

Handford Hall Primary School

PSHCE Curriculum

Theme Overview

Handford Hall Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHCE Theme	Being Responsible (Rules, rights and responsibilities & Learning to learn)	Staying Safe (Staying safe & Getting out and about)	Let's Work (The world of work & Looking forward)	Relationships (Relationships & My friends and family)	You & Me (Similarities and Differences)	Being Healthy (Staying healthy & Healthy lifestyles)
Linked SEAL Theme	New Beginnings	Say No to Bullying/Getting on & Falling Out	Going for Goals	Relationships	Good to be Me	Changes
PSHE Assoc. Core Theme	Living in the Wider World	Relationships/ Health and Wellbeing	Living in the Wider World	Relationships	Relationships/ Living in the Wider World	Health and Wellbeing
New Curriculum Strand	Confident Individuals Successful Learners Responsible Citizens	Confident Individuals Responsible Citizens	Confident Individuals Successful Learners Responsible Citizens	Confident Individuals Responsible Citizens	Confident Individuals Responsible Citizens	Confident Individuals Responsible Citizens
Links	Citizenship	Anti-bullying Media	Financial capability Careers and work related learning Learning to live in the community Making choices	Relationships	Growing and change Media	Health Growth and change

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PSHCE Association Core Themes & Objectives

Core Theme 1 Health & Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World
<ul style="list-style-type: none"> • To know what is meant by a healthy lifestyle • To know how to maintain physical, mental and emotional health and wellbeing • To know how to manage risks to physical and emotional health and wellbeing • To know ways of keeping physically and emotionally safe • To be able to manage change, such as puberty, transition and loss • To know how to make informed choices about health and wellbeing and to recognise sources of help with this • To know how to respond in an emergency • To be able to identify different influences on health and wellbeing. 	<ul style="list-style-type: none"> • To know how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • To know how to recognise and manage emotions within a range of relationships • To know how to recognise risky or negative relationships including all forms of bullying and abuse • To know how to respond to risky or negative relationships and ask for help • To know how to respect equality and diversity in relationships. 	<ul style="list-style-type: none"> • To know about respect for the self and others and the importance of responsible behaviours and actions • To know about rights and responsibilities as members of families, other groups and ultimately as citizens • To know about different groups and communities • To be able to respect equality and to be a productive member of a diverse community • To know about the importance of respecting and protecting the environment • To know about where money comes from, keeping it safe and the importance of managing it effectively • To know how money plays an important part in people's lives • To have a basic understanding of enterprise • To know about economic wellbeing and being a responsible citizen

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<u>New Curriculum Strands</u>	<u>Over-Arching Skills</u>
<p><u>Confident individuals who have:</u></p> <ul style="list-style-type: none">• Good relationships• Secure beliefs• Independence• Healthy lifestyles• Confidence• Initiative <p><u>Successful learners who:</u></p> <ul style="list-style-type: none">• Enquire• Communicate• Learn• Enjoy <p><u>Responsible citizens who are:</u></p> <ul style="list-style-type: none">• Prepared for life• Co-operative• Respectful• Appreciative• Diverse• Improve the world	<ul style="list-style-type: none">• Speaking and listening for learning• Speaking and listening for relationships• Non verbal communication & gestures• Assessing and managing risks for self and others<ul style="list-style-type: none">• Conflict Resolution<ul style="list-style-type: none">• Coping skills• Resilience• Independence• Self motivation• Group work• Interdependence

Handford Hall Primary School

Year 1 PSHCE Curriculum

Year Group: Year 1			Term: Autumn 1		
PSHCE Theme: Being Responsible			SEAL Theme: New Beginnings		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To realise why it is important to have rules in the classroom and school.	Objective: To be aware of how actions can affect others.	Objective: To know what is meant by 'fairness'.	Objective: To know that it is important to pay attention in order to learn in school.	Objective: To develop a positive attitude to learning.	Objective: To be able to talk about what they have learnt and what makes a good learner.
Suggested activity: Use puppets or characters to illustrate a situation focusing on sharing, taking turns and fairness in the classroom or playground. Develop class 'Rules, Rights and Responsibilities' to include agreement about sharing and taking turns. Use displays (e.g. helpful hands) to illustrate class charter.	Suggested activity: Revisit class 'Rules, Rights and Responsibilities' - charter as a circle. Give the children scenarios related to the charter and problem solve ongoing possible situations, encourage the children to think, problem-solve and make decisions. Model using some of the language of rights e.g. the right to play and feel safe.	Suggested activity: Discuss issues relating to 'fairness' in pictures, stories, relating to children's own experiences. Give scenarios which create opportunities for pupils to experience a wide range of strategies for making decisions fairly and taking turns in the classroom, playground and during PE.	Suggested activity: Create a 'Show and Tell' activity, focusing on retelling an experience or explaining how something works or how an object was made during play. Explain the importance of concentration and recall so that children focus on concentration and remembering e.g. Then retell the activity, in sequence, orally, in pictures or with writing.	Suggested activity: Take part in class discussion or use a puppet to talk about what we are learning (learning intentions) and how we will know we have learned it (success Criteria/steps to success). What happens when we succeed at school? What do we do to celebrate good learning – star of the day, golden book award, value awards etc.	Suggested activity: Have a class celebration of learning where each pupil thinks about and presents an example/evidence of an achievement in learning. Children to talk about how they learnt and what helped them to learn e.g. visual resources, steps to success etc. Ask pupils to respond to peers' work.
Other links/Resources: The United Nations Convention on the Rights of the Child (UNCRC).	Other links/Resources: 'Lift Off' series: The Right Start (published by Amnesty International).	Other links/Resources:	Other links/Resources: Going for Goals Years 1 & 2: Social and Emotional Aspects of Learning Programme (SEAL) published by DfES	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

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Year Group: Year 1			Term: Autumn 2		
PSHCE Theme: Staying Safe			SEAL Theme: Say No to Bullying/Getting on & Falling Out		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To know what it means to be safe and explore appropriate personal safety strategies.	Objective: To identify situations that are safe and those where personal safety may be at risk.	Objective: To begin to realise the importance of road safety.	Objective: To know what it means to be bullied and who to ask for help from in and out of school if I was feeling unhappy or being bullied.	Objective: To understand more about what bullying is. To experience the importance of belonging to a group.	Objective: Understand that some substances can be dangerous.
Suggested activity: Explore feelings associated with being safe/not safe. Identify simple strategies for keeping safe e.g. say 'no', getting/calling for help. Go on to identify people who help to keep us safe throughout the day. Talk about who the safe-guarding officers in the school are and what their role is.	Suggested activity: Explore a range of safety related scenarios through role-play/drama e.g. balancing on kerbs, climbing, making tea, staying home alone etc. Role-play scenarios suggested by teachers and pupils to use a cue such as thumbs up or down to show if they are safe. Children to then suggest a suitable way of making the situation safe or finding a way out/finding help.	Suggested activity: Play the 'People Who Help Us' game from Road2Safety website as a class group and discuss. Read and discuss 'Kate Can't Wait' story from Road2Safety website. Practise correct use of the Green Cross Code. Consider taking the class on a short local walk and remind children to look both ways, listen for traffic etc.	Suggested activity: Share story of humpty dumpty. Discuss with the children the different emotions that Humpty would be feeling. For example, sad, unhappy, bullied, lonely, alone, hurt. Make a list of the words that the children offer, so that they can use them in further discussion. Children could write about Humpty or about their own personal experiences. Move on to discuss who children can go to ask for help if they did feel this way.	Suggested activity: The children move around the hall/classroom and when the teacher calls, 'Huggy bears – threes,' the children run and hug each other in a group of three. This can be repeated with other numbers. Discuss how it feels to be part of (included in) a group, and how it feels if you are left out. Talk to the children about how nice it feels to be part of a group, or to belong. Emphasise that this work is about making sure that everyone feels that they belong in the class and in the school.	Suggested activity: Use selection of empty containers/ cartons to explore the dangers of substances in the home e.g. cleaning products, cosmetic creams, shampoo etc. Sort into two categories - 'safe' and 'not safe'. Encourage pupils to model safe behaviour in activity-based learning situations where substances are 'present' e.g. garden centre, clinic, pharmacy etc.
Other links/Resources: 'Nuzzle and Scratch' – staying safe text.	Other links/Resources:	Other links/Resources: www.road2safety.org	Other links/Resources: 'Humpty Dumpty' story from SEAL Say No To Bullying KS 1 & 2 booklet.	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

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Year Group: Year 1			Term: Spring 1		
PSHCE Theme: Let's Work			SEAL Theme: Going for Goals		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To know our place in the local community and the wider world.	Objective: To know some of the jobs that people have in our community.	Objective: To identify some of the skills needed to have a particular job – healthworker.	Objective: To identify universal skills needed to be able to work.	Objective: To understand the importance of being part of the community.	Objective: To be aware of attitudes towards others in our community.
Suggested activity: Discuss with the class where the school is – in Hackney in London. Look at the school on a local map – what can be seen close by .g. Victoria Park Look at London on the Map of the UK – are there any parts in the UK where children have family?	Suggested activity: Referring back o the map of the local area from the previous session – what are the jobs that people have in the local community? Make a list of some of the jobs that people have in the immediate area e.g. doctor, shop keeper, cobbler, vet etc.	Suggested activity: Organise for a paramedic/doctor/nurse to come in and visit the class. Interview he health worker about their job... where do you work, what do you do at work, do you have to do number work/writing at work? What schooling did you need to do your job?	Suggested activity: Thinking back to the visit from the health worker – what were the skills that they needed to do their job e.g. to be a good listener, to be patient, to be good at number work. Make a list of these skills. How are these skills similar to those required for school and in class?	Suggested activity: Demonstrate the interdependence of people in the class/school community, Use a jigsaw image/activity where the pieces of the jigsaw are made out of photographs of adults and pupils in the classroom. When individuals are absent from school for any reason there are gaps in the jigsaw, refer to the jigsaw and talk about the difference this makes. eating, crossing patrol and safety.	Suggested activity: Referring back to the previous lesson discuss members of the school community. Is it fair to say that some people are more important than other members of the community? Think about the possible impact of someone not being at school and how that affects the jigsaw. Discuss the importance of treating each other fairly
Other links/Resources: Also see 'Work Week' resources created by Inspire.	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 1			Term: Spring 2		
PSHCE Theme: Relationships			SEAL Theme: Relationships		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To find out about our own Families and what it means to be a family.	Objective: To talk about what families do together.	Objective: To recognise how we relate to adults and other children.	Objective: To identify what makes a good friend and who our friends are.	Objective: To know what to do when a friend can't be found.	Objective: To know how to be a good friend and how to treat others.
Suggested activity: Talk about and explore 'who lives inside my front door'. Identify 'special people in my life' through discussion or using photographs and 'show and tell'. Encourage pupils to describe their family to others, who are the special people in their lives? Families units can be very different – some children have a mum and daddy, some children have two daddies, some children live with their grandparents.	Suggested activity: Prior to the lesson take class puppet home or ask a member of staff to do so – take pics of things that happen as a family at home. Share these as an example in the lesson. Talk about things you do as a family – eating, playing, trips, family celebrations, etc. The class might want to adopt a teddy bear, take him home, photograph his events at your home for 'A day in the life of...' class scrapbook.	Suggested activity: Create a class contract - 'How we treat each other'. Discuss who is important in your school life – teachers, support staff, care taker, office staff etc. Talk about the importance of listening and taking turns in order to work with others – this could be related back to the class rights and responsibilities.	Suggested activity: Talk about friends and the qualities pupils appreciate in a friend. Make a 'friendship bag' - put names of the class in a bag, pick each pupil's name out and ask other pupils to think of something they like about that person or something they have done to be helpful or caring.	Suggested activity: Create a 'friendship rainbow' or a 'friendship web'. Discuss strategies to use when you don't have someone to play with e.g. peer mediators. Arrange to meet the peer mediators and get to know them. Give the mediators feedback on how they are doing their job and any improvements the younger pupils would like.	Suggested activity: Thought shower how to be a good friend. Create captions stating practical ways that they help each other, including using agreed strategies to ensure no-one feels left out. Put the children into 'fair pairs' from different groups to complete specific time-bound tasks – what qualities did they need to complete them? Good listening, good talking, looking, kindness, being fair etc.
Other links/Resources: A selection of texts about different families e.g. And Tango Makes Three.	Other links/Resources:	Other links/Resources: The United Nations Convention on the Rights of the Child (UNCRC).	Other links/Resources:	Other links/Resources: Resources to make a friendship rainbow.	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 1			Term: Summer 1		
PSHCE Theme: You and Me			SEAL Theme: Good to be Me		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To recognise the similarities and differences in families.	Objective: To recognise the similarities and differences in the wider community.	Objective: To understand that everyone is of equal worth and that it is acceptable to be different.	Objective: To know how people celebrate special occasions.	Objective: To know how communities celebrate special occasions.	Objective: To understand that everyone is of equal.
Suggested activity: Bring in pictures of your family to share with the children. Use photos as a stimulus to discuss family, including extended family. Talk about the different members of their families and their relationship to them e.g. cousins. Where do the members of the family live? In some homes there might be as many as three generations of family living together. Relate this to different home set-ups. Organise classroom visits from key family members e.g. a grandmother or parent.	Suggested activity: Share photos from the immediate community. Which signs/languages can be seen? What places of worship are there? E.g. mosque/church/synagogue. What do these tell us about the school community? Highlight similarities and differences. Explore who lives in the community and what jobs they do. Use stories and information books on diversity themes/ issues.	Suggested activity: Start by playing People Bingo (group together if you have a brother, belong to a swimming club, wear glasses, have freckles etc.) Ask children to identify differences in physical characteristics e.g. eye colour, hair colour etc. Use this information to create a class pictograph. Collect data on our different characteristics and collate as a class book and display.	Suggested activity: Discuss and describe what a celebration is/meaning of the word... Adults and pupils bring photos of a family or community celebration they have taken part in and compare and contrast with other photographs in the class. (NB: If some pupils have no photos, take a photo in school of them 'celebrating' something with others e.g. a birthday or gold award assembly. What are the similarities and differences in the class in how families celebrate?)	Suggested activity: Explore how different cultures celebrate different occasions using Information books, posters, local initiatives or visitors e.g. Share the text 'Yoko' – a story of a child that brings sushi to school and is teased by her peers initially. Organise a class diversity celebration – use Plan Do Review to involve the pupils in planning all the aspects of the celebration - invitations, food, games, decoration etc.	Suggested activity: Hold a class diversity celebration – children can wear clothes from their own culture and bring in an item of food to share e.g. Spring rolls from Hong Kong etc. Children to talk about what makes their culture special and unique to them.
Other links/Resources: Stories and information books on different families.	Other links/Resources: Stories and information books on diversity themes/ issues. 'Sesame Tree': Out and About with Hilda	Other links/Resources:	Other links/Resources:	Other links/Resources: 'Yoko' diversity text.	Other links/Resources: Resources for class diversity party.
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 1			Term: Summer 2		
PSHCE Theme: Being Healthy			SEAL Theme: Changes		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To realise that growth and change are part of the process of life.	Objective: To recognise and practise basic hygiene skills such as hand washing.	Objective: To recognise and practise basic hygiene skills such as teeth brushing.	Objective: To know that the food that we eat impacts on staying healthy.	Objective: To be aware of how exercise helps our bodies to keep healthy.	Objective: To know the factors that contribute to a healthy lifestyle
Suggested activity: Ask pupils to bring in pictures of when they were babies/toddlers. Compare photos of themselves now and in the past. Sequence as a timeline including pictures of teenagers and adults. Also look at pictures of animals and their young. Pupils talk to parents and carers about what they were like/did as a baby and re-tell these experiences in class.	Suggested activity: Why do we wash our hands after going to the toilet? What happens if we don't and then eat? Picture sequence activity on hand-washing. Children to make their own signs about hand washing for the toilets or eating areas. Model good practice in classroom. You could invite the school nurse in to do a talk on hand-washing.	Suggested activity: Discuss and model good tooth-brushing techniques as a class. Model brushing with a toothbrush and discuss how to brush and how long to brush each section of the teeth for. Show youtube video on teeth brushing. Share songs and stories about keeping clean e.g. wash your dirty teeth... Invite a dental nurse to class to talk about/demonstrate dental health techniques.	Suggested activity: Identify common things that children eat and say which are healthy or unhealthy (record on a plate template). Discuss the concept that it's ok to have some unhealthy food/treats as long as you don't have them every day. Children to plan a healthy lunch box – what can you have for lunch that would be healthy, what drink might you have etc?	Suggested activity: As a class discuss all the exercise that they do over the day e.g. walking to school, playing on the climbing frame. Explain that exercise help our bodies to stay healthy. Encourage pupils to be more active at school and at home, e.g. activity logs, Asking to go swimming at weekends, etc. Discuss role models from popular children's TV programmes e.g. Sportacus from Lazytown.	Suggested activity: Now that the children have learnt about all the factors that can contribute to a healthy lifestyle plan a 'healthy day' – how would they travel to school, what would they have for breakfast, lunch, dinner etc. What activities would they do at home in the evening?
Other links/Resources:	Other links/Resources:	Other links/Resources: Youtube video on teeth brushing.	Other links/Resources:	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year 2 PSHCE Curriculum

