



# Year 4

## PSHE Planning

# Guidance

- Each term, there should be a minimum of 9 lessons. Some topics may only require one lesson whereas others may require several.
- Each topic should begin with a baseline activity which should be followed up/added to at a later time to show learning. This could be an individual/group/whole class activity.
- Work should be recorded in individual PSHE books or in the class journal. This book will follow pupils throughout the school.
- There are links included for each of the topics and some resources have already been saved to the M-Drive under [PSHE-Resources-Y5-Autumn/Spring/Summer](#).
- If you find other resources, please add them to your resource folder as this will help others in the future.
- With regard to SMSC specifically, please include 2 sessions of meditation per term from 'My Heart Room'. 'Sitting still like a frog' (shorter sessions) can be used as starters or even in assemblies. These should be used weekly.
- Please continue to have WonderWalls in your rooms as well as Worry Boxes.
- Finally, there is a page at the end of this document with a list of the many sites that I have found to be useful.

Autumn Term

# Core Theme: Health and Wellbeing

Key Areas	Big Questions	Topics
Healthy Lifestyles	<i>What can we do to stay healthy?</i>	What makes a balanced lifestyle and making choices, why sleep is important; drugs common to everyday life; media images, reality/fantasy, true/false; looking after our teeth,
Growing and Changing	<i>How do we grow and change?</i>	Recognising what they are good at; setting goals. Changes that happen in life and feelings associated with change; conflicting emotions
Keeping Safe	<i>What can we do to stay safe?</i>	How to keep safe in local area – roads, cycle etc. and safety online, personal info, passwords; people who help them stay healthy and safe; pressure, managing influences, media, peer

# Healthy Lifestyles

<b>Topics:</b>	What makes a balanced lifestyle and making choices; why sleep is important; <b>drugs common to everyday life</b> ; <b>media images, reality/fantasy, true/false</b> ; <b>looking after our teeth (Science)</b> .	<b>Big Question:</b> <i>What can we do to stay healthy?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>• Explain what is meant by a 'balanced lifestyle'</li> <li>• Describe the potential short and long term consequences that people's choices can have on maintaining good health</li> <li>• Identify what can influence people's choices about their health</li> <li>• Identify steps that help make an informed choice</li> </ul> <ul style="list-style-type: none"> <li>• Explain what a drug is (give a definition of 'drug')</li> <li>• Describe how drugs change the way people feel (for example, more relaxed or more energised)</li> <li>• Identify some of the risks associated with drugs common in everyday life</li> <li>• Identify some of the laws relating to drugs seen in everyday life</li> <li>• Explain someone might choose or not choose to use a drug</li> <li>• Identify alternatives to using drugs</li> <li>• Identify different behaviours around drug use and when a drug can become harmful</li> <li>• Identify where people can get help and support (e.g. smoking cessation services)</li> </ul> <ul style="list-style-type: none"> <li>• Explain that images in the media can be changed, altered or adapted and this means therefore they may not represent the 'true' image</li> <li>• Identify why an image might be changed, such as to sell something, including an idea to others</li> <li>• Describe the different thoughts an image of a place or product can make someone think about</li> <li>• Identify how this might influence their viewpoint or actions</li> </ul>		<ul style="list-style-type: none"> <li>• How do we feel when we've had too much (eg: sweets) or too little of something (eg: physical activity, water)?</li> <li>• What does it mean to live a 'balanced' lifestyle?</li> <li>• What/who helps people make healthy choices? What doesn't help so much?</li> <li>• Do we always have to believe/trust what people tell us about health choices?</li> <li>• How do we decide what is best for us?</li> </ul> <ul style="list-style-type: none"> <li>• How does a drug change how someone feels?</li> <li>• What are some drugs we see in everyday life?</li> <li>• How do people use drugs?</li> <li>• Why do people use drugs?</li> </ul> <ul style="list-style-type: none"> <li>• Are the images we see in the media always 'real'?</li> <li>• Why might people change an image or photograph?</li> <li>• Does it matter?</li> <li>• What do different images make people think or feel?</li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zrffr82">https://www.bbc.co.uk/bitesize/topics/zrffr82</a> - Lifestyle</p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a> - Y3/4 Lessons</p> <p><a href="http://www.nottinghamschools.org.uk/media/1169972/ks2-jed-ted-lessonplanslr.pdf">http://www.nottinghamschools.org.uk/media/1169972/ks2-jed-ted-lessonplanslr.pdf</a> - Drugs</p> <p><b>- Ten:Ten - LKS2 – Module 1 &amp; 3</b></p>

