



Curriculum Long Term Plan

PSHE: PERSONAL, SOCIAL, HEALTH, CITIZENSHIP & ECONOMIC EDUCATION

Including SRE (Sex and Relationships Education) for Years 5 & 6

POLICY MANAGEMENT

Approved by	
Date approved	
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Curriculum Long Term Plan: PSHE: PERSONAL, SOCIAL, HEALTH, CITIZENSHIP & ECONOMIC EDUCATION

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Ourselves	Great Fire of London	United Kingdom	United Kingdom	Plants	Animals
Subject Focus	Health and Wellbeing	Health and Wellbeing	Living in the Wider World	Living in the Wider World	Relationships	Relationships
Programme of Study	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences The Fundamental British Values – Democracy 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety about people who look after them, their family networks, who to go to if they are worried and how to attract their attention to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy The Fundamental British Values – Individual liberty 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to help construct, and agree to follow, group, class and school rules and to understand how these rules help them that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) The Fundamental British Values – The rule of law 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> that they belong to different groups and communities such as family and school about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to recognise what is fair and unfair, kind and unkind, what is right and wrong to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to recognise that their behaviour can affect other people to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help The Fundamental British Values – Mutual respect and tolerance for those of different faiths and beliefs 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another to communicate their feelings to others, to recognise how others show feelings and how to respond
Skills/ Activities	<ul style="list-style-type: none"> Design a healthy pack up Draw pictures of different types of exercise Brushing teeth correctly Tell partner their likes and dislikes Advise others how to have a healthy lifestyle – poster, video etc. Scenarios – what would the consequences be in each one? Class vote to read a favourite book 	<ul style="list-style-type: none"> Staying safe posters E-safety Who can I talk when..? Group discussion (not keeping secrets) Respecting others – role play Discussing what it means to be ‘free’ (make own choices etc.) 	<ul style="list-style-type: none"> Put together class rules Playing games – taking turns Circle time – responsibilities Pictures showing people acting in various ways e.g. helping someone who has fallen over, laughing at others. Discuss what is happening. What should the people in the pictures be doing? 	<ul style="list-style-type: none"> Discuss term ‘community’ Identify communities children are a part of Identify special people in community Police officer / fire fighter visitor in to talk to children How to call 999 	<ul style="list-style-type: none"> Table of kind and unkind behaviour – use this to create a classroom display of kind behaviour (do not include the unkind behaviour) Draw pictures to show how you feel when... Scenarios of people falling out – in groups, work out how they could resolve this Go through school’s bullying policy. What children should do, whom they can talk to etc. Circle time – what differences do we have? Discuss respect and tolerance 	<ul style="list-style-type: none"> Display of special people – qualities that they have Role play – show how special people care for each other Tell a partner a time you felt...(sad, happy, angry etc.) Why did you feel like this?

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YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Where in the World	Where in the World	Florence Nightingale and Mary Seacole	Florence Nightingale and Mary Seacole	Habitats	Habitats
Subject Focus	Living in the Wilder World	Living in the Wilder World	Relationships	Relationships	Health and Wellbeing	Health and Wellbeing
Programme of Study	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) The Fundamental British Values – Individual liberty The Fundamental British Values – The rule of law 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help (From Health and Wellbeing - rules for and ways of keeping physically safe.) Scooter training 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class to offer constructive support and feedback to others to identify and respect the differences and similarities between people The Fundamental British Values – Mutual respect and tolerance for those of different faiths and beliefs 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals The Fundamental British Values – Democracy 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> about the process of growing from young to old and how people's needs change about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
Skills/ Activities	<ul style="list-style-type: none"> Create a class list of rules and responsibilities – children to sign Sharing – playing games Look at local, natural and built environments. Put together ways to improves these environments Choice afternoon – individual liberty 	<ul style="list-style-type: none"> Discuss where money comes from – working in groups, ideas on paper Write a list of things we need money for Debate – should you save or spend pocket money? Learn about banks (savings account) – could invite a visitor in to give a talk on this 	<ul style="list-style-type: none"> Class discussion – how can people be hurt? What should we do if we are hurt or if we see someone else being hurt? Read out various scenarios of bullying and teasing. What could you do to help that person? What advice would you give? Draw posters to show acceptable behaviour Scooter training 	<ul style="list-style-type: none"> Tell a partner about something that really matters to you – giving reasons why Whole class debate on relevant topic How are we similar? How are we different? Compare yourself with a partner. Outcome – we are all unique and special Class discussion – what is 'respect'? 	<ul style="list-style-type: none"> Show various different photographs – how would you feel if this were you? E.g. eating dinner alone, playing football with friends etc. Piece of writing telling someone else what you are good and things you have achieved so far this year. Celebration display of achievements Set personal goals – what you would like to achieve. Tell rest of the group how you intend to meet these goals. Have a vote to decide on the overall whole class goals 	<ul style="list-style-type: none"> Human life cycle Draw timeline Pictures of 3 different stages in life e.g. baby, teenager, adult. Write what each of these need / want Circle time – child friendly book based on bereavement (some good ones using pets that have died). How did they feel? Who could they talk to?