Year Group: Year 2			Term: Autumn 1		
PSHCE Theme: Being Responsible			SEAL Theme: New Beginnings		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To realise why it is important to have rules in the classroom and school.	Objective: To know that there are rewards and sanctions within the class and school community.	Objective: To know the role of class and school council within the class and school community.	Objective: To become aware of our own strengths, abilities, qualities, achievements and goals.	Objective: To acknowledge that everyone makes mistakes: but that this is a natural and helpful part of learning.	Objective: Recognise how we can develop and improve our learning.
Suggested activity: Referring to the United Nations Rights of the Child discuss why it is important to have rules and rights in school. Develop class 'Rules, Rights and Responsibilities' to include agreement based on children's ideas. Include concepts such as sharing and taking turns. Use displays (e.g. helpful hands) to illustrate class charter.	Suggested activity: Further discuss the classroom charter/rules rights and responsibilities making reference to the UN children's rights and responsibilities. As a class discuss the rewards and sanctions to complement class and school behaviour policy. Make reference to lining up points for good lining up and the golden award card for good work. Discuss the importance of working together for rewards.	Suggested activity: Discuss practical ways of working together with members of the school community in class council meetings and through the school council. Develop a wide range of 'class jobs'. Draw up job descriptions and discuss how these are to be allocated and organised. Discuss the importance of working co-operatively with others	Suggested activity: Circle activities and rounds e.g. 'I am proud of....', 'I am good at...', 'the bit of my work that is hardest for me is...'. Use Think, Pair, Share and ask pupils to focus on their skills, talents, goals or what they have learned. Identify and affirm each other's abilities and ideas. Contribute to class PSHCE display of our qualities and achievements, inside and outside school.	Suggested activity: Discuss and explore why things do not always work so well e.g. finding s a piece of work difficult. Discuss how to improve or what to do differently next time. Respond to situations in stories where a character experiences setbacks and how these setbacks are overcome e.g. keep going and persevering or asking others for help.	Suggested activity: Develop a language to talk about their learning – discuss what are learning strengths. Contribute to agreeing individual or class success criteria. Contribute to identifying and working towards personal targets. Collect evidence that targets have been met and share successes within the class when they are e.g. when a child moves a level in reading.
Other links/Resources: The United Nations Convention on the Rights of the Child (UNCRC).	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources: Stories where characters are persistent to meet a goal.	Other links/Resources:

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Possible Circle Time Activities:

Year Group: Year 2			Term: Autumn 2		
PSHCE Theme: Staying Safe			SEAL Theme: Say No to Bullying/Getting on & Falling Out		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To know what to do or whom to seek help from when feeling unsafe.	Objective: To understand that bullying is repetitive and sustained behaviour.	Objective: To be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour.	Objective: To understand the possible positive outcome when we work together.	Objective: To explore the rules for and ways of keeping safe on the roads, cooperating with adults involved in road safety.	Objective: To know about the potential dangers and threats in the home and local environment including medicines.
Suggested activity: Give the children various strategies e.g. your brother/sister hits you, your friend takes your lunch, a stranger approaches you in the park. Who do you go to for help? Who is the best person to help in each situation? Might you tell more than one person? Who are the child protection officers at school? What is there job/	Suggested activity: Quiz: is it bullying? Remind the children about the questions which they can ask themselves to decide if bullying is going on. Then read out the four different scenarios (you could use the SEAL pictures in the resource pack to support the children's understanding). Ask them to decide which ones are bullying. Compare and talk about their responses. Alternatively, ask groups of children to role-play one of the situations while the rest of the class offer their views on whether it is bullying or not.	Suggested activity: Give the class a variety of scenarios including cyber bullying. Ask pupils to work in pairs to identify examples of bullies and bullying. Develop simple 'What to do, what not to do' suggestions for each example. Sometimes it is possible to deal with it on your own, but sometimes you might need to ask for help from a peer mediator or an adult.	Suggested activity: As a class watch the youtube video. How did the seagull feel when the crabs were attacking him? How did the animals work together to ensure a positive outcome? Is peer pressure always negative – what if it creates a positive outcome? Responding to bullying is a joint responsibility and can only be beaten when people come together and say 'No'.	Suggested activity: Watch interactive 'Roadwise' road safety video. Talk through simple road sign recognition, pedestrian rules and safe cycling. Look at sections on website on green cross code and in-car/bus safety. You might want to take part in guided walks of local area to identify road hazards and learn pedestrian skills.	Suggested activity: Use interactive games (at www.staywise.co.uk) to identify and explain dangers in the home and play environments. Examine labels on medicines and everyday substances to identify key safety information.
Other links/Resources: 'BeatBullying' website	Other links/Resources: 'Say No to Bullying' SEAL KS1 resources	Other links/Resources:	Other links/Resources: http://www.youtube.com/watch?v=jop215u2F3U	Other links/Resources: 'RoadWise' website	Other links/Resources: www.staywise.co.uk
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 2			Term: Spring 1		
PSHCE Theme: Let's Work			SEAL Theme: Going for Goals		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To understand that rules are essential in an ordered community.	Objective: To identify the people, jobs and workplaces in the local community.	Objective: To identify universal skills needed to be able to work.	Objective: To realise that money can buy goods and services and is earned through work.	Objective: To compare lifestyle choices and spending with that of a less developed country.	Objective: To become aware of our own strengths, abilities, qualities and achievements.
Suggested activity: Why do we have rules? Where can we see rules? We have rules at school, at the leisure centre and then rules in the real world and these are called laws. Look at different rules/laws in society e.g. at the swimming pool. Who helps to keep these rules and laws in order – the police. What would happen if we didn't have rules and laws?	Suggested activity: Pose the question how many different jobs are there in the local community? Take children's suggestions. Thought shower all the places of work in the local community and then extend this to include the people that work there. The local community relies on all these people. What is the most common type of work in the local community? What do children's parents/families do for work? Do they work locally or commute?	Suggested activity: Thinking back to the various jobs in our community – what are the skills that they need to do their job e.g. to be a good listener, to be patient, to be good at number work, to be good at spelling/writing. Ask children to make a list of these skills. How are these skills similar to those required for school and in class? How does school prepare children for the world of work?	Suggested activity: Discuss 'wants and needs' in relation to finance. Relate this to local, national and global aspects of children's lives, including reference to UNCRC. Explore pupil lifestyle choices and financial implications e.g. the cost of buying sweets, going swimming, going on holiday.	Suggested activity: Think back to the previous session, what are the things that we enjoy doing which require a payment e.g. £3 to go swimming, 50p for a can of fizzy drink Compare lifestyle with children in other countries e.g. through global websites such as Oxfam or UNICEF, etc. What are the lifestyle costs for a child in a less developed country, what could a £3 swimming ticket buy in another locality?	Suggested activity: Refer back to autumn topic and discuss what possible strengths we have e.g. good at maths, good at sport, good at reading. Make a treasure chest of talents. Whole class contribute to the treasure chest and celebrate their strengths and abilities.
Other links/Resources: See also 'Work Week' resources created by Inspire	Other links/Resources:	Other links/Resources:	Other links/Resources: UNCRC resources	Other links/Resources: Oxfam or UNICEF websites	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 2			Term: Spring 2		
PSHCE Theme: Relationships			SEAL Theme: Relationships		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To know how to be a good friend.	Objective: To demonstrate the qualities required to be a good friend.	Objective: To understand that we need to take on some responsibility in our family and friendship groups.	Objective: To be aware of and understand different family units.	Objective: To examine the variety of roles in the family and the contribution made by each member.	Objective: To be aware of our contribution to home and school life and the responsibilities this can bring.
Suggested activity: Create a recipe for friendship soup, list the main ingredients and the steps that need to be taken to make a friendship last. Encourage the children to think about the qualities that their friends have and the reason why they think of them as friends. You might want to share the text 'Pumpkin Soup' and discuss what keeps the animals remaining friends.	Suggested activity: Recap the previous session and go through the ingredients that are required for a friendship soup – being a good friend. Play the 'secret buddy' game – write names on lollipop sticks, pupils choose one and that is their secret friend for the day. Pupils guess at the end of the day who they think their secret friend is and how they came to that conclusion.	Suggested activity: Use a puppet/teddy to represent Bob a new pupil that speaks no English; How could you help a pupil in need (e.g. someone who is new to our class and does not speak our language)? Use a variety of scenarios to demonstrate why and when we may need to be assertive, including when friends influence our choices negatively. Practise speaking assertively, using 'I' statements and being aware of body language.	Suggested activity: Talk about and explore is in our family. Identify 'special people in my life' through discussion e.g. sister, cousin, uncle, grandma etc. Encourage pupils to describe their family to others, who are the special people in their lives? Explain that family units can be very different – some children have a mum and daddy, some children have two daddies, some children live with their grandparents.	Suggested activity: Create a 'My Family' memory though shower of changes that happen in families e.g. getting a new brother or sister, Grandad moving in. Talk about times of change in a family and how this can make us feel. List 'changes I liked', 'changes I didn't like'. Discuss with talking partners. What role do you play in the family – daughter, sister, niece etc. and jobs you do around the home – what are your responsibilities?	Suggested activity: Remind children of what democratic practice is in choosing or allocating roles within the class/school e.g. class helpers, playground buddies, members of class/school council. Discuss jobs pupils can do around the house. Design a 'belonging to a family' poster with things that can be done at home which help the family unit e.g. cleaning your bedroom, taking out the rubbish.
Other links/Resources: Possible text 'Pumpkin Soup'	Other links/Resources:	Other links/Resources:	Other links/Resources: A selection of texts about different families e.g. And Tango Makes Three.	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Year Group: Year 2	Term: Summer 1
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Handford Hall Primary School

