

Relationships and sex and health education (RSHE) policy and programme

The Richmond School, Skegness

Approved by: [Name]

Date: [Date]

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1. Aim

The aim of relationships, sex and health education (RSHE) at our school is to:

Provide a framework in which sensitive discussions can take place

Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help children develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach children the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school we must provide relationships education to all children as per section 34 of the [Children and Social Work Act 2017](#).

Though we are not required to provide sex education, we choose to do this in Year 6, and we do need to teach the elements of sex education contained in the science curriculum for all year groups.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Richmond School, Skegness we teach RSHE (incorporating PSHEE education) as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were given a copy of the RSHE programme and invited to make suggestions about what needed to change
4. Child consultation – we investigated what exactly children wanted from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified, then published on the school website

4. Definition

RSHE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It incorporates all elements of the PSHEE (personal, social, health, emotional and economic) education curriculum.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity; the sex education element taught in Year 6 does not promote any form of sexual activity, and issues of consent and maturity are taught at the same time as teaching the essential biological aspects.

5. Curricula

Our curriculum for RSHE is set out as per Appendix 1, and our curriculum for PSHEE is set out by Young Citizens in its 'Go-Getters' programme, available separately, but we may need to adapt these as and when necessary.

We developed the current curriculum for RSHE in consultation with parents, children and staff in 2019, and this element of this policy and programme has remained unchanged; during this development, we took into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not attempt seek answers online.

Our current programme focuses on:

- providing the knowledge and information to which all children are entitled through the National Curriculum for science
- helping children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- providing children with the confidence to be active, participating members of society and to value themselves and others
- preparing children for puberty and encouraging them to take responsibility for their own actions
- giving them an understanding of the importance of health and hygiene
- developing children's use of communication skills and assertiveness skills to cope with the influences of their peers and the media
- respecting and caring for their bodies, and respecting the bodies of other people, including issues of consent
- answering children's questions honestly and sensitively – referring the children to parents where appropriate
- giving children information on where they can get help and support

In addition, primary sex education, which we teach solely in Year 6, focusses on how a baby is conceived and born.

6. Delivery of RSHE and PSHEE

RSHE is taught alongside the personal, social, health and emotional education curriculum. Some biological aspects of RSHE are taught within the science curriculum. Other moral and ethical aspects are included in religious education (RE).

Relationships and health education across the school focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will periodically review and approve this RSHE policy and the associated programme, and hold the headteacher to account for their implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw children from the sex education components of RSHE in Year 6 (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children of Year 6 whose parents wish them to be withdrawn from the sex education component of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

7.4 Children

Children are expected to engage fully in RSHE and, when discussing issues related to RSHE, are expected to treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from any elements of RSHE or PSHE education, except the sex education element taught in Year 6.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative work will be given to children who are withdrawn from sex education.

9. Assessment

The following is taken from the Education Endowment Foundation's guidance report, 'Improving Social and Emotional Learning in Primary Schools' (see: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>):

Schools should ensure that their monitoring and evaluation is proportionate to the scale of their needs and efforts (and doesn't become a further barrier). As a starting point, regular, low-intensity and efficient auditing is likely to be helpful—focused on indicators that are proxies for SEL development, such as pupil behaviour or well-being, or teacher perceptions.

Collecting regular feedback by surveys from children and staff on issues like class or school climate is relatively straight-forward, could help to identify ongoing issues, and should also promote a positive culture in which the school listens to and responds to needs. This is likely to provide valuable information for:

- *identifying needs;*
- *focusing efforts; and*
- *checking whether approaches are having an impact.*

To extend these efforts schools should also consider assessing children's SEL development using validated measurement tools. Care needs to be taken in the interpretation of the results and actions that follow. Some resources to support schools in identifying possible measures include:

- *The EEF's SPECTRUM database. This provides an overview of measures, and the accompanying report provides guidance on selecting measures.*
- *For more of a focus on mental health and wellbeing, Public Health England's Toolkit for schools and colleges and CORC's Well-being measurement framework for primary schools provide helpful related resources.*

The following is taken from the 2005 document, 'Social and Emotional Aspects of Learning Guidance':

IMPACT MEASURE	TOOLS
Changes in children's assessed social and emotional aspects of learning	'Emotional Literacy: Assessment and Intervention', ed. Adrian Faupel, NFER-Nelson, 2003
Progress over time in children's PSHE and citizenship achievement, as assessed using end of key stage statements	PSHE and citizen statements provided by the QCA (www.qca.org.uk/pshe)

IMPACT MEASURE	TOOLS
Changes in children's behaviour and attendance, and the standards they achieve in their learning	<p>A reduction in the numbers of:</p> <ul style="list-style-type: none"> • school-defined behaviour 'incidents' • children experiencing more than one fixed term exclusion • internal isolations • bullying incidents • incidents against a person, e.g. racism, sexism, homophobia, etc. <p>Authorised, unauthorised and total absence</p> <p>Standards achieved in the core subjects</p>
Changes at whole-school level, as perceived by children, parents and carers, and staff	<ul style="list-style-type: none"> • The Primary National Strategy <i>School self-evaluation: behaviour and attendance Primary electronic audit</i> – this tool provides surveys, checklists and observation proformas to evaluate the school's ethos and climate, for example in relation to emotional health and well-being and bullying; it collates and interprets the information that is input, providing useful graphical print-outs • The National Healthy School Standard encourages children to audit emotional health and well-being and offers a range of starting points for doing so; the publication <i>Promoting Emotional Health and Well-Being through the National Healthy School Standard</i> has a comprehensive index of resources including auditing tools

The EEF advice on assessment of SEL is more relevant, but some of the strategies suggested in the SEAL guidance are useful. As such, the school will use the following measures to assess the impact of RSHE:

ASSESSMENT INTENTION	TOOL(S)
Identifying needs and focussing efforts	<p>CORC Wellbeing Assessment Framework (for staff)</p> <p>The Stirling Children's Wellbeing Scale – SCWBS (for children in Years 3 to 6)</p> <p>The Child Outcome Rating Scale – CORS (for children in the EYFS and Years 1 and 2)</p>

ASSESSMENT INTENTION	TOOL(S)
Checking whether approaches are having an impact	<p>Periodic repeats of the wellbeing assessments (see above)</p> <p>Foundation subject assessment sheets referring to the skills identified in the RSHE and PSHEE programmes and taught each term (see appendices)</p> <p>Longitudinal analysis of:</p> <ul style="list-style-type: none"> • school-defined behaviour ‘incidents’ • children experiencing more than one fixed term exclusion • internal isolations • bullying incidents • incidents against a person, e.g. racism, sexism, homophobia, etc. • absence <p>School self-evaluation against the Ofsted criteria</p>

The only assessment approach to be conducted by teachers, rather than the subject leader or other members of the leadership team, is highlighted in bold.

10. Monitoring arrangements

The delivery of RSHE is monitored by the RSHE subject leader through, for example, planning scrutinies, learning walks, ‘book looks’, the sharing of assessment information, etc.

Children’s development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RSHE subject leader once a year and/or as requirements and needs change. At every review, the policy will be approved by the governing board.

Appendix 1: RSHE – what children at our school should know, and in which year group each concept is first taught, as determined by teachers in our school

We teach RSHE for 60 minutes each week, for one half term per year.

We use edited versions of the Channel 4 'Living and Growing' resources, with all age-inappropriate content removed by teachers.

