



# Year 5

## 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 positively and negatively affects health and wellbeing; making informed choices; different influences on food - media; skills to make choices; bacteria, viruses, hygiene; caffeine; habits;
Growing and Changing	<i>How do we grow and change?</i>	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; puberty; reproduction
Keeping Safe	<i>What can we do to stay safe?</i>	Strategies for managing personal safety in the local environment; risk, danger, hazard, responsibility, safety; online safety; including sharing images; mobile phone safety; emergency aid, help, safety, rules, possible effects of everyday medicines

# Healthy Lifestyles

<b>Topics:</b>	What positively and negatively affects health and wellbeing; <b>making informed choices</b> ; <b>different influences on food - media</b> ; <b>skills to make choices</b> ; <b>bacteria, viruses, hygiene</b> ; <b>caffeine</b> ; <b>habits</b> ;	<b>Big Question:</b> <i>What can we do to stay healthy?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> <li>Identify what is meant by health: physical, mental and emotional health</li> <li>Explain what can affect health and wellbeing</li> <li>Identify choices that can have positive, neutral and negative consequences on a person's health and wellbeing</li> <li>Identify the everyday choices people can make to help take care of their body and mind</li> <li>Identify the benefits of a balanced lifestyle</li> </ul> <ul style="list-style-type: none"> <li>Explain the benefits of a balanced diet on health and wellbeing</li> <li>Describe who or what influences people's choices about food choices (e.g. peers, parents/carers, adverts)</li> <li>Explain what people might consider when making decisions about what to eat and drink</li> <li>Describe situations when making a healthy choice can be more challenging</li> <li>Describe how people can make informed decisions about what to eat or drink</li> </ul> <ul style="list-style-type: none"> <li>Describe personal hygiene routines that help keep good health and wellbeing</li> <li>Describe a range of household (or school) routines that keep good hygiene</li> <li>Explain the importance of this in relation to preventing the spread of infection</li> <li>Describe the shared responsibility for hygiene in the home/school</li> </ul> <ul style="list-style-type: none"> <li>Identify that a habit might be something someone does occasionally, often or all the time</li> <li>Explain how some habits can help us to maintain healthy lifestyles but that some habits are less healthy</li> <li>Explain how a habit is sometimes the reason why people might smoke, drink coffee, drink alcohol or use other drugs</li> <li>Give reasons why habits can be hard to change</li> <li>Explain that whilst difficult, habits can be changed or stopped</li> <li>Recognise that there is help for people who want to change or stop habits (e.g. stop smoking support)</li> </ul>		<ul style="list-style-type: none"> <li>What choices can someone make to help look after their body and mind?</li> </ul> <ul style="list-style-type: none"> <li>What choices can someone make to help look after their body and mind?</li> <li>Who/what tries to persuade or influence our choices about food?</li> <li>How do adverts try to persuade us? How do people try to persuade us?</li> <li>When can it be more difficult to make a healthy choice?</li> <li>What can people do to help them make a healthy choice in different situations?</li> </ul> <ul style="list-style-type: none"> <li>How do we keep the school free from infection?</li> <li>How do people keep themselves clean?</li> <li>Where (body parts or environment) is it especially important to keep good hygiene standards?</li> <li>Whose responsibility is it?</li> </ul> <ul style="list-style-type: none"> <li>How do habits begin?</li> <li>When does something become a habit?</li> <li>How do habits make people feel?</li> <li>Are all habits good for us?</li> <li>How do we recognise not so good habits?</li> <li>What help is available for people with less healthy habits?</li> </ul>	<p><a href="https://www.tes.com/teaching-resource/key-stage-2-or-3-pshe-decision-making-11140892">https://www.tes.com/teaching-resource/key-stage-2-or-3-pshe-decision-making-11140892</a> - Choices – M-Drive</p> <p><a href="https://mediasmart.uk.com/primary-resources/">https://mediasmart.uk.com/primary-resources/</a></p> <p><a href="https://www.educationquizzes.com/ks2/personal-social-and-health-education/hygiene/">https://www.educationquizzes.com/ks2/personal-social-and-health-education/hygiene/</a> - Quiz</p> <p><a href="https://www.tes.com/teaching-resource/differentiated-hygiene-sheets-6119834">https://www.tes.com/teaching-resource/differentiated-hygiene-sheets-6119834</a> - M-Drive</p> <p><a href="https://www.assemblies.org.uk/pri/3295/developing-good-habits">https://www.assemblies.org.uk/pri/3295/developing-good-habits</a> - M-Drive</p> <p>- <b>Ten:Ten - UKS2 – Module 1</b></p>

