

Caslon Primary Community School PSHE and RSE Curriculum for Year 6

<u>Week of Term</u>	<u>Essential skills and attributes</u>	<u>Objective (from PSHE Assoc)</u>	<u>Content</u>
1	<p>Self-organisation</p> <p>Team working</p> <p>Empathy and compassion</p> <p>Values and beliefs</p> <p>Identify risk</p>	<p>For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules (L2).</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3).</p> <p>To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).</p>	<p><u>How do we take part in creating rules and laws?</u></p> <p>How and why laws are in place.</p> <p>Take part in making and changing class rules.</p> <p>Why might some rules have changed over time?</p> <p>Do we have to follow them? What if we don't agree with them?</p> <p>Their increasing level of responsibility to follow rules, rules being adapted for their age.</p> <p>Upholding rules within the local and wider community.</p> <p>Understanding Britain's democratic process for rule making.</p> <p>How laws can be changed at a national level.</p> <p>Importance of Human Rights (UNCRC Conventions on the Rights of the Child) laws covering most of the world (except Somalia and USA)</p> <p>Charities and organisations who help those whose rights are not met.</p>
2	<p>Respect for others</p> <p>Making decisions</p>	<p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10).</p>	<p><u>Can I identify the roles of different groups?</u></p> <p>What it means to be part of a range of communities.</p> <p>Different communities/local groups we are a part of.</p> <p>Volunteers and the kinds of work they do.</p> <p>How pressure groups leading to social change.</p> <p>Voluntary and community groups that support health and wellbeing, environment, different 'causes'.</p> <p>Benefits of joining a 'group' and why they are needed.</p> <p><i>Visitors from wider school community? Pressure groups? MP? Local charities?</i></p>
3	<p>Resilience</p> <p>Self-regulation</p> <p>Respect for others</p> <p>Empathy and compassion</p>	<p>To work collaboratively towards shared goals (R11).</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8).</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).</p>	<p><u>When can collaboration be effective?</u></p> <p>Discuss shared goals they have achieved through collaboration.</p> <p>Identify positive effects of collaboration (individuals, group, wider community)</p> <p>Importance of everyone playing their part and contributing in their own way.</p> <p>Strategies for positive and inclusive collaboration.</p> <p><i>What would happen if no one worked towards shared goals?</i></p> <p>Team building games could be used.</p> <p>How can we resolve conflict within teams/groups?</p> <p>Give constructive feedback.</p>

4	<p>Healthy self-image</p> <p>Risk management</p> <p>Making decisions</p>	<p>To understand what positively and negatively affects their physical, mental and emotional health (H1).</p> <p>For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people(L1).</p> <p>To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2).</p>	<p><u>How can I take care of my mental wellbeing?</u></p> <p>What positively and negatively affects our mental health and wellbeing? Analyse positive and negative influences on mental health. All aspects of mental well-being - physical, emotional, mental. Consider topical issues impacting on mental health and wellbeing of this age group. Who/what influences us and our choices? How change can affect our mental health. Impact of the media. <i>Recommended Resources</i> <i>PSHE Mental Health and Wellbeing Y5/6 Lesson - Challenges and Change</i></p>
5	<p>Self-improvement</p> <p>Self-regulation</p> <p>Resilience</p> <p>Healthy self-image</p> <p>Making decisions</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3).</p> <p>To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23)</p>	<p><u>How can I view food in a healthy way?</u></p> <p>About the benefits of a balanced diet About different influences on food and diet About developing skills to help make their own choices about food. Explore defining foods as 'unhealthy', 'fattening', 'good' or 'bad' foods are not helpful. Explain the variety of ways people might be influenced in their choices about food and drink (e.g. advertising, religion, culture, location, availability, cost, health)-evaluate why someone might choose one type of meal over another (e.g. home-cooked and takeaway) and how either can affect health. Explore 'comfort eating'.</p>
6	<p>Accessing help and support</p>	<p>To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).</p>	<p><u>Can I be responsible for my mobile phone and associated actions?</u></p> <p>Risks associated with having a mobile phone (ranging from potential theft, online habits such as password safety, excessive use of mobile phones and other risks such as financial costs involved) How to keep safe with their mobile phone. Keeping their mobile phone safe. Security of their mobile phone. That a mobile phone can affect their lifestyle, health, mental wellbeing. Getting in the routine of turning it off at night. <i>Project Evolve: Privacy and Security</i></p>
7	<p>Resilience</p> <p>Self-regulation</p>	<p>To recognise and respond appropriately to a wider range of feelings in others (R1).</p> <p>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise</p>	<p><u>How can I show empathy in my relationships with others?</u></p> <p>How can we be sensitive to the feelings of others? Responding appropriately to a wide range of feelings of feelings in others. Consider body language and tone of voice.</p>