TOPIC	CHILDREN SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability (Year 1)• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (Year 2)• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (Year 2)• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (Year 1)• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Year 2)• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (Year 1)
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends (Year 6)• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (Year 1)• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (Year 1)• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (Year 3)• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed (Year 5)

TOPIC	CHILDREN SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (Year 4) • Practical steps they can take in a range of different contexts to improve or support respectful relationships (Year 2) • The conventions of courtesy and manners (Year 1) • The importance of self-respect and how this links to their own happiness (Year 5) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (Year 1) • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (Year 2) • What a stereotype is, and how stereotypes can be unfair, negative or destructive (Year 3) • The importance of permission-seeking and giving in relationships with friends, peers and adults (Year 2)
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not (Year 3) • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous (Year 5) • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Year 3) • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (Year 4) • How information and data is shared and used online (Year 6)

TOPIC	CHILDREN SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (Year 2) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (Year 3) • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (Year 1) • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (Year 1) • How to recognise and report feelings of being unsafe or feeling bad about any adult (Year 3) • How to ask for advice or help for themselves or others, and to keep trying until they are heard (Year 1) • How to report concerns or abuse, and the vocabulary and confidence needed to do so (Year 4) • Where to get advice e.g. family, school and/or other sources (Year 2)

YEAR(S)	TEACHING AIMS	LEARNING OUTCOMES	EXAMPLE TEACHING ACTIVITIES
1 and 2	To know about the process of growing from young to old and how people's needs change	Be able to say how my body and needs have changed, and how they will change further	Make timelines showing the changes they have already experienced
	To name the main parts of the body including the real names of male and female parts	Can name the external parts of the body	Draw on a template of the body the main external parts
	To identify and respect the differences and similarities between people	Know what happens when others' rights are not respected Know how to include others in activities	Make links with History Victorian project and compare lives and contributions of Florence Nightingale and Mary Seacole
	To what differences there are in families and that all families are different and are made up of different people	Know that all families structures are acceptable and what different families look like	Get children to bring in pictures of their family to talk about Talk about and show children photographs of different families.
3 and 4	To know the way they grow and change throughout the human life cycle	Can identify changes during the human life cycle Understand that change is ongoing	Children to talk about babies and toddlers from their own experience. Then sequence pictures about the human life cycle.
	To know how their bodies change as they approach puberty	Can define puberty: the changes that occur sometime between 8-17 that turn us from children into young adults Know that puberty happens differently for everyone and begins and ends at different times Understand that body changes at puberty are linked to human reproduction	A large Venn table or table with three columns on flip chart or board labelled male, female and both

YEAR(S)	TEACHING AIMS	LEARNING OUTCOMES	EXAMPLE TEACHING ACTIVITIES
	To recognise their own worth as individuals and to challenge stereotyping	Can identify positive things about themselves and others Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes Can recognise and challenge stereotyping with confidence	In pairs, share things that they are good at and like doing Draw pictures of different people in work Discussion about stereotyping
5	To recognise as they approach puberty how individuals' emotions change at that time and how to deal with their feelings towards themselves, their and family and other positively	Know that my emotions affect my behaviour and that feelings may change as I grow older Understand that my behaviour affects others know how to be responsible	Discuss feelings based on reading and viewing excerpts from videos keep diaries reflecting on changes to themselves in this transition period and their relation-ships with their families and friends
	To know how their bodies change as they approach puberty, including menstruation and wet dreams	Understand that there will be physical and emotional changes as I grow older Can describe menstruation and wet dreams Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams Know and can explain effective methods for managing menstruation and wet dreams	Use a body template for a boy/girl and annotate body changes discuss emotional reactions
	To learn about the impact of puberty on physical hygiene and develop strategies for managing this.	Can explain how changes at puberty affect body hygiene Can describe how to care for their bodies during puberty Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming	Discussion and exploration of hygiene products

YEAR(S)	TEACHING AIMS	LEARNING OUTCOMES	EXAMPLE TEACHING ACTIVITIES
	To learn how puberty effects emotions and behaviour To know strategies for dealing with the changes associated with puberty	Can describe how feelings and behaviour change during puberty Understand how changes during puberty can affect relationships with other people Can devise strategies for managing these changes	Kim's Game – Discussion around the objects
	To be aware of different types of relationships including marriage and to develop skills to be effective in relationships	Understand how important it is for families and friends to care for one another	Use a photo pack explore different ways of showing caring for others illustrate responses
	To understand the life cycles of humans and animals, including reproduction	Know about the changes that happen in humans from birth to old age	
6	To recognise as they approach puberty how individuals' emotions change at that time and how to deal with their feelings towards themselves, their and family and others positively	Know that my emotions affect my behaviour and that feelings may change as I grow older Understand that my behaviour affects others know how to be responsible	Discuss feelings based on reading and viewing excerpts from videos keep diaries reflecting on changes to themselves in this transition period and their relationships with their families and friends
	To know how their bodies change as they approach puberty	Understand that there will be physical and emotional changes as I grow older	Use a body template for a boy/girl and annotate body changes discuss emotional reactions
	To learn about the roles and responsibilities of carers and parents	Can identify some of the skills and qualities needed to be a parent and carer Understand the variety of ways in which parents and carers meet the needs of babies and children Can recognise that both men and women can take on these roles and responsibilities	

YEAR(S)	TEACHING AIMS	LEARNING OUTCOMES	EXAMPLE TEACHING ACTIVITIES
	To learn about human reproduction in the context of the human lifecycle	<p>Understand that sexuality is expressed in a variety of ways between consenting adults</p> <p>Know that sexual intercourse may be one part of a sexual relationship</p> <p>Can describe how babies are made, including the relationship between sexual intercourse and conception</p> <p>Can name the male and female sex cells and reproductive organs</p>	

Appendix 2: Parent form – withdrawal from Year 6 sex education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Key Stage 1 – Sample scheme of work:

The following is an example of how you could group the Go-Givers lessons together to form a scheme of work.

All lessons are designed to give you flexibility. In any given lesson you can choose to run all activities or pick and choose a selection. Timing will depend on how many activities you choose to complete.

For the purposes of this sample scheme of work, in Year 1 we have focussed on forming close relationships and understanding caring responsibilities. In Year 2 we explore forming relationships within the wider community and understanding our wider responsibilities within society; with a particular focus on caring for the environment.

	Year 1	Year 2
Autumn	<p>Getting to know you & class rules</p> <ul style="list-style-type: none"> ▪ Getting to know you ▪ Why do we have rules? ▪ Our Rules ▪ Rules: You Can't Do That Here <p>Tales that teach us</p> <ul style="list-style-type: none"> ▪ Chicken Soup ▪ The power of giving ▪ The Selfish Little Red Hen ▪ Tongue: The Power of Words ▪ The Two Brothers ▪ The Golden Statue 	<p>Our community</p> <ul style="list-style-type: none"> ▪ Who can help? ▪ Exploring Our Community ▪ Caring for our communities ▪ Go-Givers Playground <p>Democracy</p> <ul style="list-style-type: none"> ▪ Why do we need rules ▪ What is the law? ▪ Vote for the Go-Givers ▪ Money- Needs and Wants

	Year 1	Year 2
Spring	Managing emotions and helping others <ul style="list-style-type: none"> ▪ Anna's Monster Lies ▪ More Than One Friend ▪ Taking Responsibility ▪ Looking out for others 	Environment <ul style="list-style-type: none"> ▪ Pollution: Expedition to Planet Blue Ball ▪ Litter: The Picnic ▪ Protecting Local Habitats ▪ Saving Energy ▪ Plastic Pollution
Summer	Staying healthy – body and mind <ul style="list-style-type: none"> ▪ How do you feel today? ▪ Resilience: Bouncing Back ▪ Why do we wash our hands? ▪ Healthy eating ▪ Let's get active! ▪ Keep safe at home 	Celebrating diversity <ul style="list-style-type: none"> ▪ I'm unique ▪ My goals ▪ People who are special to me Making decisions <ul style="list-style-type: none"> ▪ Difficult decisions ▪ Where do you stand?

Key Stage 2 – Sample scheme of work:

The following is an example of how you could group the Go-Givers lessons together to form a scheme of work. All lessons are designed to give you flexibility. In any given lesson you can choose to run all activities or pick and choose a selection. Timing will depend on how many activities you choose to complete.

	Year 3	Year 4	Year 5	Year 6
Autumn	Getting to know you and setting rules <ul style="list-style-type: none"> Our Class Respect Rules Environment <ul style="list-style-type: none"> Climate Change (parts 1-4) 	Caring for the environment <ul style="list-style-type: none"> The Value of Trees (parts 1-3) Protecting Local Habitats Health <ul style="list-style-type: none"> Understanding cancer Cancer, early detection and prevention The NHS 	Social action <ul style="list-style-type: none"> What is a charity? What is philanthropy? How can I make a difference? Cultural Diversity <ul style="list-style-type: none"> Identities Challenging Stereotypes Cultural Diversity in the UK Migration 	Democracy and the economy <ul style="list-style-type: none"> Strong societies Times of Need Why do we pay taxes? – part 1 Why do we pay taxes? – part 2 Population pressures <ul style="list-style-type: none"> What is an infectious disease? Preventing infectious diseases Who keeps us healthy

