style-type: none"> listen debate views opinion respect issue voting 	<ul style="list-style-type: none"> Children sit opposite a partner in a carousel (inner circle facing outwards, outer circle facing inwards). Discuss a question or problem eg. there is not enough space in the playground in winter for football and other ball games take place at the same time. What can we do about it? Discuss in pairs, report back two key points. As a class, compile a list of suggestions from the outcomes of pairs discussion. Children vote on suggestions. This is then put to the school council. 		<ul style="list-style-type: none"> QCA Citizenship, Unit 1, Taking part – Section 9
Wk 6	SEAL CIT	To understand what a role model is	<ul style="list-style-type: none"> I understand that I can be a good example to younger children around the school 	<ul style="list-style-type: none"> behaviour attitude role-model responsibility admire 	<ul style="list-style-type: none"> Thought shower: what is a role-model? Ask for examples of famous people the children might admire. What do they admire them for? Pairs work; role play rule-breaking. One pupil to be the teacher and the other the pupil. What does the teacher say? Role-play a younger child breaking a school rule. What would you say? Encourage participation in various schemes around the school eg. lunchtime 'buddies' scheme, prefect system, helping out in dining hall/infant playground 		

Year A - Autumn Term (2)
Unit of Work
Be Friendly, Be Wise


EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 1		TERM: Autumn (2)		THEME: BE FRIENDLY, BE WISE			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	SEAL	To understand how to make friends	<ul style="list-style-type: none"> I can say what a good friend means to me I can give and receive a compliment 	<ul style="list-style-type: none"> friend compliment kindness listening sharing respect cooperation 	<ul style="list-style-type: none"> Thought shower: what are qualities of a good friend? Use photo-cards to illustrate friendship. Whole class activity: giving and receiving friendship tokens (compliments). Refer back to assembly story of Rani and Leroy. Group work: make a 'wanted – a friend' poster. 		<ul style="list-style-type: none"> SEAL Getting on and falling out Blue booklet p 7, p13, p18 SEAL whole school resources QCA PSHE Unit 1, Special People, Section 2 Being Friends
Wk 2	SEAL	To understand why we sometimes fall out with our friends	<ul style="list-style-type: none"> I know how to make up with a friend when we have fallen out 	<ul style="list-style-type: none"> angry argument conflict apologise sorry problem-solving making up 	<ul style="list-style-type: none"> Thought shower: what kind of things causes us to fall out with our friends? Ask the children if conflict is always bad? Can arguments be good? Read story 'Falling out and making up' Pairs work: role-play how Marsha and Shanaz in the story can make up. Introduce the peaceful problem-solving process. Ask children how they could solve the conflicts with Dino and Dot? 		<ul style="list-style-type: none"> SEAL Getting on and falling out Blue booklet p9, p14-16 SEAL whole school resources
Wk 3	SEAL	To develop strategies to manage angry feelings	<ul style="list-style-type: none"> I know some ways to calm down when I start to feel angry I can see things from someone else's point of view 	<ul style="list-style-type: none"> angry trigger calm making up point of view 	<ul style="list-style-type: none"> Thought shower: how do we know when we are angry? Use photo-cards to illustrate anger. Read the short story of Angry Arthur. Blow up a balloon to illustrate anger triggers and how anger can get out of control. Group work: draw round themselves on a large piece of paper and show how anger might feel and look like. Hot-seating/role-play activity: use role-play cards from Points of view resource sheets. 		<ul style="list-style-type: none"> SEAL Getting on and falling out Blue booklet p9, p19-21, 27

Wk 4	SEAL CIT	To develop strategies to prevent bullying (<i>National Anti-bullying Week</i>)	<ul style="list-style-type: none"> I can tell you what bullying is I can tell you how someone who's bullied feels I know what to do if I am bullied 	<ul style="list-style-type: none"> bullying deliberate included excluded telling tales by accident power 	<ul style="list-style-type: none"> Whole school assembly – link to theme of National Anti-bullying Week School awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour Pre-assembly work: what is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn't just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger) 		SEAL Say no to bullying, Blue booklet Assessment: End of key stage assessment activity  "KS1 bullying assessment.doc"
Wk 5	PSHE	To be aware that there are hazards in the home	<ul style="list-style-type: none"> I know that fire can be dangerous I know what to do in an emergency 	<ul style="list-style-type: none"> hazard safety danger fire matches alarms fireworks emergency drill 	<ul style="list-style-type: none"> Invite a fire officer into school (or visit a local fire station) to talk about ways of keeping safe in the home, fire dangers, safety on Bonfire Night etc. Make a poster: don't play with matches/fireworks Role-play: what to do in an emergency in school – fire procedures and what to do at home – calling 999. 		<ul style="list-style-type: none"> Local fire station
Wk 6	PSHE	To know how to cross the road safely	<ul style="list-style-type: none"> I can work and play safely at all times I know the Green Cross Code 	<ul style="list-style-type: none"> road safety dangerous play park emergency 	<ul style="list-style-type: none"> Thought shower: where and how to play safely. Learn the Green Cross Code. Role play: crossing the road safely and unsafely Make a poster on road safety Local visitors - Community Road Safety Officer, School Crossing Patrol 		Topsy and Tim Go Safely, Jean Adamson, Ladybird Missdorothy.com – Crossing Safely School Travel Plan Team: resources www.egfl.org.uk/stp 020 8825 5392 Assessment: End of key stage assessment activity:  "KS1 keeping safe assessment.doc"

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 3		TERM: Autumn (2)			THEME: BE FRIENDLY, BE WISE		

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	SEAL	To know the importance of friends (online & offline *)	<ul style="list-style-type: none"> I understand the qualities of friendship I can see things from another's point of view 	<ul style="list-style-type: none"> friendship friendly unfriendly compliment listening point of view 	<ul style="list-style-type: none"> Revisiting the skills of friendship: looking and sounding friendly, good listening, giving and receiving friendship tokens, seeing things from another's point of view. Group work: role-play unfriendly and friendly behaviour. Use 'Seeing another point of view' cards Extension activity: produce a story/poem/comic-strip that illustrates the best friendship token ever received or given. 		<ul style="list-style-type: none"> SEAL Getting on and falling out , Yellow booklet p7, p21, p18-19
Wk 2	SEAL	To find a solution when we fall out with a friend (online & offline *)	<ul style="list-style-type: none"> I can tell you what a 'win-win' solution is and always try to find one in a conflict situation 	<ul style="list-style-type: none"> argument disagreement solution making up problem-solving group leader scribe reporter time-keeper 	<ul style="list-style-type: none"> Thought shower: revisit calming down strategies. Revisit peaceful problem-solving process. Group work: discuss ways of resolving conflicts using 1) win-lose solution, 2) lose-lose solution and 3) win-win solution. Identify key roles within the group – leader, scribe, reporter, timekeeper Group work: evaluate how well the group has worked together. Use the peaceful problem-solving format to discuss any difficulties. 		<ul style="list-style-type: none"> SEAL Getting on and falling out , Yellow booklet, p9 SEAL whole school resources
Wk 3	SEAL	To develop strategies to stay calm when angry (online & offline *)	<ul style="list-style-type: none"> I know why it is important to calm down before I am overwhelmed by my feelings of anger 	<ul style="list-style-type: none"> anger calm conflict resolve 	<ul style="list-style-type: none"> Thought shower: what are the signs of anger? Use photo-cards to look at facial expression and body language. Go through Fireworks resource sheet and thought shower ways of putting out the fuse (calming down). Individual activity: label the buckets of water and draw new ones. Make a class display of the 'fuse'. Show children 5 pieces of string of varying lengths (shortest to longest). Ask children to write on labels things which cause their fuse to be short (tiredness, hunger, mood etc) and on labels which help lengthen their fuse (a smile, a hug from a friend etc) 		<ul style="list-style-type: none"> SEAL Getting on and falling out , Yellow booklet, p8-9, p21-22 SEAL whole school resources

Wk 4	SEAL CIT	To develop strategies to prevent bullying (online & offline *) (National Anti-bullying Week)	<ul style="list-style-type: none"> I can tell you what bullying is I know what a witness is I know what to do if bullying is going on 	<ul style="list-style-type: none"> bullying witness audience peer pressure 	<ul style="list-style-type: none"> Whole school assembly – link to theme of National Anti-bullying Week School awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour Pre-assembly work: what is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn't just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger) 		<ul style="list-style-type: none"> SEAL Say no to bullying, Yellow booklet
Wk 5	PSHE	To know what to do in an emergency (online & offline *)	<ul style="list-style-type: none"> I know that fire can be dangerous I know what to do in an emergency 	<ul style="list-style-type: none"> hazard safety danger fire matches alarms fireworks emergency drill 	<ul style="list-style-type: none"> Invite a fire officer into school (or visit a local fire station) to talk about ways of keeping safe in the home, fire dangers, safety on Bonfire Night etc. Make a poster: don't play with matches/fireworks Role-play: what to do in an emergency in school – fire procedures and what to do at home – calling 999. (as Yr 1&2) 		<ul style="list-style-type: none"> Local fire station <p>www.missdorothy.com Fire Service lesson 2</p>
Wk 6	PSHE	To know how to keep safe on the internet	<ul style="list-style-type: none"> I know the dangers of the internet I know I must not give out my personal detail 	<ul style="list-style-type: none"> internet email safe protection risk supervision 	<ul style="list-style-type: none"> Thought shower: what are all the things you can you do on the internet? Make a list of benefits and risks. Thought shower: strategies for safe computer use? Group work: make a Safe Internet poster View Lee & Kim Video Animal Magic Adventure & / or Dongle the Rabbit 		<p>www.missdorothy.com Lesson 14</p> <p>www.thinkuknow.co.uk</p> <p>E-Safety and Cyberbullying training contact EEC 020 8578 6154</p> <p>Assessment: End of key stage activity:</p>  <p>"KS2 keeping safe - diamond 9 assessme</p>





(online & offline *)

Children need to be helped to understand the difference between face to face communications and those online.


- Apparent friends online can be fake and duplicitous.
- Text communications are easily ambiguous and misinterpreted.
- Someone not replying is often felt as anxiety of the true "friendship".
- It's hard to know true intentions and to gauge emotion, because visual cues are absent. (Unless using a cam)


EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 5		TERM: Autumn (2)		THEME: BE FRIENDLY, BE WISE			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	SEAL	To understand there are different types of friendship (online & offline *)	<ul style="list-style-type: none"> I can tell the difference between a friend and an acquaintance 	<ul style="list-style-type: none"> friendship acquaintance close 	<ul style="list-style-type: none"> Pairs work: think of all your different friends, in and out of school, and online, and whether you like them all in the same way, do you do the same things with all of them etc. Individual work: use Level of friendship resource sheet and ask children to order their friends and family from closest to level of acquaintance. Use initials. Extension activity: friends magazine challenge in groups. 		<ul style="list-style-type: none"> SEAL Getting on and falling out, Green booklet, p7-8, p16-17, p19 Josh & Sue video (CEOP) www.thinkuknow.co.uk
Wk 2	SEAL	To develop conflict resolution strategies (online & offline *)	<ul style="list-style-type: none"> I can say and do things that are likely to make a conflict situation better 	<ul style="list-style-type: none"> conflict calm inflame reduce responsibility 	<ul style="list-style-type: none"> Thought shower: recap on anger work from previous year groups Group work: draw up two lists - things that make conflict worse (hotting up) and things that can reduce conflict (cooling down). Or give children a blank grid with ideas which have to be placed in the 'right' column. Extension activity: make a display or poster of ideas discussed. 		<ul style="list-style-type: none"> SEAL Getting on and falling out, Green booklet, p8-9
Wk 3	SEAL	To manage my anger successfully (online & offline *)	<ul style="list-style-type: none"> I can make a wise choice when I am feeling angry I can use 'I statements' and take responsibility for my feelings 	<ul style="list-style-type: none"> anger triggers overwhelm consequences assertive 	<ul style="list-style-type: none"> Revisit Fireworks model of anger. Ask the children what the explosion stage might look like? What is a healthy way to express anger? Discuss short and long-term consequences of things we do when angry. Use examples on p12. Revisit calming down strategies and peaceful problem-solving. Pairs work: rephrasing activity using I statements). Introduce idea of assertiveness. 		<ul style="list-style-type: none"> SEAL Getting on and falling out, Green booklet, p11, p29
Wk 4	SEAL	To develop strategies to prevent bullying (online & offline *) (National Anti-	<ul style="list-style-type: none"> I can tell you what bullying is (inc. cyber-bullying) I know what to do if 	<ul style="list-style-type: none"> bullying witness audience peer pressure 	<ul style="list-style-type: none"> Whole school assembly – link to theme of National Anti-bullying Week School awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour Pre-assembly work: what is bullying? Key messages: bullying is wrong; 		<ul style="list-style-type: none"> SEAL Say no to bullying, Green booklet Let's Fight it Together video Childnet can be found on Youtube

		<i>bullying Week)</i>	bullying is going on		bullying is ongoing (doesn't just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger)		(search for Childnet & "let's Fight it together")
Wk 5	PSHE	I understand the principles of First Aid	<ul style="list-style-type: none"> I can recognise an emergency and call an ambulance 	<ul style="list-style-type: none"> emergency breathing heart life-saving unconscious bleeding choking recovery 	<ul style="list-style-type: none"> Invite a St Johns Ambulance officer into school to talk about emergency health situations and what to do. 		<ul style="list-style-type: none"> local St Johns Ambulance 08700 10 49 50 <p>KS2 First Aid Resource and KS2 Assembly (lesson plan or assembly)</p>  <p>"ks2 first aid pics.pdf"</p>  <p>"ks2 first aid.pdf"</p>
Wk 6	PSHE	I understand about E-safety	<ul style="list-style-type: none"> I know the dangers of the internet I know how to keep my personal details safe 	<ul style="list-style-type: none"> email cyber-bullying scam vulnerable abuse 	<ul style="list-style-type: none"> Thought shower: what are all the things you can do on the internet? Make a list of benefits and risks. What other kinds of technology do we use to communicate that we need to be careful about? (Chat, instant messaging, webcams, blogs, social networking sites). Thought shower: strategies for safe computer use? Group work: make a Safe Internet poster 		<p>www.thinkuknow.co.uk</p> <p>E-Safety and Cyberbullying training on www.ealingcpd.org.uk</p> <p>Assessment: End of ks activity</p>  <p>"KS2 risk diamond 9 assessment.doc"</p>  <p>"KS2 keeping safe diamond 9 assessment.doc"</p>
<p>(online & offline *) Children need to be helped to understand the difference between face to face communications and those online.</p> <ul style="list-style-type: none"> Apparent friends online can be fake and duplicitous. Text communications are easily ambiguous and misinterpreted. Someone not replying is often felt as anxiety of the true "friendship". It's hard to know true intentions and to gauge emotion, because visual cues are absent. (Unless using a cam) 							


Year A - Spring Term (1)
Unit of Work
Living Long, Living Strong

<p style="text-align: center;">EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A) YEAR: 1 TERM: Spring (1) THEME: LIVING LONG, LIVING STRONG</p>							
	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE RSE	To understand some basic hygiene principles	<ul style="list-style-type: none"> I know how to keep clean and look after myself 	<ul style="list-style-type: none"> Washing Brushing teeth Get dressed Clean 	<p>REVISIT CLASS GROUND RULES FOR EACH LESSON</p> <ul style="list-style-type: none"> In small groups at tables, give each group a 'Keeping Clean' picture. Ask the groups to discuss what the object in the picture is, how it helps people to keep clean, when it is used and would they need help to use it? Poster assessment activity 		<p>Christopher Winter Project, Teaching RSE with Confidence Yr 1 Lesson 1</p> <p>Assessment: KS statement assessment activity</p>  <p>"KS1 keeping clear assessment.doc"</p>
Wk 2	PSHE RSE	To introduce the concept of growing and changing	<ul style="list-style-type: none"> I know how people grow and change I understand that babies become children and then adults 	<ul style="list-style-type: none"> Boy Girl Penis Vagina 	<ul style="list-style-type: none"> Take the 2 pictures of newborn babies out of the bag and tell the story from the lesson plan. How can you tell which is the girl and which is the boy? Agree that they have different private parts and that the correct science words for these parts is penis and vagina. acknowledge the children may have their own words for these parts. Tell pupils that these are private parts and no one is allowed to change or touch them inappropriately. Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts of the body. Ask the children to put the lifecycle drawings in the correct order. 		<p>Christopher Winter Project, Teaching RSE with Confidence Yr 1 Lesson 2</p> <p>Alternative lesson: Croydon Scheme of Work: KS1 Year 1 Topic: Body Parts</p> <p>Link with science curriculum</p>
Wk 3	PSHE RSE	To explore different types of families and who to ask for help	<ul style="list-style-type: none"> I understand there are different types of families I know which people we can ask for help 	<ul style="list-style-type: none"> same different physical characteristics gender hair face 	<ul style="list-style-type: none"> tell the story from the lesson plan ask the class to think of as many different family members as possible finish class with a go-round – If I needed help I would go to... 		<p>Christopher Winter Project, Teaching RSE with Confidence Yr 1 Lesson 3</p> <p>:</p>

Wk 4	PSHE	To know how to look after our teeth	<ul style="list-style-type: none"> • I understand why it is important to brush my teeth regularly 	<ul style="list-style-type: none"> • teeth • decay • bacteria • brushing • regularly • toothbrush • toothpaste • dentist 	<ul style="list-style-type: none"> • Whole class discussion: bring in several different types of toothbrush, toothpaste, adverts from magazines. Ask the children what kind of toothbrush they use? How many times a day do they clean their teeth? Pairs work: write a list or draw pictures of all the different ways in which we look after our teeth. • Extension activity: visit to a local dentist or visit from dental nurse 	Contact Health Improvement Team for support for lesson
Wk 5	PSHE	To know how to stay healthy	<ul style="list-style-type: none"> • I can give examples of what keeps me healthy and why 	<ul style="list-style-type: none"> • healthy • fit • exercise • eating • heart • pulse • blood • fat 	<ul style="list-style-type: none"> • Whole class activity: run on the spot for 1 minute, check pulse rate. Ask children how they feel and why? What does the pulse tell us? What other kinds of exercise do you do? What makes good health? Do we have a choice about our lifestyles? • Group work: conduct a survey and make a bar chart that represent the different ways children keep themselves healthy eg. eating fruit and vegetables, playing with friends • Extension activity: keep a journal over the week of what foods children eat during the school day. Ask them to discuss which foods are healthy and unhealthy and how the meal could be healthier 	<p>QCA PSHE, Unit 3, Section 1 (What does being healthy mean?) and Section 3 (Making healthy choices)</p> <p>Assessment: End of KS statement assessment activity</p>  <p>packed_lunch_assessment_K51_K52.doc</p>
Wk 6	SEAL	To set a simple personal goal	<ul style="list-style-type: none"> • I can choose a realistic goal • I can break a goal down into small steps 	<ul style="list-style-type: none"> • goal • achieve • steps • wishes • hopes • dreams • persistence • frustrated • bored 	<ul style="list-style-type: none"> • Whole class activity: our dreams. Sentence completion: "when I grow up I want to be ..." • Whole class activity: the miracle learner. Ask the children individually to think of a simple goal they would like to achieve to help them become healthier eg. eat more fruit, being able to run faster, keep skipping for longer etc. • Pairs work: share your goals and help each other come up with at least two steps to achieve it. How do you keep going towards a goal without giving up? How can we help each other keep going? • Whole class activity: devise evaluation questions for the end of the plan. <p>Extension activity: Devise a plan to learn something new, at home or school</p>	<ul style="list-style-type: none"> • SEAL Going for goals, Family activities 1&2 • SEAL Going for goals, Blue book, Yr 1, p6-7 and Yr 2, p16 • SEAL Going for goals, Family activities 3&4



EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 3		TERM: Spring (1)		THEME: LIVING LONG, LIVING STRONG			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE RSE	To explore the differences between males and females and to name the body parts	<ul style="list-style-type: none"> Know some differences & similarities between males and females Name male and female body parts using agreed words 	<ul style="list-style-type: none"> Similar Different Male Female Body parts Penis Vagina 	Display clothed baby pictures. Ask them to discuss whether they can tell from looking at this picture whether the baby is male or female? Can they explain how they know this? Establish that you cannot always tell the sex of a baby by looking at it with its clothes on. Ensure the class understands that it is the private parts of a baby which confirm whether it is male or female. Explain the meaning of the word private. Accept any words the children use for the private parts and ask if they know the science words. Explain that you will be using agreed science words in these lessons. Explain that no one is allowed to change or hurt you on any body parts		<ul style="list-style-type: none"> Christopher Winter Project, Teaching RSE with Confidence Yr 3 Lesson 1 Living and Growing DVD Unit 1 programme 1 <p>Link with science curriculum</p> <p>London Scheme of Work for RSE (See resources page)</p>
Wk 2	PSHE RSE	To consider touch and to know that a person has the right to say what they like and dislike	<ul style="list-style-type: none"> identify different types of touch that people like and do not like understand personal space talk about ways of dealing with unwanted touch 	<ul style="list-style-type: none"> Comfortable Uncomfortable Body parts Like Dislike Touch Hug Kiss 	<ul style="list-style-type: none"> In pairs, ask the children to think of as many different types of touch as possible e.g. push, hug, scratch and kiss. Ask the children which touches they like and do not like. Ask whether it makes a difference who is touching them and why? Emphasise that everyone is different, and it is important to know what each of them likes or dislikes. Everyone has the right to say what is ok and what is not ok. Personal space activity Problem page activity 		<ul style="list-style-type: none"> Christopher Winter Project, Teaching RSE with Confidence Yr 3 Lesson 2
Wk 3	PSHE RSE	To explore different types of families and who to go to for help and support	<ul style="list-style-type: none"> understand that all families are different and have different family members identify who 	<ul style="list-style-type: none"> Family Fostering Adoption Relationships Stereotypes Gender roles 	<ul style="list-style-type: none"> Ask the class questions about families, considering some of the following: <i>What makes a family? Do families always live together? Are people always born into families? Do people always live with parents or other relatives? Are people in families always married? Do old and young people in families live together? Where do family members live?</i> Make a 		<ul style="list-style-type: none"> Christopher Winter Project, Teaching RSE with Confidence Yr 3 Lesson 3 And Tango Makes Three, Richardson & Parnell Space Girl Pukes, K.Watson

			to go to for help and support		list on the board of different kinds of family. <ul style="list-style-type: none"> • Display family pictures • Who can I talk to worksheet • Recap and review 		
Wk 4	SEAL	To understand what helps to make people feel happy	<ul style="list-style-type: none"> • I understand why rest and relaxation is an important part of being healthy • I can relax when I want to 	<ul style="list-style-type: none"> • relaxation • leisure • hobbies • happy • stress • worries 	<ul style="list-style-type: none"> • Whole class activity: recap on ways of keeping healthy (keeping fit, healthy eating). Introduce idea of relaxing and leisure time and ask for examples. • Make a collage of ways of relaxing after school, at weekend and in the holidays • Visualisation: imagine your special place • Extension activity: draw a picture/symbol on a piece of card to remind them of their special place, to be used as a reminder to relax if feeling worried, upset or angry. 		<ul style="list-style-type: none"> • QCA PSHE, Unit 3, Making choices for a healthy life, Unit 2 (Balance work and leisure) • SEAL Yellow booklet, Good to be me, p11
Wk 5	PSHE	To know how to keep healthy	<ul style="list-style-type: none"> • I can make positive choices to support a healthy lifestyle 	<ul style="list-style-type: none"> • healthy • lifestyle • positive • choices • food • exercise • sleep • relaxation • pressure • persuasion 	<ul style="list-style-type: none"> • Thought shower all the ways in which we keep healthy and happy (good food, exercise, sleep, relaxation, feeling happy) • Whole class activity: role play around choices. Imagine you are a TV advertiser or a business person and you are trying to persuade people to buy or do something which they know is unhealthy (eg. buy new sort of sweets, stay up late and watch more TV). What kind of arguments would you use? How would your audience resist the pressure? • How do you feel when you make the right choices? 		<ul style="list-style-type: none"> • QCA PSHE, Unit 6, Eating healthily, being active - Section 1 Staying Healthy • QCA PSHE, Unit 6, Eating healthily, being active - Section 3 Keeping Fit
Wk 6	SEAL	To understand what helps us to overcome barriers to reaching goals	<ul style="list-style-type: none"> • I can identify ways to overcome barriers to achieving my goals 	<ul style="list-style-type: none"> • barriers • obstacles • excuses • responsibility 	<ul style="list-style-type: none"> • Whole class activity: making excuses. Divide into two columns on flip chart – barriers I can change and barriers I can't change. • Pairs work: children come up with excuses or reasons for not making healthy choices (eg. I'm no good at sport, I'm too busy to do a sport, we haven't got a garden, I don't like vegetables etc). Sort into barriers I can and can't change. Discuss and explore each excuse. • Individual round: one goal I'm going to achieve in order to be healthy is ... • Extension activity: work out and write/draw the small steps I will need to take in order to reach that goal. 		<ul style="list-style-type: none"> • SEAL Yellow booklet, Going for goals, p19 <p>Assessment: End of key stage activity:</p>  <p>"KS2 healthy choice assessment.doc"</p>