	Empathy and Compassion.	and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view (R10). To work collaboratively towards shared goals (R11). To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8)	Benefits (to self and others) of recognising/responding appropriately to our own and others' feelings. Empathising with others who are having difficult/challenging feelings. Give reasons for how this skill can help to develop mutual respect in a relationship.
8	Self organisation Risk management	For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6). For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7). To be able to recognise and respond appropriately to a wider range of feelings in others (R1).	<u>How can I manage my own intense feelings?</u> Use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time. Describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something) Explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome Describe positive strategies for managing feelings. Identify where they and others can ask for help and support with their feelings.
9	Self-regulation Empathy and compassion	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).	LINK TO ANTI-BULLYING WEEK (switch weeks as needed) <u>I can understand how bullying can be a form of discrimination against others.</u> About discrimination, teasing, bullying and aggressive behaviours. How to recognise bullying in different forms including online. How prejudice and discrimination can manifest. Their responsibility to do something if they witness discrimination/bullying/hurtful behaviours. Being inclusive of all people. Where to seek help. <i>Could refer to: trolling/prejudice/cyber-bullying/stalking.</i> <i>Sensitivity to pupils who may have experienced domestic violence, bullying, gang-related behaviour or other forms of anti-social behaviour will be required.</i>
10	Self-regulation Empathy and compassion Identification and	To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6). To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7). To understand that their actions affect themselves and others (R7).	<u>Can I define anti-social behaviour and how it affects others?</u> What is anti-social behaviour? How can it affect others? Consequences physically, emotionally, socially and why it is wrong. How can aggressive behaviours be defused? Who to go to for help. How anti-social behaviour relates to the law. What situations might cause someone to take part in anti-social behaviour? Exit strategies.

	assessment of risk.		Responsibility for our own choices, behaviours and duties, increasingly now and into the future. Being a good citizen and making positive contributions to society.
11	Recognising and managing influence Formulating questions Assessing validity of information	To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves(H4). To explore and critique how the media present information (L17) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).	<u>Can I identify real/fake media articles?</u> To be critical of what they see in the media. To consider the information they read and choose carefully what they share/forward to others. Consider how our views and choice are influenced by what we see and hear in the media/on social media. Explore the idea of 'fake news' and potential dangers. <i>Is what the media show us true?</i> <i>How does the media influence people's views?</i> <i>Why and how should we question media representations?</i>
12	Resilience Self-regulation Empathy and Compassion Enterprise skills	For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5).	<u>Can I consider my aspirations for Secondary School?</u> Different goals, ways of achieving and celebrating them. How having high aspirations can support personal achievements. Having high aspirations and how this can provide motivation. Consider their aspirations for Secondary school and beyond. Planning for success. <i>Set aside regular time for self-reflection throughout the year.</i>
13	Self-regulation Resilience Peer influence Getting help	To recognise and challenge stereotypes (R16). To understand the difference between, and the terms associated with sex, gender identity and sexual orientation (R17). To appreciate the range of national, regional, religious and ethnic identities in the UK (L11). To think about the lives of people living in other places, and people with different values and customs (L12).	<u>Can I define what it means to be 'British'?</u> What does it mean to be 'British'? Being proud to be British. UK is a rich and diverse nation/community. What contribute to people's identity? Valuing all differences including race, religion, culture, gender, regions, sexuality and nationalities. Showing mutual respect for different faiths and beliefs and how we demonstrate this. Benefits of a diverse society.
14	Identifying unhelpful thinking traps	To think about the lives of people living in other places, and people with different values and customs (L12) To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and	<u>Can I identify prejudice and stereotypes?</u> Understand prejudice in the context of race/religion/customs/protected characteristics. Describe some of the values/customs/beliefs of people living elsewhere in the UK/world/different faiths.