# Growing and Changing

<b>Topics:</b>	Recognising what they are good at; setting goals. Changes that happen in life and feelings associated with change; conflicting emotions	<b>Big Question:</b> <i>What can we do to stay healthy?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>• Recognise their worth by identifying positive things about themselves and what they are proud of.</li> <li>• Identify aspirations for the end of term/school year.</li> <li>• Identify personal strengths that will help them achieve their goals.</li> <li>• Identify what personal actions they can take to improve.</li> <li>• Describe how learning from mistake and working with others can help them to achieve their goals.</li> <li>• Describe a range of different feelings (good and not so good).</li> <li>• Describe feelings according to their intensity</li> <li>• Identify when feelings (good or not so good) might be overwhelming and describe how this can feel.</li> <li>• Explain that people can also feel lots of different emotions all at once (such as at times of change).</li> <li>• Explain the importance of noticing different feelings.</li> <li>• Describe some positive ways of sharing feelings, recognising that this can help manage them.</li> </ul>		<ul style="list-style-type: none"> <li>• What makes us feel good about ourselves?</li> <li>• How do others make us feel good about ourselves?</li> <li>• What are our strengths?</li> <li>• How does it feel to overcome a problem or achieve something?</li> <li>• What would we like to achieve by the end of year 4?</li> <li>• How can we describe different feelings?</li> <li>• How does it feel when someone is overwhelmed with feelings?</li> <li>• What can make people feel like that?</li> <li>• What are good ways of coping with these feelings?</li> <li>• What can we do to help ourselves when we experience strong emotions?</li> </ul>	<p><a href="https://plprimarystars.com/resources/pshe-sample-pack">https://plprimarystars.com/resources/pshe-sample-pack</a> - Self Esteem</p> <p><a href="https://plprimarystars.com/resources/resilience">https://plprimarystars.com/resources/resilience</a> - Resilience</p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a></p> <p>SMART Goals materials – M-Drive</p> <p><a href="https://www.youtube.com/watch?v=DxIDKZH3-E">https://www.youtube.com/watch?v=DxIDKZH3-E</a> - Anna Freud video</p> <p>- <b>Ten:Ten - LKS2 – Module 1 &amp; 3</b></p>