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YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	The Stone Age to The Iron Age	The Stone Age to The Iron Age	Romans	Romans	Extreme Earth	Forces and Magnets
Subject Focus	Health and Wellbeing	Health and Wellbeing	Relationships	Relationships	Living in the Wilder World	Living in the Wilder World
Programme of Study	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health 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' to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals The Fundamental British Values – Individual liberty 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience school rules about health and safety, basic emergency aid procedures, where and how to get help to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to recognise different types of relationship, including those between acquaintances, friends, relatives and families to judge what kind of physical contact is acceptable or unacceptable and how to respond 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to work collaboratively towards shared goals 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 that their actions affect themselves and others The Fundamental British Values – Democracy 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules The Fundamental British Values – The rule of law 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people to explore and critique how the media present information to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices The Fundamental British Values – Mutual respect and tolerance for those of different faiths and beliefs
Skills/ Activities	<ul style="list-style-type: none"> Shared ideas on what is meant by the terms 'physical, mental and emotional health'. Taking one at a time – work in groups to identify things that can both positively and negatively affect these – present ideas back to the class Discuss 'balanced lifestyle'. Use iPads to make an informative film to tell others how to have a balanced lifestyle. Identify what we achieved in KS1. Set new goals for KS2 – make a display using these. 'Free choice' afternoon – children given chance to pick own activity 	<ul style="list-style-type: none"> How can we stay safe in school? Show various photographs – identify the risks in each one. How can these be prevented? Basic first aid – where and how to get help Scenarios of people with conflicting emotions – work as a group to decide how they could resolve these 	<ul style="list-style-type: none"> Write down the names of some of the people you know. Put these into groups. Could they be grouped in other ways? E.g. acquaintances, friends, family etc.? Diagram – you in the centre, where would the other people be in relation to you? Circles around (family in the closest one, then friends etc.) Class discussion – how do you act around these different people? Discuss acceptable and unacceptable physical contact and how to respond 	<ul style="list-style-type: none"> Set a project (perhaps by a class vote) e.g. building a display related to the topic of Romans, creating an outfit, putting on a short play etc. Work in teams How could you deal with differing opinions and conflict within these groups? At the end of the project, each group can present their work to the rest of the class. Give constructive feedback. Class vote for the best project. 	<ul style="list-style-type: none"> Who sets the rules in our country? Use the internet to research this (check websites are child friendly) Should we have rules? Class debate How can help to set rules? (In school, in the community) Create a new school rule. Take it to Mr. Smith and explain why they think it is important. 	<ul style="list-style-type: none"> Class debate on relevant topic (something that has recently been on the news, events in the local area etc.) Seeing things from other peoples' points of view. Read suitable story – how did the various characters feel and why? Did they make the correct decisions? Explain why they did...Etc. In groups, create a display to welcome everyone to our school