<p style="text-align: center;">EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A) YEAR: 5 TERM: Spring (1) THEME: LIVING LONG, LIVING STRONG</p>							
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	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE RSE	To explore the emotional and physical changes occurring in puberty	<ul style="list-style-type: none"> • Explain the main physical and emotional changes that happen during puberty • Ask questions about puberty with confidence 	<ul style="list-style-type: none"> • Puberty • Physical changes • Emotional changes • Moods • Menstruation 	<ul style="list-style-type: none"> • Go-round 'one change that has happened to me since I was small is...' • Use puberty questions to establish key facts. • In pairs ask the children to discuss 'what physical and emotional changes do you think happen during puberty?' • DVD – Changes • Anonymous questions 		<ul style="list-style-type: none"> • Christopher Winter Project, Teaching RSE with Confidence Yr 5 Lesson 1 <p>Link to science curriculum</p> <p>London Scheme of Work for RSE (See resources page for link)</p>
Wk 2	PSHE RSE	To understand male and female puberty changes in more detail	<ul style="list-style-type: none"> • understand how puberty affects the body and the emotions • describe how to manage physical and emotional changes 	<ul style="list-style-type: none"> • Periods • Tampons • Sanitary towels • Wet dreams • Semen • Erection • Sweat • Breasts • Spots • Pubic hair • Facial hair 	<ul style="list-style-type: none"> • Recap the physical and emotional changes in puberty. • Ask questions to establish baseline knowledge from the class about menstruation. • Show whiteboard animation of menstruation cycle • Discuss the male changes • Hand out copies of the puberty card game • Feedback and anonymous questions • Consider lesson on female genital mutilation 		<ul style="list-style-type: none"> • Christopher Winter Project, Teaching RSE with Confidence Yr 5 Lesson 2 <p>Link to science curriculum</p> <p>FGM lesson plan https://www.egfl.org.uk/services-children/female-genital-mutilation-fgm</p>

Wk 3	PSHE RSE	To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty	Explain how to stay clean during puberty Describe how emotions change during puberty Know how to get help and support during puberty	<ul style="list-style-type: none"> • Underarm hair • Sexual feelings 	<ul style="list-style-type: none"> • Memory game using puberty related items • Puberty problem page activity • Problem page feedback • Anonymous questions. 		<ul style="list-style-type: none"> • Christopher Winter Project, Teaching RSE with Confidence Yr 5 Lesson 3 Link to science curriculum <p>Assessment: End of KS statement assessment activity</p>  <p>"KS2 body outline assessment.doc"</p>
Wk 4	PSHE	To understand the concept of well-being	<ul style="list-style-type: none"> • I understand the importance of a balanced lifestyle 	<ul style="list-style-type: none"> • balance • lifestyle • rest • eating • exercise 	<ul style="list-style-type: none"> • Recap on what constitutes a healthy lifestyle (healthy eating, exercise, rest, leisure). • Individual activity: give each pupil a large circle divided into 24 sections to represent a typical day. As a whole class decide on a colour code to represent various activities eg. blue for sleeping, red for school time, green for playing. Pupils colour in own chart according to how they spend their day. • Whole class discussion: what is a healthy balance of activities? 		<p>Assessment: End of KS statement assessment activity</p>  <p>"KS2 healthy choice assessment.doc"</p>
Wk 5	SEAL	To know how to be an effective learner	<ul style="list-style-type: none"> • I know the skills and attributes of an effective learner 	<ul style="list-style-type: none"> • goals • targets • skills • talents • learner 	<ul style="list-style-type: none"> • Whole class activity: Read the story of The Fourth Son and discuss. • Create a display about the skills needed to be an effective learner. What did the fourth son in the story do? (listened well, observed others, practised hard etc) • Individual thinking: "one skill I have as a learner is ..." 		<ul style="list-style-type: none"> • SEAL Going for goals, Green booklet, p5 & 10-11
Wk 6	SEAL	To understand what makes people positive role models	<ul style="list-style-type: none"> • I understand what I need to keep going towards my goal 	<ul style="list-style-type: none"> • role model • admiration • challenge • perseverance • patience • resilience 	<ul style="list-style-type: none"> • Ask pupils for names of a few famous people eg. David Beckham, Barak Obama, JK Rowling. Why are they famous? What did they have to do to succeed and reach their goals? (work hard, study, be focussed, have a plan, get support etc) What qualities would they have needed? Explain terms patience, perseverance, resilience. What do you think they said when they felt like giving up? 		<ul style="list-style-type: none"> • SEAL Going for goals, Green booklet, p6

					<ul style="list-style-type: none"> • Pairs work: think of a time when you found something really difficult and you felt like giving up but you kept going and reached your goal. Tell your partner about it. Why was it difficult? What helped you to keep going? How did you feel when you reached your goal? How did you reward yourself when you reached your goal? 		
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Year A – Spring Term (2)
Unit of Work
Daring to be Different

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 1		TERM: Spring (2)		THEME: DARING TO BE DIFFERENT			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To know our likes and dislikes	<ul style="list-style-type: none"> I know that we all like and dislike different things I can recognise and respect each other's differences 	<ul style="list-style-type: none"> likes dislikes similarities differences unique 	<ul style="list-style-type: none"> Whole class activity: pass the magic mirror. Hold a mirror up to each child's face so they see their reflection. Ask them what is so special in the mirror? Introduce idea of being unique but also having things in common with others. Pairs work: find two things you and your partner both like eg. "I like football and so does Abdul" Whole class activity: create a class chart of hobbies 		<ul style="list-style-type: none"> QCA Citizenship, Unit 5, Living in a diverse world – Section 1 <p>Assessment: End of key stage activity</p>  <p>"KS1 similarities & differences assessment"</p>
Wk 2	CIT SEAL	To recognise when someone is feeling proud (online & offline*)	<ul style="list-style-type: none"> I can help another person feel proud 	<ul style="list-style-type: none"> 'boost-ups' 'put-downs' proud special compliment 	<ul style="list-style-type: none"> Thought shower meaning and examples of 'boost-ups' and 'put downs' Read story: 'Proud' Group work: make up and role-play a situation where someone uses put-downs about someone's ability and how someone else boosts their self-confidence 		<ul style="list-style-type: none"> SEAL photo-card 'proud' SEAL Good to be me, Blue booklet p6 and p10-11 QCA Citizenship, Unit 5, Living in a diverse world – Section 1
Wk 3	SEAL	To appreciate being special	<ul style="list-style-type: none"> I can tell you something that makes me special 	<ul style="list-style-type: none"> strengths talents skills 	<ul style="list-style-type: none"> Re-read assembly story about Mouse. How might she have been feeling? Whole class listening: children are invited to bring in something from home eg. toy, teddy bear, photo, to show to rest of the circle and talk about themselves for a minute. Practise talking with a partner first. 		<ul style="list-style-type: none"> SEAL Theme overview – Assembly story SEAL Good to be me, Blue booklet p5 and p14

Wk 4	SEAL	To know how to recognise worrying feelings (online & offline*)	<ul style="list-style-type: none"> • I can tell when I am feeling worried or anxious 	<ul style="list-style-type: none"> • worried • anxious • tense • worry box • catastrophe 	<ul style="list-style-type: none"> • Read story: 'The Wobbly Tooth'. • Thought shower: if Jamina came to our school what would she worry about? • Pairs work: look at the worries and come up solutions • Introduce worry-box and its use • Use a catastrophe scale (0-10) to help children gain perspective: is it worth tears or could you blow it away with the wind? 		<ul style="list-style-type: none"> • SEAL Good to be me, Blue booklet p 7 and p12
Wk 5	SEAL	To know how to stay calm and relaxed (online & offline*)	<ul style="list-style-type: none"> • I know some things cause me to feel stressed • I can be still and quiet and relax my body 	<ul style="list-style-type: none"> • relaxed • calm • quiet • still • stressed 	<ul style="list-style-type: none"> • Look at and discuss photo-card 'relaxed' from whole school resources. Look at and discuss Feeling detective poster. • Pairs work: cut up and pictures on the How are you feeling? Resource Sheet and put in order of most relaxed to least relaxed. Relate this to learning something new or difficult. • Relaxation exercise 		<ul style="list-style-type: none"> • SEAL photo-card 'relaxed' • SEAL Good to be me, Blue booklet p14-16, p22-24 • SEAL whole school resources
Wk 6	SEAL	To know how to stand up for myself (online & offline*)	<ul style="list-style-type: none"> • I can tell when it is right for me to stand up for myself • I know how to stand up for myself 	<ul style="list-style-type: none"> • assertive • angry • defend • protect 	<ul style="list-style-type: none"> • Role-play using scripts. Use puppets if appropriate. 		<ul style="list-style-type: none"> • SEAL Good to be me, Blue booklet p17

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 3		TERM: Spring (2)		THEME: DARING TO BE DIFFERENT			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To recognise similarities and differences	<ul style="list-style-type: none"> I know that there are similarities and differences between everyone 	<ul style="list-style-type: none"> similarities differences individuality identity 	<ul style="list-style-type: none"> Circle Time: "I am individual because ..." Activity: draw a badge, shield or coat of arms to illustrate their identity Fingerprint pictures 		<ul style="list-style-type: none"> QCA Citizenship, Unit 5, Living in a diverse world – Section 1
Wk 2	SEAL	To know how to feel good about yourself in difficult situations	<ul style="list-style-type: none"> I can tell you the things I am good at I can recognise when I find something difficult and do something about it 	<ul style="list-style-type: none"> good difficulties interview 	<ul style="list-style-type: none"> Changing places game: There's a chair to my right ... Pairs work: prepare a 'Good to be me' interview. Thought shower questions as a whole class first eg. what things have you done recently that you are proud of? 		<ul style="list-style-type: none"> SEAL Good to be me, Good to be me p22
Wk 3	SEAL	To know what a surprised feeling looks/feels like	<ul style="list-style-type: none"> I can tell you what feeling surprised is like I know that different people have different feelings about surprises 	<ul style="list-style-type: none"> surprised hopeful worried anxious excited relax routine 	<ul style="list-style-type: none"> Warm-up: place a 'present' in the centre of the circle. Individual round: "I would like there to be ... in my present" Look at and discuss the photo-card 'surprised' from the whole school resources. Thought shower other words for 'surprised'. Pairs work: ask children to discuss how they might feel in certain situations (write situations on board). Feedback few example to circle. Ask for actions/behaviours that might go with the feelings. Pass the present around the circle, saying: "I would give ... to ..." 		<ul style="list-style-type: none"> SEAL Good to be me, Yellow booklet p6-7, p13 SEAL whole school resources

Wk 4	SEAL	To be able to recognise hopeful and disappointed feelings	<ul style="list-style-type: none"> • I can explain what hopeful and disappointed mean 	<ul style="list-style-type: none"> • hopeful • disappointed • hopeless 	<ul style="list-style-type: none"> • Use photo-cards 'hopeful' and 'disappointed' from whole school resources and explore how characters might be feeling. Use Feelings detective poster to explore vocabulary further. • Read story 'Hopeful' and discuss • Group work: Hopeful and hopeless challenge - make a poster turning hopeless into hopeful thoughts 		<ul style="list-style-type: none"> • SEAL photo-cards • Feelings detective poster • SEAL Good to be me, Yellow booklet p23 and 28-30
Wk 5	SEAL	To be able to hide or show my feelings	<ul style="list-style-type: none"> • I can choose when to show my feelings and when to hide them 	<ul style="list-style-type: none"> • hiding • protection • fear • hurt • choices 	<ul style="list-style-type: none"> • Thought shower: when might we want to hide our feelings? Use resource sheet. • Group work: devise a role-play to present to others situations where children might or might not choose to hide their feelings eg. when you are playing cards and you have the card someone else needs to win, when you fall over in front of a group of older children 		<ul style="list-style-type: none"> • SEAL Good to be me, Yellow booklet p23 and p31
Wk 6	SEAL	To be able to stand up for myself	<ul style="list-style-type: none"> • I can choose to act assertively 	<ul style="list-style-type: none"> • assertive • passive • aggressive • angry 	<ul style="list-style-type: none"> • Present scenarios to the class eg. your friend wants you to go to the cinema and you don't want to. How do you handle the situation? • Read story of Lion, Mouse, Fox and Human and discuss. • Introduce terms 'aggressive', 'passive', 'assertive'. Which characters in the story display which behaviours? • Discussion: which approach would be most effective in finding a solution that everyone felt ok about? 		<ul style="list-style-type: none"> • SEAL Good to be me, Yellow booklet p8-9, p24 and p32

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 5		TERM: Spring (2)		THEME: DARING TO BE DIFFERENT			


	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To understand and respect others' opinions (online & offline*)	<ul style="list-style-type: none"> • I can listen to other people's point of view • I can contribute to a simple debate (Consider how we interact via the Internet & phones etc.) 	<ul style="list-style-type: none"> • listen • opinion • difference • agreement • discussion • debate • solution 	<ul style="list-style-type: none"> • Pairs work: pupils sit opposite a partner in a carousel. Provide them with a problem to solve to allow them to select their own issue eg. there is not enough space in the playground for football and other games at the same time. What can we do about it? • Report back two key points from their pair and compile into class list of suggestions. Pupils vote on suggestions. • Use discussion online forums / blogs in a learning environment and discuss how to show respect when communicating in text online. 		<ul style="list-style-type: none"> • QCA PSHE, Unit 1, Taking part – Section 3 • Tools in a learning environment / platform
Wk 2	SEAL	To know how to agree or disagree with reasoning (online & offline*)	<ul style="list-style-type: none"> • I can disagree with someone without falling out • I can cope when someone disagrees with me 	<ul style="list-style-type: none"> • agree • disagree • dispute 	<ul style="list-style-type: none"> • Pairs work: label each pair agree' or 'disagree'. Read out statements to the class and ask pupils to come up with reason for agreeing or disagreeing. Each pair feeds back 'we agree because ...' or 'we disagree because ...' • Play some music and ask pupils to move around the room. When the music stops, read out one of the statements and ask them to find someone who disagrees with the statement. They need to try and persuade the other person they are right. 		<ul style="list-style-type: none"> • SEAL Good to be me, Green booklet p9
Wk 3	SEAL	To recognise and appreciate risky choices (online & offline*)	<ul style="list-style-type: none"> • I can make a judgement about whether to take a risk • 	<ul style="list-style-type: none"> • choice • risk • judgement • worthwhile 	<ul style="list-style-type: none"> • Thought shower some of the risks we often take. • Discuss risks inherent in Internet scenarios • Write statements on sticky notes and read out. Ask pupils to order them according to risk. • Change the criteria for ordering the risks to very worthwhile and not worthwhile. • Pairs work: discuss something you might try that involves taking a risk to extend their skills or improve their work. Write down a plan. 		<ul style="list-style-type: none"> • SEAL Good to be me, Green booklet p8 • "e-safety scenarios for KS2. doc" (on MLE in ICT room)

Wk 4	SEAL	To be able to stand up for oneself and not always follow the crowd (online & offline*)	<ul style="list-style-type: none"> • I can stand up for what I think after listening to others and making my own choice • I understand the majority view is not always right 	<ul style="list-style-type: none"> • peer pressure 	<ul style="list-style-type: none"> • Use 'peer pressure' photo-cards from whole school resources. Thought shower examples eg. buying the same kind of trainers as other children in the class because of the fear of being laughed at if has different ones. • Discuss how peer pressure can be positive and negative and is about trying to persuade others to do things, for right or wrong. Refer back to activity on agreeing and disagreeing. • Group work: Standing out from the crowd memory activity 		<ul style="list-style-type: none"> • SEAL Good to be me, Green booklet p17-19, p28-29 • SEAL whole school resources
Wk 5	SEAL	To understand how to be assertive in the right way (online & offline*)	<ul style="list-style-type: none"> • I can behave in an assertive way using appropriate body language and tone of voice 	<ul style="list-style-type: none"> • assertive • passive • aggressive • angry • body language 	<ul style="list-style-type: none"> • Revisit types of behaviour – aggressive, passive, assertive • Ask pupils how much they think is understood through words, the way words are spoken or body language? • Mime/role play: expressing anger without words, saying a sentence where the words do not match the 'tone' 		<ul style="list-style-type: none"> • SEAL Good to be me, Green booklet p19-21
Wk 6	SEAL	To be able to use a range of strategies to prevent bullying (online & offline*)	<ul style="list-style-type: none"> • I know I can prevent bullying using different strategies 	<ul style="list-style-type: none"> • bullying • strategies 	<ul style="list-style-type: none"> • Revisit work on anti-bullying (inc . Cyber-bullying) . Thought shower reasons that some people might get bullied. • Drama and role-play scenarios to demonstrate bullying incidents. • Create a class poster - 'bully-free zone' 		<ul style="list-style-type: none"> • SEAL Say no to bullying, Green booklet • Childnet "Let's Fight it Together" video (on Youtube)
<p>(online & offline *)</p> <p>Children need to be helped to understand the difference between face to face communications and those online.</p> <ul style="list-style-type: none"> • Apparent friends online can be fake and duplicitous. • Text communications are easily ambiguous and misinterpreted. • Someone not replying is often felt as anxiety of the true "friendship". • It's hard to know true intentions and to gauge emotion, because visual cues are absent. (Unless using a cam) • 							

Year A – Summer Term (1)
Unit of Work
Dear Diary

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 1		TERM: Summer (1)			THEME: DEAR DIARY		

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To know who to ask for help	<ul style="list-style-type: none"> I can recognise those people in the community who help us I can recognise times when I have needed help 	<ul style="list-style-type: none"> police teachers fire officers nurses doctors uniform 	<ul style="list-style-type: none"> Show children pictures from books, magazines, posters, internet of people in the community, people at work and roles people play in helping us inc. school staff. Thought shower: what is the role of these key individuals? What would happen if those people were not there? Do they wear special clothes or uniform? Why? What ways do they help us? Group work: list people they know who wear uniforms. Draw pictures of people in uniforms. Extension activity: invite a member of the local community into school to talk about their job. 		<ul style="list-style-type: none"> QCA Citizenship, Unit 4 – People who help us, Section 1&2 Local community safety officer/police station
Wk 2	SEAL	To recognise when we feel loved and cared for	<ul style="list-style-type: none"> I can tell when I feel cared for I can tell when I love or care for someone 	<ul style="list-style-type: none"> love care close happy secure safe 	<ul style="list-style-type: none"> Recap on assembly story to introduce the idea of some people who are important to us and why. Use SEAL photo-cards to illustrate love, friendship, care. Individual task: draw someone who is close or important to them. <p><i>NB. Be sensitive to the range of children's family or living circumstances</i></p>		<ul style="list-style-type: none"> SEAL Relationships, Blue booklet, p5 SEAL whole school resources
Wk 3	SEAL	To understand what proud and jealous emotions feel like	<ul style="list-style-type: none"> I can tell when I am proud or jealous 	<ul style="list-style-type: none"> jealous proud hurt lonely uncomfortable feelings emotions 	<ul style="list-style-type: none"> Use the whole school photo-cards 'jealous' and 'proud' Read story Amy's bad day. How was Amy feeling? Use Emotional barometer to indicate whether feeling proud or jealous in response to scenarios. Pairs work: use How would I feel .. resource sheet for discussion. 		<ul style="list-style-type: none"> SEAL Relationships, Blue booklet, p5-7, p14 SEAL whole school resources

Wk 4	SEAL	To understand how our thoughts, feelings and behaviour are linked	<ul style="list-style-type: none"> • I can deal with my own hurt feelings without hurting others 	<ul style="list-style-type: none"> • hurt • unkind • lonely • better 	<ul style="list-style-type: none"> • Read story on p8 about Pam. Use line of dominoes, knocking one over at a time to illustrate how feelings can get out of hand and affect our behaviour. • Thought shower; what should you do in the following situations (p9). Use poster Feelings, thoughts and behaviour. Write ideas on board. • Re-read story of Pam. Ask children to put up their hands to stop you with an idea as you go through. • Extension activity: make a feelings display 		<ul style="list-style-type: none"> • SEAL Relationships, Blue booklet, p8-9 • SEAL whole school resources
Wk 5	SEAL	To know some ways we can deal with worries	<ul style="list-style-type: none"> • I can talk about my feelings • I can talk about ways to deal with my worries 	<ul style="list-style-type: none"> • lonely • alone • belong • accept • like • include • exclude 	<ul style="list-style-type: none"> • Use photo-cards 'lonely' and 'included' to explore feeling of loneliness, belonging and acceptance. • Group work: Feeling Lonely challenge. Extend ideas to include feeling sad, hurt etc. • Extension activity: Dear Diary. Write to the problem page of a magazine. Imagine and write the editor's reply. (Could be used as the basis for the following session.) 		<ul style="list-style-type: none"> • SEAL Relationships, Blue booklet, p18, 24 • SEAL whole school resources
Wk 6	SEAL	To be able to support each other	<ul style="list-style-type: none"> • I can help others feel better if they have a worry 	<ul style="list-style-type: none"> • help • support • worry • problem 	<ul style="list-style-type: none"> • Allow an extra session for open discussion of any of the issues from the previous sessions in the unit. Use a structured discussion format eg. Circle Time to allow children time to raise any worries they have and share support strategies. • Undertake draw and write assessment activity. 		<p>Assessment: End of key stage activity</p>  <p>"KS2 puberty problem page asses:</p>

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 3		TERM: Summer (1)		THEME: DEAR DIARY			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To know where to go for help (online / offline*)	<ul style="list-style-type: none"> I know about the work carried out at a police station I can ask relevant questions and identify key points 	<ul style="list-style-type: none"> police station personal safety risks 	<ul style="list-style-type: none"> Class visit to a local police station or visit from Schools PC. Prepare questions beforehand eg. what crimes do children commit most often? What happens when a suspect is brought to the police station? Who looks after the police dogs? Follow-up group work in class: what three things did you learn on your visit about the role of the police and how they keep the community safe? Design and make a poster. 		<ul style="list-style-type: none"> QCA Citizenship, Unit 4 – People who help us, Section 3 Local police station Schools PC team office
Wk 2	SEAL	To understand what taking responsibility means (online / offline*)	<ul style="list-style-type: none"> I can tell when something is my fault and when something is not I can make amends if I have done something wrong 	<ul style="list-style-type: none"> fault guilty responsibility shame ashamed regret remorse amends 	<ul style="list-style-type: none"> Use the Three pictures resource sheets to discuss the idea of feeling guilty and why. Thought shower: does guilt have a purpose? Could it alert us to the fact that there is a problem we may need to solve? Pairs work: sort out scenarios on Taking responsibility resource sheet into two piles – one where you would expect the person to feel guilty and one where the person is not responsible and therefore should not feel guilty Group work: look at pictures 2 and 3 again from the Three pictures resource sheet. How can the characters make amends? Role play solutions. 		<ul style="list-style-type: none"> SEAL Relationships, Blue booklet, p6-9, p12-15, p19
Wk 3	SEAL	To know how to make wise choices (online / offline*)	<ul style="list-style-type: none"> I can take responsibility for what I choose to do I know when I will feel guilty and use this when I make a choice 	<ul style="list-style-type: none"> conscience choice right wrong 	<ul style="list-style-type: none"> Listen to the interactive story of Jack's choice. Introduce the notion of 'conscience'. In groups, give a name to your conscience. Conscience alley drama work: half the class have to try and persuade a child to make an unwise choice (eg. staying up to watch TV late at night) while the other half try to persuade them to do the right thing. Extension activity: read the story of Pinocchio 		<ul style="list-style-type: none"> SEAL Relationships, Blue booklet, p9-10 SEAL whole school resources

Wk 4	SEAL	To appreciate the feeling of loss	<ul style="list-style-type: none"> I know how most people feel when they lose something or someone they love 	<ul style="list-style-type: none"> loss illness death sad upset funeral proud goodbye remember 	<ul style="list-style-type: none"> Read the story Lynford from the resource sheets. <i>NB. Check children have experience of pets and know what they are.</i> Pairs work: discuss the story in general. Ask the children how the child in the story might have felt. Use the Emotional barometer if appropriate. Explore what they know about death by asking facilitative questions (egs. on p21). Group work: Lyford challenge – making a special send-off for Lynford. 	<ul style="list-style-type: none"> SEAL Relationships, Blue booklet, p20-21 SEAL whole school resources
Wk 5	SEAL	To recognise some ways we can deal with worries (online / offline*)	<ul style="list-style-type: none"> I can tell you the things that hurt my feelings I can understand how I might hurt others 	<ul style="list-style-type: none"> teasing name-calling unkind hurtful healing feelings 	<ul style="list-style-type: none"> Thought shower: what's the difference between physical hurt and hurt feelings? Ask children if the 'sticks and stones' expression is true? Pairs work: give children two blank cards to write one hurtful thing and one healing thing. Take in and shuffle up, then hand out randomly. Ask the children to line up with the most hurtful cards one end and the most healing cards the other end. Fold the line in on itself so the most hurtful are opposite the most healing. Starting with the least hurtful, read out words and put the hurtful ones in the bin. Extension activity: Dear Diary. Write to the problem page of a magazine. Imagine and write the editor's reply. (Could be used as the basis for the following session.) 	<ul style="list-style-type: none"> SEAL Relationships, Blue booklet, p20-21
Wk 6	SEAL	To know ways of supporting each other (online / offline*)	<ul style="list-style-type: none"> I can help others feel better if they have a worry 	<ul style="list-style-type: none"> help support worry problem 	<ul style="list-style-type: none"> Allow an extra session for open discussion of any of the issues from the previous sessions in the unit. Use a structured discussion format eg. Circle Time to allow children time to raise any worries they have and share support strategies. 	