# Keeping Safe

<b>Topics:</b>	How to keep safe in local area – roads, cycle etc. and safety online, personal info, passwords; people who help them stay healthy and safe; pressure, managing influences, media, peer	<b>Big Question:</b> <i>What can we do to stay safe?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>• Explain why there are rules about safety in different places.</li> <li>• Recognise potential consequences of safety rules not being followed.</li> <li>• Give examples of when remembering to keep the safety rules might be more challenging and what people should consider in these situations.</li> <li>• Describe and demonstrate how to themselves safe in the local environment (such as near roads, railways, water, building sites, around fire/fireworks).</li> <li>• Identify when, how and who to alert if there is danger.</li>   <li>• Explain that there are rules to help keep people safe online and the importance of following these</li> <li>• Recognise potential consequences of online safety rules not being followed</li> <li>• Explain why it is important not to share personal information online (such as passwords, where they live, personal pictures of themselves or others)</li> <li>• Identify the sorts of images that are ok to photograph to share with others and what might not be appropriate</li> <li>• Recognise that an image (or text) might be shared to many people, even though it was only sent to one person</li> <li>• Explain the importance of reporting something unsettling, upsetting or unsafe to an adult they trust</li>   <li>• Explain that images in the media can be changed, altered or adapted and this means therefore they may not represent the 'true' image</li> <li>• Identify why an image might be changed, such as to sell something, including an idea to others</li> <li>• Describe the different thoughts an image of a place or product can make someone think about</li> <li>• Identify how this might influence their viewpoint or actions</li> </ul>		<ul style="list-style-type: none"> <li>• What ways do we keep safe in different places?</li> <li>• Why are safety rules important to follow?</li> <li>• What could go wrong if safety rules are not followed?</li> <li>• When is it more challenging to remember to follow safety rules?</li> <li>• When should we listen to our feelings about safety?</li> <li>• What should we do if we feel unsafe?</li>   <li>• Why are online safety rules important to follow?</li> <li>• What could go wrong if safety rules are not followed?</li> <li>• What should we do if something does not feel ok?</li>   <li>• Are the images we see in the media always 'real'?</li> <li>• Why might people change an image or photograph?</li> <li>• Does it matter?</li> <li>• What do different images make people think or feel?</li> </ul>	<p> <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/exploring-risk-relation-gambling-lesson-pack-ks2">https://www.pshe-association.org.uk/curriculum-and-resources/resources/exploring-risk-relation-gambling-lesson-pack-ks2</a> - M-Drive         </p> <p> <a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/</a> </p> <p> <a href="https://www.tes.com/teaching-resource/identifying-risk-and-keeping-safe-6392174">https://www.tes.com/teaching-resource/identifying-risk-and-keeping-safe-6392174</a> - M-Drive         </p> <p> <a href="https://mediasmart.uk.com/an-introduction-to-advertising-for-7-11-yrs/">https://mediasmart.uk.com/an-introduction-to-advertising-for-7-11-yrs/</a> - Media influence         </p> <p> <b>- Ten:Ten - LKS2 – Module 3</b> </p>

Spring Term



# Core Theme: Relationships

Key Areas	Big Questions	Topics
Feelings and emotions	How do we feel?	Keeping something confidential or secret; when to break a confidence; recognise and manage dares; feelings, empathy
Healthy Relationships	What makes happy, healthy relationships?	Actions, behaviours, consequences; collaborative working, shared goals, disputes, conflict, feedback, support; privacy, sharing, personal boundaries;
Valuing difference	How are we the same/different?	Listen and respond effectively to people; share points of view; bullying, discrimination, aggressive behaviour

# Feelings and emotions

<b>Topics:</b>	Keeping something confidential or secret; when to break a confidence; confidentiality, secrets, surprises, personal safety; <b>feelings, empathy</b>	<b>Big Question:</b> <i>How do we feel?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>• Explain what it means to keep something confidential or secret</li> <li>• Give reasons for when we should/should not agree to keeping something confidential/secret</li> <li>• Describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about</li> <li>• Explain why no one should ask us to keep a secret we feel uncomfortable about keeping</li> <li>• Identify strategies for speaking up if a secret should not be kept</li> <li>• Give examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence</li> </ul> <ul style="list-style-type: none"> <li>• Describe a wide range of different feelings</li> <li>• Give examples of how to recognise feelings in others</li> <li>• Describe how feelings can affect thoughts and behaviour</li> <li>• Explain what makes feelings better or worse/what helps/doesn't help</li> <li>• Discuss or demonstrate different responses they can give in response to a range of feelings in others (individually, collectively)</li> </ul>		<ul style="list-style-type: none"> <li>• Do we have to keep other people's secrets?</li> <li>• How might someone feel to be asked to keep a secret that worries them, they are unsure or feel uncomfortable about?</li> <li>• Why is it important to tell an adult we trust if we think there might be a secret that means someone is unsafe or might be upset or hurt? What would happen next?</li> </ul> <ul style="list-style-type: none"> <li>• How can we tell how other people are feeling?</li> <li>• What signs do people give that suggest how they are feeling?</li> <li>• What can we do about other people's feelings?</li> </ul>	<p><a href="https://www.tes.com/teaching-resource/secrets-pshe-ks2-11809642">https://www.tes.com/teaching-resource/secrets-pshe-ks2-11809642</a> – M-Drive</p> <p><a href="https://www.pshe-association.org.uk/system/files/Direspect%20Nobody%20Discussion%20Guide%208-12%20year%20olds.pdf">https://www.pshe-association.org.uk/system/files/Direspect%20Nobody%20Discussion%20Guide%208-12%20year%20olds.pdf</a> – M-Drive</p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a></p> <p>- <b>Ten:Ten - LKS2 – Module 1 &amp; 3</b></p>