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YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Ancient Egypt	Humans	Anglo Saxons	Electricity	Indian Summer	Animals and their Habitats
Subject Focus	Relationships	Relationships	Health and Wellbeing	Health and Wellbeing	Living in the Wilder World	Living in the Wilder World
Programme of Study	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) The Fundamental British Values – Mutual respect and tolerance for those of different faiths and beliefs 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (From Health and Wellbeing - strategies for keeping physically and emotionally safe including road safety.) Pedestrian skills 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> 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 that bacteria and viruses can affect health and that following simple routines can reduce their spread 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 The Fundamental British Values – Democracy 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> 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 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 The Fundamental British Values – The rule of law The Fundamental British Values – Individual liberty 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> what being part of a community means, and about the varied institutions that support communities locally and nationally to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
Skills/ Activities	<ul style="list-style-type: none"> Discuss the term 'equality' Shared ideas of how people can be similar and different e.g. age, gender, race, religion etc. Piece of writing showing what makes them so unique – share these with the class Identify different types of bullying (including online). Discuss who to talk to. Create a podcast to help anyone who has been bullied – say what they can do, how they could get help etc. 	<ul style="list-style-type: none"> Role play – showing a positive, healthy relationship between friends. Group work – identify things you can do to maintain a positive and healthy relationship e.g. be kind, support each other etc. Discuss ways in which relationships can be unhealthy. Go through different scenarios. In pairs, decide what they should do Difference between confidential or secret Pedestrian skills 	<ul style="list-style-type: none"> Create your own healthy lunch. Write a letter to Mr. Smith to explain why they think this should become part of the school lunch menu. Class vote for the most persuasive letter Writing instructions for reducing the spread for bacteria and viruses Pictures showing various different emotions e.g. happy, sad. Write synonyms to go with each one. Which are the strongest words? 	<ul style="list-style-type: none"> E-safety Images of various different scenarios – what impressions do you get of the people on these? Images from the media – what impressions do we have? Are these always accurate? Pressure – where does it come from? How to deal with it. (Including online pressures) 	<ul style="list-style-type: none"> Use the internet to research the United Nations Declaration of the Rights of the Child (ensure webpages used are suitable) Create a display for our rights and responsibilities Create your own law that you think we should have – present this to the class, explain your reasons for this 	<ul style="list-style-type: none"> Discuss our community Investigate some voluntary, community and pressure groups Invite a member of the community in to talk to the children. Write questions to ask Diversity of our community Diversity of the United Kingdom

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YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Sense of Belonging	Mayans	Journey into Space	The Vikings	On the Banks of the Humber	On the Banks of the Humber
Subject Focus	Living in the Wilder World	Living in the Wilder World	SRE	Health and Wellbeing	Health and Wellbeing	Relationships
Programme of Study	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> what is meant by enterprise and begin to develop enterprise skills about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer The Fundamental British Values – Democracy 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> 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 misrepresent or mislead; the importance of being careful what they forward to others 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 The Fundamental British Values – Mutual respect and tolerance for those of different faiths and beliefs 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> how their body will, and their emotions may, change as they approach and move through puberty 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals The Fundamental British Values – The rule of law The Fundamental British Values – Individual liberty 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> what is meant by the term 'habit' and why habits can be hard to change 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 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> 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) to recognise and manage 'dares'
Skills/ Activities	<ul style="list-style-type: none"> Set up an enterprise project (e.g. making something to sell at school, Christmas fair etc. Class vote to decide on enterprise project, where it will be sold, winning prize etc. Setting a budget, looking at costs, prices etc. linked to enterprise project Budgeting activities etc. Given a set amount, list of things they need to pay for linked to real life e.g. rent/mortgage, electricity etc. Being a critical consumer – how to check prices, value for money etc. 	<ul style="list-style-type: none"> Examples of text and images from social media – what impressions do they give you? E-safety – online images, posts. How to keep yourself safe How to check reliability of information – reliable sources etc. Different types of bullying Given different scenarios related to anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. Role play ways to deal with these, develop strategies Set task – how could we show we have mutual respect and tolerance for others? Let them decide (could be a video celebrating the differences within our school/community, assemble to teach others about this etc.) 	<p>SRE</p> <ul style="list-style-type: none"> Introducing puberty Changes that occur to the bodies of girls (vocabulary – pubic hair, body hair, breasts, nipples, urethra, clitoris, labia, vagina, uterus, cervix, fallopian tube, ovary, periods/ menstruation, ovulation, womb) Periods, coping with periods, sanitary pad, tampon Changes that occur to the bodies of boys (vocabulary – pubic hair, body hair, penis, foreskin, urethra, scrotum, testicles, circumcision,) Why does puberty happen – sex hormones Affect of hormones on behaviour and feelings Enjoying growing up Self-care and hygiene <p>Resources from the Busy Bodies Programme: www.healthpromotion.ie/health/inner/busy_bodies</p> <ul style="list-style-type: none"> (Science) Pupils should be taught to: describe the changes as humans develop to old age. SEAL : Getting On & Falling Out 	<ul style="list-style-type: none"> Bikeability programme Use the iPads to make a video celebrating their achievements so far. Upload on Twitter? Role models/inspirations – what qualities do these people have? Write a piece about someone who inspires you, giving reasons why Set own goals Research the term 'Individual liberty' Do all people in the world have this?- Compare Look at the British Law in more detail – how it is made, implemented etc. 	<ul style="list-style-type: none"> Habits – what are they and why are they hard to change? In small groups, make a list of good and bad habits – discuss with the rest of the class. Affects of commonly available substances and drugs (including alcohol, tobacco and 'energy drinks' – damage they can cause Class debate – should these commonly available substances be banned? Learn about restrictions on substances e.g. age limits etc. Discuss why some substances are illegal 	<ul style="list-style-type: none"> E-safety – examples of cyber bullying and trolling Create an information booklet to help keep others safe when using the internet – people they can go to for help etc. Class discussion relating to peer pressure and 'dares'. Explore different types of peer pressure Various scenarios relating to peer pressure – in groups, give advice to the people in each one