# Growing and Changing

<b>Topics:</b>	Recognising what they are good at; setting goals; aspirations. <b>Intensity of feelings; managing complex feelings. Coping with change and transition; puberty; reproduction</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>• Identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated</li> <li>• Describe what they admire in others and their achievements</li> <li>• Give an example of when having high aspirations helped someone to achieve</li> <li>• Describe their aspirations for end of term / end of year / later in life</li> <li>• Explain positive steps they can take to help 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> <li>• Identify changes in the human life cycle</li> <li>• Identify puberty as a time in everyone’s life when their bodies grow and change from children to young adults</li> <li>• Identify that the changes are ongoing and usually happen between the ages of 8-17 years</li> <li>• Recognise how puberty relates to the sex cells and prepares people’s bodies for the possibility of having children when they are adults</li> <li>• Use the correct names of female and male reproductive organs</li> <li>• Describe the effects of puberty on male and female bodies – how bodies grow and change</li> <li>• Explain what happens during periods (menstruation) and ejaculation and how to manage both</li> <li>• Explain why it is important and how to keep themselves clean during puberty</li> <li>• Explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings</li> <li>• Describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them</li> <li>• Identify where to get help and support about the changes that happen at puberty</li> </ul>		<ul style="list-style-type: none"> <li>• Identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated</li> <li>• Describe what they admire in others and their achievements</li> <li>• Give an example of when having high aspirations helped someone to achieve</li> <li>• Describe their aspirations for end of term / end of year / later in life</li> <li>• Explain positive steps they can take to help 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>   <li>* What happens to people’s bodies when they grow up?</li> <li>• Do these changes happen to everyone at the same time?</li> <li>• What do we need to know about the changes?</li> <li>• How can people feel about growing up?</li> <li>• Who can we talk to about the changes we might experience?</li> </ul>	<p><a href="https://www.tes.com/teaching-resource/year-five-seal-going-for-goals-6311988">https://www.tes.com/teaching-resource/year-five-seal-going-for-goals-6311988</a> - M-Drive</p> <p><a href="https://www.tes.com/teaching-resource/me-and-my-feelings-upper-ks2-6041116">https://www.tes.com/teaching-resource/me-and-my-feelings-upper-ks2-6041116</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><a href="https://www.tes.com/teaching-resource/year-five-seal-changes-6336884">https://www.tes.com/teaching-resource/year-five-seal-changes-6336884</a> - M-Drive</p> <p><b>- Ten:Ten - UKS2 – Module 1</b></p>