# Healthy Relationships

<b>Topics:</b>	Actions, behaviours, consequences; collaborative working, shared goals, disputes, conflict, feedback, support; privacy, sharing, personal boundaries;	<b>Big Question:</b> <i>What makes happy, healthy relationships?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>* Explain how their actions or choices can hurt others on the outside and on the inside</li> <li>• Explain steps that can be taken to solve problems where actions have impacted on others</li> <li>• Identify and demonstrate behaviours and actions that show respect for self and others</li> <li>• Explain why it is important to ‘think before we act’</li>   <li>* Explain what a ‘goal’ is and why having a clear goal can be helpful</li> <li>• Demonstrate negotiating a shared goal or working collaboratively</li> <li>• Explain the individual attributes required to work with a partner and in a team (e.g. listening, cooperating, contributing, encouraging, presenting, leading)</li> <li>• Explain practical steps that can be taken to include others in our groups/work co-operatively</li> <li>• Identify ways of managing conflict or disagreements that might arise explain what means to negotiate</li> <li>• Give examples of compromise that occur in school and home</li> <li>• Demonstrate negotiating a ‘win-win’ outcome</li> <li>• Give examples of where strategies have worked well/not worked in class/the playground</li> <li>• Describe or demonstrate how to give someone feedback and support</li>   <li>• Give examples of the sorts of things that people want share with others – (including special people, classmates, everyone)</li> <li>• Identify things / times when people might want or need to keep privacy</li> <li>• Explain why it is important to respect privacy</li> <li>• Describe ways people can keep personal boundaries / privacy in different contexts (including online)</li> <li>• Recognise what happens when a privacy may need to be broken and when this would be important</li> </ul>		<ul style="list-style-type: none"> <li>* Who is responsible for our behaviour?</li> <li>• How might our actions and choices affect other people on the outside? On the inside?</li> <li>• How can we show that we respect ourselves and other people?</li> <li>• What steps can we take to solve problems that our actions may have caused?</li>   <li>• What makes a good goal?</li> <li>• How can everyone come to a shared decision?</li> <li>• How will it look / be if people are all working well together?</li> <li>• How can people manage or overcome disagreements that might arise in a team?</li> <li>• How can people negotiate and compromise?</li> <li>• Are there times when someone shouldn’t compromise?</li> <li>• What can someone do to calm down when they feel angry, sad or frustrated?</li> <li>• How can we help others?</li>   <li>• What sorts of things do people like sharing together – with whom?</li> <li>• Is this the same for everyone?</li> <li>• When is it more (or less or never) important for privacy to be kept?</li> </ul>	<p><a href="https://www.tes.com/teaching-resource/choices-and-consequences-scenario-cards-6304342">https://www.tes.com/teaching-resource/choices-and-consequences-scenario-cards-6304342</a> – M-Drive</p> <p><a href="https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-1-actions-and-consequences">https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-1-actions-and-consequences</a></p> <p><a href="https://www.twinkl.co.uk/resource/t-c-255229-working-together-activity-sheet">https://www.twinkl.co.uk/resource/t-c-255229-working-together-activity-sheet</a> – M-Drive</p> <p><a href="https://www.twinkl.co.uk/resource/t2-p-412-ks2-resolving-conflict-powerpoint">https://www.twinkl.co.uk/resource/t2-p-412-ks2-resolving-conflict-powerpoint</a></p> <p><a href="https://classroom.kidshealth.org/classroom/3to5/personal/growing/conflict_resolution.pdf">https://classroom.kidshealth.org/classroom/3to5/personal/growing/conflict_resolution.pdf</a> – M-Drive</p> <p>- <b>Ten:Ten - LKS2 – Module 2</b></p>