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YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Victorians	World War II	Rainforests	Cold Climates	Ancient Greece	Moving On
Subject Focus	Health and Wellbeing	Health and Wellbeing	SRE	Relationships	Living in the Wilder World	Living in the Wilder World
Programme of Study	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> 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 etc.) how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> 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 about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> how their body will, and their emotions may, change as they approach and move through puberty about human reproduction 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 that civil partnerships and marriage are examples of 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 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 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 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> about the difference between, and the terms associated with, sex, gender identity and sexual orientation how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) to recognise and challenge stereotypes The Fundamental British Values – Mutual respect and tolerance for those of different faiths and beliefs 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to consider the lives of people living in other places, and people with different values and customs that these universal rights are there to protect everyone and have primacy both over national law and family and community practices to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) The Fundamental British Values – The rule of law The Fundamental British Values – Individual liberty 	<p>Have the opportunity to learn:</p> <ul style="list-style-type: none"> to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) 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 to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people The Fundamental British Values – Democracy
Skills/ Activities	<ul style="list-style-type: none"> Identify pros and cons of mobile phones – look at the impact they have had on society, how we live etc. (constantly available, bullying, dependence, pressure) Debate – should amount of time spent on your mobile be limited? Look at how to keep mobiles safe – personal data stored on them Changes to how people contact us due to the internet What images are appropriate, what are inappropriate? Discuss dangers of uploading images Dealing with peer pressure Identify other sources of pressure e.g. media 	<ul style="list-style-type: none"> Research Human Rights How to take care of your body Ways to protect your body Find out about some of the rights in other countries – how do they compare? Dealing with transitions – Key Stage 3. Share any concerns they might have Identifying people who can help 	<p>SRE</p> <ul style="list-style-type: none"> Puberty - Reviewing puberty Changes that occur to the bodies of girls (vocabulary – pubic hair, body hair, breasts, nipples, urethra, clitoris, labia, vagina, uterus, cervix, fallopian tube, ovary, periods/ menstruation, ovulation, womb) Periods, coping with periods, sanitary pad, tampon Changes that occur to the bodies of boys (vocabulary – pubic hair, body hair, penis, foreskin, urethra, scrotum, testicles, circumcision,) Why does puberty happen – sex hormones Affect of hormones on behaviour and feelings Enjoying growing up Self-care and hygiene Sex 	<ul style="list-style-type: none"> As you feel is appropriate with the class, discuss the difference between, and the terms associated with, sex, gender identity and sexual orientation Share ideas on what 'stereotyping' is Look at some examples of stereotyping and discuss why these need to be challenged Create display showing how we are all unique Put together a play or presentation to show the younger children how to deal with bullying – where to get help, who to tell etc. Show these to a class in Key Stage 1 	<ul style="list-style-type: none"> Compare our lives to lives of people in other countries Look at different beliefs in 2 different cultures. Do any of these beliefs conflict with any of our human rights? Research universal rights Become aware of some cultural practices that go against British Law Discussions on issues you feel are relevant regarding the above 	<ul style="list-style-type: none"> Share ideas – how can we buy things? What about houses? Show a mock payslip – look at the various outgoings e.g. tax Discuss finance options e.g. loans, interest etc. Research what VAT is and what it is used for Class debate – should everyone pay tax? Which groups in our society need the most support? – Reasons why Imagine you are in charge of the country – what would you spend money on? Class vote – listen to what each child would spend the money on, who should be in charge of the country? Visitor in (perhaps someone who works in a bank) to talk about finances. Prepare questions to ask.

			<ul style="list-style-type: none">• How babies are made - Sexual intercourse (intercourse, sex, sperm, semen, erection, ejaculation, wet-dream, fertilisation, pregnancy, breastfeeding)• Contraception – pill, condom• Age of consent, loving relationships• Resources from the Busy Bodies Programme: www.healthpromotion.ie/health/inner/busy_bodies			
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