

Year 4 – PSHCE Curriculum Planning Matrix

Focus: Healthy Lifestyles

Intended Outcomes: To increase knowledge of damaging effects of smoking
To develop skills and attitudes to enable pupils to make informed decisions about the issues of smoking



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Smoking	<ul style="list-style-type: none"> Identify school rules relating to smoking. Discuss the effects of smoking and passive smoking on the body. Discuss what is in a cigarette? Explain addiction. Plan drama activities around peer pressure Debate issues around smoking in public places (e.g. school, restaurants, parks) Explore attitudes towards smoking (e.g. it looks cool and tough or smelly and bad for health) Carry out a survey on why people smoke. What influenced them to start/stop? Work out cost of smoking Explore the legislation regarding smoking (including advertising), would pupils change this? 	<ul style="list-style-type: none"> To know the school rules regarding smoking To explore attitudes to smoking. To increase knowledge of the dangers of smoking and it's damaging effects on health. To identify reasons for adults and children smoking cigarettes. To introduce the concept of peer pressure. To practice resistance to peer pressure within a safe environment To understand laws relating to smoking 	<p>1a) To talk and write about their opinions, and explain their views, on issues that effect themselves and society.</p> <p>1c) To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>1f) To look after their money and realize that future wants and needs may be met by saving.</p> <p>2a) To research, discuss and debate topical issues, problems and events</p> <p>2b) Why and how rules and laws are made and enforced, why different situations and how to take part in making and changing rules.</p> <p>2k) To explore how the media present information.</p> <p>3a) What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.</p> <p>3d) Which commonly available substances and drugs are legal and illegal, their effects and risks.</p> <p>3e) To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p>3f) That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p>3g) School rules about health and safety, basic emergency aid procedures and where to get help.</p> <p>5d) Make real choices and decisions (e.g. about issues affecting their health and well being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).</p> <p>5g) Consider social and moral dilemmas that they come across in life (e.g., encouraging respect and understanding between different races and dealing with harassment)</p>	<p>1a) Value: • Freedom • Justice • Rights • Rules • Laws</p> <p>2c) Expressing when something is acceptable and when it is not acceptable.</p> <p>2d) Handling some difficult situations e.g. being teased, feeling unconfident, being bullied, being left out, when others are disappointed/angry with you.</p> <p>2e) To realise and verbalise that actions have consequences.</p> <p>2i) How the media and peers impact on forming attitudes</p> <p>2k) Better able to see another's perspective.</p> <p>2r) Making decisions about a range of issues.</p> <p>2v) Keeping safe – how to keep safe in a variety of situations.</p> <p>2x) Making healthy choices re food, exercise, drugs.</p> <p>2cc) Can talk about actions and consequences.</p> <p>3b) A wide range of difficult personal situations – e.g. teasing, bullying.</p> <p>3i) Making decisions – knowing what influences personal decision-making.</p> <p>3k) Decision-making and risk taking.</p> <p>3q) Things that go into the body that help (e.g. good food, some drugs) and harm (e.g. some drugs, cigarette smoke, poisons)</p> <p>3s) Knows what is socially acceptable in a variety of situations.</p> <p>3t) Know what is risky and unsafe.</p>	<p>1a) School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.</p> <p>1b) More detailed information about the body. How it works and how to take care of it.</p> <p>1c) Different types of medicines (both prescribed and over the counter), legal and illegal drugs including their form, their effects and their associated risks.</p> <p>2a) Identifying risks.</p> <p>2b) Coping with peer influences.</p> <p>2d) Decision making and assertiveness in situations relating to drug use.</p> <p>3a) Valuing oneself and other people.</p> <p>3b) Attitudes and beliefs about different drugs and people who may use or misuse them</p> <p>3c) Responses to media and advertising presentations of alcohol, tobacco and other legal drugs.</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	<p>2.2g) About the effects on the human body of alcohol, tobacco and other drugs, and how these relate to their personal health.</p> <p>2.2c) That the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs</p>	<p>Geography</p> <ul style="list-style-type: none"> Where tobacco comes from <p>History</p> <ul style="list-style-type: none"> History of tobacco <p>I.T.</p> <ul style="list-style-type: none"> Accessing Websites <p>Maths</p> <ul style="list-style-type: none"> Surveys – graphs on cost of smoking <p>Design & Technology</p> <ul style="list-style-type: none"> Design a money box for saving money normally spent on cigarettes (for adults) <p>Drama</p> <ul style="list-style-type: none"> Peer pressure and smoking 	School Nurse