Spring	Developing positive communities <ul style="list-style-type: none"> ▪ Family life ▪ What is a citizen? ▪ Being part of a school community ▪ Citizenship and the wider world 	Sources of community support <ul style="list-style-type: none"> ▪ My community ▪ Go-Givers Community Centre ▪ Homelessness ▪ How can I make a difference? 	Human rights <ul style="list-style-type: none"> ▪ Rights and responsibilities ▪ What are human rights? ▪ Children's Rights ▪ Conflicting Rights ▪ Discrimination 	Digital citizenship <ul style="list-style-type: none"> ▪ Fake news ▪ Using technology for good Global sustainability <ul style="list-style-type: none"> ▪ G7 ▪ COP26: Climate action
Summer	Social action: Inspirational People <ul style="list-style-type: none"> ▪ Inspirational People ▪ Gandhi ▪ Mary Seacole & Florence Nightingale ▪ Nelson Mandela ▪ How can I make a difference? 	Caring for the worlds resources <ul style="list-style-type: none"> ▪ How Should We Farm? ▪ Water: Our Most Precious Resource ▪ The G7 Ethical reasoning <ul style="list-style-type: none"> ▪ Dilemmas ▪ Where do you stand? 	Democracy <ul style="list-style-type: none"> ▪ Democracy – part 1 ▪ Democracy – part 2 ▪ Democracy – part 3 ▪ Brexit: part 1 – Referendum ▪ Brexit: part 2 – Negotiations 	The Rule of Law <ul style="list-style-type: none"> ▪ Magna Carta ▪ Why do we have rules? ▪ Relationships and the law Conflict <ul style="list-style-type: none"> ▪ Reacting to conflict ▪ Mediation

Key Stage 1 lesson overview:

Lesson Title	Lesson Objectives	Lesson Description	Citizenship	PSHE	RSE
Anna's Monster Lies	<ul style="list-style-type: none"> To recognise what is right and wrong. To recognise, name and deal with their feelings in a positive way 	This lesson is based on a story about the Go-Giver Anna. Anna gets caught in a lie which grows bigger and bigger, turning into a monster (representing her conscience).	1A, 1C, 2C, 4A, 5C	H11, H12, H13, H14, H18, R21, R22	2B, 2D, 3B, 3C, 3D, 6B, 6G
Caring for our communities	<ul style="list-style-type: none"> To think about the importance of caring for our community. To understand that all members of the community have caring responsibilities. To take an active role in the care of the community. 	In this lesson pupils will think about the importance of caring for their community and the varied caring responsibilities which are held by members of the community. They will identify who in the community cares for their needs and how they can reciprocate by taking an active role in their community.	2H, 4A, 4D, 5A, 5C, 5E	L2, L3, L4, L5, L14, L16	3E, 6E
Caring for Pets	<ul style="list-style-type: none"> To understand what it means to be a pet owner and that it is a big responsibility. To explore the different needs that pets have. To explore the consequences of not looking after pets properly. To explore what organisations exist to help animals and think of ways that they can support these organisations. 	<p>This lesson starts with a simple story that helps children to explore what responsibilities come with owning a pet.</p> <p>Children then go on to look at what happens when pets are not properly cared for, and some of the charitable organisations that look after animals.</p>	1B, 2A, 2E, 5C	L2	
Chicken Soup	<ul style="list-style-type: none"> To realise that people and other living things have needs, and 	This lesson is based around a traditional story adapted from Jewish	2A, 5C, 5F	H11, H14, H15, R8,	2B, 2D, 3H

	<p>that they have responsibilities to meet them.</p> <ul style="list-style-type: none"> ▪ To know that family and friends should care for one another. ▪ To know how to make simple choices that improve their health and well-being 	folk-lore about the value of sharing and nature of generosity.		R21, R22, R25	
Difficult decisions	<ul style="list-style-type: none"> ▪ To think carefully about our choices. ▪ To talk about what we think is right and wrong. 	Over a series of short sessions, pupils will have the opportunity to consider simple social and moral dilemmas which may arise in day to day life. Pupils will be encouraged to make decisions by first considering their options before exploring the consequences of different actions through participating in group role plays.	2A, 2C, 4A, 5C, 5G	H24, R22, R23, R25	2D, 2E, 3C
Exploring Our Community	<ul style="list-style-type: none"> ▪ To understand the meaning of the word community. ▪ To identify the main features of their surrounding area. ▪ To discuss what they like and dislike in their community. 	<p>In this lesson pupils will research what is meant by the word 'community'. Pupils will think about who lives in their area and what services and facilities there are for their community. They will discuss what they like and dislike about their area, suggesting things that could be improved.</p> <p>Pupils will reflect on these conversations by producing a piece of art that maps what they see as the features of their community. During school time or as a homework activity, they will be encouraged to further</p>	1A, 2A, 2F, 2G, 4D, 5C	R1, L4	1A

		explore their neighbourhood through completing a community treasure hunt.			
Getting to know you	<ul style="list-style-type: none"> ▪ To discuss likes and dislikes. ▪ To listen to others. ▪ To think about the ways in which we are similar and different to others. ▪ To think about why it is good to be different. 	In this lesson pupils will share their likes and dislikes as well as what makes them special. Activities provide lots of opportunities for pupils to learn about their classmates and appreciate the similarities and differences within the class.	1A, 4B, 4C, 5C	H21, H22, H23, H27, R6, L4, L14	2B, 3A, 3C, 3D, 3E
Go-Givers Playground	<ul style="list-style-type: none"> ▪ To consider and plan for the needs of others. 	In this lesson pupils will consider the varying needs and interests of the Go-Giver characters and design a playground that matches these requirements. They will work in groups to present their ideas and agree rules that will keep the Go-Givers safe and happy in their playground.	2A, 2D, 2E, 4B, 5C	H9, L2, L6	
Healthy Eating	<ul style="list-style-type: none"> ▪ To understand the importance of healthy eating; ▪ To learn how to make healthy eating choices. 	In this lesson pupils will learn about the importance of eating the right amounts of different food groups as part of a healthy lifestyle. Pupils will have the opportunity to design their own healthy meal and will identify foods they should eat plenty of, some of and small amounts of in their day to day lives.	3A, 5C, 5D	H1, H2, H17	9A, 9B

How do you feel today?	<ul style="list-style-type: none"> To recognise, name and deal with their feelings in a positive way How to make simple choices that improve their health and wellbeing To know that family and friends should care for each other 	In this lesson pupils explore their feelings through a story which focus' on the Go-Givers Mitali and Anna. Mitali is concerned about a sudden change in Anna's behaviour and explores ways that he can help her. Pupils look at ways to look after their mental health.	1C, 3A, 4D, 5C	H11, H12, H13, H14, H15, H16, H18, H19, R7	1C, 2B, 2D, 2E, 3B, 3C, 5B, 5F, 6A, 6B, 6C, 6G, 6I, 6J
I Am Unique	<ul style="list-style-type: none"> To understand what it means to be unique. To think about the ways in which I am unique. 	In this lesson pupils will gain an understanding of what it means to be unique through participating in a range of games and activities. They will consider why they should treasure their differences and be given the opportunity to create unique pieces of art and poetry.	1B, 1D, 4C, 5B, 5C	H21, H22, H23	2B, 3A, 3D
Keeping Safe At Home	<ul style="list-style-type: none"> To spot things that are unsafe in the home To learn ways to keep safe in the home. 	In this lesson pupils will spot potential risks in the home. They will learn how they can help adults to keep them safe by reporting problems and keeping the home tidy. Pupils will demonstrate their learning through creating a poster advising on home safety.	3A, 3F, 3G, 5C	H29, H30, H31	
Let's Get Active!	<ul style="list-style-type: none"> To understand why it feels good to be active To think about fun ways to keep active To learn how activity affects the body 	In this lesson pupils will think about the physical and mental benefits of exercise for health and wellbeing. They will learn about the importance of keeping active as part a healthy lifestyle and consider how different	3A, 5C, 5D	H1, H3, H9, H17	63, 8A, 8B

		types of activity affect their bodies and minds.			
Litter: The Picnic	<ul style="list-style-type: none"> To understand the problems caused by litter. To take responsibility for cleaning the environment. 	<p>In this lesson pupils will follow the story of the Go-Givers having a picnic.</p> <p>Pupils will think about the problems caused by littering and how they can take responsibility for cleaning their environment.</p>	2D, 2G, 5C, 5G	L2, L3	
Looking Out for Others	<ul style="list-style-type: none"> To understand why it is important to look out for your classmates. To think about the ways that we can make our class a happy community. 	<p>In this lesson pupils will think about how they can help and support each other in order to create a happy class community.</p>	1A, 2C, 2H, 4E, 5C	R2, R7, R20, R21	2A, 2B, 2C, 2E, 3B, 3C, 3E, 5B, 6B, 6G, 6I, 6J
Meet the Go-Givers	<ul style="list-style-type: none"> To recognise, name and deal with their feelings in a positive way. To think about themselves, learn from their experiences and recognise what they are good at. 	<p>An introduction to the Go-Givers characters. The lesson includes a quiz and activities to help pupils understand the nature of how to make friends.</p>	4A, 4B, 5C, 5F	H21, H22, H23, R6	
More than One Friend	<ul style="list-style-type: none"> To recognise, name and deal with their feelings in a positive way. To realise that people and other living things have needs, and that they have responsibilities to meet them. 	<p>In this lesson pupils explore the ideas of jealousy and loyalty through a story about the Go-Givers character Anna who makes a new friend with a bee named Stripey.</p>	1C, 2E, 4A, 4D, 5C, 5F	R6, R7, R8, R9	2A, 2C, 2D, 3C, 6G