(online & offline *)

Children need to be helped to understand the difference between face to face communications and those online.

- Apparent friends online can be fake and duplicitous.
- Text communications are easily ambiguous and misinterpreted.
- Someone not replying is often felt as anxiety of the true "friendship".
- It's hard to know true intentions and to gauge emotion, because visual cues are absent. (Unless using a cam)

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 5		TERM: Summer (1)			THEME: DEAR DIARY		

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT PSHE	To know where to go for help (online & offline *)	<ul style="list-style-type: none"> I know what facilities exist in my local area and nationally for young people Be aware of CEOP "Report Abuse" button 	<ul style="list-style-type: none"> support facilities youth club church doctors library help-lines confidentiality 	<ul style="list-style-type: none"> Thought shower: what kind of clubs, activities or facilities exist in your area? What would you like to see? What about places to go for advice or if you wanted to talk confidentially? Who would you talk to? Put up four large sheets of paper around the room with headings e.g. 'about school/home/friendships/health'. Pairs work: write on sticky notes an idea of a problem somebody might need to get help with and put under appropriate heading. Group work: research/investigate facilities for young people in the local area. Create a fact file of local information eg. names, addresses of youth clubs, sports clubs, library, national help-lines etc 		<ul style="list-style-type: none"> QCA Citizenship, Unit 4 – People who help us, Section 4&5 QCA PSHE Unit 4, Support Networks – Section 4 www.ceop.police.uk
Wk 2	SEAL	To know some ways of managing uncomfortable feelings (online & offline *)	<ul style="list-style-type: none"> I know some things to do when I feel embarrassed that will not make things worse I can help someone who feels embarrassed 	<ul style="list-style-type: none"> embarrassed put-downs humiliated blushing anger shamed 	<ul style="list-style-type: none"> Thought shower: what are the physical and emotional effects of feeling embarrassed? Use photo-cards 'embarrassed' and Feelings detective poster. Come up with own ideas for embarrassing situations. Scaling activity using a blushometer: use situations outlined on The blushometer resource sheet Read story Embarrassed Group work: how can we help each other? Come up with strategies and role-play in groups. 		<ul style="list-style-type: none"> SEAL Green book, Relationships, p6-7, 13-16 SEAL whole school resources
Wk 3	SEAL	To understand the impact of a boost-up or put-down (online & offline *)	<ul style="list-style-type: none"> I can recognise a put-down I know how a boost-up or put-down can make someone feel 	<ul style="list-style-type: none"> sarcasm anger put-downs compliments boost-ups self-esteem 	<ul style="list-style-type: none"> Thought shower: what do we do or say to make each other feel good? Explain put-downs and then ask for examples. Read story Pick me up, don't put me down from resource sheets. Put 2 large different coloured hoops (PE hoops) in centre of circle and give props to two children to look after – stars and pebbles to represent boost ups and put downs. 		<ul style="list-style-type: none"> SEAL Green book, Relationships, p10, p17 Use online communication tools / blogging on learning platform.

			(Consider how we interact via the Internet & phones etc.)		Read story and when put downs or boost ups are identified children put star or pebble in appropriate hoop. Discuss afterward how that person might have felt. • Special Person – round of appreciations and positive feedback directed to one person		
Wk 4	SEAL	To understand that sometimes friendships end (online & offline *)	<ul style="list-style-type: none"> I can break friends with someone without hurting their feelings (Consider how we interact via the Internet & phones etc.) 	<ul style="list-style-type: none"> loss disappointment anger change assertive kind empathetic 	<ul style="list-style-type: none"> Thought shower: why do some friendships have to end? Photocopy and distribute Parts A and B of Breaking friends resource sheet – half the class read story A and the other half story B. Make up a storyboard of the facts of the story. Role-play in groups: what would Magenic and Paula say to each other so they can sort things out? 		<ul style="list-style-type: none"> SEAL Green book, Relationships, p25-28, 32-35 SEAL whole school resources Use online communication tools / blogging on learning platform.
Wk 5	SEAL	To recognise the relevance of forgiveness (online & offline *)	<ul style="list-style-type: none"> I can think about when to forgive someone (Consider how we interact via the Internet & phones etc.) 	<ul style="list-style-type: none"> forgiveness making amends resentment anger sadness grief depression mistakes 	<ul style="list-style-type: none"> Discuss the feelings associated with being very angry with someone for a long time. Read story Forgiveness from resource sheet Pairs work: should Sacha forgive Kelly? Record ideas why she should or should not in a 3 minute time period, then take a vote of hands across the class. Discuss what we often take into account when deciding to forgive someone. Ask children about self-forgiveness. 		<ul style="list-style-type: none"> Use online communication tools / blogging on learning platform.
Wk 6	SEAL	To recognise ways of supporting each other (online & offline *)	<ul style="list-style-type: none"> I can help others feel better if they have a worry (Consider how we interact via the Internet & phones etc.) 	<ul style="list-style-type: none"> help support worry problem 	<ul style="list-style-type: none"> Allow an extra session for open discussion of any of the issues from the previous sessions in the unit. Use a structured discussion format eg. Circle Time to allow children time to raise any worries they have and share support strategies. Extension activity: Dear Diary. Write to the problem page of a magazine. Imagine and write the editor's reply. (Could be used as the basis for the following session.) 		<p>Dear Diary / Problem Page assessment activity (relating to puberty)</p>  <p>"KS2 puberty problem page asses:</p> <ul style="list-style-type: none"> Use online communication tools / blogging on learning platform.
(online & offline *) Children need to be helped to understand the difference between face to face communications and those online:							

- Apparent friends online can be fake and duplicitous.
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- Someone not replying is often felt as anxiety of the true “friendship”.
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Year A – Summer Term (2)
Unit of Work
Joining In and Joining up

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 1		TERM: Summer (2)		THEME: JOINING IN AND JOINING UP			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To listen effectively	<ul style="list-style-type: none"> I can listen and respond to others I know how to be a good listener 	<ul style="list-style-type: none"> listening speaking eye contact body language observer 	<ul style="list-style-type: none"> Thought shower: why is it important to listen? Group work: active listening role play. Label in groups of 3: 1=speaker, 2=listener, 3=observer. Ask groups to describe what you want or are going to do over the summer holidays. First round – listener demonstrates poor listening. Swop roles and carry out activity again, this time with the listener demonstrating good listening skills. Feedback to class about how it felt in each role. What is good listening? Make a good listening skills poster for the classroom. 		<ul style="list-style-type: none"> QCA Citizenship, Unit 1, Taking part – Section 1
Wk 2	CIT	To express opinions	<ul style="list-style-type: none"> I can express an opinion about a real-life issue I can take part in making a decision on a class or school issue 	<ul style="list-style-type: none"> cooperation opinion conflict voting agree disagree 	<ul style="list-style-type: none"> Discuss an aspect of school life which might need improvement eg. in the playground or dining hall. Put 5 different recommendations or issues relating to school life (from School Council meetings) to the class. Which do they think are the most important? Children to hold up numbers 1-5 to represent whether they: strongly agree (1), agree (2), not sure (3), disagree (4), strongly disagree (5). Can use smiley/sad faces. As a class agree on one issue that they would like to feed back to the School Council. 		<ul style="list-style-type: none"> QCA Citizenship, Unit 1, Taking part – Section 2
Wk 3	CIT	To know right and wrong and make choices	<ul style="list-style-type: none"> I can make an informed decision 	<ul style="list-style-type: none"> right wrong decision choices healthy unhealthy advantages disadvantages 	<ul style="list-style-type: none"> Thought shower: what kind of choices have you made recently? Eg. food/games/TV/what to wear. What influences that choice? Set up 4 stations/tables for children to move around. Each station has a set of objects eg. table 1 – variety of healthy and unhealthy foods – which would they choose? Why? Table 2 – recycling objects. Table 3 – various exercise equipment eg. skipping rope/football. Table 4 – £5. Give a variety of options for 		<ul style="list-style-type: none"> QCA Citizenship, Unit 2, Making choices – Section 2

					spending it eg. sweets/share with siblings/give to charity? • Extension activity: in groups write a list of the un/healthy choices or dis/advantages involved and discussed on each table.		
Wk 4	CIT	To know what living things need	• I know that all humans and animals have needs	• needs • food • water • shelter • warmth • friendship • love	• Thought shower: what do we need to be healthy and happy people? • Introduce three or four different toy animals. Ask the children to identify the needs of each animal. • Group work: make a list, with words or pictures, of the similarities and differences between animals' and humans' basic needs.		• QCA Citizenship, Unit 3, Animals and us – Section 1
Wk 5	CIT	To develop a sense of responsibility	• I know how to take care of an animal	• pets • needs • looked after • care • exercise • responsibility • respect	• Thought shower: which animals would make suitable pets? Use pet care accessories to show how different pets need to be looked after. • Individual activity: draw a pet animal and surround it with words and pictures to illustrate the needs of the animal and our responsibilities towards it. • Extension activity: think of all the wild animals living near the school grounds/local countryside. Children identify simple rules for behaviour in these areas eg. putting litter in bin, leave birds nests alone.		• QCA Citizenship, Unit 3, Animals and us – Section 2
Wk 6	CIT	To understand that people look after animals as a job	• I understand what good animal welfare is	• volunteer • charity • welfare • organisation • mistreat • cruelty • kindness	• Thought shower: what does volunteering mean? Why do people volunteer? What groups do children know of? Who looks after animals when they are ill? Tell children it against the law to mistreat an animal. • Focus on the work of an animal welfare group eg. RSCPA, WWF and discuss the work they do. Visit websites, investigate eg. European pet passport scheme, unfamiliar pets around the world, endangered species, zoos • Group work: discuss/role-play or interview. What make a good home for a pet? Give the children a selection of pets that need a home and a number of different families that are looking for a pet. Which pet would suit which family?		• QCA Citizenship, Unit 3, Animals and us – Section 3

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 3		TERM: Summer (2)		THEME: JOINING IN AND JOINING UP			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To be aware of a range of jobs at home and in schools	<ul style="list-style-type: none"> I can identify jobs I do at home and in school I can talk about some of the jobs people do 	<ul style="list-style-type: none"> jobs work responsibility duties tasks skills monitors helping 	<ul style="list-style-type: none"> Thought shower: what jobs do you do at home, in class and around the school? Why do these jobs have to be done? Group work: give children a range of pictures illustrating people at work eg. bus driver, nurses, cook, secretary etc. List the duties involved and skills needed. Make word cards to go alongside each picture. Individual activity: which jobs would you like to do when you're older? Draw a picture of yourself doing one of those jobs. 		<ul style="list-style-type: none"> QCA Unit 4: People who help us – Section 1
Wk 2	CIT	To understand the role of the local council	<ul style="list-style-type: none"> I understand how people are represented in school and the local community 	<ul style="list-style-type: none"> represent school council local government councillor voting election 	<ul style="list-style-type: none"> Ask the children if they know how we are represented in local government? Explain 'represent' by referring to the school council. What sort of job does a councillor do? What is the role of the mayor? If possible, find pictures or photographs of local representatives. Group work: make a list of the services a local council provides and the things a local councillor does. Visit to/from a local councillor 		<ul style="list-style-type: none"> QCA Unit 10: Local democracy for young citizens – Section 2
Wk 3	CIT	To understand the process of voting and debating	<ul style="list-style-type: none"> I understand what debating and voting is I can express my views in a debate 	<ul style="list-style-type: none"> vote debate election democracy 	<ul style="list-style-type: none"> Thought shower: what is debating and voting? Where does this happen? Choose a suitable topic to debate eg. 'anything boys can do, girls can do better'. Divide class into small groups of 3 or 4 so that half the class is for the motion and half against. Group work: pupils discuss and write down arguments for and against, elect someone to be the speaker for their group. Each group has a turn in presenting their side of the debate. Then the class votes. 		<ul style="list-style-type: none"> www.discoveryourvoice.co.uk

Wk 4	CIT	To recognise that individuals can influence what happens in the school and the community	<ul style="list-style-type: none"> • I can be an active member of my school community 	<ul style="list-style-type: none"> • action plan • community • roles • campaign • pressure • influence 	<ul style="list-style-type: none"> • Discuss an issue in school or the local community that concerns them eg. 'there should be more litter bins outside the school gates on the street'. Thought shower an action plan eg. research the number of bins already and the amount of litter, take to the school council, find out addresses to write to in the local council, what they would like to happen etc. • Group tasks: putting the action plan in place. Pupils elect themselves for roles eg. observing the area, devising a questionnaire going to the school council, researching the local council, writing a letter to the council. 		<ul style="list-style-type: none"> • QCA Unit 6 Developing our school grounds – Section 1
Wk 5	CIT	To learn about voluntary, community and pressure groups	<ul style="list-style-type: none"> • I understand that people can give up their own time to help others 	<ul style="list-style-type: none"> • voluntary • community • pressure groups • help • support 	<ul style="list-style-type: none"> • Compile a range of information sources about local and community issue eg. newspaper articles, leaflets. • Invite in an organisation eg. Neighbourhood Watch, Crimestoppers to talk about their work and how children can participate 		<ul style="list-style-type: none"> • QCA Unit 4: People who help us – Section 5
Wk 6	CIT	To be able to work as a group to set goals and work on a project to raise money	<ul style="list-style-type: none"> • I can work as part of a group and contribute to a project that supports the local community 	<ul style="list-style-type: none"> • project • fund-raising • charity 	<ul style="list-style-type: none"> • Research charities in the local area and decide on one to raise funds for (could be linked to whole school project or work with Yrs 5/6 on summer fete) • Group work: devise an action plan – devising ways of raising money, how to promote event, how to get support from others • Evaluate and celebrate the fund-raising event after it has taken place 		

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR A)							
YEAR: 5		TERM: Summer (2)		THEME: JOINING IN AND JOINING UP			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To be aware of anti-social behaviour and the consequences of crime	<ul style="list-style-type: none"> • I know that stealing is wrong • I know that the victim of a crime is affected in a number of ways 	<ul style="list-style-type: none"> • anti-social • behaviour • consequences • stealing • shoplifting • victim • perpetrator • offender 	<ul style="list-style-type: none"> • Use SEAL photo-card 'stealing/shoplifting' to discuss why stealing is wrong and how it affects the victim. • Group work: think of other forms of anti-social behaviour and rate them from least to worst, giving reasons (inc. cyber-bullying) • Each group presents their reasons for why they have rated various crimes in the way they have. 		<ul style="list-style-type: none"> • SEAL whole school resources • QCA Citizenship, Unit 9 Respect for property – Section 1 • Childnet "Let's Fight it Together" video (on Youtube)
Wk 2	CIT	To know why we need rules and laws and	<ul style="list-style-type: none"> • I know why laws are important • I can recognise and resist negative peer pressure 	<ul style="list-style-type: none"> • responsible • laws • break • prevent • crime • criminal • choices • influences • pressure 	<ul style="list-style-type: none"> • Thought shower: why do we have rules in class and school? Why are laws important in our society? Why do some children in school break the rules? Why do some people in wider society break the law? • Group work: identify positive and negative influences in their daily lives eg. wanting to be like their friends. When does an influence become a pressure? • Devise a role play to show how can they help each other resist peer temptation and deter others from behaving in unacceptable ways? • 		<ul style="list-style-type: none"> • QCA Unit 8: How do rules and laws affect me? – Section 4
Wk 3	CIT	To be aware of the legal system and local courts	<ul style="list-style-type: none"> • I know what the role of a local magistrate is 	<ul style="list-style-type: none"> • magistrate • court • crime • offence • sentence 	<ul style="list-style-type: none"> • Discuss the role of the magistrate in the legal system. Invite in a member of Magistrates in the Community. • Discuss a story from the local paper of a crime that has been committed. Group work: role play being the magistrate – what approach would you take? (discourage children from being punitive only). Give the verdict. Do you agree with the magistrates' decision? 		Magistrates in the Community (MISC) and into Schools:

Wk 4	CIT	To understand the process of voting and debating	<ul style="list-style-type: none"> • I can participate in public discussion 	<ul style="list-style-type: none"> • vote • debate • election • democracy • parliament 	<ul style="list-style-type: none"> • Suggest a range of motions for the class to debate and vote for one eg. 'This House believes lessons should be optional/the summer holidays are too long/it's better to be happy than rich' etc. • In groups pupils discuss and write down arguments for and against, elect someone to be the speaker for their group. Each group has a turn in presenting their side of the debate. Then the class votes. • Refer to the work of Brent Youth parliament and invite in a representative. 		<ul style="list-style-type: none"> • www.discoveryourvoice.co.uk p30-31
Wk 5	CIT	To have a say in the school community	<ul style="list-style-type: none"> • I can be an active member of my school community 	<ul style="list-style-type: none"> • action plan • community • roles • campaign • pressure • improve • facilities 	<ul style="list-style-type: none"> • Thought shower: how can our school grounds and facilities be improved? What would you like to see? How do you think others across the school feel? Devise an action plan. • Group work: devise questionnaires to be given out across the school – for pupils and staff. Pupils could buddy up with Yr 1&2 classes to go through questionnaires. • Group work: write a persuasive letter to the school council/Head/governor outlining the changes proposed. Write a speech for assembly to support the proposals. 		<ul style="list-style-type: none"> • QCA Unit 6: Developing our school grounds – Sections 1-4
Wk 6	CIT	To be able to work as a group to set goals and work on a project to raise money	<ul style="list-style-type: none"> • I can work as part of a group and contribute to a project that supports the local community 	<ul style="list-style-type: none"> • Project • fund-raising • charity • summer fete 	<ul style="list-style-type: none"> • Research charities in the local area and decide on one to raise funds for (could be linked to whole school project or work with Yrs 3/4 on summer fete) • Group work: devise an action plan – devising ways of raising money, how to promote event, how to get support from others • Evaluate and celebrate the fund-raising event after it has taken place 		

Year B – Autumn Term (1)
Unit of Work
It's Our World

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 2		TERM: Autumn (1)		THEME: IT'S OUR WORLD			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	SEAL	To devise a class charter	<ul style="list-style-type: none"> I can make simple rules 	<ul style="list-style-type: none"> class school community rules charter cooperate agree 	<ul style="list-style-type: none"> Thought shower: refer to SEAL assembly story of the new world. Group work: role-play 1) an unhappy classroom and 2) a happy classroom. Present to the class, Which is best? Discuss rules needed to help make and keep the classroom a happy place. Record and ask children to provide pictures for each of the rules. Alternative activity might be school tree 		<ul style="list-style-type: none"> SEAL New beginnings, Blue book p7 Theme overview, New beginnings, p6&10
Wk 2	SEAL	To get to know each other	<ul style="list-style-type: none"> I can tell you how I am the same and different from my friends 	<ul style="list-style-type: none"> friends similar different feelings strengths welcome nervous excited important special 	<ul style="list-style-type: none"> Thought shower: things that make us special and unique. Individual work: ask children to draw or write about one thing they would take with them to the dream school (refer back to assembly story), one thing they would leave behind, one new thing they would create especially to take. Share with a partner. Change partners several times so several opportunities for sharing arise. 		<ul style="list-style-type: none"> SEAL, New beginnings, Blue book, p12-13
Wk 3	SEAL CIT	To identify communities which we belong to	<ul style="list-style-type: none"> I understand what a community is I know that I belong to a community 	<ul style="list-style-type: none"> community belong school family church society culture 	<ul style="list-style-type: none"> Thought shower: what does community mean? Family, school, neighbourhood, groups, clubs eg. brownies/cubs, church Go on a walk to the local high street and take photos of the shops, facilities eg. post office, library, doctors, train station. Why do we need these things in our community? Make an individual or class collage of the local community using information and images gathered 		<ul style="list-style-type: none"> QCA Citizenship, Unit 5 Living in a diverse world – Section 2

Wk 4	CIT	To know how to save energy around the school	<ul style="list-style-type: none"> • I know ways to save energy in school and at home 	<ul style="list-style-type: none"> • energy • save • environment • lights • electricity • water 	<ul style="list-style-type: none"> • Read together story from Nationwide Education website 'Wasteway'. Use as basis for discussion around where energy comes from and ways of saving energy. • Do a walk around the school and discuss ways of saving energy eg. turning off lights, turning off taps, keep heating on a timer. • Pairs/group work: write a story about a day without energy (use worksheet as prompt) 		<ul style="list-style-type: none"> • www.nationwideeducation.co.uk - Sustainable living, 4-7 Sustainable houses, Storybook 'Wasteway' • www.nationwideeducation.co.uk - Sustainable living, 4-7 Sustainable Houses Worksheet 'No Energy'
Wk 5	CIT	To understand what recycling is	<ul style="list-style-type: none"> • I know ways to recycle and re-use things 	<ul style="list-style-type: none"> • environment • conservation • recycle • re-use 	<ul style="list-style-type: none"> • Recap on story 'Wastway' from previous session. Thought shower: what does re-cycling mean? Why re-cycle? Show images of landfill sites if possible. Discuss what can be re-cycled and where. • Group work: give each group a bag of items eg. clothing, food, packaging, paper, garden waste, plastic bags and ask them to sort into a range of re-cycling facilities inc. landfill. • Individual work: draw pictures of items under two headings – 're-cycleable' and 'non-recycleable' 		<ul style="list-style-type: none"> • www.nationwideeducation.co.uk - Sustainable living, Sustainable houses 4-7, Storybook • www.nationwideeducation.co.uk - Sustainable living, 4-7 Sustainable Houses, Factsheet 'Wasting Energy'
Wk 6	CIT	To understand what pollution is	<ul style="list-style-type: none"> • I know the main causes of pollution 	<ul style="list-style-type: none"> • pollution • dirt • smell • germs • environment 	<ul style="list-style-type: none"> • Thought shower: what is pollution? What causes pollution? Encourage research eg. BBC website. • Do a pollution survey around the school eg. litter count, car count, monitor air pollution • Group work: make an information leaflet about pollution and its causes. 		