# Keeping Safe

<b>Topics:</b>	Strategies for managing personal safety in the local environment; risk, danger, hazard, responsibility, safety; <b>online safety; including sharing images; mobile phone safety; emergency aid, help, safety, rules, possible effects of everyday medicines</b>	<b>Big Question:</b> <i>What can we do to stay safe?</i>	
The learner will be able to:		Key Questions	Links and Resources
<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 keep 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 the types of personal information that should not be shared online and explain why this is important (e.g. passwords, bank card details, home addresses etc.)</li> <li>● Give examples of the sorts of images that are ok to photograph to share with others and what might not be appropriate</li> <li>● Recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not</li> <li>● Explain (in simple terms) that an image (or text) might be shared to many people, even though it was only sent to one person</li> <li>● Identify the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends)</li> <li>● Explain how to respond if someone they don't know asks them to send an image of themselves or others or if someone wants them to send an inappropriate image</li> <li>● Recognise situations where mobile phone safety might be compromised and explain ways they can help keep their phone safe and prevent mobile phone theft</li> <li>● Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep)</li> <li>● Identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night)</li> <li>● Recognise the importance of managing their own use of their mobile phone</li>   <li>● Explain what an emergency is (and isn't)</li> <li>● Recognise how people react in an emergency and the importance of following basic emergency procedures</li> <li>● Demonstrate some basic emergency aid procedures</li> <li>● Explain or demonstrate steps in how to get help during an emergency, including how to phone 999 and give accurate information</li> <li>● List commonly available legal substances and drugs used in everyday life</li> <li>● Give reasons why someone might use a drug and recognise that there are laws around substances and drugs – some may be restricted and some are illegal to own, use or give to others</li> <li>● Identify potential effects and risks related to different drugs, including that medicines may have side effects</li> <li>● Explain that there are risks related to the use of any drug</li> <li>● Describe how to manage risks related to drug use in different familiar situations</li> <li>● Identify how to ask for help or advice</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>● How do people know who they can trust online?</li> <li>● What impact can sharing something personal about someone else (or yourself) have?             <ul style="list-style-type: none"> <li>● What should be kept private and not shared online?</li> </ul> </li> <li>● What is meant by 'safe user habits' in relation to mobile phones?</li> <li>● What can people do to use their mobile safely when they are out and about?</li> <li>● What can someone do if they are worried or if their mobile phone is lost or stolen?</li> <li>● How can mobile phones affect people's lives at home?</li> <li>● Why is it best for mobile phones be turned off at night time?</li> <li>● What are some positive things about having the use of a mobile phone?</li>   <li>● How could someone help in an emergency situation?</li> <li>● What are some basic first aid procedures?</li> <li>● What could someone do if...?</li> <li>● Why would someone call 999?</li> <li>● What drugs have we heard about?</li> <li>● What are some laws and drugs?</li> <li>● How can it make people feel?</li> <li>● What would we do if...?</li> </ul>	<p><a href="http://www.nottinghamshools.org.uk/media/1169972/ks2-jed-ted-lessonplanslr.pdf">http://www.nottinghamshools.org.uk/media/1169972/ks2-jed-ted-lessonplanslr.pdf</a></p> <p>- Drugs</p> <p><a href="http://www.primaryresources.co.uk/pshe/pdfs/11safety.PDF">http://www.primaryresources.co.uk/pshe/pdfs/11safety.PDF</a></p> <p><a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a></p> <p><a href="https://www.redcross.org.uk/get-involved/teaching-resources/primary-teaching-resources##">https://www.redcross.org.uk/get-involved/teaching-resources/primary-teaching-resources##</a></p> <p>- <b>Ten:Ten - UKS2 – Module 2</b></p>

Spring Term



# Core Theme: Relationships

Key Areas	Big Questions	Topics
Feelings and emotions	How do we feel?	Responding to feelings in others; confidentiality, secrets, surprises, personal safety; dares, challenges
Healthy Relationships	What makes happy, healthy relationships?	Friendships; relationships; touch, acceptable and unacceptable;
Valuing difference	How are we the same/different?	People, identity, equality, stereotypes; bullying, discrimination, aggressive behaviour