	<ul style="list-style-type: none"> To recognise how their behaviour affects other people. To know that families and friends should care for one another. 				
My Goals	<ul style="list-style-type: none"> To set simple goals. To think about the steps needed to reach goals. 	In this lesson pupils will learn to set simple goals and consider the steps they can take towards achieving them.	1E, 2A, 5C	H21, H22, H23, H27, L14	
Our Rules	<ul style="list-style-type: none"> Understand what rules are. Be able to explain why we need rules. Suggest a number of rules that should be used in their classroom. 	Children explore what rules are, why we need them and create a set of rules for their classroom.	2D, 5C	H28, R21, R22, R24, L1, L3, L4	3B, 3E
People Who Are Special To Me	<ul style="list-style-type: none"> To think about the people who are special to me. To explain why some people are special to me. To learn about the people who are special to others. 	In this lesson pupils will think about the 'special people' in their lives such as family, friends and carers. Pupils will be encouraged to recognise and respect the diversity found in different families and support networks, developing an appreciation that all 'special people' are characterised by their loving and caring qualities.	2F, 4C, 4D, 5C	R1, R2, R3, R4	1A, 1B, 1C, 1D, 2A, 2B, 3A
Pollution: Expedition to Planet Blue Ball	<ul style="list-style-type: none"> To understand environmental issues affecting planet Earth. 	In this lesson pupils will follow the story of space creatures who are called to planet Earth to help the Go-Givers solve environmental problems. The pupils are introduced to the different types of human pollution and	2G, 5C, 5G	L2, L3	

		the steps that can be taken to renew damaged environments.			
Plastic Pollution	<ul style="list-style-type: none"> Understand what the term plastic pollution means. Explore the potential consequences of plastic pollution Consider different ways they can take action against plastic pollution. 	During this lesson children explore the environmental effects of plastic pollution by carrying out a number of experiments. They then go on to consider how they can take action against plastic pollution.	2G, 5C, 5G	L2, L3	
Protecting Local Habitats	<ul style="list-style-type: none"> Understand the term habitat. Identify habitats in the UK and animals which are suited to them. Understand the effects of habitat loss. Know how to get involved in habitat protection. 	<p>In this lesson pupils will learn the meaning of the word habitat and have an introduction to different habitats that can be found in the UK. Pupils will examine how living things are suited to their habitats and are thus at risk when habitat is lost.</p> <p>As a class they will take part in activities that are designed to introduce them to habitats in their local area before participating in social action that will support or renew habitats in their area.</p>	2G, 5C, 5G	L2, L3	6E
Resilience: Bouncing Back	<ul style="list-style-type: none"> To understand what the word resilience means To think about different ways they can develop resilience 	This lesson helps children to develop resilience and consider how to respond to challenges in a positive way. The Go-Givers characters share their experiences of difficult situations and how they 'bounced back'.	1C, 1D, 2A, 5B	H11, H12, H13, H18, H24	6A, 6B, 6C, 6D, 6F

Rules: You Can't Do That Here	<ul style="list-style-type: none"> To recognise, name and deal with their feelings in a positive way. To know rules for, and ways of keeping safe, including basic road safety, and about people who can help them stay safe. To recognise how their behaviour affects other people. 	<p>This lesson focuses on the importance of rules. Through an animated story, Go-Givers character Callum wants to try out his new skateboard but keeps being told 'you can't do that here!'</p> <p>Pupils explore why rules are necessary, how they keep you and others safe and how rules can be changed.</p>	1C, 2G	H11, H12, H13, H14, H16, H28, H29, H30	3C, 6C
Saving Energy	<ul style="list-style-type: none"> Learn about the uses and sources of energy. Understand the importance of saving energy. Identify ways in which energy can be saved in day-to-day life. 	<p>In this lesson pupils will learn what is meant by the term energy source. They will consider how they use energy in their lives and be introduced to the basic environmental concerns raised when creating electricity from burning fossil fuels or through nuclear reactions. Pupils will then be shown how they can help the environment through saving energy in their day-to-day lives.</p>	2B, 2E, 2G, 5C	L2, L3	2D
Taking Responsibility	<ul style="list-style-type: none"> Understand what is meant by the word responsibility. Describe a number of different things that they have responsibility for. Describe a number of different things that other people have responsibility for. Explore how it feels when we take responsibility for our actions compared to when we make excuses. 	<p>This lesson is based around a traditional poem about four children named Everybody, Somebody, Anybody and Nobody. It introduces children to the idea of taking responsibility for their actions in the context of tidying up their toys. A number of different activities have been suggested to reinforce learning. Choose as many of these activities as you feel appropriate, they do not need to be run in any order.</p>	1A, 5A, 5C	R8, R21, R22, R24, L2, L5	3B, 3C, 3D, 3E

<u>The Golden Statue</u>	<ul style="list-style-type: none"> ▪ To learn about and from the Buddhist faith. ▪ To understand that generosity is based on how we give not what we give. ▪ To think about what is precious to us. ▪ To try activities that can calm and relax us. 	In this lesson pupils will read an adapted version of a Buddhist legend that encourages them to reflect on how the generosity with which a gift is given is more important than the amount donated. Pupils will discuss what they value and how they would choose to donate money, if given the opportunity. The lesson also includes opportunities for pupils to try mindfulness techniques inspired by Buddhist traditions.	1A, 2A, 2I, 3A, 5C	R21, R22, R25, L11	3B
<u>The Power of Giving</u>	<ul style="list-style-type: none"> ▪ To understand the idea of generosity; ▪ To think of how we do not need money to be generous; ▪ To think about how generosity can make the world a better place. 	In this lesson pupils will read a tale from Japanese folklore which tells of how one small act of generosity leads to big gains. They will think about whether generous acts should be rewarded and consider whether good fortune should be shared. Pupils will conclude the session by discussing ways in which they can show generosity to others without spending money.	1A, 2A, 4D, 5C	H14, R11, R21, R22, R24, R25	2B, 3B
<u>The Selfish Little Red Hen</u>	<ul style="list-style-type: none"> ▪ To share their opinions on things that matter to them and explain their views. ▪ To recognise choices they make and recognise the difference between right and wrong. 	This animated story turns the traditional tale of 'The Little Red Hen' on its head. In this case the hen is always too busy to help her friends. Pupils can choose the story ending. They are asked to reflect on the importance of team work and co-operation, and learn how to share their opinions.	2A, 2E, 4A, 4B, 4E	H14, R6, R21, R22, R24, L2	2B, 2D

	<ul style="list-style-type: none"> To listen to other people, and play and work co-operatively 				
Tongue: The Power of Words	<ul style="list-style-type: none"> To know the emotional impact that words can have on themselves and others. To recognise, name and deal with feelings in a positive way To recognise choices they make, and recognise the difference between right and wrong 	This lesson considers the importance of words, illustrated by a West Indian legend. Pupils explore how words can be used to create goodness and happiness, but also be useful in less positive ways.	1A, 1C, 2C, 4A, 5C	H11, H14, R6, R10, R11, R12, R21, R22	2B, 2C, 2E, 3C, 3E, 6H
Two Brothers	<ul style="list-style-type: none"> To think about what makes someone a good brother, sister or friend. To practise working as part of a team. 	In this lesson pupils will read a tale adapted from Egyptian legend which tells of the love and care which two brothers showed for each other. In discussion, pupils will consider the qualities that they value in a sibling or friend and how siblings and friends can show support for one another. Pupils will conclude the lesson with two games which are designed to develop the teamwork and communication skills needed to be a supportive member of the class.	2A, 2F, 4D, 5C, 5F	R1, R2, R4, R21, R22, L2	1A, 1B, 1C, 1D
Vote for the Go-Givers	<ul style="list-style-type: none"> To understand what the word vote means. To understand why and how we might take a vote. To take part in a vote. 	In this lesson pupils will learn what it means to vote by looking at relatable examples in the lives of the Go-Givers. They will consider why and how votes are held and think about how people	1B, 2A, 5C, 5D	R25, L6, L14, L17	