School Resources: Insert text here if applicable.

Year 4 – PSHCE Curriculum Planning Matrix

Focus: Healthy Lifestyles

Intended Outcome: To become aware of first aid procedures



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Introducing First Aid Procedures	<ul style="list-style-type: none"> St Johns Ambulance Lifesaver* Part One video & pack (resource) This course covers: keeping self safe, dealing with an unconscious patient including the recovery position, asthma (use of inhalers, school rules) and choking Identify potential hazards using pictures of kitchen, garden, bathroom, school including dangers of syringes and needles Carry out safety survey – go round school and home and identify potential hazards Discuss rules in school/ playground – why do we have them? Involve school nurse or designated first aider in school to demonstrate first aid * If schools use St John's Ambulance Life Saver Resource Pack (available from Health Promotion – a certificate is available for pupils) 	<ul style="list-style-type: none"> To enable pupils to identify hazards/ potential hazards and reduce the risk of personal injury To demonstrate the recovery position Explain treatment for choking and asthma attacks Pupils will understand the need for school rules and the consequences of breaking them 	<p>1c) To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>2b) Why and how rules and laws are made and enforced, why different situations and how to take part in making and changing rules.</p> <p>2d) That there are different kinds of responsibilities, rights and duties at homes, schools and in the community and that these can sometimes conflict with each other.</p> <p>2h) To recognise the role of voluntary, community and pressure groups.</p> <p>3e) To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable.</p> <p>3g) School rules about health and safety, basic emergency aid procedures and where to get help.</p> <p>5e) Meet and talk with people (e.g.. people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers).</p>	<p>2e) To realise and verbalise that actions have consequences.</p> <p>2o) Better able to anticipate reactions and consequences.</p> <p>2u) Knowing some ways of supporting self and others in a range of situations</p> <p>2v) Keeping safe – how to keep safe in a variety of situations.</p> <p>2w) Behave in socially acceptable ways.</p> <p>2cc) Can talk about actions and consequences.</p> <p>3d) The limits of safety</p> <p>3k) Decision-making and risk taking.</p> <p>3t) Know what is risky and unsafe.</p>	<p>1a) School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs</p> <p>1b) More detailed information about the body, how it works and how to take care of it</p> <p>1c) Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks.</p> <p>1f) Dangers from handling discarded syringes or needles</p> <p>2a) Identifying risks.</p> <p>2c) Communicating with adults.</p> <p>2e) Giving and getting help.</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	N/A	<p>Drama</p> <ul style="list-style-type: none"> Casualty role-plays <p>English/Literacy</p> <ul style="list-style-type: none"> Reading instructions e.g. First Aid 	<p>School Nurse</p> <p>Paramedics</p> <p>St Johns Ambulance</p>

School Resources: Insert text here if applicable.