# Feelings and emotions

<b>Topics:</b>	Responding to feelings in others; <b>confidentiality, secrets, surprises, personal safety; dares, challenges</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 how to recognise a wide range of feelings in others</li> <li>• Explain how it feels when others respond appropriately / not appropriately to our feelings</li> <li>• Demonstrate language and strategies to use if not sure how others may be feeling</li> <li>• Give examples of ways we can respond positively to others' feelings</li> </ul> <ul style="list-style-type: none"> <li>• Explain what is meant by confidentiality</li> <li>• Identify when they should accept and when they should refuse to accept to keep a confidence (or secret)</li> <li>• Explain that no one should ask them to keep something to themselves, that makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else</li> <li>• Explain that if someone either begs them, tries to scare or threatens them to keep a secret that makes them feel worried, that these are warning signs and that they must quickly tell their teacher</li> <li>• Explain how they should always share worries about this with a teacher who will help them decide what to do</li> </ul> <ul style="list-style-type: none"> <li>• Identify the difference between a dare and a 'positive challenge'<sup>1</sup></li> <li>• Suggest possible reasons for giving 'dares'</li> <li>• Identify feelings when giving or receiving a 'dare'</li> <li>• Explain why daring someone to do something dangerous or harmful is wrong – explain why if we put someone under pressure, we share the responsibility if something goes wrong</li> <li>• Describe or demonstrate steps they can take to manage dares</li> <li>• Identify people to talk to/ where go to for help and advice and demonstrate how to ask for help</li> </ul>		<ul style="list-style-type: none"> <li>• What do people do to let others know how they are feeling?</li> <li>• How can we become sensitive to other people's moods and feelings?</li> <li>• How does it feel when someone listens to how we are feeling?</li> <li>• How can we help make other people feel good or better?</li> </ul> <ul style="list-style-type: none"> <li>• What is confidentiality / to keep something confidential?</li> <li>• Should all secrets be kept?</li> <li>• What types of secrets would we encourage other pupils to tell?</li> <li>• How does someone know that we are making the right decision/doing the right thing?</li> </ul> <ul style="list-style-type: none"> <li>* Why do people give dares?</li> <li>• Do people have to do dares?</li> <li>• How does it feel to do something risky?</li> <li>• How can people manage or cope if someone tries to persuade them to do something risky?</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a> (if not used in Autumn term)</p> <p><a href="http://mentor-adepis.org/wp-content/uploads/2016/06/KS2-Lesson-Plan-1.pdf">http://mentor-adepis.org/wp-content/uploads/2016/06/KS2-Lesson-Plan-1.pdf</a> - M-Drive</p> <p><a href="https://www.youtube.com/watch?v=1EkeOHRaNyM">https://www.youtube.com/watch?v=1EkeOHRaNyM</a> – video</p> <p><a href="https://www.kidsmartz.org/~media/KidSmartz/ResourceDocuments/Grades_3_5_Surprises_vs_Secrets_EN.pdf">https://www.kidsmartz.org/~media/KidSmartz/ResourceDocuments/Grades_3_5_Surprises_vs_Secrets_EN.pdf</a></p> <p>- <b>Ten:Ten - UKS2 – Module 2</b></p>

# Healthy Relationships

<b>Topics:</b>	Friendships; relationships; touch, acceptable and unacceptable;	<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>• Know about the different types of relationships people have in their lives</li> <li>• Explain how friends and family communicate together; how the internet and social media can be used positively</li> <li>• Recognise how knowing someone online differs from knowing someone face-to-face</li> <li>• Demonstrate how to recognise risk in relation to friendships and keeping safe</li> <li>• Give ideas about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• Show how to act if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• Identify how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> <li>• identify situations where physical touch is acceptable / appropriate / wanted</li> <li>• Identify what constitutes unacceptable / inappropriate / unwanted touch or attention</li> <li>• Recognise how it feels when someone's mind or body is telling them that they are not comfortable / happy about someone else's behaviour</li> <li>• Identify that acceptable touch depends on i) the person, who they are with and their relationship, ii) where they are, iii) what the touch is (personal likes and dislikes)</li> <li>• Describe strategies someone can use to use to prevent or stop unacceptable physical contact</li> <li>• Explain what they can do and who they can go to if they are worried about unacceptable behaviour</li> </ul>		<ul style="list-style-type: none"> <li>• What are the different types of relationships?</li> <li>• How might you communicate with friends or family?</li> <li>• Is knowing someone online the same as knowing someone in person? How?</li> <li>• What is safe to share online and who should you share it with?</li> <li>• What should you do if a relationship is making you feel uncomfortable?</li> <li>• Who/how can you ask for help and advice if you have concerns?</li> <li>• What should we do if someone makes us feel unsafe (even if it is someone we think we trust)?</li> <li>• Whose responsibility or fault is it if someone feels unhappy or uncomfortable about someone else's behaviour towards them?</li> <li>• How can someone stop unwanted touch or attention?</li> <li>• What can someone do if they think/feel no-one will listen?</li> </ul>	<p>Friendship resources on M-Drive</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt</a> – video</p> <p><a href="https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWP/NOrth%20Somerset%20Council%20document.pdf">https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWP/NOrth%20Somerset%20Council%20document.pdf</a> – M-Drive</p> <p>- <b>Ten:Ten - UKS2 – Module 2</b></p>