	<ul style="list-style-type: none"> To learn about voting in real life situations. 	<p>might feel if their preference does not win.</p> <p>The lesson continues with a basic introduction as to what happens in a general election and the election of a school council. The lesson concludes with an opportunity for pupils to vote in a real-life school situation.</p>			
What is the law?	<ul style="list-style-type: none"> Explain that the law is like a set of rules for everyone to follow. Describe how the law is in our lives every day. Describe what role judges, lawyers and MPs play in the law. 	<p>Pupils watch a read-aloud version of the book called 'What is the Law?', in which a hedgehog called Snippet finds out about the law.</p> <p>The book has been separated into four chapters for the video. At the end of each chapter you can pause it to talk about what has been covered.</p> <p>By the end of the session, children should have a basic understanding of what the law is and how much it affects our lives.</p>	2a, 2d	L1	
Where do you stand?	<ul style="list-style-type: none"> To share your views and opinions. To think about two sides of an argument. 	<p>In this lesson pupils will learn to express whether they agree or disagree with an idea. Pupils will then be introduced to the concept of weighing up arguments by considering points made for and against school policies.</p>	1B, 2B	R21, R22, R23, R24, R25	3A, 3C, 3E

Who Can Help	<ul style="list-style-type: none"> To learn about the people in our community who can help us. To learn how to ask for help when they need it. To know how and when to make a 999 call. 	In this lesson pupils will learn about the 'special' people who help in their community. They will consider who can help them in different situations and how they can ask for help when they need it. Pupils will also discuss what is meant by the term 'emergency' and how to contact the emergency services by dialling 999.	3G, 5C, 5H	H20, H33, H35, H36, R20, L2, L5	1A, 2B, 5D, 5F, 5H, 6G, 12A
Why Do We Have Rules?	<ul style="list-style-type: none"> To understand why rules and laws are made; To learn about different types of rules and rule makers; To think about the good and bad points of having rules. 	In this lesson pupils will think about the purpose of rules by reflecting on what life might be like without them. Pupils will discuss different types of rules in the home, school and wider community and be encouraged to consider their benefits and disadvantages. Through devising the rules for a game, pupils will gain experience of creating, communicating and reviewing rules. The lesson closes with an opportunity for pupils to propose a rule that will improve their school.	1B, 3A, 3D, 5C	R25	3E
Why Do We Wash Our Hands	<ul style="list-style-type: none"> To understand why we wash our hands. To learn how to wash our hands thoroughly. To understand when we should wash our hands. 	In this lesson pupils will learn that washing their hands can help to prevent the spread of germs which cause illnesses. Pupils will experiment with hand washing techniques before being given advice on how to effectively clean their hands and when hand washing is essential. Through creating rhymes and posters, pupils will	3A, 3B, 3C, 5C	H1, H5	11E

		consolidate and share their learning with their schoolmates.			
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Key Stage 2:

Title	Objectives	Description	Citizenship	PSHE	RSE
The Big Vote – Cancer, early prevention and detection	<ul style="list-style-type: none"> To understand what cancer is. To know some simple facts about causes of cancer and treatments. To explore the idea that living a healthier lifestyle may help protect against certain cancers in later life. To encourage others to live a healthier lifestyle. To understand that help and support is available if they have any concerns. 	This lesson has been designed in response to the Big Vote, where children voted on what issues they most cared about. The vote was to mark the ten year anniversary of our Make a Difference Challenge . Out of the top ten issues, cancer won by a significant margin indicating that cancer matters to children in the UK. This lesson gives an age-sensitive overview to the topic and introduces children to some simple social action challenges.	2A, 2E, 3A, 3E, 4G	H1, H2, H3, H4, H5, H6, H7, H10, H14, H46	
Belonging to Groups	During this assembly pupils will identify the groups they belong to. They will reflect on the strength of groups and how the power of a group can be a force for good or bad.		2C, 3F, 4D, 5G	R13, R14, L6, L7	2A, 2B, 2D, 2E, 3C
Being part of a school community	<ul style="list-style-type: none"> To explore what it means to be an active citizen; To reflect on what characteristics are needed to help create positive and active school communities; To develop strategies for supporting one another at school. 	During this lesson pupils recap what we mean by the term active citizen. They consider what qualities and skills an active citizen should have and consider how these skills and qualities can be used to make a positive difference in their classrooms.	1D, 1E, 4A, 5A, 5E	R10, R11, R31, R32, R34	2A, 2B, 2C, 3A, 3B, 3C, 3D, 3E
Brexit: Part 1 – Referendum	<ul style="list-style-type: none"> To understand what the term Brexit means. To know what the EU is. To explore some arguments for and against EU membership. 	In this lesson pupils will be given a brief introduction to the European Union. They will learn about why people's opinions about the EU are divided and the results of the EU	1A, 2A, 2G	R31, R33, R34	

	<ul style="list-style-type: none"> To understand what the term referendum means, and how referendums are conducted. To know the results of the EU referendum. 	referendum. Through looking at relatable examples, pupils will be asked to reflect on the advantages and disadvantages of membership to an organisation. Pupils will also be led through the process of creating a referendum and campaign materials on a school issue of their choosing.			
Brexit: Part 2 – Negotiations	<ul style="list-style-type: none"> To know how leaders responded to the Brexit result. To know the meaning of the term negotiation. To explore the importance of negotiation. To explore and practice the skills needed to negotiate. 	Through the example of Brexit talks, this lesson introduces pupils to the concept of negotiation and the skills required to succeed in negotiations. Activities are designed to give pupils the opportunity to apply their learning to real life negotiation situations and reflect on the characteristics of strong negotiators. Pupils will also gain an understanding of how some leaders responded to the Brexit result.	1A, 2A, 2G	R31, R33, R34, L30, L32	
Challenging Stereotypes	<ul style="list-style-type: none"> To understand the term stereotype. To identify stereotypes. To consider the negative effects of stereotypes. To challenge stereotypes through research and discussion. To learn from those who have challenged stereotypes. 	This lesson is divided into two parts. In the first section of the lesson pupils will develop an understanding of the term 'stereotype', identify examples of stereotypical opinions and discuss the harm that stereotypes can cause. In the second portion of the lesson pupils will focus on campaigns and advertising regulations in the UK that challenge gender stereotypes.	2A, 4E	H25, R32, R33, R34, L9, L27, L28, L32	3A, 3B, 3E, 3G
Children's Rights	<ul style="list-style-type: none"> To understand that there are specific rights for children. To consider why children need special protections. 	In this lesson pupils will learn that there are specific rights for children which are set out in the United Nations Conventions on the Rights of		R31, L1, L2, L4, L7	1A, 1D, 3A, 3D, 3E

	<ul style="list-style-type: none"> To think about children's rights at school. To learn about individuals and groups that campaign for and support children's rights. To take action in support of children's rights. 	<p>the Child. Pupils will learn about the evolution of these rights through studying the life and works of Eglantyne Jebb who was the founder of Save the Children and author of the first declaration of children's rights.</p> <p>Pupils will then consider how their rights are met at school and how they can contribute to a culture in which children's rights are valued and upheld.</p>			
Citizenship and the wider world	<ul style="list-style-type: none"> To explore how we are connected to other people and places around the world; To explore how our actions can have an impact on others, both locally and all over the world; To consider how our actions can help to bring about change. 	<p>During this lesson pupils consider what it means to be a global citizen and what rights and responsibilities come with this. They consider a range of global issues analysing the potential cause, effects and solutions of these issues. Finally, pupils are introduced to the Sustainable Development Goals and consider how they can contribute towards them.</p>	1A, 2A, 2D, 2E, 4A, 4B, 5A, 5G	R34, L3, L4, L5	
Conflict Part 1 – Reacting to Conflict	<ul style="list-style-type: none"> To explain the term conflict. To suggest helpful and unhelpful reactions to a conflict. To reflect on whether their reactions to conflict are helpful or unhelpful and how their responses to conflict could be improved. 	<p>In this lesson pupils will take part in discussions relating to situations of conflict. Pupils will consider actions which provoke conflict and actions which can help to calm conflict. They will reflect on their own responses to conflict and identify their personal areas for development. Activities are designed to help pupils improve their self-awareness, equipping them with</p>	1C, 2C, 2F, 4A, 5A, 5F, 5G	H18, H20, H24, R10, R17, R33, L30	2B, 2D, 2E, 3A, 3B, 3C

		simple strategies for responding proactively to confrontation.			
Conflict Part 2 - Mediation	<ul style="list-style-type: none"> To explain the term mediation. To use simple mediation strategies to resolve differences. To consider different points of view. 	In this lesson pupils will discuss the principles of simple mediation strategies and apply these in role play scenarios to explore how people can voice and resolve their differences. The activities are designed to develop the pupils' communication skills and empathy as they engage in mediation talks which require them to walk in someone else's shoes.	1C, 2C, 2F, 4A, 5A, 5F, 5G	H18, H20, H24, R10, R17, R33, L30	2B, 2D, 2E, 3A, 3B, 3C
Climate Change Parts 1-4	<ul style="list-style-type: none"> To understand the terms greenhouse effect, climate change and fossil fuels. To explore the impact of climate change both locally, nationally and internationally. To explore what the Government and other organisations are doing in response to climate change. To explore different ways that they can personally take responsibility for tackling climate change. 	<p>The unit has been split into four parts. Not all parts need to be delivered if time is limited. You may like to deliver each area in a separate lesson.</p> <ul style="list-style-type: none"> Part 1: What is climate change? Part 2: What are the causes of climate change? Part 3: What is the impact of climate change? Part 4: What can we do? This section focuses on what governments all over the world are doing to tackle climate change and also challenges the class to consider what they can do. 	1A, 1C, 2A, 2J, 5A	H4, L4, L5, L7, L19	
Conflicting Rights	<ul style="list-style-type: none"> To understand what is meant by rights being in conflict. 	'Conflicting rights' is designed to be taught as a follow up lesson to the	2D, 5G	L1, L2, L3	