# Valuing difference

<b>Topics:</b>	Listen and respond effectively to people; share points of view; <b>bullying, discrimination, aggressive behaviour</b>	<b>Big Question:</b> <i>How are we the same/different?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>* Describe what it means to listen well to others</li> <li>• Explain why it is important to consider other people’s point of view</li> <li>• Recognise that it is important to take other people’s feelings into consideration before responding, especially if we don’t agree</li> <li>• Identify ways to constructively challenge other peoples’ points of view</li>   <li>• Differentiate between playful teasing, hurtful behaviour and bullying</li> <li>• Recognise that bullying and aggressive can be online as well as occurring in physical life</li> <li>• Recognise what is meant by discrimination and some types of discrimination that exist</li> <li>• Identify how this can negatively affect people (e.g. their feelings and aspirations)</li> <li>• Explain what to do if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied</li> <li>• Explain where people can get advice and help</li> </ul>		<ul style="list-style-type: none"> <li>• How do people show others that their views, ideas and feelings are valued?</li> <li>• How might someone feel if they think their views, ideas and feelings have been ignored?</li> <li>• What is the benefit of trying to see things from someone else’s point of view?</li> <li>• What if we don’t agree with other people’s points of view?</li>   <li>• How might the words/names that people use make someone feel bullied?</li> <li>• What can we do if we witness bullying online or in person?</li> <li>• Why might it sometimes be difficult to tell someone if we are being bullied or if someone else is being bullied?</li> </ul>	<p><a href="http://www.primaryresources.co.uk/pshe/pshe.htm">http://www.primaryresources.co.uk/pshe/pshe.htm</a> – M-Drive</p> <p><a href="https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-2-challenging-stereotypes-and">https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-2-challenging-stereotypes-and</a></p>

Summer Term

# Core Theme: Living in the Wider World

Key Areas	Big Questions	Topics
Rights and Responsibilities	What are your rights and responsibilities?	Appreciating difference and diversity in the UK and around the world; media, social media, information forwarding; rights, duties, home, school, environment
Environment	How can we look after our world?	Sustainability of the environment across the world; fair trade/local produce ( <i>CROSS YEAR-GROUP PROJECT with Y5</i> )
Money	What can you do with money?	Role of money; managing money (saving and budgeting); what is meant by interest and loan; resources, sustainability, choices