PSHCE Theme: You and Me			SEAL Theme: Good to be Me		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To feel positive about ourselves, and develop an understanding of our self-esteem and confidence.	Objective: To understand the impact that both positive and negative comments can have.	Objective: To appreciate ways we are similar and different, e.g. age, culture, disability, interests etc	Objective: To be aware of our own cultural heritage, its traditions and its celebrations.	Objective: To recognise and value the culture and traditions of another group in the community.	Objective: To be aware of the diversity of people around the world.
Suggested activity: Use circle activities to encourage pupils to think about and discuss what they are good at. Create a class list of all the skills which pupils have acquired. Finish with a round of 'I can ...' and affirm all the things that they can do.	Suggested activity: Share some positive comments e.g. your eyes are as blue as the sky, your shoes are very smart. What impact would one of these comments have? What if the comment were negative? E.g. Your jumper is green like bogies. Would you wear the jumper again? To help pupils recognise the power of both positive and negative comments and the effects they can have on us. Model and encourage pupils to use positive self talk.	Suggested activity: Use the differences that exist within the class/school to explore diversity e.g. different cultures within school to talk about the various types of festivals which they celebrate. Use differences that exist within the classroom or school or family to explore disability. Find out about people who have a disability e.g. a celebrity sports person such as Dame Tanni Gray, Allow pupils to experience different disabilities e.g. do an activity wearing a blind fold and with a partner giving instructions.	Suggested activity: Have a community map identifying significant places for pupils and others e.g. church, mosque etc. Talk about the faith groups or religious organisations some pupils may belong to. Explore our different cultures and how we celebrate them e.g. Eid, Divali, St Patrick's Day, You could discuss different national costumes and invite pupils to come to school wearing clothes that express their culture. Create a calendar of different celebrations throughout the year (relevant to pupils' experiences).	Suggested activity: Invite someone from another culture to tell the class about their culture and celebrations, looking at similarities and differences in food, clothing, language and religious beliefs (thus could be a member of staff that belongs to a significant group). You might want to explore different types of food eaten at times of celebration and invite parents to bring in a food from their own culture	Suggested activity: Look at images of people around the world in different countries, think about including people from the same religions in different countries – look at how religious practice can be different in other countries. Explore practical ways for pupils to be in contact with people/children from around the world e.g. email links, penpals in France, Global Partnerships etc.
Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources: Calendar of religious holidays/events	Other links/Resources:	Other links/Resources: Possible global links e.g. French penpals
Possible Circle Time Activities:					

Year Group: Year 2	Term: Summer 2
PSHCE Theme: Being Healthy	SEAL Theme: Changes

Handford Hall Primary School

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<p>Objective: To recognise that we have changed since we were babies and that we continue to change.</p>	<p>Objective: To recognise the similarities and differences between boys and girls.</p>	<p>Objective: To be able to compare physical differences and recognise that there are variations.</p>	<p>Objective: To identify the changes and stages of life from birth to old age.</p>	<p>Objective: To recognise and value a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene.</p>	<p>Objective: To be able to name health products we use to keep clean.</p>
<p>Suggested activity: Prior to the lesson ask children to bring in pictures from when they were babies. Discuss pictures and early memories How have we changed since we were a baby - brainstorm a list of what things babies can do, then what things you can do now. Reinforce how much we have all changed Make a third list to discuss what children may be able to do when they are grown-ups that they can't now. Reinforce we are changing all the time.</p>	<p>Suggested activity: Put children in to boy/ girl pairs. Ask children to identify how you have split up the class (boy/ girl). Ask children to tell their partner one hobby they really enjoy doing. Feedback to the class. Reinforce that although we are different, we are all equal. Good opportunity to find out about and dispel any myths the children may have about stereotypes & gender differences. Try and get discussions going about this, reinforce when you grow up you can choose to do whatever you want to.</p>	<p>Suggested activity: Recap discussions from last session about differences and similarities. There is something unique about all of us and we should celebrate that, there is no uniform way to be. Ask two children to compare their hair/ eyes/ skin colour/ size etc. and identify one difference. Note: reinforce everyone is beautiful in different ways - this is a good opportunity to reinforce and support and celebrate cultural and racial differences. Record: I am different because</p>	<p>Suggested activity: Show pictures of elderly people. How has this person's body changed? Reinforce that they used to be a baby. Talk about the stages of life - birth, baby, child, teenager, adult, elderly. What are the changes for each stage. How can you recognise what stage people are at. Use cut out pictures from magazines and as a class put them on a time line to show who is older/ younger. What are the benefits of getting older? Talk about the life experience, but also the things that elderly people can't do, Reinforce positive images of old age.</p>	<p>Suggested activity: Thought shower all the qualities that contribute to being healthy e.g. sport, healthy diet, good hygiene. Are any of these more important than one of the others? Ask children to plan a healthy day starting with breakfast and then exercise and snacks, meals through-out the day. Then ask children to feed back and ask peers to comment – is it possible to do too much exercise or not eat enough? Exercise and healthy eating should be balanced.</p>	<p>Suggested activity: Identify which items our bodies need, and which our bodies don't need. Discuss when we need to use soap. Make a list - after toilet, after playing in garden, if dog licks you etc. If we don't use soap what happens? Show transfer of germs using paint. Put paint on hands and put together. Then touch another child's hand. Demonstrate how to wash hands properly. You might want to invite the school nurse in to do this.</p>
<p>Other links:</p>	<p>Other links:</p>	<p>Other links:</p>	<p>Other links:</p>	<p>Other links:</p>	<p>Other links:</p>
<p>Possible Circle Time Activities:</p>					

Handford Hall Primary School

Year 3 PSHCE Curriculum

Year Group: Year 3			Term: Autumn 1		
PSHCE Theme: Being Responsible			SEAL Theme: New Beginnings		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To identify own strengths and what it is that makes us special.	Objective: To understand that everybody has a role and a responsibility.	Objective: To understand that rules are essential in an ordered community.	Objective: To identify the groups that we belong to and understand their purpose.	Objective: To help to raise awareness of the world around and its relation to school.	Objective: To think about environmental responsibilities and look at issues of sustainable development within the school.
Suggested activity: Use circle activities to encourage pupils to think about and discuss what they are good at. Create a class list of all the skills which pupils have acquired. Remind children that some of their peers might not have the same skills and so they can help peers by sharing theirs. Finish with a round of 'I can ...' and affirm all the things that they can do.	Suggested activity: What does the work 'responsible' mean? Discuss meaning. How can we be responsible in our class? (jobs) Discuss the different jobs that we do in our class. Discuss now we are in KS2 how has our responsibility changed? Emphasize we are all different in our class community, all with own strengths. Circle time game: class names in hat, each child picks out a name at random and says a compliment to that person.	Suggested activity: Referring to the United Nations Rights of the Child discuss why it is important to have rules and rights in school. Develop class 'Rules, Rights and Responsibilities' to include agreement based on children's ideas. Include concepts such as sharing and taking turns. Use displays (e.g. helpful hands) to illustrate class charter.	Suggested activity: Discuss all of the different groups in our communities, i.e: Faith groups, ethnic groups, discuss how we are all part of the community no matter which groups we belong to. List these on the board, what makes these groups similar? They get support from each other, badge, worship in the same place. Relate this then to our school, all our classes are different communities but are citizens within our school community.	Suggested activity: Discuss with the children what a school council is- get the children to brainstorm in pairs any ideas they may have of what a school council is. Did you have a school council last year? How did the school council work? Are there any school council members here who can help us? What impacts did the school council have last year? What did the school council members enjoy about last year? Begin to introduce the term democracy and what a democratic society is- how can we relate this to our school council?	Suggested activity: Split the children in to 4 groups. Explain that they are going to research, discuss and debate how we could improve the schools responsibility for each of the following areas: <input type="checkbox"/> Paper recycling <input type="checkbox"/> Saving water <input type="checkbox"/> Composting <input type="checkbox"/> Saving energy <input type="checkbox"/> or similar issues for the school
Other links/Resources:	Other links/Resources:	Other links/Resources: The United Nations Convention on the Rights of the Child (UNCRC).	Other links/Resources:	Other links/Resources:	Other links/Resources:

Handford Hall Primary School

Possible Circle Time Activities:

Year Group: Year 3			Term: Autumn 2		
PSHCE Theme: Staying Safe			SEAL Theme: Say No to Bullying/Getting on & Falling Out		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To know what it means to be safe in a variety of contexts.	Objective: To know the rules and learn the skills to keep safe on the roads.	Objective: To understand the implications for others as we become more independent.	Objective: To realise the nature and consequences of racism, teasing, bullying and how to respond to it.	Objective: To learn that secrets which may upset or frighten us must be told to someone they trust.	Objective: To think about who the adults are that we can trust
Suggested activity: Come up with a class definition for 'Keeping safe' Identify safe places and dangerous places at home, in the class and at school. What things make a place safe or dangerous? Also discuss medicines/ electricity etc. What should you do if you see someone has been seriously hurt? Discuss calling 999 etc.	Suggested activity: Discuss how we use roads - pedestrian, cyclists, vehicles. Children to ask and answer questions in pairs. Feedback. 1. What accident is most likely to happen outdoors to someone your age? 2. Where are accidents most likely to happen? 3. What time of day are they most likely to happen? 4. What day of the week? 5. Which time of year? What can we do to be safe around roads; do we need to develop road safety skills? Discuss stop/look and listen.	Suggested activity: As we grow older our carers/ parents/ teachers allow us to be more independent. What are the implications of this? (we need to know how to keep ourselves safe) Why is it important that they know how to stay safe? Look from both angles - child may need to contact home, but home may also need to contact child- what are the situations when this might be the case? Give groups of children a scenario of times when they have to be independent: Discuss appropriate and inappropriate behaviour in each situation.	Suggested activity: Have the word bullying on the board. Discuss in pairs what the term means. Can we come up with a definition as a class? Talk about how it feels to be bullied. Note if children talk about specific incidents insist they don't use names. Instead they must say "someone did this". Talk about the term "outsider". How does it feel to be on the outside of a group? Stand in a circle. Show the children a balloon. Explain we are going to play a game of keep up the balloon, but for each game, one person is going to be left out. How does it feel to be that person left out watching? How can we try to ensure that that does not happen?	Suggested activity: Aim is to identify/ evaluate how far they can trust people. In small groups give out situations the children might find themselves in: I'm feeling ill at school I fall off my bike I fall out with my best friend I feel scared, bullied, threatened Someone says I've got to keep a bad sort of secret I get lost or left behind I lose something important I get told off Someone tells me to go off with them to find their dog Who can they trust, who can't they trust? As a class review the list of people. Group the people in some way e.g. family etc.	Suggested activity: Look back at the list created in the last session. What are the characteristics of the people that we trust? Make a circle of feelings to describe the things the people on the list do and don't do (in centre write people down, around circle write statements such as: they believe you, they listen, they make you feel better, they don't tell everyone, they might tell you you've been stupid but they stick by you, they don't make you feel stupid or that its your fault, they don't threaten you, they don't try to make you do scary things) Record: Circle of feelings.
Other links/Resources: The Green Cross Code	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 3			Term: Spring 1		
PSHCE Theme: Let's Work			SEAL Theme: Going for Goals		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To understand how the environment could be made better and what contribution we can make.	Objective: To understand what it means to be a volunteer.	Objective: To understand what it entails to volunteer.	Objective: To understand what it means to be a social entrepreneur.	Objective: To understand that we can make good or bad choices.	Objective: To think about the choices and decisions we make and what influences them.
Suggested activity: Use a community map to explore pupils' knowledge of and involvement in the local community. Identify potential areas where they could make a difference through their contribution. Use 'Plan, Do, Review' to plan as a class how to go about this e.g. help to prepare for a lunch for older people, participate in a community clean up or recycling programme. Through this explore the concept of voluntary work or 'working for free'.	Suggested activity: In the last session the class started to think about voluntary work. Can the children think of any volunteers that work in the school community? Adults that come in to hear children read, Kids Co workers, library workers, people that collect money for charities – class to then make two lists – a list of people that volunteer in the school and those that volunteer in the community.	Suggested activity: Explain to the class that volunteering is simple. It's about giving your time to do something useful, without getting paid (apart from expenses). So why might people want to volunteer? Look at the do-it website or invite a volunteer into class to talk about why they choose to volunteer. Children to generate a list of questions to ask about volunteering.	Suggested activity: Some people decide that they do not want to volunteer for a company, but feel strongly about something e.g. the closing down of a local hospital or library. So they set up their own volunteer group – this is called social enterprise. Children are to work in small groups and think of their own cause that they could volunteer for e.g. a group to get a zebra crossing outside the school, or a group to set up a skate board ramp on Well Street Common.	Suggested activity: Over the last three sessions we have been thinking about volunteering or setting up a social enterprise. Would this be a good or bad choice? Maybe the choice is a selfish choice. Ask the children to list choices that they have had to make over the week and then group them as good or bad choices.	Suggested activity: Ask the children if they have had to make any choices this week? Did we make any bad choices last week? Are there any choices that on reflection you would change? Why? Who or what influences our choices? Each group to decide on the main influence on the choices they made. Each group come up one at a time and put the label on the board. Are the influences the same? Discuss the influences as a class group. Does anyone feel not influenced by any of the labels on the board?
Other links/Resources:	Other links/Resources:	Other links/Resources: www.do-it.org.uk Volunteering website	Other links/Resources:	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 3			Term: Spring 2		
PSHCE Theme: Relationships			SEAL Theme: Relationships		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To recognise some of the feelings that we experience.	Objective: To think about what we are good at, what we can improve on and what we are proud of and how it makes us feel.	Objective: To be able to list qualities of a good friend, and how they make each other happy sad and cross.	Objective: To be able to talk about the different groups we belong to, and what we like about them.	Objective: To think about what we can expect from our family and what our family expect from us.	Objective: To be aware of our contribution to home and school life and the responsibilities this can bring.
Suggested activity: What feelings do you know and recognise - brainstorm on the board. Can you think of twenty as a class? What different situations evoke the feelings you have recognised? Discuss using children's own experiences Record: Feelings bubble, list all the feelings you know around the bubble with a sentence to illustrate what might make you feel that way.	Suggested activity: Children to write a list of things they are good at in relationships children work with a partner and take it in turns. Under the heading "I am good at.." Give some suggestions to get started – listening, being helpful etc. Children to write down as many things as they can. <i>Note: emphasise this is not a competition or a race!</i> Now next to the list write another heading "I can improve on", and repeat the exercise. In a circle ask some children to share one thing they thought they could improve on. Repeat with "Proud".	Suggested activity: Write down all the things you like about a friend without mentioning names. Write each sentence on a different piece of paper. Share responses in the group. Now group the responses using categories such as "appearance", personality", "things we do together". Are there any other categories we could use? Are the responses largely based on materialistic values such as 'wears trendy clothes' or are there words such as trustworthy, loyal, sympathetic in there? What makes a good friend? Discuss as a class	Suggested activity: Recap on the board all the groups children in the class belong to: family, class, school, cultural, sports clubs, religious groups, etc. Why do people join groups? What are the benefits of joining a group? Some groups give people support. Do our families give us support? How? In groups children give suggestions of how different members of the family can give support as you grow up. Feed back to class.	Suggested activity: Recap previous sessions learning. What relationships are involved in the different groups and what can we expect from the different relationships? What role do you play in your family and groups? Do you get whatever you want? What do you give back? Babies take all the time because they are young, but as we get older we can contribute more ourselves. Discuss how we can contribute more to our family and groups.	Suggested activity: Remind children of what democratic practice is in choosing or allocating roles within the class/school e.g. class helpers, playground buddies, members of class/school council. Discuss jobs pupils can do around the house in order to support the family unit and to belong. Children to draw up a charter/list of things that they will do to help at home.
Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Year Group: Year 3	Term: Summer 1
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Handford Hall Primary School