Year 4 – PSHCE Curriculum Planning Matrix

Focus: Healthy Lifestyles

Intended Outcome: To become aware Emergency Services Provision



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Emergency Services	<ul style="list-style-type: none"> • Visit from members of emergency services • Role play 999 situations • Firework safety rules • Plan and illustrate a home fire exit route • Discuss the importance of smoke detectors 	<ul style="list-style-type: none"> • Pupils are aware of all emergency services and how to access them • Pupils are aware of the dangers of using fireworks • To raise awareness of fire safety in the home 	<p>1c) To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>1e) About the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future</p> <p>2b) Why and how rules and laws are made and enforced, why different situations and how to take part in making and changing rules.</p> <p>2d) That there are different kinds of responsibilities, rights and duties at homes, at school and in the community and that these can sometimes conflict with each other.</p> <p>3e) To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p>3f) That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p>3g) School rules about health and safety, basic emergency aid procedures and where to get help.</p> <p>4a) That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</p> <p>5e) Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers.)</p>	<p>2e) To realise and verbalise that actions have consequences.</p> <p>2o) Better able to anticipate reactions and consequences</p> <p>2r) Making decisions about a range of issues.</p> <p>2u) Knowing some ways of supporting self and others in a range of situations</p> <p>2v) Keeping safe – how to keep safe in a variety of situations.</p> <p>2w) Behave in socially acceptable ways</p> <p>2cc) Can talk about actions and consequences.</p> <p>3d) The limits of safety.</p> <p>3i) Making decisions – knowing what influences personal decision-making.</p> <p>3k) Decision-making and risk taking.</p> <p>3s) Know what is socially acceptable in a variety of situations</p> <p>3t) Know what is risky and unsafe.</p>	<p>1e) People who can help children when they have questions or concerns.</p> <p>2a) Identifying risks.</p> <p>2c) Communicating with adults.</p> <p>2e) Giving and getting help</p> <p>3a) Valuing oneself and other people.</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	N/A	<p>Drama</p> <ul style="list-style-type: none"> • Role Play <p>History</p> <ul style="list-style-type: none"> • Gunpowder plot <p>Art</p> <ul style="list-style-type: none"> • Safety poster <p>Literacy</p> <ul style="list-style-type: none"> • Clear instructions on how to dial 999 <p>Geography</p> <ul style="list-style-type: none"> • Map making <p>ICT</p> <ul style="list-style-type: none"> • Mapping skills • Floor plans 	<p>Police</p> <p>Paramedics</p> <p>Fire Service</p>

School Resources: Insert text here if applicable.

Year 4 – PSHCE Curriculum Planning Matrix

Focus: Healthy Lifestyles

Intended Outcome: To develop knowledge skills and attitudes around drug use/misuse



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Drug Awareness	<ul style="list-style-type: none"> Carry out activity to assess pupils' current level of drugs knowledge (e.g. draw and write activity, Jugs and Herrings) Carry out a mind-mapping exercise on the word "Drugs" Define the word "drug." (A substance people take to change the way they feel, think or behave.) Consolidate knowledge of drug categories e.g. legal, illegal, medicines. And the consequences of breaking the law. Carry out a mind-mapping exercise about why people choose to take/not to take drugs. Discuss the use/misuse of everyday items such as a fork, ruler, aerosol can, and tablets. Pupils should consider the consequences of potential actions with these items. Debate on school rules relating to drugs, including the management of drug incidents. Give scenarios e.g. a pupil is found with cigarette. 	<ul style="list-style-type: none"> To ensure a base line knowledge for all pupils around drug use. To consolidate and develop knowledge skills and attitudes around drug use/misuse. To understand the definition of the word, "Drug." To give pupils an introduction to the law relating to legal and illegal drugs. Pupils will understand the term use/misuse. Pupils to understand their own responsibilities to make informed decisions and that they are responsible for the decisions they make. 	<p>1a) To talk and write about their opinions, and explain their views, on issues that effect themselves and society.</p> <p>1c) To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>2a) To research, discuss and debate topical issues, problems and events.</p> <p>2b) Why and how rules and laws are made and enforced, why different situations and how to take part in making and changing rules.</p> <p>3a) What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.</p> <p>3d) Which commonly available substances and drugs are legal and illegal, their effects and risks.</p> <p>3e) To recognise the different risks in different situations and then decide how to behave responsibly.</p> <p>3g) School rules about health and safety, basic emergency first aid procedures and where to get help.</p> <p>4a) That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>5d) Make real choices and decisions (e.g. about issues affecting their health and well being such as smoking; on the use of scarce resources; how to spend money, including pocket money and (contributions to charities).</p>	<p>2c) Expressing when something is acceptable and when it is not acceptable</p> <p>2e) To realise and verbalise that actions have consequences.</p> <p>2o) Better able to anticipate reactions and consequences.</p> <p>2r) Making decisions about a range of issues.</p> <p>3i) Making decisions – knowing what influences personal decision making.</p> <p>3k) Decision making & risk taking.</p> <p>3q) Things that go into the body that help (e.g. good food, some drugs) and harm (e.g. some drugs, cigarette smoke, poisons).</p> <p>2v) Keeping safe – how to keepsafe in a variety of situations.</p> <p>2w) Behave in socially acceptable ways.</p> <p>2x) Making healthy choices re food, exercise, drugs.</p> <p>2cc) Can talk about actions and consequences.</p>	<p>1a) School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs</p> <p>1c) Different types of medicines (both prescribed and over the counter), legal and illegal drugs including their form, their effects and their associated risks.</p> <p>1d) Introduction to the law relating to the use of legal and illegal drugs.</p> <p>2a) Identifying risks.</p> <p>2c) Communicating with adults.</p> <p>2f) Safety procedures when using medicines.</p> <p>3b) Attitudes and beliefs about different drugs and people who may use or misuse them.</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	<p>2.2g) About the effects on the human body of alcohol, tobacco and other drugs, and how these relate to their personal health.</p>	<p>Literacy</p> <ul style="list-style-type: none"> Mind-maps Debating 	<p>Police</p> <p>School Nurse</p> <p>Life Education</p>