# Rights and responsibilities

<b>Topics:</b>	Appreciating difference and diversity in the UK and around the world; <b>media, social media, information forwarding; rights, duties, home, school, environment</b>	<b>Big Question:</b> <i>What are your rights and responsibilities?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> <li>* Identify that UK is made of people from different religious and ethnic identities</li> <li>• Recognise that this makes the UK a richly diverse community</li> <li>• Identify reasons why people might move from one place to another</li> <li>• Recognise that this has happened for many thousands years (people have always moved from one place / country to another)</li> <li>• Identify some of the ways people can show respect for different cultures and identities</li> <li>• Participate in a celebrating the range of different identities and cultures in the UK</li>   <li>• Describe the different ways people find out information and news, about people, places and events</li> <li>• Give reasons for why the media tries to influence people’s choices and decisions (e.g. to persuade people to purchase)</li> <li>• Identify how this is done (e.g. emotive language in adverts)</li> <li>• Identify that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip)</li> <li>• Suggest some important questions we should ask when we see images, programmes or articles in the media</li>   <li>• recognise the relationship between rights and responsibilities</li> <li>• describe rights and responsibilities they have at home, at school, in the community and environment</li> <li>• identify steps they can take and the skills they need to help fulfil duties/responsibilities</li> <li>• give examples of how they can make a difference to local and world-wide environment issues</li> </ul>		<ul style="list-style-type: none"> <li>* What are the benefits of belonging to a group or community?</li> <li>• How do we all benefit from living in a diverse community?</li> <li>• What if other people’s beliefs or traditions differ to ours?</li>   <li>• Is what we see in the media really true?</li> <li>• Can we ever really know?</li> <li>• What should we think about when looking at adverts?</li>   <li>• What is the difference between a right and a responsibility?</li> <li>• How are rights related to responsibilities?</li> <li>• What are we responsible for?</li> <li>• How can people be organised?</li> </ul> <p>What impact can we have on the environment?</p>	<p>- <b>Ten:Ten - LKS2 – Module 3</b></p>

# Environment

<b>Topics:</b>	Sustainability of the environment across the world; fair trade/local produce (CROSS YEAR-GROUP PROJECT with Y5)	<b>Big Question:</b> <i>How can we look after our world?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"><li>• Explain how the environment provides resources needed by humans (for electricity, heating, food, paper, fuel etc.)</li><li>• Recognise that there is limited supply of the earth's resources and the importance of sustainability</li><li>• Identify and explain their own environmental responsibilities and the difference this can make</li><li>• Recognise how resources are shared across communities and the affects this can have on the communities / the environment</li></ul>		<ul style="list-style-type: none"><li>• What impact do our actions towards sustaining our environment have on us now?</li><li>• What about future impact?</li></ul>	



# Money

<b>Topics:</b>	Role of money; managing money (saving and budgeting); <b>what is meant by interest and loan;</b> <b>resources, sustainability, choices</b>	<b>Big Question:</b> <i>What can you do with money?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> <li>• Explain the importance of money in people’s lives</li> <li>• Identify a range of forms of payment the reasons for using these (other than coins and notes)</li> <li>• Explain different ways of keeping track of money and why this is important</li> <li>• Identify ways in which people manage their money (e.g. saving, budgeting, being careful about spending money, choosing items that are ‘good value’)</li> <li>• Describe how shops, service, banks and manufactures try to persuade people to buy their products</li> <li>• Make decisions about whether something is better ‘value for money’ than something else</li>   <li>• Identify situations where someone might want or need to ‘save’ or ‘borrow’ money</li> <li>• Explain what is meant by ‘interest’ in relation to saving and borrowing</li> <li>• Identify what would help someone decide whether to ‘save’ or ‘borrow’ money for something they need/want</li> <li>• Describe some of the feelings someone might have about doing this</li>   <li>• Explain how the environment provides resources needed by humans (for electricity, heating, food, paper, fuel etc.)</li> <li>• Recognise that there is limited supply of the earth’s resources and the importance of sustainability</li> <li>• Identify and explain their own environmental responsibilities and the difference this can make</li> <li>• Recognise how resources are shared across communities and the affects this can have on the communities / the environment</li> </ul>		<ul style="list-style-type: none"> <li>• How do people manage money they get?</li> <li>• What do people have to think about before we decide to spend or save?</li>   <li>• What helps people decide whether to save money?</li> <li>• What helps people decide whether to borrow money?</li> <li>• How does it feel to save up for something you really want, opposed to having something now?</li>   <li>• What impact do our actions towards sustaining our environment have on us now?</li> <li>• What about future impact?</li> </ul>	

Debates, topical issues - Newsround, wonderwalls

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://www.sexeducationforum.org.uk/resources/whole-school-approach-rse-audit-tool>

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