PSHCE Theme: You and Me			SEAL Theme: Good to be Me		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To be able to explore causes of conflict.	Objective: To be able to talk about aims for the future and why it is important to have them.	Objective: To recognise the expectations of being in KS2 and growing responsibilities.	Objective: To identify and talk about a range of differences between boys and girls and men and women, (i.e. ageing, not gender)	Objective: To look ahead and talk about how we will feel when we are older.	Objective: To think about what it would be like to be older and to have lived your life.
Suggested activity: Start by discussing what conflict means. Conflict comes about when people disagree. Identify issues which cause some conflict in the local community and which pupils are aware of (e.g. disagreement about a new development, young people hanging about on the Frampton Park estate) and use a Thinking frame to describe both sides of the story. Are children able to think about both sides of the issue and come towards a resolution?	Suggested activity: Think about the future ahead of you. What would you like to do? In secondary school you will have to start thinking about which subjects you like which might be useful to the job you want to do. Brainstorm and write on board jobs children want to do when they grow up, ask for reasons. Would anyone like to share a job their parent/ relative does - would you like that job? Do they like it? Record: When I grow up I would like to work as a _____ because _____. I would enjoy doing _____ in the job.	Suggested activity: Define 'responsibilities'. How does school work? When you start school, why don't you go straight in to Y6? What are the differences between Foundation and KS1, and KS2? Are you the same as Y6? What do you think it is like being in Y6? What are the responsibilities of being in Y3? Brainstorm a list on the board What do you think the responsibilities are of a Y6 child? Brainstorm on board. How do responsibilities and expectations change as you grow older?	Suggested activity: What is it going to be like when you get older? What is going to change? Note: the aim of this section is to concentrate on emotional changes. Brainstorm words to describe how you might be when you are grown up - sensible, responsible, also use negative words - stressed, tired. Read " <i>Not now Bernard</i> " by David McKee. What does this tell us about the adult world? You could also mention Peter Pan as an example of a fictional character who never grew up Record: In small groups children to discuss the advantages and disadvantages of being a grown up. grown up you can't"	Suggested activity: Look at photos of elderly people, talk about how they are feeling in each picture. Use as a basis for talking about what it might feel like to be older. Read " <i>Love you forever</i> " by Robert Munsch and discuss the feelings in the book. It shows the mother getting older and at the end it suggests she dies. Is this a sad book? Is the old woman sad at the end? How does it show the life cycle? (the man cuddles his baby on the last page). Do you think the mother is sad at the end? How does her son make her happy?	Suggested activity: Talk about the positive aspects of age. Invite an elderly visitor as an example, get children to ask him/her about what he/she does and what his/her life is like. How has their life changed? Do they have any regrets? Would they live their life in the same way if they had a second chance? What is it like to be an older person in our community? Record: What do they like/dislike about being elderly?
Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources: 'Not Now Bernard' text	Other links/Resources: 'Love You Forever' text	Other links/Resources:
Possible Circle Time Activities:					

Year Group: Year 3	Term: Summer 2
PSHCE Theme: Being Healthy	SEAL Theme: Changes

Handford Hall Primary School

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To be aware of the school rules about Health and safety.	Objective: To know what it means to be healthy.	Objective: To know the difference between what we need to eat and drink and what we like to eat and drink.	Objective: To identify exercise we can do in and out of school.	Objective: To understand the reasons for keeping clean and our responsibility in this process.	Objective: To identify which leisure activities contribute to a healthy lifestyle
Suggested activity: Why is it important to have rules about health and safety? What are the rules in this classroom for health and safety? - In pairs come up with five, and identify why they are important. Discuss behaviours that do not comply with health and safety eg: holding scissor/ standing on chairs etc pupils say why these activities are not safe. Go on a health and safety walk around school, identifying good health and safely practice. Children to create and award a 'health and safety certificate' for classes where they identify good practice.	Suggested activity: Define health, Define unhealthy. Identify what makes a lifestyle healthy and come up with a class definition for a healthy lifestyle- activity/eating/cleanliness. Identify what makes a lifestyle unhealthy- come up with a class definition for an unhealthy lifestyle. Set up a class healthy diary to list things you do each day that are healthy- what have I done today that is healthy? Include diet and activity on each page.	Suggested activity: Circle time game: play a game which involves children discussing favourite foods i.e.; the sun shines on everyone who likes tomato's etc. Who can remember what your body needed? Discuss briefly (topic covered in science) fruit/vegetables/water. Focus on 5 pieces of fruit/vegetables a day – we need to be eating this each day how can we do this? Make a recipe for and then create fruit kebabs. Suggested link: www.phunkyfoods.com	Suggested activity: How else can we be healthy? – exercise. We are going to think of as many different ways of keeping fit as we can. Children to nominate ways of exercise and teacher to scribe. You want a list of about ten different exercises: run, jog, skip, swim, cycle, football, walking, gardening, tag etc. Why are the activities good for your body? Make a whole class active playtime book: each child to create a page to demonstrate one activity that can be completed on the playground- Can be used on a daily basis for playground ideas. Could these activities be completed at home also?	Suggested activity: Why does keeping clean keep us healthy? What would happen if we weren't keeping clean? Focus on keeping your cleaning your teeth- why should we do this? In groups discuss which foods you have eaten today and the effect it might have on your teeth. It is so important to clean your teeth for 3 minutes in the morning and night. Show the children a penny in a glass of coke and the effect it has on the dirt. Ensure the children understand that the coke is not cleaning the penny; it is stripping away the outer layer. This is what coke does to your teeth, it strips the enamel away.	Suggested activity: On a piece of paper write down all the things you did last night when you left school. Identify leisure activities that help us relax and calm our minds and bodies down, teacher to give examples. Discuss the examples the children give and that most things are fine in moderation e.g. playing computer games for 10 hours is not healthy but for an hour is fine. How much of a range of leisure activities do you have in your life? Make a class list- ensure children understand its good to have a range.
Other links/Resources:	Other links/Resources:	Other links/Resources: www.phunkyfoods.com	Other links/Resources:	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year 4 PSHCE Curriculum

Year Group: Year 4			Term: Autumn 1		
PSHCE Theme: Being Responsible			SEAL Theme: New Beginnings		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To be aware of how actions can affect others – both positive and negative.	Objective: To understand that everybody has a role and a responsibility.	Objective: To understand the need for rules in the classroom and school and take on different roles of responsibility.	Objective: To identify the groups children belong to and understand their purpose.	Objective: Help to raise children's awareness of the world around them and its relation to school	Objective: To understand what it means to be part of a school council.
Suggested activity: Discuss is there anyone new in this class (it may be that the teacher is the only new person). How do you think it feels to be a new person joining an established group? Whose responsibility is it to make a new member feel welcome? What sort of behaviour makes people feel welcome and unwelcome? Role-play: Teacher to give out name badges to all children Names should be unusual and different. Children in to pairs, role-play making your partner feel welcome, then swap roles and repeat. Circle time game: class names in hat, each child picks out a name at random and says a compliment.	Suggested activity: Talk about what being helpful means. Discuss how we can help each other in our class. Why is it important to think about the needs of other people? Recap the word 'responsible'. Discuss meaning. How can we be responsible in our class - (jobs) Discuss the different jobs that we do in our class. What jobs did you have last year, how successful were you? Discuss now we are in Y4 how has our responsibility changed? What job do you think you would be good at this year? Record: Children to make a badge showing they belong to the class.	Suggested activity: Thought shower what makes this class special? What makes this class work? If we all did what we wanted would it work? Discuss which class rules we need to have to make our classroom a safe place, discuss the role of children and adults in this, what would happen if a teacher didn't play their part? Or if a child didn't play their part? Reinforce that everyone has a responsibility. Have adults got any other responsibility outside the classroom? Make a class charter explaining the responsibility of adult and child - how will we work together to keep the rules?	Suggested activity: Recap what is a group/community - how many people can be in a group? Can two people be a group? Ask children to get in to groups of different classifications e.g. hair colour/age/birthday month etc- how many different groups can we get into. Discuss which groups we belong to outside of school- why? What are the purposes of those groups? Make a list on the board and brainstorm the purposes for each one. Are there any other reasons that people join groups? Encourage the pupils to extend their thinking- ethnic/sexuality/culture groups etc.	Suggested activity: Discuss democracy with the pupils- what does it mean- how do we have democracy in our society? During this year, how can we use the school council to develop our school and the community more? Children in pairs think about what could be developed: playground equipment, gardens, playground areas? Helping other children in area etc, improving learning within the school, quiet areas, make the school safer, calmer? We have been thinking about talking responsibility, how does the school council help us with this? Which aspects of the school council needs us to take responsibility?	Suggested activity: Discuss with the children who may be interested in being a school council member? The children who may be interested need to: • Prepare a speech to the rest of your class as to why you should be the class councillor • Give your speech to the rest of your class- the class should then complete nomination form for who they want to stand for elections. Children to share their presentations with the class and the class to elect school council members.
Other links/Resources: UNCRC website	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:

Handford Hall Primary School

Possible Circle Time Activities:

Year Group: Year 4			Term: Autumn 2		
PSHCE Theme: Staying Safe			SEAL Theme: Say No to Bullying/Getting on & Falling Out		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To understand how to keep safe in and near water and in different weather conditions.	Objective: To know where to get help in case of emergencies.	Objective: To understand the need to behave responsibly when on my own or with friends	Objective: To realise that some people may cause them harm and learn the skills to deal with this.	Objective: To care about people's feelings and to try and see things from other peoples point of view.	Objective: To realise the nature of racism, teasing, bullying and aggressive behaviours.
Suggested activity: Set scene - it's a really hot day in the summer. What do you like to do on a really hot day? Some friends suggest you all go to the park and swim in the lake - what do you do? Role play in small groups, two children want to swim in the lake/canal, the others have health and safety concerns. Debate the issues should you go swimming or not. Show role plays. Discuss as a class the issues around swimming in the park. Is it dangerous? What could you do instead? Discuss also winter health and safety issues – e.g. skating on frozen lakes.	Suggested activity: Identify what is an emergency- discuss In groups give children the following examples of an emergency situation: A fire, a child in danger in water, a child being snatched by an adult, a child being threatened, a person having an asthma attack, a person fainting, a person having an epileptic fit, someone inhaling a dangerous substance, a road accident, an accident in the school or in the park. Groups to report back what would be the wrong and the right things to do. Discuss as a class. If the children are not sure of the best way to deal with an emergency, who can they ask? Make sure that 999 is mentioned and discussed.	Suggested activity: Think of places you go to regularly, or journeys you make a lot. Who is responsible for helping to keep you safe in these places? Make a list of people that help us E.g.: shopkeepers, delivery van staff, crossing patrol people, police, ambulance officers, teachers, life guards, fire-fighters etc. How do you recognise some of these people? (Uniforms - even in Sainsbury's staff have uniforms). There are lots of people whose job it is to help keep us safe. Can we leave all the 'safekeeping' to them? What are our responsibilities when in different situations e.g. The swimming pool, the shops. In pairs children discuss and feedback.	Suggested activity: Get children to draw someone who is a hero, then discuss the images. As a class make a list of as many different categories of people you can think of: doctors, traffic wardens, friends, mums, burglars, drug users, police etc. Write on board. Once the list is extensive ask children to group the characters in to people they can and cannot recognise by appearance. e.g.: • "people recognisable by appearance" - Traffic wardens, soldiers, uniformed police, paramedic, nurse, cub scouts, crossing patrols • "people not recognisable by appearance" - Friends, strangers, bullies, burglars, teachers, drug users, dangerous people, vandals, safe people, doctor.	Suggested activity: Draw an outline of Sam on a large piece of paper and place him in the middle of the circle. Make up a story about Sam's day. People say nasty things to Sam all through his day. Say what the nasty things are and every time you say one of the unkind lines rip a piece of Sam off the picture and throw it about the circle. You want to have about 8 incidents up your sleeve so that by the end of the story Sam is in 8 scattered pieces. Now say to the children, we need to put Sam back together. How are we going to do that? Talk about how Sam came to be in pieces – people said nasty things to him. So what do you think Sam needs to hear to make him feel whole again? • Ask children one at a time to cellotape the pieces back and recreate Sam. Every time a child cellotapes another piece back they must say something to make him feel better. Through the things we say we're going to mend Sam.	Suggested activity: What is it like to be made to feel you are different? Ask the children to consider ways in which we are all different. Each child to work with a partner and come up with 5 ways in which the two of them are different, or unique to each other. Feed back to the group. Ask the children if they have learned anything new about anyone through this activity? As a class what have we learned? Are we all different in some ways? Now ask the children in the same pairs to identify five ways in which they are the same. Feed back. What have we learned? Plenary: A bully picks on people who they feel are different and tries to make them feel like an outsider. But we have talked today about how we are all different in some ways, and all the same in other ways. Even bullies are different in some ways!
Other links/Resources:	Other links/Resources: http://rmlj.org/safetyandeducation	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 4			Term: Spring 1		
PSHCE Theme: Let's Work			SEAL Theme: Going for Goals		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To understand responsibilities as being part of a family.	Objective: To consider what influences how we save and spend money.	Objective: To consider what influences how we save and spend money.	Objective: To understand that money can be saved and that this might be a better option in the long term.	Objective: To know about the range of jobs and work carried out by different people in the local community.	Objective: To be able to talk about environmental responsibilities and look at issues of sustainable development.
Suggested activity: Brainstorm with the children ways they help out at home. How does being in a family work? If all the members of the family did their own thing would it work? Would life be easy? In your family does one person do all the jobs and keep everything going, or are the jobs shared? Do you ever think -does mum enjoy washing/ cleaning clothes/ shopping etc? Why does she/ dad do it? It is their responsibility. Discuss is responsibility a good thing? Is it part of growing up to have more responsibility? Record: Children to use the chart headed "responsibilities at home" to identify what they do now and what they could do to help more and increase their responsibility. Could they do more jobs like put the bins out, wash up, read to/ play with sibling etc. Children to identify one job they can do at home this week to increase their responsibility and role within the family.	Suggested activity: We make choices everyday; what influences us? Brainstorm the influences that children recognise affect them. Watch a selection of adverts on TV. On the chart "TV adverts" each child to write what the product is, who they are aiming at, how they are making it attractive and assess on a scale of 1 -10 how effective the advert was in getting them to want the product. <i>Try to get the children to understand they are not highlighting adverts because they liked the product, but because they recognise the advertisers are doing a good job making it attractive.</i> Compare results as a class. Was one advert particularly effective? Why?	Suggested activity: Recap previous session on what influences how children spend their money. Role play. In small groups give children objects such as pencils, a paper clip etc and ask them to present an advert which will make the others in the class want to buy it. Used all the tricks you observed in the adverts you have seen. Even if the class don't want this paper clip, you have to make them believe they do! Why do adverts make us believe we want to buy their product? How should we decide? (make a reasoned choice)	Suggested activity: What does the term 'save' mean? What are the ways in which we can save money? Do any of the children in the class have a piggy bank? We use piggy banks or money boxes to save up for something e.g. a video game. Do adults have money boxes? How do they save their money? Adults have savings accounts (see PFeg website and resources) Explain how savings accounts work, that banks award customers interest for saving with them. Children to be given the interest rates set by a variety of high street banks and work in groups to find out which would give the best interest on a variety of amounts. Groups to feedback their findings. Has this activity made children want to save in the future?	Suggested activity: Find out about jobs in the local. What are the jobs that are required to fill in the immediate community? List local jobs e.g. shop worker, vet, doctor, teacher etc. As a class map/work back from the job what journey gets them there e.g. school, college, university, night school for an MA. You could also look at the cost implications e.g. the cost of going to university – how does this relate to previous work on savings and why it is important to save?	Suggested activity: Recap on what we mean by the 'environment' Split the children in to small groups. Explain each group is going to be given an area of the school to discuss how it can be improved. For example: - Playground - Quiet area - Vegetable garden - Reception/ nursery playground - Classroom - Library Before the children go to the area they should develop a plan of action. What are they looking for? Do they need to talk to anyone? What questions should they ask? Given they will only have about 15 minutes what can they realistically do? Do they need any tools? Has everyone got a job? Their role is to make suggests for improvements for their area. Each group presents to the class what they suggest for their area to improve it.
Other links/Resources:	Other links/Resources: http://www.pfeg.org/	Other links/Resources: http://www.pfeg.org/	Other links/Resources: http://www.pfeg.org/	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 4			Term: Spring 2		
PSHCE Theme: Relationships			SEAL Theme: Relationships		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To think about and describe a variety of feelings and emotions.	Objective: Help children to recognise and cope with their own and other people's feelings.	Objective: To be able to discuss what we like and admire in other people.	Objective: To consider what assertiveness is and ways of dealing with bullying.	Objective: To discuss different roles within the family, differences between families and other groups they belong to.	Objective: To think about what we can expect from our family and what our family expect from us.
Suggested activity: Brainstorm all the feelings words you know on the board. Can anyone give examples of situations that can result in those feelings? Look back at your week. How many different feelings have you experienced? What sort of events caused them? Do other people around you affect your feelings? How? Draw a timeline for the day so far, beginning when you got up to now. What are the feelings you experienced as you made your way through the day. Note the interactions with different people and how they affected you.	Suggested activity: Discuss whether it is easier to cope with negative feelings or positive feelings- what are the negative feelings we commonly feel (the children at one end may be feelings some of these) discuss what strategies we have to cope with these feelings, i.e.: Talk about when young children get angry what do they do? Shout and scream. Do adults do that too? Sometimes yes. Is that a good response to anger? Does it make the situation better? What are better ways to respond to feeling anger? What if you see someone really angry, what are the options for you? – keep away? Try and comfort? Talk calmly? Role play some responses including shouting back to show that raising the volume doesn't work.	Suggested activity: Take pictures of different celebrities (footballers, pop stars etc) and lay them on the floor face up. Ask children to take one picture and explain what it is they like or admire about them. Are all the qualities materialistic (money/ looks) Is anyone admired for their integrity, loyalty etc? We don't really know these people so can we really know what they are like? Explain you want the children to hear what it is others admire about them, we're going to use a circle time game so that no-one is left out. Sit in a circle with name card in a bowl in the middle. Ask children one at a time to pick up a name, place it on someone's chest and say what it is they admire about that person.	Suggested activity: What does it feel like to be bullied? What sort of things does a bully do - discuss as a class, (<i>No names</i>). How would you help a friend who told you they were being bullied? Come up with a class strategy for this which can be acted upon if the situation arises. Write assertive on the board and discuss its meaning. Discuss the definitions, and then ask the children what the word has to do with bullying. Roles play different responses to a bully. Role play two scenes- scene a: child isn't assertive to bully, scene b: child is assertive. How was it different? Which was more affective? Was body language different? Do you think you could do that? Did the bullied child get angry or remain calm? Do you have to get angry to be assertive? Does an assertive person hit back? Who is in control in this situation?	Suggested activity: Define family. Children come to the front of the class and use people picture cards to show on the board different models of a family. <i>Note: it will be interesting to see whether children put any families up where there are single parents, lots of children that live in a foster home, two dads or two mums - you might want to discuss these scenarios, they are examples of family situations and there may be a child in the class who lives in such a set up.</i> End the above section by asking is one family better than another? Is there an ideal model? What is the main thing that a family needs? Love. Identify in the your family who does the following jobs: washing up, ironing, washing clothes, hoovering, putting the bins out, food shopping etc.	Suggested activity: Recap previous sessions learning on helping out in the home. What relationships are involved in the different groups and what can we expect form the different relationships? What role do you play in your family and groups? Do you get whatever you want? What do you give back? Babies take all the time because they are young, but as we get older we can contribute more ourselves. Discuss how we can contribute more to our family and groups. Discuss how growing older can change our role within the family unit and how it's important to become more emotionally literate.
Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 4			Term: Summer 1		
PSHCE Theme: You and Me			SEAL Theme: Good to be Me		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To be aware of the personal changes that place through my school life.	Objective: To be able to talk about aims for the future and why it is important to have them.	Objective: To recognise the expectations of being in KS2 and their growing responsibilities.	Objective: To identify and talk about a range of differences between boys and girls and men and women, (i.e. ageing, not gender)	Objective: To be able to look ahead and talk about how you will feel when you are older.	Objective: To understand that differences and similarities between people arise from a number of factors.
Suggested activity: When you are older how are you going to change? How have you changed already from when you were in Reception/Year 1. How is school different now? Are the expectations the same? Identify things you can do now that you couldn't do last year, and before Record: How I have changed - draw a time line from 0-8, and plot on the line at what point you were able to do different things (e.g. walk, tie laces, write name, etc)	Suggested activity: Think about the future ahead of you. What would you like to do? In secondary school you will have to start thinking about which subjects you like which might be useful to the job you want to do. Brainstorm and write on board jobs children want to do when they grow up, ask for reasons. Would anyone like to share a job their parent/ relative does - would you like that job? Do they like it? Record: When I grow up I would like to work as a _____ because _____. I would enjoy doing _____ in the job.	Suggested activity: Define responsibilities How does school work? When you start school, why don't you go straight in to Y6? What are the differences between Foundation and KS1, and KS2? Are you the same as Y6? What do you think it is like being in Y6? What are the responsibilities of being in Y4? Brainstorm a list on the board What do you think the responsibilities are of a Y6 child? Brainstorm on board. Are there more responsibilities in Y6? Why? How do responsibilities and expectations change as you grow older? As a teacher what are my responsibilities? What about the head teacher? The caretaker, the cook? How would the school run if people didn't take their responsibilities seriously? What would happen?	Suggested activity: What is it going to be like when you get older? What is going to change? Note: the aim of this section is to concentrate on emotional changes. Thought shower words to describe how you might be when you are grown up - sensible, responsible, also use negative words - stressed, tired. Record: In small groups children to discuss the advantages and disadvantages of being a grown up. Write them down in sections "When you're grown up you can", and "When you're grown up you can't" Discuss as a group what children have written. Which ideas to the class think are true, which do people not agree with? Which ideas brought out the frustrations of being a child?	Suggested activity: Look at photos of elderly people, talk about how they are feeling in each picture. Use as a basis for talking about what it might feel like to be older (look at resources on AgeUk website) Talk about the positive aspects of age – use an elderly visitor as an example, get children to ask her about what she does and what her life is like. Record: What do they like about being elderly? How has life changed? Are there any benefits of being older?	Suggested activity: With the children discuss how differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability. What are the possible outcomes of these differences and how can they be positive or negative? E.g. racism verses Notting hill Carnival.
Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources: ww.ageuk.org.uk	Other links/Resources:
Possible Circle Time Activities:					

Year Group: Year 4	Term: Summer 2
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Handford Hall Primary School

PSHCE Theme: Being Healthy			SEAL Theme: Changes		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To have an understanding of what it entails to be healthy.	Objective: To know what makes a balanced diet and why food is essential to good health.	Objective: To know what happens to our bodies when we exercise.	Objective: To know why exercise is important to a healthy lifestyle.	Objective: Identify a range of leisure activities and discuss the need for balance in your life.	Objective: To understand that keeping clean helps to avoid infection.
Suggested activity: Define an unhealthy /healthy lifestyle. What is a healthy lifestyle? What factors contribute to this? In groups children identify things they do that make them healthy and report back to class Set up a healthy diary to list things you do each day that are healthy activities. Include diet and activity on each page.	Suggested activity: Explain to the children that you want them to think about why we eat food. Is it just because we are hungry? Then why not eat McDonalds all the time; it would stop us feeling hungry, after all. In small groups identify as many reasons why we eat, then feed back to group. Now discuss the importance of a healthy and balanced diet. Why can't we eat as many bananas as we like if they are healthy? Discuss a balanced diet and that we need foods from each food group. Children to design a balanced meal.	Suggested activity: Recap last lesson - one way to be healthy is to eat better foods. How else can we be healthy? – Exercise. We are going to think of as many different ways of keeping fit as we can. Children to nominate ways of exercise and teacher to scribe. You want a list of about ten different exercises: run, jog, skip, swim, cycle, football, walking, gardening, playing tag etc. Take skipping ropes/easy activities outside, (ropes/hoops/bean bags/balls) why are the activities good for your body? Introduce a range of activities to keep fit on the playground children to choose activities they want to do and take out. Note: exercise does not have to be running around, we need to get children moving in different ways.	Suggested activity: Recap on the effects of exercise- children to think about an activity that is the best at increasing your heart rate, Children to complete an activity of their choice- rate the exercise according to the effect on your heart rate. Make a whole class active playtime book: each child to create a page to demonstrate one activity that can be completed on the playground- including star rating for heart rate. Discuss why this is important and that different people have different needs i.e. People need to choose an activity that suits the needs of their body. Book can be used on a daily basis for playground ideas. Think about what activities we can take responsibility for out of school: we may not all be able to go swimming or gymnastics etc. children discuss in pairs what they can do at home: e.g.: riding bikes trampolines etc.	Suggested activity: Explain today we are going to think about what activities that we do outside of school keep us healthy/ relax our bodies and mind. Identify leisure activities that help us relax and calm our minds and bodies down, teacher to give examples Discuss the examples the children give and that most things are fine in moderation e.g. playing computer games for 10 hours is not healthy but for an hour is fine. – discuss the need for balance in your life. How much of a range of leisure activities do you have in your life? Make a class list- ensure children understand its good to have a range and balance in your leisure activities.	Suggested activity: Discuss the word infection- what does this mean? Discuss that infections are something you catch through the transfer of different germs. Which parts of our body can get infections- most areas of our body. Ask children to talk in pairs about their experiences of cuts and how cuts affect their skin. Why is it important to keep cuts clean? –if you do not it will get infected and could cause you to be poorly i.e.: ill/septic etc. What is the easiest way to pass infection in our class- discuss in groups. Children will hopefully come up with sneezing and coughing and not washing hands, what things can we do as a class to stop these germs spreading. Emphasise keeping clean protects from infections.
Other links/Resources:	Other links/Resources: www.phunkyfoods.com	Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year 5 PSHCE Curriculum