School Resources: Insert text here if applicable.

Year 4 – PSHCE Curriculum Planning Matrix

Focus: Myself & Others

Intended Outcomes: To raise awareness of help and support networks when faced with uncomfortable situations
To describe and express emotions in different situations



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Keeping Safe Focus on Feelings	<ul style="list-style-type: none"> Discuss, write or role play about things that make you feel uncomfortable. Describe feelings and experiences. Discuss secrets - what is a good/bad secret? Discuss negative feelings Pupils to identify their own support network – who would you tell? Where to get help (Childline, NSPCC, Barnardos, Kidscape) 	<ul style="list-style-type: none"> To listen to others. To understand how to keep safe. To describe and express emotions. To recognise abuse To create pupils personal support network To be aware of national helplines and how to access them 	<p>1a) To talk and write about their opinions, and explain their views, on issues that effect themselves and society.</p> <p>1c) Pupils should be taught to face new challenges positively by collecting information, looking for help, making responsible choices and taking actions.</p> <p>3e) To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p>3f) That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p>4a) Pupils should be taught that their actions affect themselves and others, to care about other peoples feelings and to try and see things from their points of view.</p> <p>4c) To be aware of different types of relationship, including marriage and this between friends and families, and to develop the skills to be effective in relationships.</p> <p>4d) To realise the nature and consequences of racism, teasing and bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>4g) Where individuals, families and groups can get help and support.</p> <p>5g) Consider social and moral dilemmas that they come across in life (e.g. encouraging respect and understanding between different races and dealing with harassment)</p> <p>5h) Find information and advice (e.g. through help lines; by understanding about welfare systems in society)</p>	<p>2a) Express a range of feelings.</p> <p>2b) Handling a wider rang of feelings in self and others.</p> <p>2c) Expressing when something is acceptable and when it is not acceptable.</p> <p>2d) Handling some difficult situations e.g. being teased, feeling unconfident, being bullied, being left out, when others are disappointed/angry with you.</p> <p>2e) To realise and verbalise that actions have consequences.</p> <p>2f) Increasingly competent in a group i.e. listening respectfully to others, making clear statement of own position/feeling, compromising, negotiating for own need.</p> <p>2h) Recognising different feelings as displayed by others.</p> <p>2m) More sensitive to other's feelings.</p> <p>2o) Better able to anticipate reactions and consequences.</p> <p>2p) Developing coping strategies for when friendships change/break.</p> <p>2t) Coping with difficulties in families (e.g. arguments, rivalries, loss, change)</p> <p>2u) Knowing some ways of supporting self and others in a range of situations.</p> <p>2v) Keeping safe – how to keep safe in a variety of situations.</p> <p>2cc) Can talk about actions and consequences</p> <p>3a) Feelings – what are feelings and distinguishing between them – happy, sad, afraid, angry.</p> <p>3b) A wide rang of difficult personal situations – e.g., teasing and bullying.</p> <p>3d) The limits of safety.</p> <p>3m) Families and how they behave – what members expect of each other.</p> <p>3s) Knows what is socially acceptable in a variety of situations.</p> <p>3t) Know what is risky and unsafe.</p>	<p>1e) People who can help children when they have questions or concerns.</p> <p>2a) Identifying risks.</p> <p>2c) Communicating with adults.</p> <p>2e) Giving and getting help.</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	N/A	<p>Drama</p> <ul style="list-style-type: none"> Role-plays <p>Literacy</p> <ul style="list-style-type: none"> Problem Pages Poetry on feelings <p>Music</p> <ul style="list-style-type: none"> Music to express emotions. 	<p>Barnados</p> <p>Childline</p> <p>Kidscape</p>