	<ul style="list-style-type: none"> To think about how we can find resolution when rights are in conflict. 	<p>Go-Givers resources 'Rights and Responsibilities' and 'What Are Human Rights?'</p> <p>In this lesson pupils will revisit their knowledge of human rights to consider situations in which people's rights may appear in conflict with one another. Pupils will debate how they would resolve issues arising from conflicting rights in school and think about how they can be more rights respecting.</p>			
Cultural Diversity in the UK	<ul style="list-style-type: none"> To understand the term 'cultural diversity'. To research historical events that have contributed to the diverse population of the UK. To appreciate how diversity has enriched British culture. To learn from a range of cultures. 	In this lesson pupils will be learning about cultural diversity in the UK and some of the historical factors that have contributed to the diversity of the UK population. Pupils will explore a range of cultures through learning activities and personal research.	2I, 4B, 4F	H25, R32, R33, L6, L7, L8, L10	3A, 3B, 3E
Democracy – Part 1 Democracy – Part 2 Democracy – Part 3	<ul style="list-style-type: none"> To understand what democracy means. To know how a general election works. To explore the role of central and local government, the Prime Minister, Members of Parliament and the justice system. To know what we mean by a political party, and the names of the main political parties. 	<p>Pupils explore the meaning of 'democracy,' and the ways in which citizens can participate in democratic life in Britain.</p> <ul style="list-style-type: none"> Part 1: The role of the Prime Minister, Members of Parliament and political parties, and how a general election works. Part 2: Pupils learn about the function of central and local 	1A, 2B, 2G, 2H, 2K, 3A, 4B, 5C	R30, R31, R33, R34, L6, L7, L16	

	<ul style="list-style-type: none"> To explore how we can find out about the views of politicians, and why this is important. To examine the historical and political significance of the Suffragette Movement. To understand what the rule of law is. To explore how laws are made. To explore how they can take part in democracy. 	<p>government and the difference between MPs and councillors. Pupils explore the job of Parliament, taking a look at the roles of the House of Commons and the House of Lords.</p> <ul style="list-style-type: none"> Part 3: Pupils learn about the rule of law. They discover the different roles of parliament, government and the justice system and explore why we need laws and how they are made. 			
Dilemmas	<ul style="list-style-type: none"> To consider the consequences of actions. To develop reasoning skills. To take part in a discussion. 	Over a series of short sessions, pupils will have the opportunity to consider ethical dilemmas which may arise in day to day life. Pupils will be encouraged to make decisions by first considering all their options and the consequences of taking each potential action. In group discussions, pupils will be able to practise articulating their views and respond to views that are in contrast to their own.	2E, 2F, 5G	H19, H24, R30, R31, R33, R34	
Discrimination	<ul style="list-style-type: none"> To understand the term discrimination. To be able to describe and identify examples of discrimination. To explore the impact of discrimination on individuals and society. 	In this lesson pupils will develop their understanding of the term 'discrimination'. Pupils will consider what makes them unique and learn which characteristics are protected under the Equality Act. Pupils will examine different acts of discrimination and discuss how these	2E, 4D	H25, R21, R30, R31, R32, L10	3A, 3B, 3E

	<ul style="list-style-type: none"> To learn about the Equality Act and its protections. 	acts impact upon individuals and society.			
Fake News	<ul style="list-style-type: none"> To understand what is meant by 'fake news'. To learn techniques to identify 'fake news'. 	In this lesson pupils will learn what is meant by 'fake news' and the risks that it poses to them and society. Pupils will be introduced to the concept of bias and will think about how they can critically examine news articles.	2A, 2K	R34, L11, L12, L13, L15, L16	4D, 4E
Family Life	<ul style="list-style-type: none"> To explore what it means to be part of a family; To think of ways in which we can all contribute positively to family life. 	<p>In this lesson pupils will think about what it means to be part of a family and how pupils can make a positive difference in their family life.</p> <p>Pupils will be introduced to families of a variety of different structures and backgrounds. Through discussion they will reflect on positive aspects of family life and think about how families thrive when family members have caring and supportive relationships.</p> <p>Pupils will identify different ways in which families can care for one another and think about the most appropriate and valuable contributions family members can make in different situations.</p>	4A, 4B, 4C	R6, R7, R8, R33, L4	1A, 1B, 1C, 1D
The Gift of Hope	During this assembly pupils reflect on how hope can sustain us through difficult times.		2C	H29	

Go-Givers Community Centre	<ul style="list-style-type: none"> To consider and plan for the needs of others. To understand that there are organisations that care for the needs of a community. 	In this lesson pupils will consider the varying needs and interests of the Go-Givers and design a community centre and activity programme that matches their requirements. Pupils will also produce a leaflet that should attract users to their community centre and compose a set of rules that users must follow. This project concludes with the opportunity for pupils to present and evaluate their classmates' designs.	2J, 3A, 3E, 4F	H2, H3, R32, R33, L6, L8	
Homelessness	<ul style="list-style-type: none"> To reflect on the importance of having a home. To consider some of the causes of homelessness. To consider some of the problems caused by homelessness. To learn about some of the organisations that support people who are homeless. To identify ways in which the homeless can be helped. 	In this lesson pupils think about what home means to them through writing a poem inspired by the line 'Home is where the heart is'. They will consider the reasons why someone may become homeless and the realities of life on the streets or in temporary accommodation.	1A, 2A, 2J	H2, H15, H16, H23, R33	
How Can I Make a Difference?	<ul style="list-style-type: none"> To work with a team to plan and conduct a social action project. To evaluate the success of a social action project. 	In this lesson pupils will think about how they can plan a social action project. They will be led through key steps by following the example of the Go-Givers. This resource is designed to be taught over a series of lessons, giving pupils the time to research, plan, prepare and evaluate a social action project. It could be used when	1B, 1C, 5C, 5D	H28, R34, L25, L30	3B

		working towards the Make a Difference Challenge and is supported by a free online CPD course on teaching social action.			
How Should We Farm?	<ul style="list-style-type: none"> To understand the term free range. To understand the term intensive farming. To understand the term organic farming. To consider the advantages and disadvantages of different farming methods. To identify labels that indicate farming methods. 	In this lesson pupils will learn about different farming methods. They will consider the advantages and disadvantages of these methods and learn how to identify labels that indicate how food has been farmed.	2A, 2J, 5D	R34, L18, L19, L20	
Identities	<ul style="list-style-type: none"> To understand the term identity. To explore our sense of identity. To develop self-esteem through sharing our sense of identity. To creatively express aspects of our identity. To gain an appreciation and respect for the diversity of identities within a community. 	In this lesson pupils will develop an understanding of what is meant by the term 'identity'. They will explore their own sense of identity and share this with others, appreciating the diversity of identities that make up their class and community.	2E, 2I, 4F	H25, H27, R31, R32, R33	1C, 2C, 3A, 3B, 3D, 3E
Inspirational People	<ul style="list-style-type: none"> To understand what it means to be inspirational. To reflect on how you can use your knowledge and skills for good. 	<p>In this lesson pupils will learn about what it means to be inspirational. They will develop their understanding of the term through looking at real life examples in the media.</p> <p>Pupils will also gain a breadth of language with which to describe the qualities and skills of an inspirational</p>	1B, 4B, 5B	L4, L5, L7, L25	