	<p>Healthy self-concept</p> <p>Discernment</p> <p>Valuing and respecting diversity</p>	<p>religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13).</p> <p>To recognise and challenge stereotypes (R16).</p> <p>To understand the difference between, and the terms associated with sex, gender identity and sexual orientation (R17).</p>	<p>Explore 'stereotypes' within these different contexts.</p> <p>Use correct terms for gender/sexuality.</p> <p>Everyone is equal no matter what their identity or how they self-identify.</p> <p>Careful use of words like 'them/us/those types of people or labelling groups in a demeaning manner.</p> <p>What role can advertising play in reinforcing/ challenging prejudice?</p>
15	<p>Resilience</p> <p>Peer influence</p> <p>Self-regulation</p> <p>Getting help</p>	<p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13).</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).</p> <p>To recognise and manage 'dares' (R15).</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change (H16)</p>	<p><u>What does it mean to feel 'peer pressure'?</u></p> <p>Understand different influences on our behaviours. Including media and peer influences.</p> <p>How can their peers' behaviours influence their own.</p> <p>Difference between 'dares' (potentially dangerous) and 'challenges (can be useful)'.</p> <p>Our shared responsibility if someone is put under pressure to do something harmful/dangerous.</p> <p><i>Do we have to do something just because someone else is doing it?</i></p> <p>Exit strategies.</p> <p>Application of this when online.</p> <p><i>Project Evolve: Online Relationships</i></p>
16	<p>Resilience</p> <p>Self-regulation</p> <p>Self-organisation</p>	<p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night tec.) (H24).</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21)</p>	<p><u>Can I understand the correct uses of a mobile phone?</u></p> <p>Recognise when the safety of their mobile phone might be compromised.</p> <p>Keeping their phone safe and avoiding it being stolen.</p> <p>Appreciating value of mobile phones.</p> <p>Positive and negative impact of mobile phones of their lives e.g. lifestyle, relationships, getting enough sleep, personal safety.</p> <p>Personal boundaries and the right to privacy.</p> <p>When can mobile phone use breach privacy and break the law e.g. creating and sharing indecent images.</p> <p>What you share cannot be guaranteed to not be shared further.</p> <p>Managing own use of mobile phones.</p> <p>Safe charging and turning them off at night.</p> <p><i>Resources:</i></p> <p><i>NSPCC Share Aware - I saw your willy</i></p> <p>https://www.youtube.com/watch?v=z1n9Jly3CQ8</p> <p><i>Project Evolve: Privacy and Security AND Online Relationships.</i></p>
17	<p>Making decisions</p> <p>Identifying risks</p>	<p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13).</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change (H16)</p>	<p><u>What are the dangers of drugs and people associated with them?</u></p> <p>What constitute bad habits?</p> <p>Context of drugs, alcohol, tobacco and solvents.</p> <p>Why might people choose to used drugs?</p> <p>Resisting peer pressure. Grooming.</p>

	<p>Formulating questions</p> <p>Getting help</p>	<p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17)</p>	<p>County Lines - what is it and what are the traps? What does the law say? Impact of illegal drugs on health. Risks of solvent abuse. Provides common scenarios with a choice of outcomes. Encourages safe choices to avoid risk and crime. Strategies for responding to peer pressure. Introduces option of reporting concerns to an adult or police. Signposting to support and advice. <i>Resources:</i> Safe4me - Signposting and My Health and The law</p>
18	<p>Resilience</p> <p>Healthy self-image</p> <p>Building healthy relationships</p> <p>Empathy and compassion</p>	<p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).</p>	<p><u>What can cause committed relationships to change?</u> Relationships (including marriage and civil partnership, friends, families, couples). How our relationships may change as we grow up. Qualities that enable relationships to flourish. Skills in maintaining a healthy relationship - expectations and responsibilities. Explain how relationships can change (as we grow up or as circumstances change) Explain why sometimes relationships may change or end.</p>
19	<p>Resilience</p> <p>Healthy self-image</p> <p>Building healthy relationships</p> <p>Getting help</p>	<p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R3) To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).</p>	<p><u>How to identify healthy vs unhealthy relationships.</u> Recognise ways in which a relationship can be unhealthy/healthy. Everyone's right to feel safe and happy within a relationship. Signs of unhealthy relationships anywhere: school, home, work, friends, family members. Resolving conflict and giving constructive feedback within relationships. Explore elements of choice, control, coercion - what might these look like in an unhealthy relationship? Healthy relationships should not make you feel unsafe or unhappy. Where can we go if we aren't sure or are worried about a relationship?</p>
20	<p>Values, beliefs, decisions, actions.</p> <p>Accessing appropriate help.</p> <p>Empathy and compassion/</p>	<p>To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (R5). To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (R19). To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about</p>	<p><u>What forms can committed relationships take?</u> Committed loving relationships - Recognise that two adults may choose to be part of a committed relationship together - a 'couple'. How do 'couples' show love for each other? Understand marriage/civil partnership/cohabiting. Legal age of marriage. Consider different types of relationships including heterosexual, homosexual. Our choices about relationships may be influenced by beliefs and values. Individual right to make their own decisions. Challenge prejudiced view-points and listen openly to the opinions of others and views in this context.</p>