# Valuing difference

<b>Topics:</b>	People, identity, equality, stereotypes; <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 the range of different factors that make up a person's identity</li> <li>• Identify the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity</li> <li>• Give examples of different types of stereotyping in the media</li> <li>• Explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person's aspirations</li> <li>• Explain that everyone is equal no matter their identity</li> <li>• Give reasons for challenging stereotypes</li>   <li>* <b>Explain what is meant by prejudice and discrimination</b></li> <li>• <b>Explain how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language</b></li> <li>• <b>Describe the potential consequences of discrimination including how this might make people feel and act</b></li> <li>• <b>Identify ways people can be discriminated against (e.g. excluding someone / use of name calling or discriminatory language)</b></li> <li>• <b>Explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied</b></li> <li>• <b>Describe how the school community tries to ensure everyone is included and nobody is excluded or discriminated against</b></li> </ul>		<ul style="list-style-type: none"> <li>• How can we recognise stereotypes?</li> <li>• What stereotypes do we regularly encounter in the media?</li> <li>• How can we get to know and respect each other better?</li> <li>• What is discrimination?</li>   <li>• <b>Do we see examples of this in our everyday lives?</b></li> <li>• <b>How might prejudice make someone act?</b></li> <li>• <b>What effects can discrimination have?</b></li> <li>• <b>How can people ensure they are more inclusive?</b></li> </ul>	<p><a href="https://www.twinkl.co.uk/resource/t2-t-225-ks2-challenging-stereotypes-activity-powerpoint">https://www.twinkl.co.uk/resource/t2-t-225-ks2-challenging-stereotypes-activity-powerpoint</a></p> <p><a href="https://www.tes.com/teaching-resource/gender-stereotypes-6427363">https://www.tes.com/teaching-resource/gender-stereotypes-6427363</a> – M-Drive</p> <p><a href="https://www.lcp.co.uk/product/pshe-ks2-part-2-sample-lesson-stereotypes-prejudice-and-discrimination/">https://www.lcp.co.uk/product/pshe-ks2-part-2-sample-lesson-stereotypes-prejudice-and-discrimination/</a> - M-Drive</p>

Summer Term

# Core Theme: Living in the Wider World

Key Areas	Big Questions	Topics
Rights and Responsibilities	What are your rights and responsibilities?	Human rights, children's rights; Rules and laws; changing rules and laws; anti-social behaviour; communities, volunteers, pressure groups
Environment	How can we look after our world?	Different rights; responsibilities and duties for home, school, environment; fair trade/local produce (CROSS YEAR-GROUP PROJECT with Y4),
Money	What can you do with money?	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax

# Rights and responsibilities

<b>Topics:</b>	Human rights, children’s rights; Rules and laws; changing rules and laws; anti-social behaviour; communities, volunteers, pressure groups	<b>Big Question:</b> <i>What are your rights and responsibilities?</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 the importance of human rights for everybody, and especially for children</li> <li>• Explain what is meant by the UN Conventions on the Rights of the Child and that virtually the whole world (except Somalia and the USA) has agreed to this convention</li> <li>• Identify that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices)</li> <li>• Describe the responsibility people have to protect human rights – especially if rights are being ignored</li> <li>• Recognise that there are organisations and charities who work towards ensuring the Rights of the Child are upheld all around the world</li>   <li>* Explain that rules and laws exist to keep us safe and healthy</li> <li>• Explain why different rules are needed in different situations</li> <li>• Give example of how rules and laws are made and enforced</li> <li>• Explain what is meant by a democracy</li> <li>• Describe or demonstrate steps people can take to make and change rules (class/school council, writing to ward councillor, local MP)</li>   <li>• Explain what being part of a community means to them</li> <li>• Identify different organisations that support school communities, i.e. governors, local government, national government and their role in helping communities to thrive and grow</li> <li>• Describe what it means to ‘volunteer’ in the community</li> <li>• Give examples of voluntary groups and the kind of work they do</li> <li>• Give examples of the difference that this kind of work makes to individuals, communities and the local environment</li> <li>• Identify how pressure groups aim to lead social change</li> </ul>		<ul style="list-style-type: none"> <li>* Why do children need to have a convention on human rights?</li> <li>• What could happen if a child’s human rights aren’t met?</li> <li>• How do schools, different organisations and governments ensure that a child’s human rights are met?</li>   <li>• Why are there different rules and laws for different situations?</li> <li>• What could happen if people don’t follow the rules / laws?</li> <li>• How can we influence the rules that are made in schools?</li> <li>• How are laws developed?</li> <li>• Who has influence over which laws come into place?</li>   <li>• Who and what makes our community the way it is?</li> <li>• Who/what supports our community, locally and nationally?</li> <li>• What do voluntary, community and pressure groups do?</li> </ul>	<p> <a href="https://www.tes.com/teaching-resource/lesson-on-human-rights-human-rights-day-6373400">https://www.tes.com/teaching-resource/lesson-on-human-rights-human-rights-day-6373400</a> – M-Drive         </p> <p> <a href="https://www.twinkl.co.uk/resource/t2-lf-32-pshe-and-citizenship-y5-britain-lesson-3-respecting-the-law-lesson-pack">https://www.twinkl.co.uk/resource/t2-lf-32-pshe-and-citizenship-y5-britain-lesson-3-respecting-the-law-lesson-pack</a> </p> <p> <a href="http://downloads.bbc.co.uk/schoolradio/pshe/rules.pdf">http://downloads.bbc.co.uk/schoolradio/pshe/rules.pdf</a> </p> <p> <a href="https://www.gogivers.org/lessons/key-stage-2/">https://www.gogivers.org/lessons/key-stage-2/</a> - for Human Rights and Laws         </p> <p style="text-align: right;"> <b>- Ten:Ten - UKS2 – Module 3</b> </p>

# Environment

<b>Topics:</b>	Different rights; responsibilities and duties for home, school, environment; <a href="#">fair trade/local produce</a> (CROSS YEAR-GROUP PROJECT with Y4),	<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>• Identify the different rights responsibilities, and duties they have in their own lives and how they uphold them</li> <li>• Describe what responsibilities, rights and duties look like in local community and the environment</li> <li>• Explain how society relies on people carrying out their responsibilities</li> <li>• Describe the skills they need to carry out their responsibilities and how to develop these</li> <li>• <a href="#">Identify the different resources (money from taxes / environmental) that people and societies need and use</a></li> <li>• <a href="#">Explain that there is a limited supply and therefore decisions must be made about how resources are allocated and how they can be sustained</a></li> <li>• <a href="#">Identify who makes the decisions and how these are made</a></li> <li>• <a href="#">Outline how these decisions impact on individuals, communities and/or the sustainability of the environment</a></li> <li>• <a href="#">Share their views on how they think resources should be allocated</a></li> </ul>		<ul style="list-style-type: none"> <li>• Are we responsible for others as well as ourselves? Why?</li> <li>• What are our community and environmental responsibilities?</li> <li>• What difference could this make?</li> <li>• <a href="#">Who decides how resources are allocated?</a></li> <li>• <a href="#">Is this always fair?</a></li> </ul>	<p><a href="https://www.gogivers.org/lessons/key-stage-2/">https://www.gogivers.org/lessons/key-stage-2/</a> - Environment</p> <p><a href="https://www.gogivers.org/lessons/key-stage-2/">https://www.gogivers.org/lessons/key-stage-2/</a> - Money/Environment</p>