Year Group: Year 5			Term: Autumn 1		
PSHCE Theme: Being Responsible			SEAL Theme: New Beginnings		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To be aware of how actions can affect others – both positive and negative.	Objective: To understand that everybody has a role and a responsibility.	Objective: To understand the need for rules in the classroom and school and to take on different roles of responsibility.	Objective: To understand adult responsibilities within the school and the wider community.	Objective: Help to raise children's awareness of the world around them and its relation to school	Objective: To know the National, regional, religious and ethnic groups reflected in the school and local community.
Suggested activity: Discuss is there anyone new in this class (it may be that the teacher is the only new person). How do you think it feels to be a new person joining an established group? Whose responsibility is it to make a new member feel welcome? What sort of behaviour makes people feel welcome and unwelcome? Role-play: Teacher to give out name badges to all children Names should be unusual and different. Children in to pairs, role-play making your partner feel welcome, then swap roles and repeat. Circle time game: class names in hat, each child picks out a name at random and says a compliment.	Suggested activity: Play truth and lies game. Each child to make three statements- two are lies and one is true can the children identify the true statement. Encourage children to think of things that other children do not know about them. At end recap – have we learnt anything new? Talk about what being helpful means - children in pairs to think of the last time they were helpful, feedback to class. Discuss how we can help each other in our class. Why is it important to think about the needs of other people? Recap the word 'responsible'. Discuss meaning. How can we be responsible in our class? (jobs). Discuss class and school responsibilities.	Suggested activity: What makes this class work? If we all did what we wanted would it work? Discuss which class rules we need to have to make our classroom a safe place, discuss the role of children and adults in this, what would happen if a teacher didn't play their part? Or if a child didn't play their part? Reinforce that everyone has a responsibility. Have adults got any other responsibility outside the classroom? (Role play/game). Make a class charter explaining the responsibility of adult and child - how will we work together to keep the rules?	Suggested activity: Talk about rules that exist in our community. In pairs create a list of rules and feed back. Are there unspoken rules that exist in our community? (not playing football on someone's drive, not breaking windows etc) How do you know about these rules? Discuss why it is important to anticipate how your behaviour impacts on others. What are the consequences of breaking rules in our community? Discuss ASBO's. Discuss is responsibility a good thing? Is it part of growing up to have more responsibility? Record: Children to use a chart headed "responsibilities in the community" to identify what they do now and what they could do to help more and increase their responsibility as a citizen in their community.	Suggested activity: During this year, how can we use the school council to develop our school and the community more? Children in pairs think about what could be developed: playground equipment etc. We have been thinking about talking responsibility, how does the school council help us with this? Which aspects of the school council needs us to take responsibility? If you manage to get on to the school council there are a number of roles that you may be given: with the children discuss and explain these roles. Discuss with the children who may be interested in being a school council member? The children who may be	Suggested activity: Children to identify features of a group or community and get in to those groups within the class. E.g. hair colour groups, eye colour, faith groups. Teacher to take one child from each group and put them in a group of their own. Ask children to identify a group that all the children in this new group belong to. Emphasize although we are all different, we all belong to common groups in some way. In small groups brainstorm the same groups that we all belong to. Feedback. Discuss the wider groups we can have e.g.: ethnic/sexuality /cultural/ faith groups do we have these groups in our

Handford Hall Primary School

				interested need to apply.	community- discuss.
<u>Other links/Resources:</u>	<u>Other links/Resources:</u>	<u>Other links/Resources:</u>	<u>Other links/Resources:</u>	<u>Other links/Resources:</u>	<u>Other links/Resources:</u>
<u>Possible Circle Time Activities:</u>					

Year Group: Year 5			Term: Autumn 2		
PSHCE Theme: Staying Safe			SEAL Theme: Say No to Bullying/Getting on & Falling Out		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<u>Objective:</u> To know the rules and learn the skills to keep safe when at home.	<u>Objective:</u> To know when and how to get help in Emergencies.	<u>Objective:</u> To explore strategies for dealing with worrying situations.	<u>Objective:</u> To talk about skills needed to deal with bullying and knowing where to turn for help.	<u>Objective:</u> To talk about skills needed to deal with bullying and knowing where to turn for help.	<u>Objective:</u> To identify the people we feel we can trust, and a share idea about what we can do if we think no-one is listening.
<u>Suggested activity:</u> Discuss dangers that exist at home. People don't leave young children on their own at home - why not? What can go wrong? Put children in to groups and give each group a different house room picture: stairs, garden, bedroom, kitchen, living room, and bathroom. Groups to discuss and identify the dangers and then report back to class, with suggestions for how to keep safe and minimise the chance of such accidents happening. Record: Choose one of the rooms discussed and write down the dangers there, and the ways of keeping safe.	<u>Suggested activity:</u> What emergencies do children in the class have experience of – would anyone like to share their experience? Can we plan for emergencies? Do we know they are going to happen? What strategies can we have in place that prepares us? Discuss what to do in the following emergencies: a fire, someone breaks in during the night, smell gas, child is burned by boiling water, child is electrocuted, mum or dad faints, child cuts themselves badly. Has anyone mentioned ringing 999? When should you ring 999? Why is it important to only use this in an emergency?	<u>Suggested activity:</u> Every day we meet new challenges and face new situations in life. Each new experience can be exciting, but some things may worry us. Ask for volunteers to share things they worried/embarrassed about in the past. Teacher may like to start the ball rolling by sharing a worry they used to have. People worry about all sorts of things, sometimes the things just go away, sometimes they need to be dealt with. What strategies can people use to deal with worries? Ask children to come out and read from cards the following situations and discuss as a class what strategies they could use to address the worries: • I forgot to bring my homework and my teacher will be really angry. • A relative is going in to hospital for an operation.	<u>Suggested activity:</u> What does it feel like to be bullied? What sort of things does a bully do - discuss as a class (<i>No names</i>) How would you help a friend who told you they were being bullied? Come up with class strategies and skills which we can use in these situations. Who and where can we turn to if we have a problem? Talk about the bully. Ask how bullies think they look in front of their friends/ the image they create. Then ask how a bully feels deep down inside. Does the bully really feel good about what he/ she is doing? We've done a lot of thinking today about feelings that can be quite difficult, if you see someone being bullied or are feeling bullied yourself, what must you do- tell an adult. Explain we are going to talk more next week about strategies to deal with bullying.	<u>Suggested activity:</u> Explain to the children today we are going to talk about what to do when you see someone being bullied. When you see this happening you are faced with moral dilemma- this is where you have to decide what action to take and it's not always easy to do what you feel is the right thing. Role play: someone is going to pretend to be a bully and someone is going to pretend to be bullied. Use the bully response cards and ask children one at a time to take a card and then carry out the response. After each response stop the role play and discuss the response made - was it easy for the person making the response? Is it what they would do normally? How did the person being bullied feel? Discuss the word "assertive" - what does it mean? How does it apply to a situation where someone is being bullied?	<u>Suggested activity:</u> Ask children to think about and write down the people they trust. Explore why these people are on our list. Is it because of appearance, performance, personality; is there a bond between you and them? What are their qualities? What makes you feel safe with them/ able to trust them/ able to confide in them (define "confide in") Nominate an adult in the school that everyone (or most people) trusts e.g. head teacher. In a round, identify what qualities that person has, that makes him/ her trustworthy. <i>Note: ensure children understand that teachers are not always able to keep secrets, particularly if they believe a child is being hurt or is in danger.</i> Remember to name the school safeguarding officers.
<u>Other links/Resources:</u>	<u>Other links/Resources:</u>	<u>Other links/Resources:</u>	<u>Other links/Resources:</u> KS2 SEAL 'Say no to Bullying'	<u>Other links/Resources:</u>	<u>Other links/Resources:</u>
<u>Possible Circle Time Activities:</u>					