		other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (R10).	
21	<p>Values, beliefs, decisions, actions.</p> <p>Accessing appropriate help.</p> <p>Healthy self-concept.</p>	<p>To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves (R6.)</p> <p>To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others (R20).</p>	<p><u>Why is forced marriage illegal?</u></p> <p>That marriage must be agreed to by both parties.</p> <p>Some cultural practices can be harmful to others.</p> <p>Forcing anyone to marry is illegal.</p> <p>Individuals have the right to choose who they are in a committed relationship with.</p> <p>Importance of speaking out about forced marriage.</p> <p>Define difference between forced and arranged marriage - Not the same thing.</p> <p>Explain the importance of people reporting forced marriage, including if someone feels threatened or worried, and even if it might upset other people in the family or community.</p> <p>If someone were worried about a friend, or another member of their family, who could they speak to? Why might they need to do this quickly?</p>
22	<p>Resilience</p> <p>Healthy self-image</p> <p>Building healthy Relationships</p> <p>Getting help</p>	<p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18)</p>	<p><u>How is my body starting to change now?</u></p> <p>Changes that happen in puberty.</p> <p>Recap learning from previous years.</p> <p>Changes that happen at different rates for boys/girls, physically and hormonally.</p> <p>Sexual and reproductive organs of both male and female bodies.</p> <p>Correct names of female and male reproductive organs, internal and external:</p> <p>Female: vagina, cervix, uterus, fallopian tube, ovaries, vulva, labia, clitoris, mons pubis, egg</p> <p>Male: testicles, penis, scrotum, foreskin, frenulum, shaft, glans, semen</p> <p>Both: pubic hair, urethra, anus</p> <p>Might need to mention circumcised/uncircumcised?</p> <p>Menstruation and ejaculation (wet dreams) and how to manage both.</p> <p><i>Genders may be taught separately for this content but must learn about both genders.</i></p> <p><u>Recommended resource:</u></p> <p><u>PSHE Association Changing and Growing - Lesson 3</u></p>
23	<p>Resilience</p> <p>Healthy self-image</p> <p>Building healthy relationships</p>	<p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18)</p> <p>To learn about human reproduction (H19)</p>	<p><u>Can I understand the role of intercourse?</u></p> <p><u>This lesson is the only one which a child can be withdrawn from.</u></p> <p>About the place of human reproduction in the human lifecycle.</p> <p>How a baby is made and how it grows.</p> <p>How gender parts relate to a baby being made. Process of sexual intercourse.</p> <p>Legal age of intercourse.</p> <p>Sexual intercourse as part of a loving, committed relationship.</p> <p>Meaning of 'consent' to be touched/have intercourse.</p> <p>Intercourse can result in pregnancy.</p>

	Getting help		That pregnancy can be prevented. When might a couple decide to have a baby? Be sensitive to different faiths/cultural views. Factual only. Genders may be taught separately for this content but must learn about both genders.
24	Healthy self-concept Identifying risk Making decisions	To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).	<u>When/where is it okay for someone else to touch me?</u> Be able to judge whether physical contact is acceptable/not acceptable. What is acceptable/wanted attention? How do we know if it's acceptable or not? Uh-oh feelings. Need for consent. Look at acceptable touch in the context of: i) the person, who they are with and their relationship, ii) where they are, iii) what the touch is (personal likes and dislikes) Identify sources of help/advice in school, outside school, locally, nationally by phone and online.
25	Self-organisation Management of risk Identifying risk	To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread(H12).	<u>What is my responsibility in preventing the spread of infection?</u> How the spread of infection can be prevented. Hygiene routines. Protecting themselves and others. Personal hygiene due to changes in puberty. In context of closer relationships: Spreading germs and viruses through close contact and intercourse. Use of contraception to prevent spread of germs. Where to seek help if have concerns.
26	Healthy self-concept Empathy and compassion Identifying risk Seeking help	To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers (H20). To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (L5).	<u>My right to protect my body.</u> Everyone has the right to protect their own body. How do we look after our bodies? Unsafe contact and saying 'no'. What Female genital mutilation is - that it is illegal and harmful practice. Why do some cultures carry out FGM - what are the myths? Importance of speaking out - telling a trusted adult. DO NOT NEED TO GO INTO DETAIL OF 4 TYPES of FGM. Visitor to deliver ideally - contact FORWARD Useful resources: https://www.forwarduk.org.uk/ https://www.forwarduk.org.uk/abridepricerealcost/