School Resources:

Social and Emotional Aspects of Learning (SEAL)		
Key Domains Addressed	Key Themes	Subsidiary Themes
• Self-awareness	5) Uncomfortable feelings 6) Changes	2) Getting on and falling out
• Managing feelings	5) Uncomfortable feelings 6) Changes	2) Getting on and falling out
• Social skills	5) Uncomfortable feelings 6) Changes	2) Getting on and falling out

Year 4 – PSHCE Curriculum Planning Matrix

Focus: Body Awareness

Intended Outcome: To name and understand the function of the main organs of the respiratory and circulatory systems



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Respiration & Circulation	<ul style="list-style-type: none"> Name and describe the functions of main organs of the respiratory & circulatory systems Discuss the importance of oxygen. Conduct an experiment to calculate the increase in respiration between exercising and rest. Measure pulse rate Discuss the illnesses of circulatory and respiratory systems linked to lifestyle e.g. heart and lung complaints Asthma (link with First Aid) 	<ul style="list-style-type: none"> To name and describe the main organs of the respiratory & circulatory systems. Understand that oxygen is vital for life. To understand the effects of exercise on respiration and circulation. To become aware of how our health is affected by lifestyle 	<p>5d) Make real choices and decisions (e.g. about issues affecting their health and well being such as smoking)</p>	<p>2x) Making healthy choices regarding food, exercise and drugs. (Sees, makes connections.)</p> <p>3q) Things that go into the body that help (e.g. good food, some drugs) and harm (e.g. some drugs, cigarette smoke, poisons)</p>	<p>1b) More detailed information about the body, how it works and how to take care of it.</p> <p>1c) Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks.</p> <p>2a) Identifying risks</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	<p>1.2g) Check observations and measurements by repeating them where appropriate.</p> <p>1.2i) Make comparisons and identify simple patterns or associations in their own observations and measurements or other data.</p> <p>2.2c) Pupils should be taught that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs.</p> <p>2.2d) Pupils should be taught about the effect of exercise and rest on pulse rate.</p> <p>2.2g) Pupils should be taught about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.</p> <p>5.1d) Pupils should be taught using first hand and secondary data to carry out a range of scientific investigations, including complete investigations.</p>	<p>P.E</p> <ul style="list-style-type: none"> Pulse experiment. Exercise and recovery. <p>I.T/Maths</p> <ul style="list-style-type: none"> Graph showing pulse rate and recovery rate. 	<p>School Nurse Eureka</p>

School Resources: Insert text here if applicable.