Handford Hall Primary School

Year Group: Year 5			Term: Spring 1		
PSHCE Theme: Let's Work			SEAL Theme: Going for Goals		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To talk about what they could be in the future and how they could get there.	Objective: To find out about different jobs done by people they know and consider why people work.	Objective: To know that there are different ways of keeping money safe.	Objective: To know that there are different ways of keeping money safe.	Objective: To understand the difference between need and want and that these can be met through saving.	Objective: To understand the difference between need and want and that these can be met through saving.
Suggested activity: Talk about what jobs the children would like to do in the future. Ask someone to come in and talk about how they became what they are today- Is working very important to you? Do you look forward to it? What kind of place would you like to work in? What kind of work would you like to do? Would you like to work for yourself? Would you like to travel in your work? Look at the large international companies around today – would you like to work for those? <i>You could bring in job adverts in newspapers to show the variety (in work and in pay) of jobs that are available to everyone.</i> Discuss and make sure children understand they can be whatever they want to be, but they must work hard to get there Record: Children to write down what they would like to do when they get older, and how they will achieve that.	Suggested activity: Thought-shower all the jobs that children know people do. Make a list for why people work. Money? Future career progress? Companionship? Development of skills? Discuss some people work for rewards other than money, some for no money at all. Why? What do people think of such people? Discuss why some people don't work - choice? Illness, qualifications, lack of jobs, avoidance? What are the implications for our society if a lot of people choose not to work? Discuss fairness and justice in terms of people who might take more than they give, and balance in terms of people contributing as much as they are able.	Suggested activity: Ask the children to discuss, in small groups, the reasons why we need to keep money safe and the different ways in which we can achieve this. Give the children newspapers, magazines and publications that advertise banks, building societies, etc, and ask them to make a list of all the different places where they could keep their money. Collate their findings and ask the children to consider the advantages and disadvantages of keeping money in an account or money box, e.g. <i>greater security, enables you to pay for things without carrying around large amounts of money.</i> Encourage the children to see the advantages of keeping a large amount of money in a bank or money box, rather than carrying it about.	Suggested activity: Ask the children to take on the role of a bank. Explain that they are going to keep a record of one of their account holders. This account holder has £50 in their account and does not keep a record of expenditure. Read out a list of their purchases e.g. new jeans £11, cinema ticket £8 etc and ask the children to record this spending. Keep reading out the purchases until it exceeds £50. Ask the children to identify the reasons why it is important for this person to keep a record of what they have and what they spend. Ask the children to think about what might happen if the person continues to not keep a record. What are the benefits of keeping money in a bank account? How can you find out how much you have left? What happens if you try to spend money and your account is empty?	Suggested activity: As a whole-class activity, create a character of the same age as children in the class and make a class list of what the character could spend money on, how much these things might cost and whether these things are regular purchases, eg <i>a weekly magazine</i> or occasional purchases, eg <i>a new toy</i> . Add up the total cost of the items and give the character a weekly allowance that is less than this. Ask the children what the character can do if they don't have enough money? Discuss solutions	Suggested activity: Using the same character as previous session, explain that the character wants to buy a new portable CD player that costs £40. Give the character the same weekly allowance as in the previous activity and provide details of the character's weekly spending. Ask the children to make a financial plan to work out how to save enough money for the purchase over four weeks. Children to work in groups to: -write down what the character currently spends their money on -identify what items are not essential and calculate how much money could be raised over four weeks by not spending money on these items -suggest ways to raise additional money and cost, eg <i>£5 for doing the washing up every day for a week.</i> When groups have completed their financial plan they can present it to the class and discuss its advantages and disadvantages.
Other links/Resources:	Other links/Resources:	Other links/Resources: http://www.pfeg.org/	Other links/Resources: http://www.pfeg.org/	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 5			Term: Spring 2		
PSHCE Theme: Relationships			SEAL Theme: Relationships		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To think about and describe a variety of feelings and emotions.	Objective: To be able to identify complex feelings such as: worries, embarrassment, being unsure, making mistakes, feeling awkward and say how we deal with them.	Objective: To talk about how different groups get on together and talk about different roles in groups	Objective: To consider why honesty, loyalty, understanding, respect and fair play are important to friendship.	Objective: To explore what it feels like to be involved in a bullying relationship.	Objective: To consider how their feelings are affected by changing events in life e.g. puberty
Suggested activity: Brainstorm all the feelings words you know on the board. Can anyone give examples of situations that can result in those feelings? Look back at your week. How many different feelings have you experienced? What sort of events caused them? Do other people around you affect your feelings? How? Draw a timeline for the day so far, beginning when you got up to now. What are the feelings you experienced as you made your way through the day. Note the interactions with different people and how they affected you.	Suggested activity: Use "Crazy hair day"- Barney Saltzberg to approach this subject. While you are reading ask the children to note down any feelings the characters are experiencing. At the end of the story draw a circle on the board and write "Circle of feelings" in it. Invite the children to tell you how the characters felt and why they felt like this- was it because of what someone was saying or doing? Did the character imagine the problem or lack confidence? Would it have helped if the character had known someone else with the same problem? How? Invite the children to share times when they experienced these feelings. What helped them to feel better? Emphasise that it often helps to know that someone else has been through the same problem. Why?	Suggested activity: Set the class a task as a group. They must stand in a line, without talking or signalling they must get into height order. Aim of this task once completed, is to identify how well they work together. As the teacher you must not help them or suggest ways to make it work. Discuss as a class how the task went. Was it hard? Did everyone shout? Did the task get completed? Was a leader elected? How did they do it? If they had to do it again how would they change it? In every group what do you think you need? Do you need a leader? Why? If you didn't have a leader how else could you get things done? Define co-operation. What does it mean? Do you think it is important to have cooperation in a group? What would happen if you didn't? What if people don't agree with what the leader says?	Suggested activity: Discuss the terms loyalty, understanding, respect and fair play—circle time game place all names into a hat- take one at a time and say when a child has demonstrated one of these attributes. What makes a good friend? Are there any other attributes that would add to your relationship? Discuss as a class: Are children's friends of the same sex? Why is this so? Can boys and girls be friends? Can grown up men and women be friends? Are your friends older or younger than you? Why do you like playing with children older/ younger/ the same age? Do your friends always have to stay the same? Can you play with different people on different days? Think about the attributes that you have that make you a good friend – What else can you try and include?	Suggested activity: Ask children to take part in a class survey to find out what problems occur on the playground and at school in general. Write it on a slip of paper, can be anonymous. Put ideas into a box and discuss the responses. What does it feel like to be involved in a bullying relationship? Discuss ideas- As year upper school children what responsibilities do we have to ensure the school is a safe place for everybody- discuss how can we do this? What can you do if it is happening to you? What if you are the bully? How can we help both bullied/bullies Discuss the role of playground pals/school council in helping to calm situations.	Suggested activity: Discuss different events in your life so far e.g.: new brother or sister, changing family circumstances, starting puberty etc how did your feelings change- children discuss in pairs feedback. Have a pile of event cards- what feelings and emotions would arise which feelings would you experience? Imagine you are experiencing the event, think about how you would feel and react. Imagine somebody you know is experiencing them, how could you help them to deal with their feelings and emotions? <i>Puberty is to be explored in more detail in Summer 1</i>
Other links/Resources:	Other links/Resources:	Other links/Resources: 'Crazy hair day'- Barney Saltzberg	Other links/Resources:	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 5			Term: Summer 1		
PSHCE Theme: You and Me			SEAL Theme: Good to be Me		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To know that differences and similarities between people arise from a number of factors including: cultural, ethnic, racial and religious diversity, gender and disability.	Objective: To recognise and challenge perceived stereotypes.	Objective: To talk about what we want to do in the future and what options exist.	Objective: To reflect on our changing role within their family and consider different sorts of families.	Objective: To know how the body changes as we approach puberty.	Objective: To know routines to support how the body changes as we approach puberty.
Suggested activity: Show the class a ball of string. Tie the end to a table leg in the room. Children stand in a circle. Now hand the ball of string to a child in the circle. That child says what is different about them. They then take the ball of string to someone else in the circle and give it to them. That child says what is different about them. Repeat the action so that we create a spiders web across the circle and everyone is holding a part of it by the end. Now say to the children that we have created this web by being different. Yet if one of us let go the web would break, so while we hold it we all need each other. We are all part of the same web. Now the last person holding the string retrace their steps and return it to the person who gave it to them, this time identifying some way in which they are the same and so on and so on until only the table leg is left.	Suggested activity: Sit the class in a circle and show them a bag of potatoes. There should be one for every child. Explain that you are going to give each child a potato and they will have 5 minutes to study and examine it. You want them to be able to recognise it again. Give each child a potato and encourage them to study the marks and nooks. (children are not allowed to mark the potato in any way) Collect back in the potatoes and shake them up. Then tip them out in to the middle of the circle. Now ask children one at a time to collect their potato. Can they recognise which one they had? Talk to the children about how different some of the potatoes look – size, markings etc. But if you cut them in half are they the same inside? Of course! Cut a couple in half and demonstrate that however a potato looks on the outside, on the inside they are all the same.	Suggested activity: Thought shower on board “My future”- children to list jobs they might like to do when they are grown up. Teacher talk about goals you may have had yourself and whether you reached them, if so, how? Ask children to identify things they have achieved in the past and things they would like to achieve in the future. Is there anything that you worry about, about getting older? What worries do children have now about being a grown up. Do you think we all worry sometimes? What are the important events that mark changes in a person’s life? Discuss.	Suggested activity: Define “Family” is there one model? How many people are in your family? Ask children to volunteer the number of people in their family- to show it isn’t all the same and could be anything from 2 up. Can families change? Mums and dads sometimes split up and new grownups and children come in. People can marry and re-marry. Grandparents can die, babies are born. Families can be of same or different genders. Think about your own family and how it has changed since you were born. Would anyone like to chart their own family history for the class? (this may be too sensitive and it may be that you use your own family or a made up one as a model) Record: children to plot their own family changes on a time line from when they were born to now (If a child doesn’t want to use themselves they could use an imaginary character)	Suggested activity: The period of growing and changing from a child to an adult is called puberty. Discuss worries/concerns: Feeling embarrassed; never talked about it in class before. Not supposed to talk about it – especially with people of opposite sex. It is private. Difficult to discuss with adults around. Afraid someone will laugh if answer is wrong. These worries are natural as even as adults many people feel uncomfortable to talk about our bodies. Explain that puberty starts because the pituitary gland sends out hormone messages to certain parts of the body to tell them to change. Explain that everyone changes at his/her very own rate. Some will begin to change much earlier or later than others, and that is normal for them. In general, girls begin to change a couple of years earlier than boys. Some possible changes during puberty: Acne, perspiration, hair growth, grow taller, shoulders and chest broaden, breasts develop, hips widen for girls, voice deepens, genitals grow larger Strategies for coping with puberty include: Wash face with unscented soap and water daily. Do not squeeze or pick pimples, as this can cause infection. Eat a well balanced diet, and drink lots of water. Get lots of exercise and rest. Wash hair regularly and keep back from face. Bathe or shower regularly (or wash underarms, genitals, hands and feet) Use deodorants or antiperspirants & wear clean clothes. In some cultures females shave underarms and legs.	
Other links:	Other links:	Other links:	Other links:	Other links: School SRE Policy & Christopher Winter Resources	
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 5			Term: Summer 2		
PSHCE Theme: Being Healthy			SEAL Theme: Changes		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To be aware of what contributes to living a healthy lifestyle.	Objective: To consider the choices we make about our lifestyle and what influences that choice.	Objective: To look at role models of healthy lifestyles and identify what makes them healthy.	Objective: To accept responsibility for personal cleanliness, understand the need for privacy and respect one another's bodies.	Objective: To understand the importance of rest and relaxation and how it can make us feel happy and positive about life.	Objective: To understand the importance of rest and relaxation and how it can make us feel happy and positive about life.
Suggested activity: Discuss and define "healthy lifestyle" - what is it? What factors contribute? What happens if you are not healthy? What factors contribute to this? In groups children identify things they do that make them healthy and report back to class. Set up a healthy diary to list things you do each day that are healthy activities. Include diet and activity on each page – how many pieces of fruit and vegetables have you eaten each day? etc	Suggested activity: What influences what we eat: How many different types of adverts advertising food can you name- are there any songs and catchphrases people know? Tell the children we are going to look at adverts- discuss why do we have these? What are they trying to get you to do? How do they do that? How are they influencing you? Watch some adverts children record: each advert and what it is advertising. Discuss the adverts about food. Do you eat any of these foods- has the advert influences you? What else influences you and what you eat? diet/ friends/family/where you are/lifestyle choices- vegetarians/ religion etc. Discuss.	Suggested activity: Show a selection of pictures of well known people. (sports people/TV presenters) How do we know if someone is healthy? Compare and discuss some of the pictures as a class. Consider some thin celebrities and the diets and lifestyles they adopt. This may make them thin but does this make them healthy? (use gossip magazines if needed) Discuss in group which celebrities have healthy lifestyles and what the children think they do to achieve this. Discuss if there are any children/teachers in school that could be classed as good role models- why? (football club etc) Which aspects of their lives can we adopt to achieve our healthy lifestyle goals- discuss in groups and feedback?	Suggested activity: Recap on how you have assessed healthy lifestyles so far - food, exercise, what other factors are there? What about hygiene? Why is hygiene important? Imagine not washing for a day. What would it be like? What would happen to our bodies? As you get older your body changes - you start to sweat more. What does this mean? What happens if sweat isn't washed off the body? So how often should you wash yourself? How else do grown ups help themselves to smell better? Deodorant, aftershave, scented soap. Why do we wear these things? What would happen if we didn't? Whose responsibility is it to get washed? Is it your mum's responsibility? No, it's yours! Discuss/record what we should do everyday ie: bath/shower, clean teeth.	Suggested activity: Talk about what that means. How can the children contribute? What if we all shout, run around, does that make the environment relaxing? So what sort of things can we do? Does anybody have any good strategies for calming down? - Share with class. Talk about how the environment affects our mood. If the teacher shouted all the time, if you felt nervous about school, would you feel relaxed? Is it better to be relaxed or stressed? Is stress good sometimes? What about when you have to perform? Some business people or people who work in the stock exchange thrive on stress. What happens to your heart when you are stressed- it beats faster? Is this good for you all the time? Explain this is why some people have "high blood pressure". Mention the bodies need for sleep - what happens when it gets too tired - it shuts down. Sometimes an early night does wonders for the body as it catches up on sleep.	Suggested activity: Explain to the children that you want to attempt to build with them a stress free environment for this lesson. What things make the children stressed? In small groups write this down, with suggestions for how to reduce some of the stress. Look at pictures of different rooms. Which rooms would you like to spend time in? Why? Do you think the lay out/ light/ décor affects the mood and the atmosphere of a room? How? What would your perfect de-stress room be like? Is there anything you can do at home to your bedroom to make it a more relaxed place. If this classroom was really messy would it be so relaxed?
Other links:	Other links:	Other links: Collect 'gossip' magazines	Other links:	Other links:	Other links:
Possible Circle Time Activities:					

Handford Hall Primary School

Year 6 PSHCE Curriculum

Year Group: Year 6			Term: Autumn 1		
PSHCE Theme: Being Responsible			SEAL Theme: New Beginnings		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To understand that everybody has a role and a responsibility.	Objective: To understand that there is a need for rules in the classroom and school and how to take on different roles of responsibility.	Objective: To understand that rules are essential in an ordered community and the need for different rules in different contexts.	Objective: To understand adult responsibilities within the school and the wider community.	Objective: To know the ways in which we learn best. Be aware of our different learning styles and be able to identify how we learn best.	Objective: To identify our current strengths and weaknesses. Reflect upon our progress and set goals for improvement.
Suggested activity: Recap the word 'responsible'. Discuss meaning. How can we be responsible in our class? (jobs) Discuss the different jobs that we do in our class. What jobs did you have last year, how successful were you? Did anyone change their job? Why? Did you learn anything last year that makes you want to have a different job this year? Discuss now we are in Y6 how has our responsibility changed? What job do you think you would be good at this year? Discuss which children have the strengths for each job. Every child needs to have a role/responsibility. Emphasise we are all different in our class community, and if we were all the same we wouldn't have a person for each job.	Suggested activity: What makes this class work? If we all did what we wanted would it work? Discuss which class rules we need to have to make our classroom a safe place, discuss the role of children and adults in this, what would happen if a teacher didn't play their part? Or if a child didn't play their part? Reinforce that everyone has a responsibility. Have adults got any other responsibility outside the classroom? (Role play/game) Make a class charter explaining the responsibility of adult and child - how will we work together to keep the rules?	Suggested activity: Further develop understanding of wants and needs in relation to the local community. Investigate the range of local 'community rules' e.g. park rules, recycling or local club rules. You might want to consider visiting to or inviting representatives from local organisations (e.g. council, PSNI or Emergency Services) to further develop understanding of community rules.	Suggested activity: Previously we have talked about rules in class and school. Now talk about rules that exist in our country. Are they universal e.g. driving/ drinking/marriage laws? Contrast laws in UK to laws in USA for example. (Use internet) Why are they different? Should we abide by those laws when we visit their country? What about laws relating to life and death? Debate - Emphasise the difference between cultures and laws.	Suggested activity: Pupils identify a preferred learning style - based on multiple intelligences or using the Visual/Auditory/Kinaesthetic model. Children then experience a range of active learning strategies e.g. Each One Teach One. Each child will then teach another pupil how to do something simple, but new, e.g. a football skill, make a friendship bracelet. Pupils should use Plan Do Review to structure the activity and relate back to how we learn best.	Suggested activity: Ask children to choose a famous person who has achieved despite setbacks, represent their journey on a timeline and record notable achievements and setbacks using colours or symbols. Alternatively use Drama Techniques or digital media to retell and interpret their story. Circle activities about potential, strengths, goals, resolutions e.g. rounds and affirmations. Use self and peer assessment and evaluations to further explore feelings and emotions e.g. how do we feel and respond when we receive suggestions for improvement or know that we need to improve?