27	Discerning and evaluating. Managing influence. Getting help and support	For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. (H6) To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7) To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. (R9)	<u>When might I need to share a secret with others?</u> Think of all the possible reasons for needing to keep a secret. Evaluate them. About confidentiality. When is it appropriate and necessary to break a confidence. Do not keep things to yourself if they 'secret' makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else. <i>What might stop someone from wanting to tell someone else a secret?</i> ·Can a secret put someone at risk? ·Is telling a secret the same as telling tales? ·If a secret that might mean someone was hurt or unsafe, was kept, could it put them at further risk? <i>When should a confidence be broken?</i> Warning signs: someone begs them to keep a secret, threatens them or tries to scare them. TELL!
28	Resilience Self-regulation Help and support Empathy and compassion	To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).	<u>How does it feel when someone I love dies?</u> Coping with changes and transition - bereavement focus. Why might we experience feelings of loss - consider different contexts. Process of grieving; How might someone feel if someone important to them stops being their friend, being close to them, goes away or dies? What sorts of things might help someone with their feelings during times like these? Where can people get help, advice or support? <i>Recommended Texts:</i> <i>Sad Book, Michael Rosen,</i> <i>Remembering Mum, Ginny Perkins</i> <i>See Elephant's Tea Party in 'Bereavement' folder.</i>
29	Healthy self-image Risk management Making decisions	To understand what positively and negatively affects their physical, mental and emotional health (H1). For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people(L1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2).	<u>How will moving to Secondary School affect me?</u> Feelings and common anxieties about secondary school transition. What are their expectations of secondary school? Do they have worries? <i>Suggested resources:</i> <i>Public Health England Transition resources</i> <i>Young Minds 'Find Your Feet'</i> https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/ <i>Teacher's discretion to cover further lesson related to transition.</i>
30	Making decisions	For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13).	<u>How will I get money when I am older?</u> Importance of finance in our lives. Being a critical consumer.

	Self-organisation Decisions and Actions	To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).	Lifestyle choices. What does 'success' look like? Is it about finance? Job satisfactions vs financial gain. Career choices. How shops use 'deals' to entice customers to spend more/buy more than they need. Who really benefits? <u>Suggested resources:</u> Natwest Moneysense - 8-12 yr olds - Lloyds Bank - Moneysmart Kids - What is the link between jobs and money?
31		To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT) (L14).	<u>What is 'tax' and why do we pay it?</u> What is 'tax'? Relative to income from job (see last lesson). Why do we pay tax? How are taxes collected e.g. V.A.T. How does the government use money collected from taxes? How do we benefit from the use of tax money? How tax is used to meet the needs of everyone, including vulnerable members of society. <i>What is tax money used for?</i> <i>Is it fair that higher earners pay more tax?</i>
32	Clarifying own values Empathy and Compassion Values and beliefs	To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).	<u>What is my carbon footprint?</u> About how resources are allocated and the effect this has on individuals, communities and the environment. Limited number of resources available for the number of people who want/need them. How are decisions made about who is prioritised? Which environmental issues should be prioritised? Why? <i>Who decides how and which resources are allocated?</i> <i>Is this always fair?</i> <i>Who is affected by the decisions made?</i> <i>What can people do if they don't agree?</i> <u>Suggested resources:</u> Documentary where lack of care for environment is shown could be the starting point.
33	Making decisions Self-organisation Self-regulation	To differentiate between the terms, 'risk', 'danger' and 'hazard' (H9). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11). To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bike Ability programme), and safety in the environment (including rail, water and fire safety) (H21).	<u>What does it mean to be more independent?</u> About independence, increasing responsibility for themselves and keeping safe. Different between risk, hazards and dangers in contexts of water, rail, roads, online. Personal responsibility for themselves and to others. Evaluate the level of risk in different situations by predicting possible consequences and their likelihood. <i>How might someone become more responsible for their own safety as they get older?</i>

	Resilience		<i>What is a risk, a danger or a hazard? What sorts of behaviours might include risk? How can we learn to manage influences and risks and make our own decisions.</i>
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