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 4		TERM: Autumn (1)		THEME: IT'S OUR WORLD			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	SEAL	To devise a class charter	<ul style="list-style-type: none"> I can contribute towards making a class charter 	<ul style="list-style-type: none"> class school community rules charter cooperate agree 	<ul style="list-style-type: none"> Thought shower: refer to SEAL assembly story of the new world. Group work: produce own charter for the classroom. Each group selects a representative to create a final class charter. Children sign the charter and produce pictures, signs, symbols, photos to make the charter accessible to everyone. Alternative activity might be school tree 		<ul style="list-style-type: none"> SEAL New beginnings, Yellow book p8 Theme overview, New beginnings, p6&10
Wk 2	CIT	To understand how laws are made	<ul style="list-style-type: none"> I can describe democracy in simple terms 	<ul style="list-style-type: none"> rules laws democracy Parliament 	<ul style="list-style-type: none"> Give children some background information about Parliament and draw comparisons with decision-making in the class or school eg. school council Look up word 'democracy' in a dictionary and write down meaning in their own words. As a class, discuss and agree a definition. Using local newspapers, children find examples of democracy eg. in decision-making. 		<ul style="list-style-type: none"> QCA Citizenship, Unit 8 How do laws and rules affect me? – Sections 1-3
Wk 3	CIT	To know ways of saving energy (1)	<ul style="list-style-type: none"> I know ways to save energy in the home and why we need to 	<ul style="list-style-type: none"> energy save waste heating insulation compost carbon footprint 	<ul style="list-style-type: none"> Thought shower: ways of saving energy in the home – heating, insulation, compost. Why? Discuss alternative sources of energy eg. solar heating. Discuss idea of carbon footprint. Pairs/group work: research via internet and/or books, then produce an information leaflet on how to save energy in the home and saying why. 		<ul style="list-style-type: none"> www.nationwideeducation.co.uk - Sustainable living, Sustainable houses 7-11, At home - 'Energy saving tips in the home'

Wk 4	CIT	To know ways of saving energy (2)	<ul style="list-style-type: none"> • I know some further ways to save energy and why we need to 	<ul style="list-style-type: none"> • energy • save • water • waste • carbon • footprint 	<ul style="list-style-type: none"> • Recap on work from previous week. • Discuss how water is used in school and at home and how it might be wasted. Imagine being a child in Africa and only having a certain amount of water – how would they use it and ration it? • Pairs work: draw a picture to show, or write a few sentences about, ways of saving water. • Extension activity: visit from a water company 	<ul style="list-style-type: none"> • www.christianaid.org.uk/learn - primary teaching resources - assemblies – The water game • www.globalgang.org/reallife/funkyfacts-water.aspx • www.globalgang.org.uk • www.cafod.org.uk/primary/health-and-water - Water Challenge
Wk 5	CIT	To develop awareness of climate change (1)	<ul style="list-style-type: none"> • I understand what climate change is and its impact on the environment 	<ul style="list-style-type: none"> • climate • change • global warming • environment • planet • carbon • emissions • planes • cars • rainforest • wildlife • weather 	<ul style="list-style-type: none"> • Thought shower: what do you know 'climate change' or 'global warming'? • Show video on www.ourplanet.org.uk. Discuss what is climate change? What has caused it? Discuss what carbon emissions are and where they come from. What effect has it had? Discuss the impact this has had on citizen's lives and the wildlife. • Pairs work: write a few sentences about climate change • Group work: make a save our planet poster 	<ul style="list-style-type: none"> • www.ourplanet.org.uk – climate change - video
Wk 6	CIT	To develop awareness of climate change (2)	<ul style="list-style-type: none"> • I understand what climate change is and its impact on the environment 	<ul style="list-style-type: none"> • disaster • natural • drought • floods • developing • countries • save • environment • planet • hero 	<ul style="list-style-type: none"> • Show video again from previous session and recap on discussion. Which part of the world is most affected by climate change (developing countries) and why? • Pairs/group work: create own story about how a superhero saves the planet from environmental disaster 	<ul style="list-style-type: none"> • www.ourplanet.org.uk – climate change - video


EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 6		TERM: Autumn (1)		THEME: IT'S OUR WORLD			


	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	SEAL	To devise a class charter	<ul style="list-style-type: none"> I can contribute to the class vision for a safe and happy environment 	<ul style="list-style-type: none"> nightmare dream community vision rights responsibilities promises 	<ul style="list-style-type: none"> Thought shower: refer to SEAL assembly story of the new world. Read story 'The school of nightmares' and role-play. What makes it a nightmare school? Why might it have become like that? Group work: dream school activity. Prepare a presentation for the rest of the class. Pairs work: come up with 2 or 3 basic rights people should have in their classroom. Feedback and categorise. What are the promises you make (ie. rules) to match these rights? 		<ul style="list-style-type: none"> SEAL New beginnings, Green book p17-21, p28 Theme overview, New beginnings, p6&10
Wk 2	CIT	To understand how democracy works	<ul style="list-style-type: none"> I understand why we need rules and laws I understand how democracy works 	<ul style="list-style-type: none"> choices democracy decisions power council vote fair freedom civil rights 	<ul style="list-style-type: none"> Recap on meaning of 'democracy' and its importance. Do a mock democratic vote for Head Girl/Boy. Discuss how to make it fair. How are voting systems made fair? Ban a common word eg. 'Miss' for a short while – how does it feel to not be allowed to use it? Discuss freedom. What freedoms do we have and why? Compare countries that have/do not have democracy and how power is influenced eg. UK vs. Zimbabwe/North Korea. 		<ul style="list-style-type: none"> QCA Citizenship, Unit 8 How do rules and laws affect me? – Section 2-4
Wk 3	CIT	To develop environmental awareness and responsibility	<ul style="list-style-type: none"> I know that we have a responsibility to look after our environment 	<ul style="list-style-type: none"> protect wildlife charity biodiversity endangered species 	<ul style="list-style-type: none"> Go on a walk and take photos of environmental problems in the local community eg. litter, traffic congestion and discuss reasons Or invite in a guest speaker eg. Groundworks UK/WWF to talk about biodiversity, endangered species and protecting wildlife. Or research websites about environmental problems and our responsibilities 		<ul style="list-style-type: none"> www.oneworldschool.org.uk (Groundworks UK) www.wwf.org.uk (WWF)

Wk 4	CIT	To develop awareness of climate change (1)	<ul style="list-style-type: none"> • I know how climate change is impacting on our lives and can relate this to others 	<ul style="list-style-type: none"> • climate • change • impact • environment • planet • carbon • emissions • rainforest • wildlife • weather 	<ul style="list-style-type: none"> • Show video on www.ourplanet.org.uk. Discuss what is climate change? What has caused it? Discuss what carbon emissions are and where they come from. What effect has it had? Discuss the impact this has had on citizen's lives and the wildlife. What are the alternative sources of energy? • Pairs work: make up a story board for younger ones about animals' habitats being threatened, rainforests disappearing, polar bears being threatened etc and how climate change has brought this about. 		<ul style="list-style-type: none"> • www.ourplanet.org.uk – climate change - video • www.wwf.org.uk (WWF)
Wk 5	CIT	To develop awareness of climate change (2)	<ul style="list-style-type: none"> • as above 	<ul style="list-style-type: none"> • as above 	<ul style="list-style-type: none"> • Continuation of previous week. • Read story to younger children. 		
Wk 6	CIT	To develop an understanding of sustainability issues	<ul style="list-style-type: none"> • I understand that the environment is a collective and political responsibility as well as an individual one 	<ul style="list-style-type: none"> • individual • collective • political • responsibility 	<ul style="list-style-type: none"> • Thought shower: what does 'responsibility' mean? What kinds of things are you personally responsible for? What things in the classroom are we collectively responsible for? Around the school? • Pairs work: research into G8 and Kyoto on a child-friendly website. What was their purpose? Write 10 facts. • Group work: Card game: - What can we do? (Oxfam Education). Discuss and decide on an option for action. • Make a pledge – what are you going to do to make a change? 		<ul style="list-style-type: none"> • news.bbc.co.uk/cbbcnews • www.sciencemusuem.org.uk • www.climatechoices.org.uk • www.oxfameducation.org.uk/education (climate chaos - Day 2)

Year B – Autumn Term (2)
Unit of Work
Say No!


EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 2		TERM: Autumn (2)		THEME: SAY NO!			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE Drugs Ed	To recognise the uses of medicines	<ul style="list-style-type: none"> I know that medicines are meant to help us feel better I know that medicines have different uses 	<ul style="list-style-type: none"> medicine ill cream pill tablet ointment dose symptoms safe doctor nurse welfare swallow inhale 	<ul style="list-style-type: none"> Discussion: remember a time when you felt unwell. How did you feel? Did you take medicine? Who gave you the medicines? Is it safe to take medicines when you are not ill? Show a range of empty medicine boxes (with labels still on) eg. Calpol, Junior Aspirin, asthma inhaler, tissues, etc. Pairs/group work: on an outline of the human body, children decide whether the medicines they have discussed go inside or on the outside of the body, then write or stick pictures of them in the appropriate place. Role play: being at the hospital. 		<p>QCA PSHE DRUGS (KS1), Unit A, Keeping ourselves and others safe – Section 2</p> <p>Tacade: Skills for the Primary School Child, The World of Drugs 1. What is a Drug?</p>
Wk 2	PSHE Drugs Ed	To recognise that some household substances are dangerous	<ul style="list-style-type: none"> I know that some household substances can be harmful if not used properly 	<ul style="list-style-type: none"> household substances safe dangerous risk shampoo soap ointment medicines food water 	<ul style="list-style-type: none"> Thought shower: range of substances kept in the home eg. bleach, glue, cleaning fluids, aspirin, toiletries etc. Bring in empty containers with labels still on or show pictures. Discuss what they are used for and that can be harmful if not used properly. Sorting activity: divide into 3 piles – safe to touch, unsafe to touch, don't know. Discuss which substances should be locked away or used only by adults. Explain labels and warning signs. Explain what to do if there is an accident with one of these substances and where is safe storage. Pairs work: write a story or role-play a situation where a younger child has found a household substance. They explain its purpose and safe use. 		<p>QCA PSHE DRUGS (KS1), Unit A, Keeping ourselves and others safe – Section 4</p> <p>Tacade: Skills for the Primary School Child, The World of Drugs 2. Keeping Safe</p> <p>Assessment: End of key stage activity</p>  <p>"KS1 household products assessment"</p>
Wk 3	PSHE Drugs Ed	To understand the dangers of smoking	<ul style="list-style-type: none"> I know that smoking is not good for my health 	<ul style="list-style-type: none"> smoking cigarettes nicotine heart lungs 	<ul style="list-style-type: none"> Thought shower: show pupils an empty cigarette packet. Ask pupils to think of how they feel when someone they know smokes? Ask pupils why they think people smoke even when they know it is not healthy? Introduce the idea of being 		<p>Tacade: Skills for the Primary School Child, The World of Tobacco KS1 activities</p>

				<ul style="list-style-type: none"> • breathing • dependent • habit 	<p>dependent on something and the idea of a habit.</p> <ul style="list-style-type: none"> • Individual round: "my reason for saying no to a cigarette is ..." • Group work: make a 'say no to smoking' poster. 		
Wk 4	PSHE Drugs Ed	To understand the dangers of alcohol	<ul style="list-style-type: none"> • I know some of the ways in which alcohol can affect my health 	<ul style="list-style-type: none"> • alcohol • drinking • drunk • headache • damage • pressure 	<ul style="list-style-type: none"> • Thought shower: using a range of empty bottles (but with labels still on) of beer, wine, alco-pops, lemonade, water, soft drinks etc. Ask which contain alcohol and group into alcoholic and non-alcoholic drinks. Ask what happens to people when they drink alcohol? When might people drink alcohol? What does it do to the body if someone drinks too much alcohol? • Group role-play: resisting pressure. What would you say to someone who dared you to drink something alcoholic? Present to the class. 		Tacade: Skills for the Primary School Child, The World of Alcohol KS1 activities
Wk 5	PSHE	To appreciate a range of real and imaginary hazards	<ul style="list-style-type: none"> • I can identify hazards and know how to keep myself safe 	<ul style="list-style-type: none"> • safe • scared • hazards • dangers • threats • real • pretend • secrets • comfortable • uncomfortable 	<ul style="list-style-type: none"> • Individual activity: draw pictures and label things they feel or know they have to keep safe from eg. ghosts, bullies, the dark, cars, strangers. Thought shower some ideas and feelings first. • Sharing drawings as a class: why are these things scary or dangerous. • Group work: role play a scary situation and practising key messages eg. not wandering off with older children or people they don't know, saying 'no' or 'please help me', telling a safe adult. 		<p>Assessment: End of key stage assessment activity</p>  <p>"KS1 keeping safe assessment.doc"</p>
Wk 6	SEAL CIT	To develop strategies to prevent bullying (National Anti-bullying Week)	<ul style="list-style-type: none"> • I can tell you what bullying is • I can tell you how someone who's bullied feels 	<ul style="list-style-type: none"> • bullying • deliberate • included • excluded • telling tales • by accident • power 	<ul style="list-style-type: none"> • Whole school assembly – link to theme of National Anti-bullying Week • School awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour • Pre-assembly work: what is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn't just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger) 		<ul style="list-style-type: none"> • SEAL Say no to bullying, Blue booklet

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 4		TERM: Autumn (2)		THEME: SAY NO!			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE Drugs Ed	To appreciate the range of risks we might take	<ul style="list-style-type: none"> I understand what a risk is and that it has pros and cons 	<ul style="list-style-type: none"> risk pressure consequences positive negative potential pros cons advantages disadvantages choice decision weigh up resist 	<ul style="list-style-type: none"> Thought shower: examples of risks that children have taken recently and the consequences. Categorise eg. health, safety, belongings. Opinion islands activity: give children a list of general risks eg. trying new food, lending a possession, not brushing teeth, drinking alcohol etc. and ask them to place themselves in one of the opinion islands marked 'very risky' or 'slightly risky'. Give reasons. Group/pairs work: consider scenarios of risk-taking behaviour eg. a girl who eats sweets and chocolate all the time. Make a balance sheet – 2 columns 'what I'd gain from taking this risk' and 'what I'd lose from taking this risk' – and discuss whether the risk is worth taking. Individual work: children set a goal to change their behaviour/improve their health 		<p>QCA PSHE DRUGS (KS1), Unit A, Risk-taking and dealing with pressure – Sections 1-3</p> <p>Tacade: Skills for the Primary School Child, The World of Drugs: 12. Decisions and Choices</p>
Wk 2	PSHE Drugs Ed	To know what legal and illegal drugs are	<ul style="list-style-type: none"> I understand what a 'drug' is I can identify some of the different types of drugs 	<ul style="list-style-type: none"> legal illegal substances medication pills tobacco alcohol glue caffeine information 	<ul style="list-style-type: none"> Explain what a drug is ie. any substance that alters the way in which the body functions. Some medicines are drugs but not all drugs are medicines. All drugs can be dangerous if not used properly. Group work: provide large sheet of paper with word 'DRUGS' in middle. Children write all the words or names they know associated with the word. Each group to feedback. Summarise key points. What further information would they like to know? Write questions or concerns on a separate sheet of paper and put in question box for next session. Children write about what they've learnt and what they didn't know in a personal note book. Ask children to stand on an imaginary line to indicate how much they have learnt in this lesson. 		<p>QCA PSHE DRUGS (KS2), Unit C, Building knowledge and understanding about drugs and alcohol – Section 1</p> <p>Tacade: Skills for the Primary School Child, The World of Drugs 9. Drugs and the Law</p>

Wk 3	PSHE Drugs Ed	To know the effects and risks of smoking	<ul style="list-style-type: none"> • I understand the risks of smoking to my health 	<ul style="list-style-type: none"> • smoking • cigarettes • risk • health • lung • damage • breathing • addicted • choice • habit 	<ul style="list-style-type: none"> • Recap on learning from previous session. Answer questions from question box. Discuss what has been learnt in Science about smoking and in previous years PSHE. • Groups/pairs work: write down three reasons why they think people start to smoke and why it is hard to stop. Put up two posters – ‘agree’ and ‘disagree’ – at opposite ends of the room. Each group/pair reads out one of their suggestions and the rest of the class stand by the relevant poster. Ask for reasons why they are standing there. • Role play – what would you do if someone offered you a cigarette? Practise saying no. • Individual task: make a personal commitment to not smoke. 		<p>QCA PSHE DRUGS (KS1), Unit A, Risk-taking and dealing with pressure – Sections 1-3</p> <p>Tacade: Skills for the Primary School Child, The World of Tobacco KS2 activities</p>
Wk 4	PSHE Drugs Ed	To know the effects and risks of drinking alcohol	<ul style="list-style-type: none"> • I know how alcohol affects the body and health 	<ul style="list-style-type: none"> • alcohol • liver • addicted • moderation • choice • risks • habit • drunk • unconscious 	<ul style="list-style-type: none"> • Thought shower: favourite drinks and names of alcoholic drinks. Why do some people choose to drink alcohol? What are some of the positive and negative effects? Do children know the legal age for buying alcohol? Explore concept of use and misuse. • Group/pairs work: make an information leaflet recording the short and long-term effects of drinking alcohol, the effects on the body, health, feelings and behaviour. 		<p>QCA PSHE DRUGS (KS2), Unit C, Building knowledge and understanding about drugs and alcohol – Section 2</p> <p>Tacade: Skills for the Primary School Child, The World of Alcohol KS2 activities</p>
Wk 5	PSHE	To know how to keep safe in my local area (gangs)	<ul style="list-style-type: none"> • I can resist peer pressure • I understand the difference between a group and a gang 	<ul style="list-style-type: none"> • groups • gangs • friends • belonging • choices • peers • pressure • influence 	<ul style="list-style-type: none"> • Thought shower; what different groups do we belong to? What's the difference between a 'group' and a 'gang'? Why do people join gangs? Do all gangs bully? • Group work/role play different situations where one person is under pressure from a gang or a group to do something they do not want to do eg. stealing, giving away a possession. 		<p>Assessment: End of key stage activity:</p>  <p>"KS2 keeping safe - diamond 9 assessme"</p>
Wk 6	SEAL CIT	To develop strategies to prevent bullying (<i>National Anti-bullying Week</i>)	<ul style="list-style-type: none"> • I can tell you what bullying is • I can tell you how someone 	<ul style="list-style-type: none"> • bullying • deliberate • included • excluded • telling tales • by accident 	<ul style="list-style-type: none"> • Whole school assembly – link to theme of National Anti-bullying Week • School awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour • Pre-assembly work: what is bullying? Key 		<ul style="list-style-type: none"> • SEAL Say no to bullying, Yellow booklet

			who's bullied feels	<ul style="list-style-type: none"> • power 	messages: bullying is wrong; bullying is ongoing (doesn't just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger)		
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EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 6		TERM: Autumn (2)		THEME: SAY NO!			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE Drugs Ed	To appreciate a range of risks and how to deal with pressure	<ul style="list-style-type: none"> I can recognise that pressure comes from a variety of sources I can resist negative peer pressure 	<ul style="list-style-type: none"> risk pressure consequences positive negative choice decision weigh up resist 	<ul style="list-style-type: none"> Thought shower: examples of risks that children have taken recently and the consequences. Read a well-known story in which the character took a risk which had negative consequences eg. Little Red Riding Hood, Three Billy Goats Gruff, Rumpelstiltskin. Explore the pressures and influences the character was under. Where does pressure come from? Variety of sources – TV, advertising, friends. Individual activity: make a story board or cartoon strip about a time when they felt pressurised into doing something they did not want to do. Share work with a partner and discuss how to respond to pressure from others. Role-play a scenario where someone else is under pressure and they help them cope. 		<p>QCA PSHE DRUGS, Unit A, Risk-taking and dealing with pressure – Section 3</p> <p>Tacade: Skills for the Primary School Child, The World of Drugs 4. Pressures, Influences, Situations</p>
Wk 2	PSHE Drugs Ed	To know the difference between legal and illegal drugs	<ul style="list-style-type: none"> I understand that there are laws around drugs, alcohol and tobacco 	<ul style="list-style-type: none"> legal illegal medicine substance caffeine alcohol tobacco solvents medicine regulate 	<ul style="list-style-type: none"> Recap on what a drug is (see Yrs 3 and 4). Thought shower: words or names for drugs. Identify legal and illegal drugs. Why are laws made to restrict the use of drugs? Group work: decide whether a new drug eg. a medicine or something that goes in a drink should be legal or illegal. Describe the drug – what it looks like, how it is taken, how it makes people feel, long and short-term effects etc. Class debate: each group says why their drug should be totally banned or whether there should be laws to regulate the drugs' use or sale, punishments for breaking the law etc. Class vote. Individual activity: reflect on what they have learnt about drugs, write down any further questions to go in the question box. 		<p>QCA PSHE DRUGS (KS2), Unit C, Building knowledge and understanding about drugs and alcohol – Section 4</p> <p>Tacade: Skills for the Primary School Child, The World of Drugs (KS2 activities) The World of Alcohol (KS2 activities)</p>
Wk 3	PSHE Drugs Ed	To know why smoking is bad for your health	<ul style="list-style-type: none"> I know how to resist pressure to 	<ul style="list-style-type: none"> tobacco heart risk 	<ul style="list-style-type: none"> Recap on learning from previous session. Answer questions from question box. Discuss what has been learnt in Science 		QCA PSHE DRUGS (KS2), Unit A, Risk-taking and dealing

			start smoking	<ul style="list-style-type: none"> disease dependent habit pressure influence assertive resist 	<p>about smoking and in previous years PSHE.</p> <ul style="list-style-type: none"> Thought shower: why do people start smoking? Pairs work; write a letter to an agony aunt about the pressure to smoke – pressure from friends to join in, pressure to look more 'grown up', belief that smoking will help stress, curiosity etc. Present to class and discuss ways of resisting pressure 		<p>with pressure – Section 5</p> <p>Tacade: Skills for the Primary School Child, The World of Tobacco KS2 activities</p>
Wk 4	PSHE Drugs Ed	To explore different attitudes to alcohol	<ul style="list-style-type: none"> I understand the various attitudes that exist to drinking alcohol 	<ul style="list-style-type: none"> alcohol drunk liver damage heart disease risk binge drinking 	<ul style="list-style-type: none"> Recap on previous learning about alcohol. Discuss reasons for drinking or not drinking – social, religious. Explore measures and concept of drinking responsibly, recommended daily units for men and women, what binge drinking means. Group work: devise a story or role-play to explore what happens when group of friends go out, some of whom drink. Show why some people want to drink and some don't, how to resist pressure from others, feelings and reactions involved, how the drinker feels after the event. Present to class and discuss ways of resisting pressure. 		<p>QCA PSHE DRUGS (KS2), Unit C, Building knowledge and understanding about drugs and alcohol – Sections 2-3</p> <p>Tacade: Skills for the Primary School Child, The World of Alcohol (KS2 activities)</p>
Wk 5	PSHE	To know how to keep safe in my local area (knives)	<ul style="list-style-type: none"> I know the dangers and consequences of carrying knives 	<ul style="list-style-type: none"> knives risk danger groups gangs violence consequences 	<ul style="list-style-type: none"> Thought shower: in which jobs would you use knives? Explain the purpose of using knives in the workplace – to make the job easier. Knives carried for any other reason can only cause havoc. It is illegal to carry a knife. Group discussion: why would someone want to carry a knife? How is it risky? What are the possible consequences to – the self, to the school, to family, to friends? Each group to come up with excuses why someone caught carrying a knife has done so. Discuss: what do you need to do if you thought or knew someone had a knife at school without putting yourself at risk? What other strategies are there for staying safe? 		
Wk 6	SEAL CIT	To develop strategies to prevent	<ul style="list-style-type: none"> I can tell you what bullying is 	<ul style="list-style-type: none"> bullying deliberate included 	<ul style="list-style-type: none"> Whole school assembly – link to theme of National Anti-bullying Week School awards for being a good friend, 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> SEAL Say no to bullying, Green booklet

		bullying (<i>National Anti-bullying Week</i>)	<ul style="list-style-type: none"> • I can tell you how someone who's bullied feels 	<ul style="list-style-type: none"> • excluded • telling tales • by accident • power • online bullying 	<p>being kind to someone, refusing to join in with unkind behaviour</p> <ul style="list-style-type: none"> • Pre-assembly work: what is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn't just happen once), is deliberate (not an accident), is unfair (the bully more powerful or stronger) 		<ul style="list-style-type: none"> • Childnet "Let's Fight it Together" video (on Youtube)
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Year B – Spring Term (1)
Unit of Work
Money Matters


EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 2		TERM: Spring (1)			THEME: MONEY MATTERS		