# Money

<b>Topics:</b>	Importance of finance in people's lives; being a critical consumer; <a href="#">looking after money</a> ; <a href="#">interest</a> ; <a href="#">loan</a> ; <a href="#">debt management of money</a> ; <a href="#">tax</a>	<b>Big Question:</b> <i>What can you do with money?</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>• Identify the role finance (money) plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy)</li> <li>• Explain that some jobs pay more than others and that money is one factor for people in choosing a career/job</li> <li>• Explain why we should be wary of claims made in advertisements</li> <li>• Identify how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more</li> <li>• Decide which similar items are the best 'value for money' and explain their view</li> <li>• <a href="#">Give reasons why people may borrow money (e.g. loans, credit cards)</a></li> <li>• <a href="#">Identify the differences between credit and debt and what is meant by 'interest'</a></li> <li>• <a href="#">Recognise the difference between a manageable and an unmanageable debt</a></li> <li>• <a href="#">Describe how people might feel if they have debt, including unmanageable debt</a></li> <li>• <a href="#">Recognise that there are scams or false claims in relation to spending or borrowing money exist so people must take care if borrowing money</a></li> <li>• <a href="#">Identify where people can get good money advice from</a></li> <li>• <a href="#">Recognise why the government takes a certain amount of money from what we earn (tax)</a></li> <li>• <a href="#">Give examples of how the government might use tax (pay for hospitals, schools, take care of the environment, roads)</a></li> </ul>		<ul style="list-style-type: none"> <li>• How does money relate to lifestyle?</li> <li>• Is earning a high salary the most important thing to think about when someone is choosing a job or career?</li> <li>• Is it best to buy brand names or a cheaper option?</li> <li>• <a href="#">What risks are involved in borrowing money?</a></li> <li>• <a href="#">Do grown-ups get to keep all of the money they earn?</a></li> <li>• <a href="#">How do governments get money for things?</a></li> <li>• <a href="#">Where does the money we spend go?</a></li> </ul>	<p><a href="https://www.gogivers.org/lessons/key-stage-2/">https://www.gogivers.org/lessons/key-stage-2/</a></p> <p><a href="https://natwest.mymoneysense.com/teachers/resources-8-12s/">https://natwest.mymoneysense.com/teachers/resources-8-12s/</a></p>

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-re-audit-tool>

<http://www.anxietyuk.org.uk/>

<https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic>

<https://www.foodafactoflife.org.uk/>

<https://plprimarystars.com/for-schools>

[http://www.nicurriculum.org.uk/docs/key\\_stages\\_1\\_and\\_2/areas\\_of\\_learning/pdmu/livinglearningtogether/year6/lt\\_6\\_Unit\\_3.pdf](http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year6/lt_6_Unit_3.pdf)

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<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-1-actions-and-consequences>

<https://www.equalityhumanrights.com/en/primary-education-resources>

<https://www.mentallyhealthyschools.org.uk/resources/>

<http://www.primaryresources.co.uk/pshe/pshe.htm>

[https://www.egfl.org.uk/sites/default/files/School\\_effectiveness/Health-improvement/MHWP/NOrth%20Somerset%20Council%20document.pdf](https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWP/NOrth%20Somerset%20Council%20document.pdf)

<https://www.childnet.com/teachers-and-professionals>

<https://www.bbc.co.uk/teach/primary/zd7p47h>

<https://www.bbc.co.uk/bitesize/subjects/zmpfb9q> - KS1

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn> – KS2

<https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/>

<https://mediasmart.uk.com/primary-resources/>

<http://www.nottinghamschools.org.uk/media/1169972/ks2-jed-ted-lessonplanslr.pdf>

<https://www.wwf.org.uk/get-involved/schools/resources#age>

<http://sealcommunity.org/resource-panel>

<https://www.gogivers.org/lessons/>

<https://natwest.mymoneysense.com/teachers/resources-8-12s/>

<https://www.theguardian.com/newswise-unit-of-work>