		<p>person. They will use this learning to reflect on the qualities and skills of their peers in an exercise designed to promote self-esteem and highlight how everyone has their part to play in taking social action.</p> <p>This lesson is supported by a range of PowerPoints outlining the lives and achievements of some 'inspirational people.'</p>			
Magna Carta	<ul style="list-style-type: none"> Explain what the Magna Carta is and how it helped to shape the laws we have today; Describe what 'fairness' and 'justice' mean and how these can be demonstrated in everyday life; Describe what a 'fair trial' is and why it is an important part of the rule of law. 	<p>During this lessons pupils will look at the history of the Magna Carta and consider how it has helped shape the laws we have today.</p> <p>Pupils consider what 'fairness' and 'justice' mean by taking on the role of head teacher at a new school, deciding what rules the school should have. The lesson concludes with pupils exploring what is meant by the following clause from the Magna Carta, 'no free man shall be imprisoned, or stripped of his rights or possessions ... except by the lawful judgement of his peers' and how this is put into practice in today's justice system.</p>	2b, 4b	L1	
Martin Luther King	<ul style="list-style-type: none"> To know who Martin Luther King was and the impact he had. 	<p>During this lesson pupils explore the life of Martin Luther King and the impact he had on civil rights in the USA. The subsequent activities</p>	1A, 2A, 2B, 2C, 2D, 2E, 2I, 4A, 4B, 5G	R21, L7, L8, L10	

	<ul style="list-style-type: none"> To understand the term discrimination, how to recognise it and the impact it can have. 	challenge pupils to think about how and why we judge people and how it feels when people are not treated equally.			
Mary Seacole & Florence Nightingale	This assembly tells the story of how Mary Seacole and Florence Nightingale overcame prejudice to help others and explores how discrimination can prevent people from making a full contribution to society. It could be run in conjunction with the lesson 'Inspirational People'.		2E, 4B, 4F	R21, L7, L8, L10, L27	3A
Migration	<ul style="list-style-type: none"> To understand the term 'migration'. To consider reasons why people migrate. To think about the benefits of migration to a country. To learn about the experiences of migrants. 	In this lesson pupils will gain an understanding of the term 'migration' and some of the reasons why people migrate. They will consider the benefits of migration for a country and learn about the experiences of migrants from first-hand accounts.	2I, 4B, 4F, 5A	R32, R33, L6, L7, L8	
My Community	<ul style="list-style-type: none"> To describe what we mean by the word community; Explore the different roles within my local community and what support they provide; Investigate a variety of community spaces within their local geographical area. 	<p>During this lesson pupils consider what we mean by the word community and are challenged to think about all the different community groups they belong to and how it feels to belong to a community.</p> <p>Pupils go on to explore a variety of different key roles within the community and the support they provide. The lesson concludes with pupils taking part in a scavenger hunt (either physical or virtual) where they discover the range of spaces</p>	1A, 1E, 2D, 2H, 2I, 4G, 5E, 5H	L6, L7, L8, L26	5H

		and facilities available within their local community.			
Nelson Mandela	This assembly explores Mandela's fight against apartheid in South Africa. It considers different points of view about famous people in history and concludes that struggles for freedom are not necessarily peaceful. It could be run in conjunction with the lesson 'Inspirational People'		2E, 4B, 4F	R21, R32, L7, L10	3A
The NHS	<ul style="list-style-type: none"> Explore the history and aims of the NHS; Find out about the services and jobs in the NHS; Research public opinions on the NHS. Consider the ways various people can support the NHS. 	<p>During this lesson pupils will learn about the founding of the NHS and the guiding principles upon which it was established to treat all people at the point of service, with funding from taxation.</p> <p>Pupils will explore a variety of scenarios in which someone might use the NHS and identify the different services which are offered in these circumstances. They will then have the opportunity to explore case studies of NHS employees, gaining an appreciation for the different skilled positions and firsthand accounts of working for the organization.</p>	1A, 1E, 2A, 4G, 5E, 5H	H14, L6, L7, L26, L28	
Our Class	<ul style="list-style-type: none"> To learn more about my classmates. To suggest solutions to problems in the class. To identify the qualities and behaviours of a good classmate. 	<p>In this lesson pupils will take part in icebreaker activities that encourage them to consider the views and experiences of their classmates. They will discuss common problems that can arise within the class and playground setting and discuss means of resolution. Pupils will go on</p>	2F, 4A, 5F	H25, H26, L4, L7, L8	2A, 2B, 2C, 3A, 3B, 3C, 3E

		to identify the qualities and behaviours that they value in classmates and develop a weekly nominations scheme in which they can celebrate the positive contributions of their peers.			
Preventing infectious diseases	<ul style="list-style-type: none"> Understand what is meant by the term vaccination. Understand that some infectious diseases can be prevented by vaccinations; Learn about how everyday hygiene routines can limit the spread of infection. 	In this lesson pupils will recap their knowledge of infectious diseases from the lesson 'What is an infectious disease.' They will then compare their homework research into public health pioneers, identifying the contributions of these famous figures in developing vaccinations, antibiotics and better hygiene practices. Building on their findings, pupils will order statement cards to learn about the process of vaccinations. They will use picture clues to identify some of the different ways which infections are spread and discuss simple measures that can be taken to prevent further infection.	1A, 2A, 2E, 3B, 4A	H9, H10, L4	11E, 11F
Relationships and the Law	<ul style="list-style-type: none"> Describe what a marriage and a civil partnership is; Examine how the law relating to marriages and civil partnerships has changed throughout history. 	<p>During this lesson pupils explore the concept of marriage and civil partnerships focusing on the fact that they are a legal commitment between two people and what this means.</p> <p>Pupils examine how the law surrounding marriages and civil partnerships has changed since the 18th century and what impact this</p>	2B, 4C	R1, R3, R4, R7, L1	1C, 1E, 3A

		might have on a set of fictional couples.			
Protecting Local Habitats	<ul style="list-style-type: none"> To understand the term endangered species. To understand threats to local habitats. To research a local habitat. To get involved in local habitat renewal. 	In this lesson pupils will learn about endangered British species and the threats to their habitat. Pupils will be guided through ways in which they can take action against habitat loss by developing the habitats in their local area.	2J, 5A, 5E	L4, L5, L19	
Raising awareness	Pupils reflect on how social media can be an important platform for raising awareness of issues that are important to pupils through the example of Martha Payne's school dinner blog.		1A, 1C, 2A, 3A	H1, H3, L7, L11	3E, 4E, 7A
Representation	During this assembly pupils consider the importance of equal representation through learning from the example of Marley Dias and her campaign for better representation of black girls in literature.		1A, 1C, 2A, 2E, 4F	H25, H27, R31, R32, L7, L8, L11	3B, 3D, 3E, 4E, 7A
Respect	<ul style="list-style-type: none"> To understand what the word respect means. To explore how our behaviour and actions may affect how other people feel. To describe a number of ways they can act respectfully. 	In this lesson pupils explore what the word respect means and consider different types of behaviour and whether they are respectful or not.	1B, 3A, 4A	H3, H4, R10, R11, R30, R31, R32, R33, L25	2A, 2B, 2C, 2D, 3A, 3B, 3C, 3E, 3H, 5A
Rights and Responsibilities	<ul style="list-style-type: none"> To understand the terms 'rights' and 'responsibilities'. To appreciate how rights are balanced against responsibilities. To prepare and agree to a class charter that reflects my rights and responsibilities as a pupil. 	In this lesson pupils will develop an understanding of the terms 'rights' and 'responsibilities' and how they balance one another. They will then discuss and prepare a class charter that reflects their rights and responsibilities as pupils.	2D, 4A, 5A	L1, L3, L4, L5, L7	3A, 3B, 3C, 3E

Rules	<ul style="list-style-type: none"> To understand the concept of rules. To be able to explain why we need rules. To suggest a number of rules that should be used in their classroom. 	Pupils explore what rules are, why we need them and create a set of rules for their classroom. Ideally this activity will take place at the start of the school year. A number of different ideas for how rules can be agreed upon have been included.	2D	H37, R11, R30, R31, R32, L1, L30	3A, 3B, 3C, 3E, 3H, 5A
Strong Societies	<ul style="list-style-type: none"> To understand the term society. To consider the benefits of living in a society. To identify roles that are essential to a strong society. To research a career of their choice and reflect upon how this role supports a strong society. 	In this lesson pupils will consider the benefits of living in a society rather than isolation. They will identify roles that are essential to a strong society and reflect on how they might contribute to their community in their future career.	1E, 2E	R10, R13, R32, L4, L6, L7, L8, L26	1A, 1D, 2B, 3A
The G7	<ul style="list-style-type: none"> Explain what the role of the G7 is and who the seven member countries are. Identify some of the key achievements of the G7. Examine what sort of global topics the G7 discusses and the influence they have on these. Present their own ideas on the global issue of climate change at a mock G7 Summit. 	<p>During this lesson pupils explore the history and function of the G7 and are introduced to the sort of discussions held at the annual G7 Summit. They learn about the role of the member countries and explore some of the key achievements of the G7.</p> <p>Pupils have the opportunity to represent a group or country as they explore the topic of climate change. Working together they look at challenges, opportunities and solutions around climate change and present these ideas as 'interventions' at a class Summit meeting.</p>	1a, 1c, 2a, 2e, 2j, 5a, 5c, 5d, 5g	L5	