Year 4 – PSHCE Curriculum Planning Matrix

Focus: Local Environment

Intended Outcome: To make pupils aware of their rights and responsibilities within different environments



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Rights and Responsibilities	<ul style="list-style-type: none"> Explore the definition of a right. Link rights with responsibilities. (e.g. you have the right to be listened to and the responsibility to listen to others) Make up a class charter of rights and responsibilities. Exploring rights/ responsibilities in different roles e.g. school pupil, son/daughter, friend Qualities and characteristics of a good citizen e.g. respect for others and the environment Discuss children's rights in other countries Fundraising for children's charities e.g. Children In Need 	<ul style="list-style-type: none"> Pupils will understand that with rights come responsibilities. To produce class charter. Pupils will understand that rights and responsibilities can differ according to their role in society Pupils will be aware that basic rights for some children are denied. 	<p>1a) To talk and write about their opinions, and explain their views, on issues that effect themselves and society.</p> <p>1b) Pupils should be taught to recognise their worth and individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>1c) Pupils should be taught to face new challenges positively by collecting information, looking for help, making responsible choices and taking actions.</p> <p>2a) To research, discuss and debate topical issues, problems and events</p> <p>2b) Why and how rules and laws are made and enforced, why different situations and how to take part in making and changing rules.</p> <p>2c) To realise the consequences of anti-social and aggressive behaviour, such as bullying and racism, on individuals and communities.</p> <p>2d) That there are different kinds of responsibilities, rights and duties at homes, schools and in the community and that these can sometimes conflict with each other.</p> <p>2e) To reflect on spiritual, moral, social and cultural issues using imagination to understand other people's experiences.</p> <p>4a) Pupils should be taught that their actions affect themselves and others, to care about other peoples feelings and to try and see things from their points of view.</p> <p>4b) To think about the lives of people living in other places and times, and people with different values and customs.</p> <p>4c) To be aware of different types of relationship, including marriage and this between friends and families, and to develop the skills to be effective in relationships.</p> <p>4f) That differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>5a) Take responsibility (e.g., for planning and looking after the school environment; for the needs of others such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school).</p> <p>5b) Pupils should be taught the knowledge, skills and understanding through opportunities to feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)</p> <p>5c) Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)</p> <p>5d) Make real choices and decisions (e.g. about issues affecting their health and well being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).</p> <p>5g) Consider social and moral dilemmas that they come across in life (e.g., encouraging respect and understanding between different races and dealing with harassment)</p>	<p>1a) Value:</p> <ul style="list-style-type: none"> Freedom Justice Rights Rules Laws <p>2e) To realise and verbalise that actions have consequences.</p> <p>2f) Increasingly competent in a group i.e. listening respectfully to others, making clear statement of own position/feeling, compromising, negotiating for own need.</p> <p>2k) Better able to see another's perspective.</p> <p>2n) Being able to describe another's experience.</p> <p>2o) Better able to anticipate reactions and consequences.</p> <p>2r) Making decisions about a range of issues.</p> <p>2w) Behave in socially acceptable ways.</p> <p>2y) Recognise their own worth and identify positive things about themselves.</p> <p>2bb) Can participate fully in groups.</p> <p>3i) Making decisions – knowing what influences personal decision-making.</p> <p>3j) Varied lifestyles in the class and in the community – differences in others and how we feel about the difference.</p> <p>3m) Families and how they behave – what members expect of each other.</p> <p>3s) Knows what is socially acceptable in a variety of situations.</p>	<p>2c) Communicating with adults.</p> <p>3a) Valuing oneself and other people.</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	N/A	<p>I.T</p> <ul style="list-style-type: none"> Research on Children's Rights <p>Literacy</p> <ul style="list-style-type: none"> Making charter <p>Geography</p> <ul style="list-style-type: none"> Children's rights in other countries. <p>History</p> <ul style="list-style-type: none"> United Nations Convention on the rights of the child. Child workers in Victorian times. 	<p>Reps from children's charities</p> <p>Styall Mill</p>

School Resources: Insert text here if applicable.