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE	To know why we have money	<ul style="list-style-type: none"> I understand where money comes from and what it is used for 	<ul style="list-style-type: none"> money earn job pocket money spend buy cost expensive cheap 	<ul style="list-style-type: none"> Thought shower: regular sources that money can come from (jobs, pocket money) and irregular sources (birthdays, gifts). What do children buy with their money? What do adults have to spend money on? Group work: devise own money and make notes and coins out of paper. Set up a shop in the home corner and role-play buying and selling items using new currency. 		
Wk 2	PSHE	To know how to keep money safe	<ul style="list-style-type: none"> I understand why I should keep my money safe 	<ul style="list-style-type: none"> saving purse safe piggy bank bank account building society 	<ul style="list-style-type: none"> Ask children what the safe way to bring money to school is? Demonstrate to children putting money in a sealed, named envelope. Model to children the procedure of giving it to the office or teacher. Why do we do this? Ask children what do we keep money in at home? Group work: children look at newspapers, magazines and publications that advertise banks and building societies. Make a list of the different places where you can keep money. What are the advantages of keeping money in these places? Create a bank in the home corner. 		<ul style="list-style-type: none"> QCA PSHE, Unit 7, Looking after my money – Section 1
Wk 3	PSHE	To understand the meaning of affording something	<ul style="list-style-type: none"> I understand when I don't have enough money 	<ul style="list-style-type: none"> shop buy cost price afford enough spend expensive cheap worth value 	<ul style="list-style-type: none"> Show children a range of plastic coins of varying value – 1p, 5p, 10p, 50p, £1. Ask them which is worth the most and why? Set up a shop in the home corner with items labelled with a range of prices. Hand out randomly a selection of plastic coins of varying values. Pairs work: what would you like to buy from the shop? Have you got enough money to buy what you want? What can you do if you can't afford it? (encourage the idea of saving and waiting rather than borrowing). Group work: role play going to the shop 		<ul style="list-style-type: none"> QCA PSHE, Unit 7, Looking after my money – Section 2

Wk 4	PSHE	To know the difference between wants and needs	<ul style="list-style-type: none"> • I can list my basic needs 	<ul style="list-style-type: none"> • want • need • essential • necessity • luxury 	<ul style="list-style-type: none"> • Ask children to think back to previous week's activity. Was the item they chose to buy from the shop a necessity? Or a luxury? • Display a range of needs and wants on interactive whiteboard eg. food shopping, cinema trip, skateboard, electricity bill, clothing etc. and ask children to classify. • Pairs work: divide a piece of paper into two columns – wants and needs – and write a list or draw pictures in each 		<ul style="list-style-type: none"> • QCA PSHE, Unit 7, Looking after my money – Section 2
Wk 5	CIT	To understand the different meanings of 'being rich'	<ul style="list-style-type: none"> • I can recognise what makes me happy 	<ul style="list-style-type: none"> • rich • poor • wealthy • happy • values • inner • outer • enough 	<ul style="list-style-type: none"> • Show 2 pictures – one of someone looking very rich, the other average or poor. Ask what makes us happy, as children and adults? Do these things cost money? • Group work: prepare a presentation to the class around the idea that if someone has a lot of money people believe they are 'rich' and vice versa. 		
Wk 6	SEAL	To set a simple goal	<ul style="list-style-type: none"> • I can set a simple goal and achieve it 	<ul style="list-style-type: none"> • goal • target • steps • achieve • reward • charity 	<ul style="list-style-type: none"> • Recap on previous session and reflect on the idea of helping others less wealthy or fortunate. Explain what a charity does and give examples. Show websites eg Age Concern, CAFOD • Class vote: present two or three local charities to the children and explain what they stand for. Class vote on which one to raise money for. Work out how much they might hope to raise and how to do it. • Create a coin trail of 1p and 2p with the aim of reaching a particular length as way of showing the children how they are doing towards their goal. 		<ul style="list-style-type: none"> • SEAL Going for goals, Blue booklet

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 4		TERM: Spring (1)			THEME: MONEY MATTERS		

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE CIT	To be able to keep track of personal money	<ul style="list-style-type: none"> I know how to keep a record of my money 	<ul style="list-style-type: none"> records manage track bank account balance statement overdrawn debt 	<ul style="list-style-type: none"> Ask children to take on the role of a bank. They are going to keep a record of one of their account holders who has £50 but keeps no records. Read out a list of their purchases (which exceed £50) and ask children to record their spending. Ask children why it is important for this person to keep a record of how much money they have. What might happen if the person continues to not keep a record? 		<ul style="list-style-type: none"> QCA PSHE, Unit 7, Looking after my money – Section 1
Wk 2	PSHE	To know how to pay for goods	<ul style="list-style-type: none"> I know a range of different ways to pay for things, some may involve debt or credit 	<ul style="list-style-type: none"> payment cash debit credit cards cheque mortgage lending borrowing interest trust 	<ul style="list-style-type: none"> Show children images of various payment methods (pictures, adverts, real cards, cash). Ask them how would they pay for a range of items eg. sweets, a pair of trainers, a game, a car, a house? Explain that some ways of paying involve debt or credit (borrowing) and that interest is usually charged on borrowing. Group work: discuss times when you have either lent or borrowed something from a friend? What is the risk involved? What is the different if you borrow from a bank? 		
Wk 3	SEAL	To know what makes up family expenses	<ul style="list-style-type: none"> I understand that families and individuals have commitments and manage their money in a range of ways 	<ul style="list-style-type: none"> bills mortgage rent car food holidays essential non-essential luxury need 	<ul style="list-style-type: none"> Thought shower: what do your parents/carers have to spend money on? ie. the essentials - food, bills, mortgage/rent etc. Are there non-essential ways of spending money? Pairs work: divide a piece of paper into 3 columns headed 'essential', 'non-essential' and 'luxury'. Make a list of all the things in your bedroom which would fit in each column. How do we make the distinction between the 3 categories? Emphasise personal and family values and lifestyle choices. 		

Wk 4	PSHE	To know how to plan and budget	<ul style="list-style-type: none"> I understand the reasons for and the importance of a financial plan to save money for a specific purpose 	<ul style="list-style-type: none"> plan budget save spend pocket money purchases regular occasional afford wants desires needs luxury 	<ul style="list-style-type: none"> As a whole class, create a character of the same age as the children and make a class list of what the character could spend money on, how much these items cost and whether they are regular or occasional purchases/luxury items. Add up total cost of items and give character a pocket money amount that is less than this. What can the character do if they don't have enough money? Group work: imagine the character wants to buy an expensive luxury item eg. MP3 player that costs £40. Write a financial plan for the character – how they can save money over the weeks to get the item.? How can they earn extra money? Groups present plan to class and discuss its advantage and disadvantages. 		<p>QCA PSHE, Unit 7, Looking after my money – Section 2</p> <p>Assessment: End of key stage activity:</p>  <p>"KS2 saving money assessment.doc"</p>
Wk 5	CIT	To understand what a charity does	<ul style="list-style-type: none"> I can tell you the names of several charities and what they do 	<ul style="list-style-type: none"> charity poor poverty vulnerable fortunate homeless shelter hungry starving giving generosity 	<ul style="list-style-type: none"> Thought shower: recap on how our families spend and use money – mortgage, food, travel. Does everyone have this money? In the UK? In other countries? What happens if you don't have money? How do you feel towards people less fortunate than ourselves? Discuss the work of a well-known charity eg. Age Concern, CAFOD. What does it do? How does it help people in other countries? What might poverty mean in a poorer country? Group work: look in local and national papers and magazines for adverts for charities. Write a list of their names and what they do. 		
Wk 6	SEAL	To set a simple goal: fund-raising for charity	<ul style="list-style-type: none"> I can make a simple financial plan 	<ul style="list-style-type: none"> fund-raising event local charity 	<ul style="list-style-type: none"> Decide on a local charity to raise money for (could be whole school event) and how. Group work: come up with ideas to raise money and write a plan. Present plan to class. 		<ul style="list-style-type: none"> SEAL Going for goals, Yellow booklet

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 6		TERM: Spring (1)			THEME: MONEY MATTERS		

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE	To understand how money can be earned	<ul style="list-style-type: none"> I know that people earn and spend money in different ways 	<ul style="list-style-type: none"> jobs profession salary business plan ideas product design roles project goals 	<ul style="list-style-type: none"> Look up job adverts in newspapers to get an idea of the range of earnings in various jobs and professions Dragons' Den project: introducing the idea. Show footage of TV programme. Discuss how to make a business plan, following broad headings planning, costing, finance, sales, marketing. Designing a product and ways of marketing it. Group work: thought shower tasks to be done and divide into roles eg. treasurer, designer, researcher, marketing 		<ul style="list-style-type: none"> What Money Means in Primary Schools: PFEG-HSBC, p42-44
Wk 2	PSHE	To appreciate what value for money means	<ul style="list-style-type: none"> I can make informed choices and compare prices to get 'value for money' 	<ul style="list-style-type: none"> products materials costs prices profit sales advertising research 	<ul style="list-style-type: none"> Dragons' Den project: preparing the product. In groups costing their product – how long will the product take to make? How much will it cost to make? Research for cheapest materials. How will they advertise it? Where will they sell the product? Research cost of similar products. Decide on price to charge which represents 'value for money'. 		<ul style="list-style-type: none"> What Money Means in Primary Schools: PFEG-HSBC, p42-44
Wk 3	PSHE	To understand how lending and borrowing money works	<ul style="list-style-type: none"> I know there are different ways to pay for things, some involving borrowing money that has to be paid back 	<ul style="list-style-type: none"> presentation loan investment share borrowing selling persuasion sales pitch power point 	<ul style="list-style-type: none"> Inside the Dragons' Den: groups have to persuade the dragons the investment is worth it. Dragons could be volunteers from the local financial community eg. local HSBC volunteers, teachers, governors or parents. Group work: prepare a power point presentation. Dragons ask questions under headings – general, planning and organisation, sales and marketing. 		<ul style="list-style-type: none"> What Money Means in Primary Schools: PFEG-HSBC, p42-44

Wk	SEAL	To achieve my goals in the project	<ul style="list-style-type: none"> • I can identify successes in the project and understand how some things could be improved 	<ul style="list-style-type: none"> • evaluation • success • failure • mistake • learning • responsibility • excuses • blame 	<ul style="list-style-type: none"> • Group discussion: evaluate how the project went. How successful was the group in achieving its aims? What were the obstacles to success along the way? How would you do it differently in the future? How well did the group work together? • Group work: write a short piece for the school newsletter/website about the project and how it went. 		<ul style="list-style-type: none"> • SEAL Going for goals, Green booklet, p8, p13-15 • SEAL whole school resources, working together checklist
Wk	PSHE	To understand what reductions and expenses are	<ul style="list-style-type: none"> • I understand why I do not keep all the money I earn 	<ul style="list-style-type: none"> • taxation • savings • pensions • retirement • emergency • insurance • protection • security • insecurity 	<ul style="list-style-type: none"> • Thought shower: what kind of things do you need money for at each major life stage? Draw 4 columns on flip chart and write ideas under headings - at school? at college? with a young family? when retired? • Thought shower: how do we pay for schools, hospitals, police etc. Who pays for your pension? Who pays if your house burns down? • Pairs work: write key terms eg. taxation, pension, insurance etc. on flip chart and ask pupils to look up and write a definition 		
Wk	CIT	To appreciate inequalities around the world	<ul style="list-style-type: none"> • I understand that 'poverty' might have different meanings to different people in different circumstances 	<ul style="list-style-type: none"> • poverty • wealth • rich • distribution • debt • global • developing • developed • charity • international 	<ul style="list-style-type: none"> • Thought shower: What does being rich mean? Being 'poor'? Why do some people have more money than others? • Discuss global poverty: why do some countries have more money than others? (natural resources, power, war, drought etc.). Explore the terms developed and developing countries. • What is the role of a charity? Show websites eg. Age Concern, CAFOD. • Pairs work: research and write a list of both UK and international charities. Choose one charity and research further into the work it does. Write a few lines and present to the class. Could link to work in other year groups on choosing a charity to fund-raise for. 		

Year B – Spring Term (2)
Unit of Work
Who Likes Chocolate?

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 2		TERM: Spring (2)		THEME: WHO LIKES CHOCOLATE?			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE CIT	To know where different foods come from	<ul style="list-style-type: none"> I know that some foods are grown locally and some are imported from around the world 	<ul style="list-style-type: none"> shopping local import farmer country of origin 	<ul style="list-style-type: none"> Present two shopping baskets to the pupils with items such as chocolate, sugar, coffee beans, wheat, rice, oranges etc. Ask what the difference between the contents of the two bags might be? (One bag contain things grown by farmers in the UK/Ireland, the other bag contains things grown by farmers overseas). Food we often like to eat comes from warmer countries. Take out each item and identify the country of origin from the label. Make a list of the countries mentioned. Group work: give each group one of the food items and ask them to find the country it was made in on a large world map display. Write a list of products and the name of the country where they are produced. 		<ul style="list-style-type: none"> www.oxfameducation.org.uk – Find Your Way Through Trade, Lesson 1: The world in my shopping basket www.christianaid.org.uk/learn - primary teaching resources - assemblies - 'Fair's Fair'
Wk 2	PSHE CIT	To understand the difference between a custom and a ritual	<ul style="list-style-type: none"> I can name some of the customs within my local community 	<ul style="list-style-type: none"> culture religion customs rituals celebration respect diversity tolerance 	<ul style="list-style-type: none"> Thought shower: when do you celebrate in your family? (birthdays, Christmas, Eid, Diwali etc). What do you wear? Who is with you? Did you play games? Did you sing song or listen to music? What kind of foods do you eat? Use pictures/photographs of special events or invite some of the children to come in special dress and talk about how they celebrate in their family. Prepare some interview questions together as a class based on thought shower. Divide children into pairs and take turns in asking and answering questions relating to a special event or celebration in their family Draw a picture of you celebrating a special event with your family. Compile pictures into a class display or collage. 		<ul style="list-style-type: none"> QCA Citizenship, Unit 5, Living in a diverse world – Section 2

Wk 3	PSHE CIT	To appreciate why we celebrate special events with different food	<ul style="list-style-type: none"> • I understand why we use chocolate for special foods and celebrations 	<ul style="list-style-type: none"> • chocolate • special • foods • feast • celebration • delicious • sweet • cocoa • sugar • treat 	<ul style="list-style-type: none"> • Make a list of foods associated with special days eg. Christmas, Eid, Diwali – turkey, Christmas pudding, nuts, cakes, sweets, biscuits etc. When do we eat or give chocolate? - Easter eggs, Valentines Day, birthdays etc. What does chocolate contain? (Cocoa, milk, sugar) Why is it seen as so special? Sweet and velvety, seen as indulgent in developed countries or as a treat, many people think it is delicious. (When did chocolate first appear in cakes - 1828 – before this chocolate was drunk). • If health and safety regulations allow, make chocolate rice crispy cakes – melt chocolate chips (the smaller the better) in a bowl of hot water and stir in rice crispies or cornflakes. Allow to cool and set in a fridge if possible. 		
Wk 4	CIT	To appreciate how much chocolate we eat	<ul style="list-style-type: none"> • I can tell the amount of chocolate we eat in our class 	<ul style="list-style-type: none"> • eat • consume • healthy • balance • treat • average • survey 	<ul style="list-style-type: none"> • Ask the children: how many of you like chocolate? How much do you eat? Every day or once a week? Is chocolate healthy for you? What else has chocolate in it other than chocolate bars? In the UK we spend on average £72 per person on chocolate every year! • Conduct a class survey of how much chocolate they eat over a week and which types they prefer. • Group work: collect pictures and images of chocolate and chocolate products from magazines and papers and make a collage. 		<ul style="list-style-type: none"> • www.christianaid.org.uk/learn - primary teaching resources – Chocolate can be good for you!
Wk 5	CIT	To know where chocolate comes from	<ul style="list-style-type: none"> • I can tell you the main countries chocolate comes from and how it is grown 	<ul style="list-style-type: none"> • chocolate • trees • cacao • seeds • pods • ripe 	<ul style="list-style-type: none"> • Using a world map or globe, show the countries where chocolate comes from – Ivory Coast, Ghana, Indonesia, Nigeria, Brazil etc. • Give facts about chocolate – cocoa beans are grown on trees, in pods. They start off green and turn yellow when ripe. When ripe, farmers pick them open and take out the white seeds (cocoa beans). Seeds are left to ferment in plantain leaves for 7 days until turn brown and start to develop chocolatey smell, then laid out in sun to dry for another week. 		<ul style="list-style-type: none"> • www.christianaid.org.uk/learn - primary teaching resources - assemblies - 'Fair's Fair' and the Chocolate Trade Game

					<ul style="list-style-type: none"> • Write a few sentences about where chocolate comes from and how it is grown 		
Wk 6	CIT	To explore why we need fair trade principles	<ul style="list-style-type: none"> • I understand what fair trade means 	<ul style="list-style-type: none"> • fair • unfair • farmer • wage • trade • price • principle • rich • poor • cooperative • business • shop • factory • packaging 	<ul style="list-style-type: none"> • Recap on work from previous session about average amount of money spent on chocolate in UK. If we are spending all that money on chocolate, do you think cocoa farmers are rich or poor? Invite discussion, then explain most farmers are poor because of not receiving a fair price for their cocoa. • Explain/draw a diagram or picture flow chart the role of the shop, the factory and the cocoa buyers in transforming the cocoa beans into the chocolate bar we buy in the shop. Encourage children to think of the chocolate as a 'product' and that there are other aspects to the industry ie. processing, packaging, advertising, selling, distribution etc. Ask the children why this it is not fair that they receive such a low wage? Show power point presentation from Fair's fair assembly or Divine Chocolate website. Explain terms cooperative and fair trade principles. • Draw the Fair trade logo and write a sentence about what it stands for. 		<ul style="list-style-type: none"> • www.christianaid.org.uk/learn - primary teaching resources – assembly 'Fair's fair' • www.divinechocolate.co.uk

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 4		TERM: Spring (2)		THEME: WHO LIKES CHOCOLATE?			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To understand what the real cost of chocolate can be	<ul style="list-style-type: none"> I understand there is a moral and ethical side to cost 	<ul style="list-style-type: none"> moral ethical exploitation consumer demand 	<ul style="list-style-type: none"> Ask the children: how many of you like chocolate? How much do you eat? Every day or once a week? Show pictures and prices of chocolate – ask why do they differ? How much chocolate do we consume in the UK each year? - average £72 per person – which is more than a cocoa farmer in Ghana would earn in whole year. Ask the children if this is fair? Explain most farmers are poor because they are not paid a fair price for their cocoa. Most of money spent on chocolate doesn't go to farmer but shop that sells it, to factory to manufacture the bar, packaging, distribution and selling costs. Group work: draw a diagram or picture flow chart to show the role of the shop, the factory and other involved in the business in transforming the cocoa beans into the chocolate bar we buy in the shop. Encourage children to think of the chocolate as a 'product' and that there are other aspects to the industry. 		<ul style="list-style-type: none"> www.christianaid.org.uk/learn - primary teaching resources - assemblies - 'Fair's Fair' and Chocolate can be good for you! www.fairtrade.org.uk
Wk 2	CIT	To understand the principles behind fair trade	<ul style="list-style-type: none"> I understand when something is fair or unfair 	<ul style="list-style-type: none"> fair unfair trade exchange logo represent ethical 	<ul style="list-style-type: none"> Thought shower times when children have felt something was unfair. What happened? Why was it unfair? Explore meaning of ethics and morality/right and wrong. Group work: make a list of other fair trade objects – look at Cafod website interactive game Kidz Zone – Fair Trade Supper – for ideas. Write a few sentences about the principles behind fair trade. 		<ul style="list-style-type: none"> www.cafod.org.uk/primary/fairtrade -Kidz Zone Supper game

Wk 3	CIT	To understanding the potential influence of consumer power	<ul style="list-style-type: none"> I can take part in a debate 	<ul style="list-style-type: none"> consumer debate opinion choice consider agree disagree 	<ul style="list-style-type: none"> Thought shower: what other items are sold under fair trade principles in the UK? Who are the consumers? What kind of power does a consumer have? Show Cafod's power point story of Anna's shop to illustrate why Fair Trade goods might be more expensive. Class debate: divide the class into two halves and then into small groups. Each group provides arguments for or against the motion – "fair trade products are expensive and not worth it". 	<ul style="list-style-type: none"> www.cafod.org.uk/primary/fairtrade - Anna's shop
Wk 4	CIT	To understand how the media presents information	<ul style="list-style-type: none"> I can talk about the different forms of media I can explain bias 	<ul style="list-style-type: none"> news media newspaper magazine internet television information bias report article journalist audience 	<ul style="list-style-type: none"> Thought shower: where do we get our news from? Name as many sources of communication as possible. Group work: present children with several different versions of the same event in another country from a range of newspapers. Look for dis/agreement between the papers about the facts. Look for similarities and differences in the way the story is presented. Discussion: what is bias? Is there any bias in the way the story is reported? Is bias right or wrong in a news item? Introduce concept of audience. Group work: write a newspaper article about the Fair Trade movement/farmer's cooperative in one of the main cocoa-producing countries. 	<ul style="list-style-type: none"> QCA Citizenship, Unit 11, In the media – what's in the news? Section 1
Wk 5	CIT	To understand that advertising can influence what we buy	<ul style="list-style-type: none"> I can tell you what a logo is and what its purpose is 	<ul style="list-style-type: none"> symbol advertising influence image brand design marketing 	<ul style="list-style-type: none"> Show advertisements from magazines about chocolate – what is the message? What time of the year is chocolate most advertised? Examine the fair trade logo – what makes a good logo? Look at other well-known logos eg. WWF, Olympics, Nike Group work: design own logo for group or class. What do you want to represent in your logo – what message do you want to give? 	

Wk 6	CIT	To recognise and challenge stereotypes	<ul style="list-style-type: none"> • I can tell you what a stereotype is 	<ul style="list-style-type: none"> • stereotype • diversity • culture • respect • challenge • discrimination • gender • race 	<ul style="list-style-type: none"> • Discuss what a stereotype is (a mental picture of someone or a group). Give examples eg. girls like pink, boys like blue/football fans are violent. • Class debate: divide the class into two halves and then into small groups. Each group provides arguments for or against the motion - 'chocolate makes us fat' or 'chocolate is bad for you' or 'chocolate appeals more to women than to men?' • Relate to work on Fair Trade – what images do you have of chocolate-producing countries? 		
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EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 6		TERM: Spring (2)		THEME: WHO LIKES CHOCOLATE?			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT	To be able to identify rich and poor nations around the world	<ul style="list-style-type: none"> I can say why some countries are richer than others 	<ul style="list-style-type: none"> rich poor nation country developed developing interdependence mutual global supply demand buyer producer 	<ul style="list-style-type: none"> Thought shower: what do you know already about international trade? What does it mean to be a 'rich' country or a 'poor' country? Ask for examples. Present a shopping basket with a selection of items that are grown overseas. Include empty wrappers of vegetables and fresh fruit grown in other countries and shipped in. Where do they come from originally? Is this the same as where they were manufactured? Locate places on a map. Group work: on photocopy of world map ask children to find the main countries where cocoa is grown (Ghana, Ivory Coast, Indonesia, Nigeria, Brazil, Ecuador) and colour green. Then find countries where chocolate is produced (Switzerland, Austria, Ireland, GB, Norway, Denmark, Germany, Belgium etc) and colour red. Ask them to discuss the countries coloured in and what they notice about the position of these countries. Discussion: talk about the North/South divide – factories tend to be concentrate in northern Europe in the richer industrialised parts of the world; countries that produce raw materials often have limited facilities to manufacture goods and therefore earn less money. Introduce concept of interdependence between nations and the way that trade is based on a principle of mutual need. 		<ul style="list-style-type: none"> www.christianaid.org.uk/learn - primary teaching resources - Chocolate Trade Game
Wk 2	CIT	To appreciate trade links across the world	<ul style="list-style-type: none"> I understand that trade relies on profit and that profit is not always equally shared 	<ul style="list-style-type: none"> import trade exchange profit fair unfair unequal share 	<ul style="list-style-type: none"> Discussion: who is involved in the cocoa-trading chain? – role of farmers, cocoa buyers, importers, chocolate companies, shops, government. What do these roles involve? Group work: assign each member of the group one of the roles. Ask the children if they think all these people get a fair share or if some make more money than others? 		<ul style="list-style-type: none"> www.christianaid.org.uk/learn - primary teaching resources - Chocolate Trade Game

					<p>Who do they think makes the most money? The least money? Divide £1 into amounts to represent who should get which amount.</p> <ul style="list-style-type: none"> Is this fair? In groups come up with reasons why this trading chain can be unfair and to whom. Not a just system of exchange between those with the raw materials and those with the economic power to buy, process and market them. 		
Wk 3	CIT	To understand the concept of global footprints	<ul style="list-style-type: none"> I understand how the trade in chocolate affects the environment 	<ul style="list-style-type: none"> grow manufacture food miles transport impact environment import carbon emissions carbon footprint local seasonal 	<ul style="list-style-type: none"> Recap on where cocoa beans are grown – which countries? Where is chocolate manufactured? What does manufacturing mean? Transportation from hot countries where grown to countries like UK where manufactured affects the environment. Recap on other foods from shopping basket (session 1) that are imported. Distance food travels from field to plate is called 'food miles'. Half the vegetables and 95% of fruit eaten in the UK is imported – mainly by plane and then lorry, both of which give off large carbon emissions. Most Fair Trade produce is freighted by ship which takes longer and is more expensive but less harmful to the environment. Write own definition of 'food miles'. Look up on google or related websites. Research which foods that are grown locally in the UK and at which time of year. Make a class display of footprints with pictures of foods, names of countries and flags – to represent where different foods come from. Include items of food that are produced locally in the UK. 		
Wk 4	CIT	To understand why some people are hungry around the world	<ul style="list-style-type: none"> I understand the main reasons why food shortages happen in some countries 	<ul style="list-style-type: none"> shortages starvation disasters famine drought crops weather war illness 	<ul style="list-style-type: none"> Thought shower: what is your favourite food? Do you have enough to eat? Why are some children hungry? Explain about 800 million people around the world suffer from lack of food even though there is enough food in the world to feed everyone. Reasons – poverty, bad weather and poor crops, war, disease. Ask the children if they can think of countries at war? Locate them on world map. Go through information sheet attached to teaching resource and explain 		<ul style="list-style-type: none"> www.christianaid.org.uk/learn - primary teaching resources – Food and Hunger (intro activities and Need to Know!)