The Value of Trees Parts 1-3	<ul style="list-style-type: none"> To understand the role that trees play in supporting life on Earth. To understand the importance of trees to human lives. To research deforestation and its effect on the world. To involve students in forestry renewal campaigns. 	In this lesson pupils will learn about the role trees play in supporting life on Earth and their importance in our daily lives. They will examine the effects of deforestation and learn how they can help to renew forests.	2J, 5A, 5E	H3, L5, L19	
Times of Need	<ul style="list-style-type: none"> To consider the consequences of inequality. To think about times of need in life. To learn about some of the ways the Government helps in times of need. To reflect on how life in the UK might be without government help. 	During this lesson pupils will consider how inequality can affect a person's chances to succeed in life. Pupils will learn about the founding of the modern welfare state in the UK in the aftermath of World War II and consider its intended purpose. They will then look at what welfare services are provided today and consider situations in which someone might need to access those services. Lastly, they will reflect on what life might be like without the support offered by the welfare state.	1A, 2J, 4G	H21, L7, L17, L20, L24	3B
Understanding Cancer	<ul style="list-style-type: none"> To understand what cancer is and some simple facts about it. To know that a range of healthcare professionals can support our health journey throughout life. To understand that people undergoing treatment for cancer may need additional support. 	In this lesson pupils will gain an understanding of what cancer is with an opportunity to look at some facts about cancer. They'll have a chance to think about how we take care of our physical and mental health throughout our lives and which healthcare professionals can support that journey. They'll also think about	1A, 1E, 2A, 2E, 2K, 4G	H1, H2, H3, H4, H5, H6, H7, H10, H14, H46	

		the needs of someone who is undergoing treatment for cancer and how to support them.			
Using Technology for Good	<ul style="list-style-type: none"> ▪ To consider the ways in which technology can benefit people. ▪ To learn about innovators who have helped others with their inventions. ▪ To try to design a technology that will solve a problem. 	<p>In this lesson pupils will consider the multiple uses of technology and how technology can be used to solve problems. Pupils will have an opportunity to design and build a model which will help a member of their school.</p> <p>Pupils will also reflect on how inequalities can arise when some people have access to technologies and others do not.</p>	2E	H3, H4, L4, L7, L11	7A
Water: Our Most Precious Resource	<ul style="list-style-type: none"> ▪ To understand that water is essential to life on Earth. ▪ To understand the importance of clean water for human health. ▪ To understand the threats to our water sources. ▪ To involve students in water saving activities. 	<p>In this lesson pupils will learn about the qualities of water and why it is vital to life on Earth. They will consider the problems facing people who cannot access clean water and the pressures that have been placed on our water supply due to climate change and population growth.</p> <p>Finally, through the example of Cape Town's water crisis, pupils will reflect on the implications of water shortages before learning about how they can take action in their own lives to save water.</p>	2J, 5A		
What Are Human Rights	<ul style="list-style-type: none"> ▪ To understand the term 'human rights'. ▪ To learn that we all have human rights which are set out in the 	In this lesson pupils will explore what human rights are. They will examine individual human rights and discuss	1A, 2D	L2, L3, L4	

	<p>Universal Declaration of Human Rights.</p> <ul style="list-style-type: none"> To examine individual human rights and discuss why they are important to all people. 	<p>why they are of primary importance to all people and society. Pupils will be given a basic overview of the United Nations Declaration of Human Rights and how the law in the UK protects all citizens' human rights.</p>			
What is a Charity?	<ul style="list-style-type: none"> To identify reasons why charities are created. To understand the features of charity. To understand the range of work done by charities. 	<p>In this lesson pupils will learn about the reasons why charities are created. They will be introduced to the main features of a charity and have the opportunity to research the work of a charity of their choice. They will consolidate their learning by designing a charity of their own, which takes into account the charity's purpose, promotion, actions and funding.</p>	2H, 4B	L4, L6, L7	
What is a Citizen?	<ul style="list-style-type: none"> To develop an understanding of the terms 'citizen' and 'citizenship'; To identify ways to be an active citizen who makes a positive difference. 	<p>In this lesson pupils will be encouraged to think of themselves as citizens with the potential to make a positive difference in society. Pupils consider what is meant by the terms citizen and citizenship. Pupils examine a child's diary entry and reflect how in an ordinary day the actions of this young person have positively impacted on their family, friends, school and the wider world.</p>	1B, 4A	L4, L7	3A, 3E
What is an infectious disease?	<ul style="list-style-type: none"> To understand the term infectious agent To explore how infectious agents such as bacteria, viruses, 	<p>In this lesson pupils consider how infections can spread rapidly through a population by participating in a simple activity where biodegradable</p>	1A, 2A, 2E, 3B, 4A	H9, L4	11E

	<p>fungi and other parasites can affect health;</p> <ul style="list-style-type: none"> To learn about the body's natural defences. 	<p>glitter is passed through the class from one source through the action of shaking gloved hands. Pupils are then be introduced to the different infectious agents that cause disease (bacteria, viruses, fungi and parasitic organisms) through scavenging for information to complete a fact file on each. Pupils are also introduced to some of the body's natural defences and play a game that simply models some of these defence mechanisms. The lesson culminates with setting a homework task in which pupils research the contributions of pioneers in the field of infection prevention and treatment as preparation for the next lesson in this series, 'Preventing infectious diseases.'</p>			
What is Philanthropy?	<ul style="list-style-type: none"> To understand the meaning of the word philanthropy. To consider the importance of philanthropy. To examine examples of philanthropy in action. 	<p>In this lesson pupils will learn about the meaning of the word philanthropy through looking at real life examples. They will consider why philanthropy is important and what motivates philanthropists.</p>	1B, 2J,4B, 5B	L4, L6, L7	
Where Do You Stand?	<ul style="list-style-type: none"> To consider two sides of an argument. To share your views and opinions. 	<p>Over a series of short sessions, pupils will have the opportunity to consider topical issues related to their school life. Pupils will consider the strength of arguments for and against different school policies before</p>	1A, 2A	R30, R31, R32, R33, R34	

		sharing and comparing their own opinion with that of their peers.			
Who Keeps Us Healthy?	<ul style="list-style-type: none"> To discuss the benefits of caring for the health of the population; To identify those who play a role in keeping populations healthy; To support healthy lifestyles amongst your class. 	In this lesson pupils consider what being healthy means and who plays a role in keeping the population healthy. The coronavirus pandemic is given as an example of populations taking shared responsibility for their health. Pupils are asked to discuss the types of measures that were taken by themselves as well as those in positions of authority.	2J, 3A, 5A,		
Why Do We Have Rules	<ul style="list-style-type: none"> The different roles of parliament, government and the justice system. What the rule of law means. How laws are made. How they can participate in our democracy. 	During this lesson pupils will explore why we need laws and how they are made. They will learn about the different roles of parliament, government and the justice system and consider what part they can place within democracy.	2B, 2G, 5C	L1, L3, L6,	
Why Do We Pay Taxes? – Part 1 Why Do We Pay Taxes? – Part 2	<ul style="list-style-type: none"> To understand what the word tax means. To learn about what taxes fund in the UK. To learn about different ways that tax is collected in the UK. To understand that councils make local spending decisions. 	Part 1 - During this lesson pupils will learn that public services are largely funded through the payment of taxes to the government. Pupils will learn that taxes are paid on income as well as goods and services. Through case studies on the recent adoption of the sugar tax and the campaign to end taxation on female	1A, 2A, 2J	R34, L19, L20	

	<ul style="list-style-type: none"> ▪ To learn that council tax raises extra money for local services. ▪ To consider how taxes would be best spent in your local area. 	<p>sanitary products, pupils will consider how governments change their taxation strategies in response to issues in society.</p> <p>Part 2 - During this lesson pupils will learn that councils are responsible for local spending decisions and can raise additional funds for public services through council taxes. Pupils will survey residents in their area to identify the key concerns of their neighbourhood. The findings of the class will inspire a piece of artwork and/or a letter to their local council that reflects how the community want taxes to be spent in their area.</p>			
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