Handford Hall Primary School

<u>Other links/Resources:</u> UNCRC Website	<u>Other links/Resources:</u>	<u>Other links/Resources:</u>	<u>Other links/Resources:</u> http://www.legislation.gov.uk/	<u>Other links/Resources:</u>	<u>Other links/Resources:</u>
<u>Possible Circle Time Activities:</u>					

Year Group: Year 6			Term: Autumn 2		
PSHCE Theme: Staying Safe			SEAL Theme: Say No to Bullying/Getting on & Falling Out		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<u>Objective:</u> To know basic strategies for staying safe at home, school and in the local community.	<u>Objective:</u> To know the rules and learn the skills to keep safe when they are out and about on their own or with a group.	<u>Objective:</u> To identify basic emergency aid procedures.	<u>Objective:</u> To become aware about Internet rules in relation to safety.	<u>Objective:</u> To think about, and practice, the range of skills they will need to deal with challenging scenarios.	<u>Objective:</u> To become aware of: appropriate road use and how to apply the Green Cross Code.
<u>Suggested activity:</u> With the class discuss strategies for safety in the home - identify five things that can go wrong in a kitchen and how to deal with them. How to get help in an emergency. How to choose people to confide in - what are the qualities of a person you can trust. What would you want to hear/ not want to hear if confiding in someone (eg not "don't be silly" or "I don't believe you") Discuss further with examples of staying safe at school and in the local community.	<u>Suggested activity:</u> Now you are older you are given more responsibility - you will be allowed to go places by yourself without adult supervision. So when you are out on your own, who is responsible for your behaviour? – You are. What can happen when you are with a group of friends? What hazards can arise? Children work in pairs to come up with ideas for different situations. What are the consequences of acting unsafe and messing around? E.g.: pushing near a pond, damaging public property etc What can the group do to keep safe in these situations? - record. Feedback ideas to whole class.	<u>Suggested activity:</u> Recap on procedures for discovering fire. Do you know where the fire alarms are in school, and how to activate one? (Note: what happens if someone activates one for a joke – what are the consequences) Children to identify where the fire alarms are in your class and in the school hall. Can we plan for emergencies? Do we know they are going to happen? What strategies can we have in place that prepares us? If there are any other situations you can think of that you wouldn't know how to deal with - ask e.g. children adults with specific needs, nut allergies, diabetes, asthma etc Recap on 999 procedures, when and how to use it.	<u>Suggested activity:</u> Discuss the internet, what is it and how do we use it? Why do we need to be aware of internet safety? How can it be used in a dangerous way? Children give examples. Pupils discuss the advantages/disadvantages of using chatrooms/myspace/ facebook etc What steps can we take to protect ourselves- eg: blocking websites, not activating pop ups, not giving your name and address out, credit card safety, internet banking etc What steps do schools take to protect you? Blocks out certain websites etc. What rules can we create to ensure we stay safe: children discuss in pairs and create a class list?	<u>Suggested activity:</u> What is a challenging situation? In small groups think of a situation you would find challenging, and devise a small role play to show to the group for discussion. Discuss each role play immediately after it has been shown. What is the challenge, what are the options? What might be the consequences of each option? Discuss as a class the skills you might need to meet such challenges (assertiveness, judgment, calmness etc). Discuss peer pressure as one scenario that might make saying "no" difficult. If you really don't want to do something or in a situation where you feel you might be put in danger, saying "no" is really important.	<u>Suggested activity:</u> As a class examine newspapers for coverage/reports of local road accidents – pair or small group on a Five Questions activity to explore the event in more depth – what learning points can be gleaned from these events? Cycling Proficiency work at Key Stage 2. Develop a code of conduct for use on school transport. Pupils use the 'Tales of the Road' to identify their own unsafe/risky behaviours and create a personal 'pledge' to be more responsible for their own personal safety – this related directly with those children that will be walking or cycling to their secondary schools and will also be covered with the cycling teachers.
<u>Other links/Resources:</u>	<u>Other links/Resources:</u>	<u>Other links/Resources:</u>	<u>Other links/Resources:</u>	<u>Other links/Resources:</u> SEAL KS2 'Say No to Bullying'	<u>Other links/Resources:</u> The Green Cross Code
<u>Possible Circle Time Activities:</u>					

Handford Hall Primary School

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Year Group: Year 6			Term: Spring 1		
PSHCE Theme: Let's Work			SEAL Theme: Going for Goals		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To recognise the importance of democratic decision making and active participation at home and in the classroom.	Objective: To know about the importance of democratic decision-making and involvement and the institutions that support it at a local level.	Objective: To develop an understanding of our role and responsibility as consumers in society.	Objective: To know about the process and people involved in the production, distribution and selling of goods.	Objective: To know about the range of jobs and work carried out by different people in the local community.	Objective: To consider the inequalities between people and what can be done about it.
Suggested activity: Discuss what democracy means. Model democratic decision-making in class and school through class and school council. Also discuss a variety of voting systems and other decision making tools e.g. 'options' thinking frames, local parliament, national parliament. Pupils choose strategies that can be used with friends and family, pledge to try them and report back on their effectiveness.	Suggested activity: With the pupils find out who local councillors, MLAs and their MP are through local newspapers, the internet, the media, election materials or websites such as Who is My Public Servant (www.wimps.tv). Try to arrange to meet, question and be questioned by local MP or councillor. You could visit local council chambers or access information on website. Visit local council offices or access information on website. How are decisions made within local community and in London? How do we impact on or take part in those decisions?	Suggested activity: Discuss the difference between needs and wants e.g. UNICEF card sorting Game – a selection of items that families buy e.g. flour, shower gel, milk, biscuits. Discuss 'Fair Trade', Children to research fair-trade and compare with non-fair-trade items – what's the actual difference? The cost and quality. Where does the comparative cost/money go? If possible get involved in promoting/selling fairly traded goods e.g. in school or at a fair.	Suggested activity: As a class trace a local or global product through the production, distribution and selling process. Look at 'Burbury' as a local clothing producer. Where are the materials sourced from? Where are the clothes designed and produced. What is the impact on the community of having Burbury in Hackney? It creates jobs and attracts tourism etc.	Suggested activity: Find out about jobs in the local. What are the jobs that are required to fill in the immediate community? List local jobs e.g. shop worker, vet, doctor, teacher etc. As a class map/work back from the job what journey gets them there e.g. school, college, university, night school for an MA. You could also look at the cost implications e.g. the cost of going to university.	Suggested activity: Discuss what pupil think inequities means- give a definition put pupils into groups and ask them to research the different inequalities for example: - gender - race - poverty - sexuality - disability - faith Ask pupils to search on the internet for the different types of inequalities that each of these groups could face both within the UK and outside. Feedback to the rest of the class.
Other links/Resources:	Other links/Resources: (www.wimps.tv).	Other links/Resources: www.fairtrade.org.uk	Other links/Resources:	Other links/Resources: www.gov.uk/jobsearch	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 6			Term: Spring 2		
PSHCE Theme: Relationships			SEAL Theme: Relationships		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To be aware of a variety of relationships.	Objective: To consider how feelings are affected by changing events in life e.g. transfer to secondary School.	Objective: To consider the personal qualities of others by looking at different stereotypes, and challenging them.	Objective: Children explore what it feels like to be involved in a bullying relationship.	Objective: To consider why honesty, loyalty, understanding, respect and fair play are important to friendship.	Objective: To examine and explore the different types of families that exists.
Suggested activity: Recap with the children on happy and sad/positive and negative feelings- make two feeling bubbles on the whiteboard displaying them. Discuss times when children have felt these feelings, how did they deal with them? Recap on how different relationships affect how we feel, do all relationships bring up the same feelings?	Suggested activity: Discuss different events in your life so far e.g.: new brother or sister, changing school, changing family circumstances etc how did your feelings change- children discuss in pairs feedback. Have a pile of event cards- what feelings and emotions would arise which feelings would you experience? Imagine you are experiencing the event, think about how you would feel and react. Imagine somebody you know is experiencing them, how could you help them to deal with their feelings and emotions?	Suggested activity: Define 'stereotypes' can the children give examples of a stereotype? Look at photos of children in the class- discuss the qualities of the children. Now move on to looking at pictures of different people (SEAL resources) and place them on the board. Discuss what the children think are the personal qualities of the people in the picture- can we tell?(you want to draw out that you can not tell, and it doesn't matter what people look like) Discuss the stereotypical ideas the children may have come up with and find ways to challenge them.	Suggested activity: Ask children to take part in a class survey to find out what problems occur on the playground and at school in general. Write it on a slip of paper, can be anonymous. Put ideas into a box and discuss the responses. What does it feel like to be involved in a bullying relationship? Discuss ideas- As year 6 children what responsibilities do we have to ensure the school is a safe place for everybody- discuss how can we do this? What can you do if it is happening to you? What if you are the bully? How can we help both bullied/bullies Discuss the role of playground pals/school council in helping to calm situations.	Suggested activity: What makes a good friend? Are there any other attributes that would add to your relationship? Discuss as a class: Are children's friends of the same sex? Why is this so? Can boys and girls be friends? Can grown up men and women be friends? Are your friends older or younger than you? Why do you like playing with children older/ younger/ the same age? Do your friends always have to stay the same? Can you play with different people on different days? Think about the attributes that you have that make you a good friend – What else can you try and include?	Suggested activity: Record the different roles that people play in families in this country. Compare these to other cultures and global situations e.g. working children. Research children/families in conflict, e.g. Rwanda, Kosovo, Somalia, El Salvador. Examine the role played by the children in these households. Use compare and contrast thinking frames to look at modern day families and families in the past.
Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources: SEAL KS2 'Say No to Bullying'	Other links/Resources:	Other links/Resources:
Possible Circle Time Activities:					

Handford Hall Primary School

Year Group: Year 6			Term: Summer 1		
PSHCE Theme: You and Me			SEAL Theme: Good to be Me		
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To examine and explore the different types of families that exist, the roles within them, and the different responsibilities.	Objective: To appreciate the interdependence of people within our community.	Objective: To know about aspects of our cultural heritage including the diversity of cultures that contribute to London.	Objective: Develop an awareness of the experiences, lives and cultures of people in the wider world.	Objective: To recognise how injustice and inequality can affect people's lives around the world.	Objective: To understand that differences and similarities between people arise from a number of factors.
Suggested activity: Examine the range of family structures that exist and develop language to describe families appropriately ... nuclear, extended, foster families. Look at the gender roles within these families. Use Drama Techniques to allow the individuals in these families to 'speak'. Work in small groups to create lists of qualities/behaviours/abilities associated with the roles taken on in families. Use sentence starters e.g. 'Boys can...', 'Boys don't...', etc. Use Fact or Opinion to discuss these, raising the issue of stereotyping in families e.g. boys fix things and play football, girls like to cook and look after babies.	Suggested activity: Use 'Parts and Wholes' thinking frame to show how the local community is made up. Link with topics/themes which focus on interdependence locally or globally. Identify the groups and organisations to which pupils belong; other groups and organisations in the local community and roles of people within the local community. How do our issues compare with global issues?	Suggested activity: Ask each pupil in the class to describe their identity based on culture, religion, sport, skills and interests etc. Design individual crests or designs to represent each pupil's multiple identity. Then go on to design and create a class diversity quilt based on their identities. (This could be done through Art & DT cross curricular work.)	Suggested activity: Use brochures, information books, news articles and the internet from around the world and examine how these are used to influence people to visit different countries. Research events in contrasting countries such as Iraq, Iran, Afghanistan, South Africa (start contrast to the UK) and how these can affect people's lives.	Suggested activity: Use Fact or Opinion activity to explore issues e.g. young girls should not attend school and would be better suited to helping in the house or only men should be able to drive as they make better drivers. Compare life in less developed World countries (e.g. India and Afghanistan) to life here, particularly for children. Ask children to prepare a documentary for 'Children in Need' exploring injustice and inequality.	Suggested activity: With the children discuss how differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability. Investigate the meaning of racism, sectarianism, sexism, ageism or classism and prejudice Through a story or text examine prejudice and discrimination e.g. The Boy in the Striped Pyjamas. Discuss an individual or group who have challenged racism or sectarianism e.g. Ghandi, Mandela, the Peace People.
Other links/Resources:	Other links/Resources:	Other links/Resources:	Other links/Resources: News websites www.unicef.org.uk	Other links/Resources: www.childreninneed.co.uk	Other links/Resources: The Boy in the Striped PJs
Possible Circle Time Activities:					

Year Group: Year 6	Term: Summer 2
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Handford Hall Primary School

PSHCE Theme: Being Healthy			SEAL Theme: Changes		<u>See SRE policy for extra guidance on this unit</u>
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Objective: To know what it means to have a healthy lifestyle.	Objective: To know that exercise influences both physical and mental health.	Objective: Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on us and others.	Objective: To know the importance of simple safe routines to prevent the transmission of disease by bacteria and viruses.	Objective: To be aware of the physical and emotional changes that takes place during puberty.	Objective: To know how babies are conceived, grow and are born.
Suggested activity: Define "healthy lifestyle" - what is it? What factors contribute? What happens if you are not healthy? Come up with a class definition. <i>You could suggest something like this: "A healthy lifestyle means making decisions about healthy eating, exercise, safety, alcohol cigarettes and drugs, valuing and respecting yourself others and the environment, stress, growing up, your relationship with your family and friends."</i> In groups children identify things they do that make them healthy and report back to class.	Suggested activity: Why do we need to complete exercise- physical but also mental health- we need to make our school more mentally healthy. In pairs plan an activity for children lower down the school to complete. This should involve: team work and physical activity which promotes mental wellbeing. The activity should be for the playground and something that the children could complete again. Children create plans for specific year groups and deliver it to the children.	Suggested activity: Use Diamond Ranking technique to sort substances from most to least dangerous e.g. glue, tobacco, alcohol and drugs Carry out spectrum debate or continuum on risky behaviours – what are the possible outcomes of using substances? What are the temptations for using substances? Role-play resisting peer pressure scenarios. Research effects of different drugs on the body both short and long term effects- use body template to record findings.	Suggested activity: What is a virus? How is a virus passed? What are the simple things a person with a virus can do to stop the spread of the disease? (use a tissue when you sneeze, stay at home) Why should we use a tissue when we sneeze? Which bacteria can be transmitted by not washing hands after going to the toilet? Explain to the children that we are going to carry out an experiment to show how far and quickly a virus can be passed on. Ask one child to dip hands in to cold water and then shake hands of the person next to them. Does the receiver feel the wet? Now, that person shakes hands with another. Has the wet been passed on? Even when the wet is no longer felt down the line. Do you think hidden germs remain? Why can't we see them? How do we know they are there? <i>Mention discarded needles, what should you do with it? Why mustn't you pick it up?</i>	Suggested activity: In accordance with school's Sex and Relationships Education policy boys and girls should be divided for this session – ideally boys should have a male leading the session. Discuss changes which take place during puberty, e.g. skin, hair, mood, voice, physical and e.g. which relate to male/female/both. Children should put worries/questions in a suggestion box before the session. 'Agony Aunt' activity where pupils discuss fictional problems or concerns relating to growing up and suggest solutions. <i>Please see SRE policy for more guidance on this unit</i>	Suggested activity: Use age appropriate resources to explain stages of foetal development (Christopher Winter Resources). Look at a picture of a baby - list its basic needs and how these can be met to ensure it grows up safe and well. Then carry out a drama/Freeze frame activity where pupils role-play home scenes at different ages. Take part in freeze frame debrief – what are the responsibilities of having a small child at home when you are young?
Other links/Resources:	Other links/Resources:	Other links/Resources: www.re-solv.org http://alcoholeducationtrust.org	Other links/Resources:	Other links/Resources: Christopher Winter Resources SRE Policy	Other links/Resources: Christopher Winter Resources
Possible Circle Time Activities:					