					<p>main reasons for hunger and starvation.</p> <ul style="list-style-type: none"> • Write 10 sentences about why food shortages happen. 		
Wk 5	CIT	To appreciate there are different moral attitudes to fairness and responsibility	<ul style="list-style-type: none"> • I can explain how the world's resources are divided up 	<ul style="list-style-type: none"> • resources • moral • ethical • just • unjust • responsibility • motives • reasons • aid • help • support 	<ul style="list-style-type: none"> • Ask the class if they think it is fair that 80% of the world's resources are controlled by 20% of the world's population, most of whom live in rich countries. Who owns the world's resources? Are the world's resources finite or in short supply? • Group discussion: how should we use resources and the environment? What responsibility do we have to each other? How can we help and support each other? Each group makes a presentation of their discussion and argument to the rest of the class. • Look at a website of an international aid agency eg. Christian Aid, War on Want, Oxfam to show the work they do to alleviate suffering in other countries and discuss. 		<ul style="list-style-type: none"> • www.christianaid.org.uk/learn - primary teaching resources - Chocolate Trade Game (p4a)
Wk 6	CIT	To appreciate how the news is reported	<ul style="list-style-type: none"> • I can tell the difference between fact and opinion 	<ul style="list-style-type: none"> • news • fact • opinion • report • journalist • objective • bias • local • national • international • editor • audience • headline 	<ul style="list-style-type: none"> • Give children a number of statements and ask if fact, opinion or mixture of two eg. cheese is a food made from milk; cheese is very tasty; London is the best city in Europe; London is the capital of England. Try some more difficult statements eg. around 800 million people in the world do not get enough to eat although there is more than enough food to feed everyone; it is unfair that some countries are very rich whilst others are not. • Ask how do we get our news? TV, paper, radio, internet, word of mouth etc. Do they all give the same version of the news? What is local news about, national news, international news? Would an editor of a newspaper write the same story for a child as for an adult? • Give examples of headlines from several papers. Which makes them want to read on? What makes a headline grabbing? • Group work: give children a short news article and ask them to come up with an exciting headline. Write each one up on the board and vote for best one. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • www.christianaid.org.uk/learn - primary teaching resources – What is the News? • QCA Citizenship, Unit 11, In the media – What's in the news?

Year B – Summer Term (1)
Unit of Work
People Around Us

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 2		TERM: Summer (1)		THEME: PEOPLE AROUND US			


	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE	To find out about special people in our lives	<ul style="list-style-type: none"> I can identify special people in my life I can describe why certain people are special 	<ul style="list-style-type: none"> family teachers neighbours supervisors adults special people 	<ul style="list-style-type: none"> Read a story eg. Wheels by Shirley Hughes. Ask the children to think about the main character's special people and what makes them special. Ask the children to describe the people who are special to them eg. family members, adults in schools, neighbours and their relationship with that person. What makes those people special? What do they do? What do they say? Draw a portrait of someone special and label it with words that describe how they are special eg. my granddad takes me to the park 		<ul style="list-style-type: none"> QCA PSHE RSE, Unit 1 – Section 1, Special People SEAL Relationships, blue booklet, p5
Wk 2	PSHE CIT	To think about people who help us	<ul style="list-style-type: none"> I can identify people who I can ask for help I can describe situations when I might need help 	<ul style="list-style-type: none"> friend parent brother sister grandparent neighbour nurse doctor police 	<ul style="list-style-type: none"> Give each child a large piece of paper with three concentric circles drawn on it – one small, one medium, one large. Draw and label themselves in the small circle in the middle. Second circle – draw and label special people who are the most likely they would go to for help (likely to be closest friends and family). Large circle – people they might go to if others not available. Outside the large circle, draw and label people they do not know well but who give advice and support in particular situations (nurse, police officer etc). Thought shower examples of when you might need help. When would you solve a problem yourself and tell an adult what happened? Pairs work: role play and problem solving (problem in a hat). Devise simple scenarios when children might ask for or give help eg. you have fallen over in the playground, the work is too difficult, someone has been nasty to you etc. Children role play scenarios including suggestions of ways of dealing with the situation. 		<ul style="list-style-type: none"> QCA PSHE RSE, Unit 1 – Section 4, People who can help (link back to Yr A Unit Dear Diary, session 1 - 'Asking for help')


Wk 3	SEAL	To understand the feeling of loneliness	<ul style="list-style-type: none"> I can talk about my feelings when I feel alone 	<ul style="list-style-type: none"> lonely alone included excluded belonging acceptance 	<ul style="list-style-type: none"> Use SEAL photo-cards 'lonely' and 'included' to explore feelings of loneliness, belonging and acceptance. Thought shower all the words and phrase they associate with theme. Pairs work: think of an object you would take with you if you had to go away – one that would remind you of the places and people left behind. Describe it to your partner and then write 3 sentences – 1) Who would you give the object to if you had to leave it behind? 2) What instructions you would give for the person to find it? 3) How would you feel without it? Can put activity to Desert Island Discs music/context. 	<ul style="list-style-type: none"> SEAL Relationships, blue booklet, p18-19, p24 SEAL whole school resources
Wk 4	PSHE CIT	To understand there are different kinds of families	<ul style="list-style-type: none"> I know what a family is I know there are different types of families 	<ul style="list-style-type: none"> parents siblings grandparent uncle aunt step-parent lone-parent foster parent 	<ul style="list-style-type: none"> Discuss what 'family' means? Who makes up your family? Make a list of key words, stressing there are different kinds of family. Draw a picture of your family including yourself. Pairs work: make a list of ways in which families, including the children themselves, care for and look after each other. <i>NB. Be sensitive to the range of children's family or living circumstances</i> 	<ul style="list-style-type: none"> QCA PSHE RSE, Unit 1 – Section 3 – What does family mean to us? And Tango Makes Three, Richardson & Parnell Space Girl Pukes, K.Watson
Wk 5	SEAL	To talk about difficult choices – leaving home	<ul style="list-style-type: none"> I understand that people have to make hard choices and sometimes they have no choice I understand that if someone leaves me they might still love me 	<ul style="list-style-type: none"> grandmother hurt angry miss lonely frightened visit move refugee 	<ul style="list-style-type: none"> Read the story 'Granny had to go. Recap on the main elements of the story. Pairs work: discuss and answer the questions on p20 – what do you think Malik said to his granny? What do you think Granny said to him? Why did Malik say bad things to his granny? Did Granny going away mean she didn't love him? Make a class story sack to go with the story eg. 3 puppets to represent characters, dual-language cassette of story, airline tickets, telephone etc. Invite children in groups of 3 to act out the story in front of the rest of the class. 	<ul style="list-style-type: none"> SEAL Relationships, blue booklet, p16-17 and 20

					<ul style="list-style-type: none"> • Create a list of reasons why people might leave someone, something or a place. How might this feel and how hard might it be? What would you miss if you have to move to another country? 		
Wk 6	CIT	To find out about people and places around the world	<ul style="list-style-type: none"> • I can recognise and respect the similarities and differences between people in different places 	<ul style="list-style-type: none"> • places • world • country • holiday • visit • live • similar • different • refugee 	<ul style="list-style-type: none"> • Ask children about the different places they have visited or been on holiday to, lived in or where they have relatives. Locate on a world map. What might life be like for children in those places? • Show photos of children from around the world – choose a story from Oxfam website eg. Caroline's story in Uganda or Life of a refugee in Chad. Discussion: how are we the same? How are we different? Do all children go to school? How would you feel if you had to work instead of going to school? • Write a few lines or draw pictures to illustrate 'a day in the life of ...' (one of the children on the website) 		<ul style="list-style-type: none"> • QCA Citizenship Unit 5, Living in a diverse world – Section 3 • www.oxfameducation.org.uk/coolplanet/kidsweb/children.htm

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 4		TERM: Summer (1)		THEME: PEOPLE AROUND US			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	PSHE CIT SEAL	To recognise there are similarities and differences between people	<ul style="list-style-type: none"> I can appreciate why there are differences and similarities between people 	<ul style="list-style-type: none"> culture group gender race disability customs religion diversity respect celebrate multicultural 	<ul style="list-style-type: none"> Thought shower: what do we all have in common as people? What makes us different? Pairs work: find 3 things that are different between us and individuals eg. physical appearance, likes, habits etc. Find 3 things that are the same. Introduce terms – culture, race, gender, disability, religion. Which are visible differences and which are not? What would it be like to live in a world where everybody looked and acted the same? What are the benefits to us of difference? List the things you like most about living in a world where there is so much variety. 		<ul style="list-style-type: none"> (link back to Unit Daring to be Different, session 1 – Similarities and differences')
Wk 2	SEAL	To explore how we are all connected	<ul style="list-style-type: none"> I can appreciate the need for tolerance and respect for people's differences 	<ul style="list-style-type: none"> connection tolerance respect helping together acceptance Consider how we connect via the Internet & phones etc. 	<ul style="list-style-type: none"> Game: the tangled web. Throw a ball of wool around the circle or class to show how we are all interconnected and to illustrate similarities and differences. Create a class collage called 'the human race' to illustrate and celebrate the richness of diversity. Use pictures and images from magazines and newspapers – faces, foods, buildings. Invite representatives in from different local restaurants to talk about the food (and other customs) of their country of origin Discuss how new technologies allow families & friends to stay in touch online. 		<ul style="list-style-type: none"> SEAL Getting on and falling out, Yellow booklet p6 Survey use of online communication tools using tools in learning platform / environment
Wk 3	SEAL	To understand how to work cooperatively	<ul style="list-style-type: none"> I can take on a role in a group and contribute to the overall outcome 	<ul style="list-style-type: none"> group cooperation role listening sharing review team work 	<ul style="list-style-type: none"> Group work: cooperation jigsaws. Make up five sets of puzzles for five groups. Aim is to complete puzzles as quickly as possible, in silence and without asking for pieces. Review how they felt about this activity in the group and as a whole class using 'working together self-review checklist'. List key attributes of effective group work. 		<ul style="list-style-type: none"> SEAL Getting on and falling out, Yellow booklet p6, p13-17 SEAL whole school resources – Working together self-review checklist

Wk 4	SEAL	To recognise and challenge prejudice	<ul style="list-style-type: none"> I know what prejudice is and have strategies to deal with it 	<ul style="list-style-type: none"> prejudice racism sexism teasing bullying aggression unkind hurtful excluded victim aggressor 	<ul style="list-style-type: none"> Divide class into groups of 3. Ask two of the children to talk together in pairs in whispers, taking turns to be the one who is excluded by the other two. Discuss in groups how it felt to be excluded. Repeat activity with pairs teasing the other about an imaginary difference. Class discussion: make a list of feelings words to describe how they felt as 'victim'. Why does teasing happen? Why is it morally wrong to make fun of someone because of race, religion, gender, disability etc. Pairs discussion: what would you do if someone made fun of your family? Discuss strategies to combat prejudice eg. assertive language 'I don't like that!' or telling an adult 		
Wk 5	CIT	To explore gender stereotypes	<ul style="list-style-type: none"> I can challenge assumptions about gender 	<ul style="list-style-type: none"> discrimination gender race assumption expectation categories 	<ul style="list-style-type: none"> Recap on meaning of 'stereotype' from previous unit. Group work: give children a list of jobs or roles people do in the community eg. nurse, doctor, soldier, drug taker, teacher, bus driver, judge, ballet dancer. Ask them to discuss each one in terms of whether they think it is a male or female role. Ask for reasons. Agree/disagree activity: place signs on the floor or wall – agree, disagree, not sure. Ask children to stand by the sign that represents their answer eg. women are better at caring for babies than men, boys shouldn't cry, men are stronger than women, boys are funnier than girls, men should earn the money and women stay at home etc. Ask for reasons why they have placed themselves in which position. Ask them to persuade someone else to change their mind with a reasoned argument. 		<ul style="list-style-type: none"> (link back to Unit Who Likes Chocolate, session 6 – 'Recognising and challenging stereotypes') <p>Alternative lesson idea: (year 4)</p>  <p>Beyond pink and blu</p>

Wk 6	CIT	To identify different jobs and careers in society	<ul style="list-style-type: none"> • I can tell you the range of jobs carried out in society • I can recognise the important contribution all jobs make to society 	<ul style="list-style-type: none"> • jobs • work • employed • unemployed • satisfaction • motivation • training • contribution • teamwork • skills 	<ul style="list-style-type: none"> • Thought shower the range of jobs that people do. • Group work: give each group a list of settings eg. school, supermarket, hospital, theatre, restaurant, leisure centre and ask them to draw or list at least four people who have different jobs within that setting. • Feedback and discussion: what are the most important jobs? Which job would they like to do? Which job would you least like to do? What sort of skills might be needed for various jobs? How do people develop these skills? • Possibly invite someone from the local community or a careers officer to come in and talk about skills needed within a particular setting. 		<p>Assessment: End of KS statement assessment activity</p> <p> "KS2 jobs assessment.doc"</p>
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EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 6		TERM: Summer (1)		THEME: PEOPLE AROUND US			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities	Differentiation	Resources, links & assessment
Wk 1	CIT PSHE	To explore a range of identities in the UK	<ul style="list-style-type: none"> I can appreciate how the range of identities in the United Kingdom combine to bring a richness to society 	<ul style="list-style-type: none"> culture class ethnicity racism tolerance diversity religion gender customs languages respect 	<ul style="list-style-type: none"> Ask children what they understand of 'identity'. Ask the children what is meant by the 'United Kingdom'. Refer to large map. Ask them what languages are spoken in England, Wales, Scotland and Ireland; what religious groups there are; what ethnic differences exist in terms of customs, beliefs, dress, food etc. What represents the UK (flag, national anthem, money, foods etc). Pairs discussion and feedback to class: What benefits are there of living in a society with so many different identities? What would it be like to live in a society where everyone was the same? Individual writing: write ten things that would describe the UK to a visitor or someone new to the country. Include at least one statement about the richness and diversity of the UK. 		<ul style="list-style-type: none"> QCA Citizenship Unit 5, Living in a diverse world http://www.britishvalues.lgfl.net/ http://www.celebratings.lgfl.net/
Wk 2	CIT PSHE SEAL	To understand there are different types of relationships	<ul style="list-style-type: none"> I am aware there are different types of relationships I know what makes a positive relationship 	<ul style="list-style-type: none"> relationship friendship marriage acquaintance family extended family relatives belonging support network connection family tree Consider how we interact via the Internet & phones etc. 	<ul style="list-style-type: none"> Remind children of the meaning of the word 'relationship' as a connection between people. Emphasise there are different levels of relationship depending on how well you know someone. Also different types of families – with two parents, one parents, other relatives etc. Make up a fictitious family tree to show how relationships are formed. Make the distinction between relatives and friends and acquaintances. Discuss: what makes a good friend or a happy family? What qualities do we look for in others? How does people's behaviour demonstrate these qualities. Reflect on what a good relationship between means. Pairs work: devise a recipe for a happy relationship (whether family or friend) eg. one cup of laughter, two teaspoons of trust etc. 		


Wk 3	SEAL	To consider stereotyping and judgement	<ul style="list-style-type: none"> I can recognise and try to challenge stereotypes 	<ul style="list-style-type: none"> stereotype judgement assumptions prejudices misinterpret 	<ul style="list-style-type: none"> Read the story 'Don't judge a book by its cover'. Group work: follow resource sheet on p20 Discuss various ways of stereotyping 		SEAL Relationships, Green booklet, p11, p19-20 http://www.britishvalues.lgfl.net/ http://www.celebratings.lgfl.net/
Wk 4	SEAL	To identify put-downs and possible conflicts (Online & offline *)	<ul style="list-style-type: none"> I know how to make people feel good about themselves I can recognise when I am using a put-down 	<ul style="list-style-type: none"> compliment appreciation unkind effect conflict Consider how we interact via the Internet & phones etc. 	<ul style="list-style-type: none"> Thought shower: ways in which people say or do things that make them feel good. Thought shower some common put-downs. Link to work on prejudice and stereotyping. Emphasise how put-downs are a major source of conflict in school and generally in society. Read the story 'Pick me up, don't put me down'. Introduce a marble jar for noticing kind and positive behaviours. 		SEAL Relationships, Green booklet, p10, p17-18 <ul style="list-style-type: none"> Discuss how easy it is offend when using online communication tools in learning platform / environment
Wk 5	SEAL	To understand ways of dealing with or ending friendships (Online & offline *)	<ul style="list-style-type: none"> I can break friends with someone without hurting their feelings I understand when breaking friends might be the best thing to do 	<ul style="list-style-type: none"> loss sensitive kind empathic Consider how we interact via the Internet & phones etc. 	<ul style="list-style-type: none"> Discuss with the children reasons why friendships might have to come to an end (friends move away, we change as we grow older, we fall out etc). Often we feel a sense of loss. Photocopy the resource sheet 'Breaking friends' and divide into Part A and Part B. Give half the class Part A to read and the other half Part B. Whole class discussion: devise a story board of the facts of the story, drawing on both Part A and Part B. Discuss key questions – do we stay friends even when we don't want to in order not to hurt someone's feelings? Is it possible to break friends but still be friendly? If so, how do we do this? Pairs work: what might Magenic and Paula say to each other to sort things out? 		SEAL Relationships, Green booklet, p25-26, p32-33 <ul style="list-style-type: none"> Discuss how easy it is offend when using online communication tools in learning platform / environment

Wk 6	SEAL	To understand the idea of forgiveness (Online & offline *)	<ul style="list-style-type: none"> • I can think about when to forgive someone 	<ul style="list-style-type: none"> • loss • disappointment • forgive • move on • angry • grudge • resentment • amends • sorry 	<ul style="list-style-type: none"> • Read the story 'Forgiveness' from resource sheet. • Pairs work: discuss at each stage of the story whether Sacha should forgive Kelly and the reasons. Take a vote (show of hands) in the class. At end of story discuss key questions on p27-28. • Group work: Forgiveness challenge 		SEAL Relationships, Green booklet, p27-28, p34-36
<p>(online & offline *)</p> <p>Children need to be helped to understand the difference between face to face communications and those online.</p> <ul style="list-style-type: none"> • Apparent friends online can be fake and duplicitous. • Text communications are easily ambiguous and misinterpreted. • Someone not replying is often felt as anxiety of the true "friendship". • It's hard to know true intentions and to gauge emotion, because visual cues are absent. (Unless using a cam) 							

Year B – Summer Term (2)
Unit of Work
Growing Up

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 2		TERM: Summer (2)		THEME: GROWING UP			



	Focus	Learning objective	Possible success criteria	Key Vocabulary	Suggested key activities REFER TO THE LESSON CWP PLANS FOR RSE SESSIONS	Differentiation	Resources, links & assessment
Wk 1	PSHE RSE	To introduce the concept of male and female and gender stereotypes To identify differences between males and females	<ul style="list-style-type: none"> • Talk about ways boys and girls can be the same and different • Understand that some people have fixed ideas about what boys and girls can do • Describe the differences between male and female babies 	Key vocabulary for lessons 1 – 3: <ul style="list-style-type: none"> • Similar • Different • Sex • Gender roles • Stereotypes • Boy • Girl • Male • Female • Body parts • Penis • Vagina 	<ul style="list-style-type: none"> • Define the words different and similar • In pairs ask the children to discuss the differences between them, share the ideas then ask them to discuss the differences between boys and girls • Explore whether the ideas we hold about boys and girls are always true – use 'pictures of objects and clothing' activity • Male and female babies activity • Biological differences activity 		Christopher Winter Project, Teaching RSE with Confidence Yr 2 Lesson 1 Link to science curriculum London Scheme of Work for RSE (See resources page for link) And Tango Makes Three, Richardson & Parnell Space Girl Pukes, K.Watson
Wk 2	PSHE RSE	To explore some of the differences between males and females and to understand how this is part of the lifecycle	<ul style="list-style-type: none"> • describe some differences between male and female animals • describe some differences between boys and girls • understand that making a new life needs a male and female 		<ul style="list-style-type: none"> • Go-Round: my name is.. my favourite animal is... • DVD - Differences • Cats and Kittens worksheet • Pass the animals activity 		Christopher Winter Project, Teaching RSE with Confidence Yr 2 Lesson 2 Link to science curriculum

Wk 3	PSHE RSE	To focus on sexual difference and name body parts	<ul style="list-style-type: none"> describe the physical differences between males and females name the male and female body parts 		<ul style="list-style-type: none"> 'Male, female, both' body parts activity naming body parts worksheet 		<p>Christopher Winter Project, Teaching RSE with Confidence Yr 2 Lesson 3</p> <p>Link to science curriculum</p> <p>Assessment: End of key stage activity:</p>  <p>"KS1 assessment - body parts.pdf"</p>
Wk 4	SEAL	To appreciate how we are all unique	<ul style="list-style-type: none"> I can say how I am special and individual 	<ul style="list-style-type: none"> unique individual special passport finger print change 	<ul style="list-style-type: none"> Discuss the idea of an identity card or passport. Use the photos children brought in as a starting point. Discuss what sort of things they could write on a form. These will be things that don't change, or at least not very much, over a number of years eg. eye colour, skin colour, birth marks, name, date of birth, country of birth etc. Contrast with things that will change in the future. Individual passports 		SEAL Changes, Blue booklet, p5-6
Wk 5	PSHE SEAL	To appreciate that I can make change happen	<ul style="list-style-type: none"> I know that making some change we cannot control and some we can 	<ul style="list-style-type: none"> physical growth skills choose perseverance practice 	<ul style="list-style-type: none"> Are all changes quick and easy? Physical changes and growth can happen without us realising but sometimes learning a new skill can take time. Refer back to Going for goals and the work done on how we learn. How does a baby learn to speak, to walk? Group work: in groups of three, one child interviews another to find out how they have changed in their likes and dislikes, friends, clothes, interest etc. The third person writes down all the changes listed. Swap roles. Discussion: which changes are ones you can't do anything about? Which changes can you choose? Which changes can you make happen? Categorise the changes: place three hoops around the room/in the middle of the circle and ask children to move to one of them according to their response. 		SEAL Changes, Blue booklet, p5-7

					<ul style="list-style-type: none"> • Identify one particular thing you would like to get better at and make a plan. • 		
Wk 6	SEAL	To understand sometimes I might need to change my behaviour	<ul style="list-style-type: none"> • I know what a habit is and that it can be hard to change one 	<ul style="list-style-type: none"> • habit • used to • odd • aware • unaware • obstacle • choice • comfortable • uncomfortable 	<ul style="list-style-type: none"> • Ask the children to fold their arms the most comfortable or automatic way. Then fold them in the opposite way. Interlink the fingers of both hands – which thumb is on top? Now interlink the opposite way. How does it feel to do it the other way round? • Doughnut eating competition: ask for 5-6 volunteers to see if they can eat a whole doughnut without licking their lips. Each child tries one at a time with the audience watching. • Read the story of 'Naughty Nigel' from the resource sheets. Discuss follow-up questions. • Pairs work: come up with something you would like to change in the way the class work or play together. How can you make this happen? 		SEAL Changes, Blue booklet, p9-10, p12

EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 4		TERM: Summer (2)		THEME: GROWING UP			

	Focus	Learning objective	Possible success criteria	Key Vocabulary	Suggested key activities REFER TO THE CWP LESSON PLANS FOR FULL DETAIL OF RSE SESSIONS	Differentiation	Resources, links & assessment
Wk 1	SEAL RSE	To explore the human life cycle	<ul style="list-style-type: none"> Describe the main stages of the human life cycle Describe the body changes that happen when a child grows up 	Key vocabulary for weeks 1 - 3 Puberty Lifecycle Reproduction Physical Pregnancy Breasts Sperm Egg Pubic hair Emotions feelings	What is a lifecycle? I.e. the stages of life, including reproduction that a living thing goes through. Use the lifecycle pictures and word cards. Draw and Write Lifecycles: Explain to the class that they are going to do a draw and write activity showing two parts of the lifecycle. Using the Babies and Children worksheet, first ask the class to draw a baby and then write about what it can do. Secondly ask them to draw what they themselves look like now and describe how they've changed since they were a baby Closing round: 'one change that happens as we grow up is...'		<ul style="list-style-type: none"> Christopher Winter Project, Teaching RSE with Confidence Yr 4 Lesson 1 Link to science curriculum SEAL Changes, Yellow booklet, p7-8
Wk 2	PSHE RSE	To identify some basic facts about puberty, reproduction and pregnancy	<ul style="list-style-type: none"> Know that during puberty the body changes from a child into a young adult Understand why the body changes during puberty Identify some basic facts about pregnancy 		<ul style="list-style-type: none"> Define puberty DVD – how did I get here Having babies – do you know anyone who has had a baby...giving birth, fostering, adoption, family discussion. Individually complete the 'our bodies' worksheet 		<ul style="list-style-type: none"> Christopher Winter Project, Teaching RSE with Confidence Yr 4 Lesson 2 Link to science curriculum

Wk 3	PSHE RSE	To learn about the physical changes during puberty	Know about the physical and emotional changes that happen in puberty Know that each person experiences puberty differently		<ul style="list-style-type: none"> Recap on the human lifecycle and clarify the science word for this time of change (puberty). Remind the class that puberty can happen any time between age 8 and 16. In pairs give out the body changes worksheet Puberty discussion Go round: 'one good thing about getting older is...' (this will be further clarified in the next lesson). 		<ul style="list-style-type: none"> Christopher Winter Project, Teaching RSE with Confidence Yr 4 Lesson 3 <p>Link to science curriculum</p> <p>Assessment: End of KS statement assessment activity</p> <p> "KS2 body outline assessment.doc"</p> <p> "KS2 puberty problem page asses:"</p>
Wk 4	PSHE	To share my wishes, hopes and dreams	<ul style="list-style-type: none"> I can name one way in which I would like to change in the future 	<ul style="list-style-type: none"> wishes hopes dreams future plan ambition physical practical personality lifestyle 	<ul style="list-style-type: none"> Recap on previous session about the life cycle. Individual task: draw or write four wishes, hopes or dreams for the future. Divide a piece of paper into 4 columns with headings – a physical change, a practical achievement, a personality trait (the kind of person they would like to be) and a change in lifestyle. Discuss and share examples before writing. Pairs work: share what you are looking forward to about growing up. 		
Wk 5	SEAL	To embrace positive change	<ul style="list-style-type: none"> I know that change can be good 	<ul style="list-style-type: none"> variety freshness challenge opportunity boredom 	<ul style="list-style-type: none"> Play a single note on a musical instrument repeatedly until the children show signs of boredom and restlessness. Show the children a sheet of paper with only one colour. Ask them to hop or repeat another movement monotonously. Ask them what would it be like to live in a world without change? Why might change be sometimes good? Group work: Positive changes worksheet. Each group take one of the changes and discuss as many positive aspects as possible. 		<ul style="list-style-type: none"> SEAL Changes, Yellow booklet, p6, p11

Wk 6	SEAL	To recognise and deal with unwelcome change	<ul style="list-style-type: none"> • I understand some of the reasons why change can feel uncomfortable and know some coping strategies 	<ul style="list-style-type: none"> • scared • anxious • worried • fearful • resentment • nervous • shock • belonging • accepted • rejected 	<ul style="list-style-type: none"> • Play the belonging game and discuss afterwards • Agree/disagree statements: ask children to move along an imaginary line in response to questions about how they think they might feel in certain situations eg. having to go to a different school, moving home etc. Ask for reasons for responses and for as many feelings words as possible. • Discuss links between anger and fear/embarrassment/hurt. Why is change sometimes scary and uncomfortable? Refer back to the need for belonging as shown in the belonging game. • Individual work: pupils draw pictures of themselves in all the groups they belong to (family, school, street, clubs etc.) 		SEAL Changes, Yellow booklet, p13-15
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EALING LA SCHEME OF WORK: UNIT PLAN (YEAR B)							
YEAR: 6		TERM: Summer (2)		THEME: GROWING UP			

	Focus	Learning objective	Possible success criteria	Key vocabulary	Suggested key activities REFER TO THE CWP LESSON PLANS FOR RSE SESSIONS 1 - 3	Differentiation	Resources, links & assessment
Wk 1	PSHE RSE	To consider puberty and reproduction	<ul style="list-style-type: none"> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction in confidence 	<p>Key vocabulary for weeks 1 –3</p> <ul style="list-style-type: none"> Womb Sperm Egg Conception Fertilisation Pregnancy Sexual intercourse Twins Fostering Adoption Relationship Friendship Love Consent Intimacy 	<ul style="list-style-type: none"> Establish ground rules Re-cap previous learning on puberty Body parts activity Reproduction question sheets Closing round: 'one way the body changes in puberty in preparation for reproduction is...' <p>Consider lesson/ activity on female genital mutilation as a follow up to puberty and changes that happen to the body</p>		<ul style="list-style-type: none"> Christopher Winter Project, Teaching RSE with Confidence Yr 6 Lesson 1 <p>Link to science curriculum</p> <p>FGM lesson plan https://www.egfl.org.uk/services-children/female-genital-mutilation-fgm</p> <p>London Scheme of Work for RSE</p> <ul style="list-style-type: none"> (See resources page for link)
Wk 2	PSHE RSE	to consider reproduction in the context of relationships	<ul style="list-style-type: none"> discuss different types of adult relationships with confidence explain how babies are made 		<ul style="list-style-type: none"> Relationship pictures activity DVD How babies are made followed by discussion Anonymous questions 'After this lesson i wanted to know...' explain you will answer their questions next week What makes a good friend diamond nine activity. Closing round: 'one important thing to have in a relationship is...' 		<ul style="list-style-type: none"> Christopher Winter Project, Teaching RSE with Confidence Yr 6 Lesson 2 <p>Link to science curriculum</p>

Wk 3	PSHE RSE	To explore the process of conception and pregnancy	<ul style="list-style-type: none"> describe the decisions that have to be made before having a baby know some of the basic facts about pregnancy and conception 		<ul style="list-style-type: none"> Relationship timeline activity How does a baby start sequencing activity Respond to classes anonymous questions from previous session. Closing round assessment: 'One thing I have learnt in this lesson is...' <p>Additional activity – HIV lesson</p>		<ul style="list-style-type: none"> Christopher Winter Project, Teaching RSE with Confidence Yr 6 Lesson 3 <p>Link to science curriculum</p>
Wk 4	PSHE RSE	To appreciate what being a parent involves	<ul style="list-style-type: none"> I can say what the skills involved in caring for a baby are 	<ul style="list-style-type: none"> parent baby toddler care needs skills 	<ul style="list-style-type: none"> Ask the children if they know of anyone who has recently had a baby or is going to have a baby. Thought shower all the ways in which they think these people's lives may change. Emphasise that different families bring up children in different ways – ask children why this might be? Invite a parent with a baby or toddler to visit the class (for the next lesson). In groups prepare questions to interview the visitor eg. what did you have to get ready before the baby arrived? How has your life changed since having a baby? What things do you do to care for you baby? Group work/pairs work: design a poster for parents' room in the school or a local health centre with the title 'Being a parent means ...'. 		
Wk 5	SEAL	To appreciate the range of responses to change	<ul style="list-style-type: none"> I am aware of common responses to difficult changes I know that sometimes there can be positive outcomes from changes that we didn't welcome 	<ul style="list-style-type: none"> change growth develop secure insecure loss belonging familiar 	<ul style="list-style-type: none"> Ask the children what they have learnt about change. Thought shower comfortable and uncomfortable feelings. Remind pupils that change can take away much of our feeling of belonging and therefore affect security and confidence. Read the story 'Melanie's journal' and use questions as a discussion framework. Group work: role-play how Melanie might react? Freeze-frame and discuss, unpicking the thoughts and feelings underlying the behaviours. Repeat with pupils coming up with alternate ways of reacting. 		SEAL Changes, Green booklet, p6-7, 11

			initially				
Wk 6	SEAL	To be able to mark transition, moving on and saying goodbye	<ul style="list-style-type: none"> I can tell you some of the good things about me that my classmates like and value 	<ul style="list-style-type: none"> transition goodbye closure gifts 	<ul style="list-style-type: none"> Discuss what we mean by the 'gifts' pupils will be taking with them to their new class or new school. Whole class activity: write the name of each child at the top of a blank A4 piece of paper and attach small photo of child in centre (or children draw themselves). Number the children. Each child passes the sheet to the child with the next number. Each child writes something positive that the child whose name is on the sheet will bring to their new class or school. <p>If possible, laminate the pieces of paper and give to the children to keep.</p>		SEAL Changes, Green booklet, p19

Assessment

EALING LA SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL
ASSESSMENT IN PSHE EDUCATION, CITIZENSHIP AND SEAL

Why is assessment so important for PSHE education?

Assessment is an integral part of effective teaching and learning in all subjects including PSHE education. It checks that learning is taking place and shows what learners can do well, and where and how they can do better. There is at present no suggestion that PSHE education should be levelled or accredited nationally at primary or secondary level.

What are the challenges of assessing PSHE?

One of the difficulties with assessing PSHE education is that, by definition, this curriculum area is concerned with personal attitudes, skills and development. The emphasis is therefore much more on personal self-assessment and less on teacher judgement. There is resistance by some practitioners to the notion of introducing assessment to the one area of the curriculum which has traditionally been seen as a space away from the rigours of academic performance and where pressure to perform to any kind of externally-referenced standard does not and should not exist.

Possible ways forward

The principles of Assessment for Learning are broad and flexible enough to be applied to PSHE education. These include:

- Classroom teaching should involve a regular amount of **day-to-day assessment** where learning goals are made explicit and shared, where learners receive immediate feedback on their understanding of the specific aspect or topic being explored and where teachers adjust their short-term planning in line with learners' needs. **Assessment for learning** involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- At other times, teachers and pupils need to stand back and reflect on the overall learning that has taken place across a unit of work or period of time. This **periodic assessment** helps identify the learner's strengths and priorities for improvement, informs the teacher's medium-term planning and means the teacher is better able to personalise the curriculum for pupils.
- **Summative assessment** is usually undertaken at the end of a period of learning in order to generate a grade that reflects the student's performance. The end of Key Stage 1 and Key Stage 2 statements supports teachers with evidence for **transitional assessment**. **Assessment of learning** is the process of gathering evidence of, and making judgements about, pupils' progress and achievement. The end of key stage statements from the National Curriculum non-statutory framework for PSHE and Citizenship have been included in this section as they provide a benchmark against which to determine your layered success criteria. Assessment activities for the PSHE end of key stage statements at KS1 and KS2 have been embedded throughout the scheme of work. These can be found in the 'Resources, links and assessment' column. Further information regarding this including links to class records sheets is included in the introductory section of this document (p.)

See the table on the following page for practical examples of the different types of assessment.

EALING LA SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL
ASSESSMENT IN PSHE EDUCATION, CITIZENSHIP AND SEAL

Type of assessment	Purpose	Possible assessment activities	Benefits to teachers and learners
Baseline assessment (or needs assessment)	<ul style="list-style-type: none"> determines need through gaining an understanding of prior learning, existing knowledge and abilities provides a starting point for planning to ensure sessions and learning objectives are appropriate to meet the needs of the group 	thought-showers mind-mapping structured discussions quizzes draw, reflect and write activities value continuums 'everything we know about' sheets	<ul style="list-style-type: none"> informs planning and helps to ensure learning activities are suitable and relevant to pupils' needs and abilities helps teachers plan starting points for learning how the work should be developed inc. selecting appropriate language and resources
Formative assessment (Assessment for learning) day-to-day assessment periodic assessment	<ul style="list-style-type: none"> an on-going activity to provide reflection and evidence for use by both learners and providers to decide where they are in their development/learning, against agreed learning objectives, in order to determine where they need to go next and how to get there 	shared learning goals negotiated success criteria effective feedback effective questioning self-evaluation self-reflection diaries peer assessment mark sheets target setting group observation 1:1 discussion role play presentation piece of work concept maps traffic lights producing resources for younger children devising a board/card game or quiz producing a newspaper article	<i>Benefits teachers by:</i> <ul style="list-style-type: none"> enabling them to provide timely and effective feedback to pupils on their progress enabling them to adjust teaching to take account of learners' strengths and needs <i>Benefits pupils by:</i> <ul style="list-style-type: none"> involving them in their own learning and assessment – helps them know what they are aiming for and to improve against their previous best enabling them to generate evidence of their learning outside the classroom helping them recognise their next steps and how to take them promoting confidence that everyone can improve <i>Benefits both teachers and pupils by:</i> <ul style="list-style-type: none"> creating a shared view of what we want to achieve (sharing learning goals) involving them together in reviewing and reflecting on collected information
Summative assessment (Assessment of learning) periodic assessment transitional assessment	<ul style="list-style-type: none"> an activity to determine progress and achievement at the end of a piece of work against a set of criteria 	Display (draw what you know before the lesson/ add after the lesson to assess learning) quiz presentation written piece of work observed group activity self-assessment test or exam target setting	<ul style="list-style-type: none"> often linked with knowledge-based outcomes and accreditation progress is judged either in relation to a set of external criteria (eg. end of KS statements or relative position in class) may include action plans developed by the learner with a key worker results of assessment may be used to provide quantitative evidence for reporting to parents, teachers or other professionals and in developing future learning goals whilst this has its place, the opportunity to celebrate achievement for learners and providers should not be overlooked

PSHE Association March 2010

End of key stage statements for PSHE

There is no attainment target for PSHE but end of key stage statements have been developed to help teachers assess progress. The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE. The statements are designed to help teachers judge levels of achievement and the extent to which their pupils are making progress.

Key stage 1

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

Key stage 2

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Resources

EALING LA SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL
TEACHER RESOURCES: WEBSITES, ORGANISATIONS AND PUBLICATIONS

PSHE
inc. Relationships and
Sex Education (RSE)

Christopher Winter Project (CWP) Teaching Relationships and Sex Education with Confidence – Primary School CD-ROM lesson plans and resources available on the Ealing MLE, and copy of the CD-ROM have been purchased for all primary schools in Ealing.

QCA PSHE: <http://www.qcda.gov.uk/default.aspx> units of work available on the Ealing MLE

Food for Life: <http://www.foodforlife.org.uk/>

Partnership that helps schools develop all aspects of food inc. school meals, cooking clubs, growing activities and farm visits.

Water is Cool in School: <http://wateriscoolinschool.org.uk/>

Campaign aims to improve the quality of provision and access to fresh drinking water for children in UK schools.

Channel 4 Living and Growing DVD – available from Uniview Worldwide: www.uniview.co.uk (has to be bought)

Growing up: A guide to puberty (Bounty) DVD - available from Uniview Worldwide: www.uniview.co.uk (has to be bought)

Making Sense of Growing up and Keeping Safe' for Key Stage 2

Sense for KS2 DVD - available from www.sensecds.com (has to be bought)

BBC's puberty DVD for use on interactive whiteboards - available from www.whiteboardactive.com (has to be bought)

www.ncb.org.uk/sef - information on RSE in schools including factsheets

Sneezesafe: <http://www.kleenex.co.uk/sneezesafe/> (Campaign to teach children aged 4 -6 about the importance of using tissues and hand washing to stop germs spreading)

www.fpa.org.uk

Assessment, evaluation and sex & relationships education: a practical toolkit for education, health and community settings: Simon Blake and Stella Muttock

Primary School Relationships and Sex Education Pack, Healthwise, 2001 <http://www.hit.org.uk>

All about us: Living and Growing Unit 1&3 Age 5-7 , 7-9 and 9-11, Channel 4

The Inside Story - Menstruation Education for Young Men and Women: S. Alvarado and P. Power.

Knowing Me, Knowing You - Liz Swinden and Pete Sanders

Where Babies Come From - Rosemary Stones

Let's talk about where babies come from - Robie H. Harris and Michael Emberley

	<p>Have you started yet? by Ruth Thompson</p> <p>Living with a Willy by Nick Fisher</p> <p>Let's Discuss Love, Hate and other Feelings by Pete Sanders and Steve Myers</p> <p>It's OK to Be You! Feeling Good About Growing Up - Claire Patterson & Lindsey Quilter</p>
Drugs Education	<p>www.tacade.com: Skills for the Primary School Child: The World of Tobacco, The World of Alcohol, Substance & Solution, The World of Drugs A copy of these resources has been purchased for every primary school in Ealing (in conjunction with Drug Education training Oct 6th 2010). (Contact 020 8825 9916 / 07912 580156)</p> <p>FRANK (information on drugs): www.talktofrank.com</p> <p>www.chalkface.com</p> <p>The New Primary School Drugs Education Pack, Healthwise, http://www.hit.org.uk</p> <p>The Primary School Smoking Education Pack, Healthwise, 2005 http://www.hit.org.uk</p> <p>Project Charlie: PSHE-Drugs Education Years 1-4, and Years 5-7</p> <p>The Good Health Guide to Drugs, Channel 4: http://shop.channel4learning.com/</p>
Financial Capability	<p>www.pfeg.org</p> <p>www.nationwideeducation.co.uk</p> <p>www.mymoneyonline.org</p> <p>www.bankofengland.co.uk/education</p> <p>http://moneysense.natwest.com/natwest/schools.asp</p> <p>www.payingforit.org.uk (Lesson plan and free resources)</p> <p>"paying for it.pdf"</p>

Citizenship	<p>Debating resources: www.discoveryyourvoice.co.uk</p> <p>www.parliament.uk/education</p> <p>Unicef's Little Book of Children's Rights and Responsibilities: www.unicef.org.uk</p> <p>Citizenship Association: www.teachingcitizenship.org.uk</p>
Sustainability issues	<p>www.nationwideeducation.co.uk (sustainable houses)</p> <p>www.climatechoices.org.uk</p> <p>www.oxfam.org.uk</p> <p>http://www.groundwork.org.uk/our-services/schools/one-world-schools.aspx (Groundwork's One World Schools)</p>
Globalisation and Fair Trade	<p>www.christianaid.org.uk/learn</p> <p>www.oxfam.org.uk/education/resources</p> <p>www.globalgang.org.uk</p> <p>www.fairtrade.org.uk</p> <p>www.divinechocolate.com</p> <p>www.cafod.org.uk</p> <p>www.globalgateway.org.uk</p> <p>www.unicef.org.uk</p> <p>http://www.waronwant.org/</p>
SEAL inc. anti-bullying and safety issues	<p>SEAL resources: www.nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal</p> <p>www.anti-bullyingalliance.org.uk/</p> <p>Organisation behind the annual National Anti-Bullying week (autumn term).</p> <p>Thinkuknow: http://thinkuknow.co.uk/ and www.ceop.gov.uk</p> <p>Websites produced by Child Exploitation and Online Protection Centre to promote safe use of the internet, mobile phones and new technology. Includes an option for children to report anything they are worried about anyone they are chatting to online.</p>

	<p>Kidscape: http://www.kidscape.org.uk/ Charity helping to prevent bullying and child abuse.</p> <p>www.childline.org.uk</p> <p>www.beatbullying.org</p> <p>http://www.bullying.co.uk/</p> <p>www.positivepress.co.uk Website of Jenny Mosley Consultancies, providing information about a range of approaches to promote emotional health and positive relationships.</p> <p>Quality Circle Time in the Primary Classroom, Jenny Mosley, 2004: www.circle-time.co.uk</p>
General	<p>http://www.pshe-association.org.uk/</p> <p>www.primaryresources.co.uk Collection of resources that teachers have devised themselves, offering a range of contributions across all subject areas.</p> <p>www.free-teaching-resources.co.uk</p> <p>Newsround PSHE & Citizenship: http://news.bbc.co.uk/cbbcnews/hi/teachers/pshe_11_14/default.stm BBC news programme for children and young people, contains activities linked to topical issues in both PSHE and Citizenship</p> <p>www.incentiveplus.co.uk Catalogue detailing books, games and resources to promote social, emotional and behavioural skills in the primary school</p> <p>www.ncb.org.uk</p> <p>www.thegrid.org.uk</p> <p>http://www.learning.luton.gov.uk/ - resources</p> <p>I am, I know, I can, Tacade, 2004 www.tacade.com</p> <p>Health for Life, Ages 4-7, Nelson Thornes, www.nelsonthornes.com</p> <p>Health for Life, Ages 8-11, Nelson Thornes, www.nelsonthornes.com</p> <p>Citizenship: the challenge! Healthwise, 2002 http://www.hit.org.uk</p>
Assemblies	<p>www.primaryresources.co.uk</p> <p>www.assemblies.org.uk</p>

	<p>www.unicef.org.uk/assemblies</p> <p>www.gogivers.org</p> <p>Active Assemblies for Every Week for SEAL: Jenny Mosley and Ross Grogan (Positive Press 2006)</p> <p>More Active Assemblies for SEAL!: Jenny Mosley and Ross Grogan (Positive Press 2006)</p> <p>Primary Assemblies for SEAL. 40 Ready-to-Use Assemblies: Gerald Haigh and Jane West (Optimus Education 2008)</p> <p>A Teacher's Dozen. Complete Funsized Assemblies: Barbara Cunningham, Tom Ferguson, Wayne Grewcock (Holgate Press 2006)</p>
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BrentSIS//PSHECurriculumGroup/November09/Resources

RECOMMENDED FICTION BOOKS TO SUPPORT THE SEAL THEMES

New beginnings	<p>FS</p> <ul style="list-style-type: none"> Clever Sticks – Bernard Ashley (Ling Sung has a talent no one else has at school) <p>Yrs 1&2</p> <ul style="list-style-type: none"> We're Going on a Bear Hunt – Michael Rosen (exploring feelings of unfamiliar experiences, group belonging) 	<p>Yrs 3&4</p> <ul style="list-style-type: none"> Grandpa Chatterji – Jamila Gavin (a new beginning for Grandpa arriving in the UK) Grandpa Chatterji Teachers Resource Book – Margaret McAlister Grandpa's Indian Summer – Jamila Gavin (Grandpa's children visit Calcutta for a holiday) The Angel of Nitshill Road – Anne Fine (Celeste helps everyone make a change for the better) <p>Yrs 5&6</p> <ul style="list-style-type: none"> Refugee Boy – Benjamin Zephaniah (Alem, an Ethiopian boy, is abandoned in London by his father) Goodnight Mr Tom – Michelle Magorian (story of an evacuee) Weslandia – Paul Fleischman (new beginnings and a fresh start for Wesley after his summer project) The Lost Thing – Shaun Tan (picture book encouraging thinking about people who seem lost in the world or do not 'fit in')
Getting on and falling out	<p>FS</p> <ul style="list-style-type: none"> I Want my Dinner – Tony Ross (thinking about manners and saying please and thank you) <p>Yrs 1&2</p> <ul style="list-style-type: none"> The Rainbow Fish – Marcus Pfister (the rainbow fish learns to share and make friends) Frog and Toad are Friends – Arnold Lobel (difference between friends and real friends) Mr Gumpy's Motor Car – John Burningham (everyone has to help push the car out of the mud) Mr Gumpy's Outing – John Burningham (the animals start to rock the boat on a trip down the river) What Game Shall We Play? – Pat Hutchins (deciding what to play can be difficult) When Mum Turned into a Monster – Joanna Harrison (parents losing their temper, saying sorry) 	<p>Yrs 3&4</p> <ul style="list-style-type: none"> 'Since Hanna Move Away' from Poems About You and Me – Judith Viorst (dealing with missing a friend who moved away) Something Else – Kathryn Cave and Chris Riddell (Something Else is different and feels left out, then he learns about tolerance himself) <p>Yrs 5&6</p> <ul style="list-style-type: none"> Angry Arthur – Hiawhn Oram and Satoshi Hitamura (anger story to stimulate writing a story for younger readers) Where the Wild Things Are – Maurice Sendak (anger story to stimulate writing a story for younger readers) A Pig is Moving In – Claudia Fries (animals get to like the new neighbour after making the wrong assumptions about him at first)
Say no to bullying	<p>FS</p> <ul style="list-style-type: none"> When I'm Big – Debi Gilbori (no fun being little – when you're big you can stay up longer) <p>Yrs 1&2</p> <ul style="list-style-type: none"> The Pig in a Wig – Alan MacDonald (pig is teased by the other animals but recovers her self-esteem) 	<p>Yrs 3&4</p> <ul style="list-style-type: none"> Willy the Wimp – Anthony Browne (from wimp to hero) Willy the Champ – Anthony Browne (Willy and the bullies) <p>Yrs 5&6</p> <ul style="list-style-type: none"> Bad Girls – Jacqueline Wilson (Mandy is bullied and needs a friend) Cat's Eye – Margaret Atwood (remembering problems in childhood) Ganging Up – Alan Gibbons (football and bullying)
Going for goals	<p>Yrs 1&2</p> <ul style="list-style-type: none"> Tidy Titch – Pat Hutchins (Titch can do it if he focuses on his task) Seven Ways to Catch the Moon – M.P. Robertson (pictures around 	<p>Yrs 3&4</p> <ul style="list-style-type: none"> Lazy Jack – Tony Ross (how laziness gets in the way of reaching goals) Oscar Got the Blame – Tony Ross (does Oscar have the right attitude?)

	<p>metaphors for aiming high)</p> <ul style="list-style-type: none"> • Oh the Places you'll Go! – Dr Seuss (moving on to bigger and better things) • Oh the Things You Can Think! – Dr Seuss (the power of imagination and where it can get you) 	<ul style="list-style-type: none"> • Sitting Ducks – Michael Bedard (the ducks aim for their goal of escaping the alligators) • Yrs 5&6 • Wonder Goal – Michael Foreman (dreams of becoming a world famous football star) • How to Write Really Badly – Anne Fine (a friendship between two boys, one of whom needs help with writing)
Good to be me	<p>FS</p> <ul style="list-style-type: none"> • Can't You Sleep Little Bear? – Martin Waddell (love and security) <p>Yrs 1&2</p> <ul style="list-style-type: none"> • Amazing Grace – Mary Hoffman (overcoming discrimination and feeling pride and excitement) 	<p>Yrs 3&4</p> <ul style="list-style-type: none"> • I'm Coming to Get You – Tony Ross (a nice surprise) • The Golden Bird – Bertie Doherty (a boy who hardly speaks after a bereavement learns to express himself in a school play) <p>Yrs 5&6</p> <ul style="list-style-type: none"> • The Huge Bag of Worries – Virginia Ironside (a book about worries)
Relationships	<p>FS</p> <ul style="list-style-type: none"> • Tyrone the Terrible – Hans Wilhelm (issues of fairness) <p>Yrs 1&2</p> <ul style="list-style-type: none"> • So Much – Trish Cooke (everyone in the family shows how much they love the baby) • Mango Tree – Jamila Gavin (Gran misses seeing the mango tree) • One Round Moon and a Star for Me – Ingrid Mennen (a young boy's journey to discover his own place in the world) • Not Now Bernard – David McKee (feeling ignored and angry) • Gorilla – Anthony Browne (a child dealing with loneliness) • Dogger – Shirley Hughes (loss of a toy is eased by a sibling helping out) 	<p>Yrs 3&4</p> <ul style="list-style-type: none"> • Badger's Parting Gifts – Susan Varley (dealing with bereavement by focusing on memories) • Goodbye Mog – Judith Kerr (Mog passes away) • Lovely Old Roly – Michael Rosen (Roly the cat passes away) <p>Yrs 5&6</p> <ul style="list-style-type: none"> • Face – Benjamin Zephaniah (how a boy and his friends come to terms with his facial injuries) • 'The Long Walk' from the book The Fib and Other Stories – George Layton (a final walk taken by a boy and his grandfather) • Sad Book – Michael Rosen (coping with sadness) • Grandpa – John Burningham (special relationship between a little girl and her grandfather) • 'Grandad' and 'Uncle' from All in the Family – Poems by Kit Wright and Brian Moses, Book by John Foster (bereavement) • Vicky Angel – Jacqueline Wilson (Vicky returns from beyond the grave to be with her friend Jade)
Changes	<p>FS</p> <ul style="list-style-type: none"> • Timothy Goes to School – Rosemary Wells (how things change when we start school) <p>Yrs 1&2</p> <ul style="list-style-type: none"> • Little Rabbit Foo Foo – Michael Rosen (the badly behaved rabbit is changed into a 'horrible goonie') • The Lie Detector – Susan Gates (the need for a person to change) • The Owl Who Was Afraid of the Dark – Jill Tomlinson (getter better at dealing with something we are afraid of) 	<p>Yrs 3&4</p> <ul style="list-style-type: none"> • Cliffhanger – Jacqueline Wilson (a boy copes with emotional changes on his first trip away from home) <p>Yrs 5&6</p> <ul style="list-style-type: none"> • Kensuke's Kingdom – Michael Morpurgo (how a boy copes with dramatic change) • Coming to England – Floella Benjamin (the author's personal experiences of moving to England from Jamaica) • Boy – Roald Dahl (particularly the chapter 'First Day')

Full details of all books listed above can be found on the SEAL website (www.nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal - whole school resources – SEAL resource: a booklist)

EALING LA SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL
SUGGESTED CHILDRENS' BOOKS TO SUPPORT THE WIDER PSHE EDUCATION TOPICS

We're All Stars!	Excuse me – Brian Moss and Mike Gordon (learning about politeness) It wasn't me! – Brian Moss & Mike Gordon (learning about honesty) Kind – Janine Amos (children being kind and unkind to each other)	It's Our World	I don't care! – Brian Moses & Mike Gordon (learning about respect) I'll do it! – Brian Moses & Mike Gordon (learning about taking responsibility) Let's Talk Series (Living Skills): Joy Wilt Berry, Don Pace and Bartholomew The Adventures of a Plastic Bottle: A Story about Recycling – Alison Inches, Children's TK and Pete Whitehead George Saves the World by Lunchtime – Jo Readman and Ley Honor Roberts The Little Book of the Environment – Christine Coirault Will Jellyfish Rule the World? A book about Climate Change – Lara Rice Bergen & Betsy Snyder Where the Forest Meets the Sea – Jeannie Baker
Be Friendly, Be Wise	A volcano in my tummy – E.Whitehouse and W.Pudney (handling anger) I want to shout and stamp about! – Tony Mitton (poems about being angry) Friends – Kim Lewis (set in farmyard about a boy and a girl staying friends and sharing activities) Bullies at school – Theresa Breslin (girl tormented at school and how she takes revenge which alters the situation) Bully – David Hughes (animals decide to bully the Teddy and the children intervene) Chicken – Alan Gibbons (Davy is bullied at school and the unhappiness it causes)	Say No!	Nice or Nasty – Claire Llewellyn (safe use of substances in the home) Snow White (Drugs Ed) Little Red Riding Hood (Stranger danger) The Wolf and the Seven Kids (Stranger danger, feeling safe) Passage to Freedom – Ken Mochizuki Ira Sleeps Over – Bernard Waber Chrtsanthemum – Kevin Henkes
Living Long, Living Strong	Dinosaurs alive and well! – Laurie Krasny Brown (informative about keeping healthy) I'm falling to bits! – Tedd Arnold (body changes) Have you started yet? – Ruth Thompson Living with a Willy – Nick Fisher What do you know about relationships? – Pete Sanders and Steve Myers Let's Discuss Love, Hate and other Feelings - Pete Sanders and Steve Myer	Money Matters	The Table Where Rich People Sit – Byrd Baylor The Money Tree – Sarah Stewart More Than Anything Else – Marie Bradley Uncle Jed's Barbershop – Margaree K. Mitchell The Hired Hand – Robert San Souci

Daring to be Different	<p>The Ugly Duckling Arthur's nose – Marc Brown (Arthur doesn't like his nose but comes to appreciate it's part of what makes him who he is) Leo the Late Bloomer – Robert Kraus (Leo doesn't do all the things he 'should' be doing but his mum has confidence he'll do them when he's ready and he does) The Story of Ferdinand – Munro Leaf (rather than jumping around and butting around like all the other bulls, Ferdinand likes to sit quietly and smell the flowers. Luckily, his mum understands and Ferdinand gets his day in the sun after all) Chrysanthemum – Kevin Henkes (a girl is teased about her long and unusual name, until the problem is resolved in a satisfying way) Oliver Button is a Sissy – Tomie DePaola (a boy who stands up to bullies by staying true to himself) The Importance of Being Different – Luisa LaFleur (a lesson that points out that being different is the spice of life with our talents and strengths) Patulous the Different Caterpillar – Anita Volta (a different caterpillar that is rejected by his friends) Bob the Lizard – Iz Ramirez (Bob is on a quest to find friends, but finds himself wishing he could do other things like fly, run or live underground) It's OK to be Different – Todd Parr (important messages of acceptance, understanding and confidence)</p>	Who Likes Chocolate?	<p>Growing Good – Bernard Ashley and Anne Wilson (story of a local group who grow food)</p>
Dear Diary	<p>Alfie gives a hand – Shirley Hughes (Bernard's birthday party and the different children's responses) Children don't divorce – Rosemary Stones (child's perspective) Divorce – Janine Amos Cherrytree (girl whose parents divorce) Ginger – Charlotte Voake (a cat who becomes upset when the new kitten arrives) Secret Friends – Elizabeth Laird (black girl who is bullied, twist to tale which involves grief and guilt but also warmth and mystery). So much – Trish Cooke (a birthday party in an urban Afro-Caribbean home and the wonderful love they show the baby) Beyond the rough rock – Winston's Wish (a child who</p>	People Around Us	<p>Grace & family – Mary Hoffman Caroline Binch (sequel to Amazing Grace, Grace's visit to her father and his new wife and family in The Gambia) Grandfather and I – Helen J Buckley (story about a boy and his grandfather) Kosovan Journeys – eds. Howard Davies & Jill Rutter – stories and information about two refugee families that left Kosova My brother Sammy – Becky Edwards& David Armitage (relationship between a boy and his brother who is autistic) The Tunnel – Anthony Browne (a brother and sister who argue until they have an adventure in a tunnel) Giraffes Can't Dance – Giles Andreae (appearances can be deceptive and we must look past the cover)</p>

	has been bereaved through suicide)		
Joining In and Joining Up		Growing Up	My Mum's going to explode! – Jeremy Strong (Nicholas' mum is going to have a baby) Poems about Love – chosen by Roger McGough (for teachers to use at their discretion)
General	Mr.Men series – Roger Hargreaves (Developing a Healthy and Safe Lifestyle, Developing Confidence and Responsibility, Learning to be a Good Citizen, Developing Good Relationships		

Appendices

EALING LA SCHEME OF WORK FOR PSHE EDUCATION, CITIZENSHIP AND SEAL APPENDIX A: INTERACTIVE TEACHING APPROACHES

- **Agony aunt/uncle/problem pages**
Small groups of three to four. Each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary problem or letter. Groups may wish to share their solutions.
- **Buzz group**
Small groups of three to four. Groups are asked to discuss a dilemma or situation for a short, specified time, then return to the large group to discuss ideas.
- **Carousel**
Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by one or another circle moving round one place.
- **Circle time / Circle discussion**
Structured discussion where all participants sit in a circle – representing an inclusive and safe environment within which to discuss an issue or idea. Uses strategies such as silent statements (change places if you think that...), stem sentences (what I'm looking forward to most about becoming an adult is...), optional rounds (thumbs up if you'd like to say something about...) and open forum discussion.
- **Consequences**
Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences, both positive and negative.
- **Continuum**
An imaginary line is drawn down the room. Pupils are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view.
- **Corridor of conscience/conscience alley**
Class line up in two lines as 'corridor' through which individual walks down. Each child/young person in the corridor shouts out suggestions/advice/feelings to the individual walking. Could be used to explore a moral dilemma, hot seat a book/film character etc.
- **Data search**
Children/young people search through a selection of resources to find out information and answers to questions. Children/young people could devise their own questions, or set questions for another group to answer.
- **Debate - active**
Children/young people have to decide to agree or disagree with a statement and move to the corresponding part of the room. They then discuss their opinion with other people in their group and decide upon the three main reasons why they have chosen to take that side, these are then shared with the class. Everyone is given an opportunity to change sides if convinced by the arguments of another group. Can be expanded into strongly agree, agree, disagree, strongly disagree. Consider use of online blogs, votes /& discussion forums.

- **Debate - formal**
A motion is decided on for discussion. Two opposing views are then presented to the Children/young people with relevant information or supporting evidence. After a question-and-answer session and discussion, the group votes for or against the motion. Consider use of online blogs, votes /& discussion forums
- **Diamond 9**
Small groups are given prepared cards (nine or more), each with a statement relating to an issue for discussion, eg 'The qualities of a good friend'. Each group arranges nine cards in the shape of a diamond to represent their views on the relative importance of each statement. Children/young people can also be given the opportunity to suggest their own statements for cards.
- **Discussion**
In pairs, small groups, larger groups. Consider use of online blogs, votes /& discussion forums
- **Drama / Role play/simulations**
Can be facilitated by theatre in education groups.
- **Draw and write**
Children/young people are asked to draw and/or write in response to a specific question, (eg In the box draw yourself showing how your body will change when you reach puberty. Write about these changes.) Can be used as needs assessment before a unit of work and/or assessment afterwards see 'Health for life' Nelson Thornes.
- **Envoys**
Various groups of children/young people are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.
- **Film /TV**
For example, films or TV soaps with substance misuse storylines supported by follow-up discussion, hot-seating of characters.
- **Fishbowl**
One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally, or to look for specific things. They could have a checklist of things to look for.
- **Graffiti boards**
Children/young people are asked to write comments/opinions/facts onto a large piece of paper that can then be displayed. Alternatively, each person may be given a piece of card, which can then be part of a 'wall' to which they all contribute. Consider use of online blogs, votes /& discussion forums
- **Interactive ICT**
Educational software can be used. Children/young people can also be given use of video recorders/digital cameras/computers to prepare presentations on a given topic.
- **Literature**

Children's literature can be combined with techniques such as hot-seating of characters/ agony aunt letters.

- **Matching**
This activity requires cards to be made up which can then be matched together by the children/young people. For example, cards with the names of body parts may be matched to body functions.
- **Media analysis**
For example, consider gender issues reported in newspapers, how different types of family groupings are portrayed in TV soaps. Consider use of range of video resources including those on www.thinkuknow.co.uk
- **Mind maps**
Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.
- **Peer education**
Individuals of the same or similar ages act as educators or mentors, eg small groups could research different topics and then teach the other groups about their topic.
- **Puppets**
A distancing technique to use with younger children.
- **Question boxes / Ask-it baskets**
Children/young people write down questions, anonymously if preferred, and post them in a question box or ask-it basket. The teacher/nurse may choose to answer the questions in the next lesson/session having had time to consider appropriate responses. Consider use of online blogs, votes /& discussion forums
- **Question display**
What questions do we want to find the answers to? Display the questions and refer to them as the questions are answered. Children/young people to decide: How can we find out the information? How can we display the results? Consider use of online blogs, surveys, votes /& discussion forums
- **Questionnaires / Quizzes**
Can be done individually, in pairs or small groups. Can be teacher/nurse led or researched and written by children/young people for peers. Consider use of online blogs, surveys, votes /& discussion forums
- **Role play**
Children/young people take on the role of another person and act out a scenario. The audience can rewind the action, fast-forward, freeze-frame and explore different consequences and decisions. They can also 'spotlight' certain characters and question them in role.
- **Rounds**
Everyone is given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.
- **Sides**
Similar to the Continuum, except there is no middle ground.

- **Snowballing**
Everyone works alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas.
- **Syndicates**
A type of role play where children/young people are formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.
- **Tour**
Groups of children/young people prepare visual material in the form of posters to display on the wall. They then tour the displays and discuss the materials.
- **Triad**
A child/young person engages in an activity with another individual while a third observes, maybe writes notes, and gives feedback. Roles can then be changed.
- **Wordstorm / Thought shower**
Individuals offer spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

(From PSHE CPD Leads Handbook, March 2009)

Answering difficult questions

Professionals are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

Ground rules and distancing techniques:

- Children and young people to be given preparation, so that they will know how to minimise any embarrassment they feel.
- No-one (teacher or learner) should be expected to answer a personal question.
- No-one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with questions:

- Professionals should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Professionals should set the tone by speaking in a matter-of-fact way and ensure that children/young people discuss issues in a way that does not encourage giggling and silliness.
- Children and young people should be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket. The adult will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- If a verbal question is too personal, professionals should remind the questioner of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, professionals should acknowledge it and promise to attend to it later on an individual basis.
- Professionals should not be drawn into providing more information than is appropriate to the age of the child or young person.
- If professionals are concerned that a child is at risk of abuse, the headteacher should be informed and the usual child protection procedures followed.
- Where appropriate, other professionals (school nurse, police etc) could be invited in to provide follow-up and deal with some of the questions.

Ground rules/working guidelines

Why bother with ground rules?

If children/young people are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of children/young people are analysed, of overriding importance are two key areas: children/young people need to feel safe and be safe. A set of ground rules will help teachers and staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the children/young people. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Developing ground rules

- Ground rules might be developed as a part of the school's PSHE policy, or better still, individually with each class or year group.
- It is important to consider the balance between the rules, which are determined by the children/young people, and those the teacher chooses.
- Keep the number of rules to a minimum (four or five) ensuring that those chosen are effective and can easily and consistently be implemented.
- It is important that the rules are displayed and are shared with the whole school community.
- Explain the concept of ground rules as basic rules, which everyone needs to agree. Draw comparisons with other areas of life (eg playing a game, driving a car or playing a sport).
- Teachers and children/young people will need to consider what kind of rules (or working guidelines) they need so that they can get on together in class.
 - What sort of things can spoil what we do? What kind of behaviour makes things difficult for others?
 - What is it like to talk to someone and they do not really listen?
 - What rules could we have so that everyone enjoys the lessons and nobody upsets anybody else?

Demonstrating the importance of ground rules

- a For younger children.** Circle time activity. All the children name a game. Imagine an alien has landed on earth. How would they know how to play our games? Discuss the idea of rules. Go round the circle naming a rule from the game mentioned previously. Discuss: what does it feel like when someone does not follow the rules? What could happen if no one followed the rules? Why are rules helpful? (the game works better and we all have fun).
- b For older children/young people/adults.** Take care with this demonstration and judge its appropriateness for your group. It will help them to understand the importance of developing (and maintaining ground rules). Ask the group to stand shoulder to shoulder facing inwards. Ask them to close their eyes and think about one of the most embarrassing times in their lives. Then say you will walk around the group and tap someone on the shoulder and you want them to tell the group about their experience. Walk around the group.....then stop the action and ask about how they felt. Comments could include: uncomfortable with the close contact with people they did not know/trust; worried about being asked; and feeling awkward about the whole experience. Explain that in this situation the group feel powerless and concerned. The facilitator is in control of what happens. Ground rules help to ensure that people do not feel like this in the lesson. Everyone in the group needs to feel comfortable with what is taking place.

How to decide

1. Give pupils a list of 20 rules for working together (the Key Stage 3 National Strategy Training materials for the Foundation subjects gives some useful examples). Pupils individually tick or cross their suitability. Collate results. Draw up guidelines.
2. Diamond 9. Give pupils nine cards. Eight have ground rules on them and one is blank. In groups decide on one rule and write this on the blank card. Then prioritise the rules by using Diamond 9 approach. (See page 109) Discuss as a class and agree top four or five. The rules can include the serious and not so serious (eg if you do not like what you are hearing stick your fingers in your ears!)
3. Let us vote. Each child/young person is given a sheet of paper and writes down five rules for working as a group. In groups of four negotiate a set of five from the possible 20 generated. Each group reads out their selection and all are written on the board by the teacher. The class/group votes and the five with the highest score are adopted.

Examples of ground rules developed by teachers/other professionals and children/young people

- Only one person should talk at once (try not to interrupt others)
- Listen carefully to what other people say
- No-one, teacher or child/young person, will have to answer a personal question
- Meanings of words will be explained in a sensible and factual way
- Only the correct names for the body parts will be used
- Show you are listening to what people say (body language)
- Value the right of people to hold opinions different from your own.
- Speak for ourselves rather than about other people
- What is said in the room should remain in the room (confidentiality)
- Do not tell people something about yourself that you might later wish you hadn't (think first)
- It is OK to pass (but I will try to join in later)
- Everyone is important. Respect everyone
- No making fun of others or putting them down
- Actively encourage others to take part
- Do not mention people by name if talking about something sensitive (eg drugs)
- Have fun
- Offer opinions and ideas (and try to give reasons for them)
- Disagree with ideas and opinions but not people.

It is important that these rules/guidelines are displayed and shared with the whole school and parents /carers.

(From PSHE CPD Leads Handbook, March 2009)

Some typical questions and ideas for responses:

Q: Have you had sex, Miss?

A: *I am not going to answer that question because it is a personal question and we agreed in our ground rules we wouldn't ask personal questions.*

Q: Why do girls have periods?

A: *When a girl's body changes at puberty, she produces a tiny egg each month and the lining of her womb gets thicker. This is the body getting ready for having babies one day. If the egg is not fertilised by a male sperm, her body doesn't need it and the lining of the womb breaks up and passes out of her vagina as blood. This is called a period.*

Q: How do you get a baby?

A: *When a man and woman want to make a baby, the man puts his penis into the woman's vagina and sperm from the man swims up into her womb where it may meet an egg. This then grows into a baby.*

Q: Where do you go for advice that's private?

A: *It's always best to talk to your parents or another adult you trust but if you can't do that you can speak to me or another member of staff at school.*

Q: What's the age to have sex for boys and girls?

A: *Although the law in this country says you have to be at least 16, most people wait until they are much older before having sex.*

Q: They keep calling me a gay boy ...

A: *Sometimes calling someone gay is used as an insult. It is not acceptable to call anyone names in this way.*

Q: Can you still have sex when you're old?

A: *Adults can continue to have sex for as long as they feel they want to.*

Q: Why do boys get circumcised?

A: *Sometimes it is for religious reasons because some faiths believe it is more hygienic.*

Q: Could I get AIDS?

A: *AIDS is a disease caused by a virus called HIV. It is not like other illnesses like colds and flu. You can't catch it by being near or touching someone with the virus.*

Q: Can girls use tampons?

A: *It is possible for girls to use tampons but most girls prefer to wait until their bodies have grown more. Some religions do not allow girls to use tampons.*

Q: What is masturbation?

A: *This means touching or stroking your penis or around your vagina because it feels nice.*

Q: What contraceptive do you use, Miss?

A: *That is a personal question and I am not going to answer it as we agreed that we wouldn't ask personal questions*

Q: Abortion is wrong, isn't it?

A: *Abortion is allowed in law in this country. Women have abortions for all sorts of reasons. Some people believe it is wrong but we should respect others views and beliefs even if we don't agree ourselves.*

Q: What is oral sex?

A: *This means touching someone else's genitals with the mouth*

Q: Why do boys get 'hard ons'?

A: *It is part of growing up for boys to get erections. During puberty they can occur during sleep or sometimes during the day without any reason. Its perfectly natural and nothing to worry about.*

If a child asks a question that you do not feel is appropriate to answer in a class situation, acknowledge the question and ask to speak to the child later in private. You can then explore in more detail why the child is asking the question, and assess whether or not there are child protection concerns. You can also ask children to write down their questions and put them in a box to be answered later. This gives you time to think about the most appropriate answer.

Julie Stacey/Brent RSE Consultant/SIS/June 2010