Year 6 – PSHCE Curriculum Planning Matrix

Focus: **Healthy Lifestyles** Intended Outcomes: **To explore knowledge, skills and attitudes around drugs in order for pupils to make their own informed choices**

Matri**X**

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	**SRE**	**Drug Education**	**Science**		
Drug Education	• Carry out knowledge assessment Identify and address any gaps in knowledge e.g. role of medicine, cigarettes, alcohol • Groups to make lists of drugs known to them • Breakdown list of drugs given into categories, e.g. medicines, legal, illegal, glues and solvents • Explore differences between the terms legal & illegal. Just because a drug is legal doesn't mean it cannot cause harm. • Discuss the least/most dangerous drug. Pupils have drug name on individual large card (only use the drugs that pupils have named) Get pupils to place themselves along the 'line' between least/most dangerous. Consider risky behaviour e.g. alcohol may be placed near least dangerous but what if that person got in a car to drive? • Discuss the medias portrayal of drugs use/misuse. Refer to newspaper articles and use role-plays e.g. resisting peer pressure • Explore why people take/do not take drugs. • Discuss favourite adverts. Give reasons for choice - What qualities can make a good advert? e.g. humour, music, use of famous people – How does the media influence us? Does it give the facts? • Explore different media types – extended to own design, posters, slogans and jingles • Discuss the wider implications of drug use on society e.g. crime and violence. • Compare school rules relating to drugs and related incidents in primary school and secondary school. (Opportunity for transition work) • Discuss how to access support agencies both locally and nationally	• Pupils to understand that all drugs (medicines legal & illegal) have an effect on the brain and body. • To understand the consequences of the misuse of drugs, on personal health and the wider social implications of drug using. • Pupils to understand that peers, the media and advertisements can influence attitudes, opinions and behaviour. • Pupils to understand school rules on drug related incidents and their consequences. • To understand that drug use has wider social implications. • Pupils are aware of how to access support agencies.	1a) To talk and write about their opinions and explain their views, on issues that effect themselves and society. 1c) To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. 2a) To research discuss and debate topical issues, problems and events. 2c) To realise the consequences of anti social and aggressive behaviours, such as bullying and racism, on individuals and communities. 2e) To reflect on spiritual, moral, social and cultural issues using imagination to understand other people's experiences. 2f) To resolve differences by looking at alternatives making decisions and explaining choices. 2k) To explore how the media present information. 3a) What makes a healthy lifestyle, including the benefits of exercise and healthy eating what affects mental health and how to make informed choices. 3d) Which commonly available substances and drugs are legal and illegal their effects and risks. 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. 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 4a) That their actions affect themselves and others to care about other peoples' feelings and to try to see things from their points of view 4f) That differences and similarities between people arise from a number of factors including cultural ethnic racial and religious diversity fender and disability. 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). 5g) Consider social and moral dilemma that they come across in life (e.g. encouraging respect and understanding between different races and dealing with harassment)	2c) Expressing when something is acceptable and when it is not acceptable. 2d) Handling some difficult situations e.g. being teased, being bullied, being left out when others are disappointed/angry with you. 2e) To realise and verbalise that actions have consequences. 2i) How the media and peers impact on forming attitudes. 2n) Being able to describe another's experience 2o) Better able to anticipate reactions and consequences. 2r) Making decisions about a range of issues. 2v) Keeping safe – how to keep safe in a variety of situations. 2w) Behave in socially acceptable ways. 2x) Making healthy choices regarding food, exercise and drugs. 2z) Recognise and challenge stereotypes e.g. gender. 3b) A wide range of difficult personal situations- e.g. teasing, bullying. 3d) The limits of safety. 3i) Making decisions – knowing what influences personal decision making. 3q) Things that go into the body that help (e.g. good food, some drugs) and harm (e.g. some drugs, cigarette smoke, poisons) 3r) Media messages about health and sexuality. 3s) Knows what is socially acceptable in a variety of situations. 3t) Know what is risky and unsafe.	1a) School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs. 1c) Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks. Introduction to the law relating to the use of legal and illegal drugs. 1d) Introduction to the law relating to the use of legal and illegal drugs 2a) Identifying risks. 2b) Coping with peer influences 2d) Decision-making and assertiveness in situations relating to drug use. 2f) Safety procedures when using medicines. 3a) Valuing oneself and other people. 3b) Attitudes and beliefs about drugs and people who may use or misuse them. 3c) Responses to media and advertising presentations of alcohol, tobacco and other legal drugs. 3d) Taking responsibility for one's safety and behaviour.	2.2g) About the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health.	**Drama** • Puppetry • Role-play **Art** • Posters • Displays **Literacy** • Script writing • Information - gathering **Music** • Compose jingles for adverts	Theatre in Education Drama Group School Nurse

School Resources: Insert text here if applicable.

Year 6 – PSHCE Curriculum Planning Matrix

Focus: **Healthy Lifestyles**   Intended Outcomes: **To identify the benefits of exercise and diet and how this contributes to a healthy lifestyle**

Matrix

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	**SRE**	**Drug Education**	**Science**		
Exercise & Diet	• Pupils to chart physical activities they regularly take part in – this would include P.E in school. • Complete a weekly food diary to compare energy intake (food) and expenditure (physical activity). • Discuss consequences of in-activity e.g. obesity, heart disease, diabetes, low self-esteem • Recap on food groups and their benefit. • Discuss the role of the media in promoting "fashionable" body images. • Pupils to research about local clubs/facilities. Possible visit from club member to promote sport and cost and timings etc. • Importance of warming up/cooling down. Name main muscles.	• Pupils to be aware of the importance of exercise and diet on health and well being and to explore the consequences of inactivity and an unhealthy diet. • Pupils to be aware of their own responsibility in the choices they make regarding lifestyles.	1b) To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. 1c) To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. 3e) To recognise the different risks in different situations and then decide how to behave responsibly. 4e) To recognise and challenge stereotypes. 5b) 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) 5d) Make real choices and decisions (for example, about issues affecting health and well being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)	2e) To realise and verbalise that actions have consequences. 2i) How the media and peers impact on forming attitudes. 2x) Making healthy choices regarding food, exercise, and drugs. 2z) Recognise and challenge stereotypes e.g. gender. 3g) Keeping healthy – exercise, diet, the immune system. 3i) Making decisions – knowing what influences personal decision making. 3q) Things that go into the body that help (e.g. good food, some drugs) and harm (e.g. some drugs, cigarette smoke, poisons) 3r) Media messages about health and sexuality.	1b) More detailed information about the body. 3a) Valuing oneself and other people. 3d) Taking responsibility for one's own safety and behaviour.	2.1a) Pupils should be taught that the life processes common to humans and other animals include nutrition, movement, growth and reproduction. 2.2b) Pupils should be taught: about the need for food for activity and growth, and about the importance of an adequate and varied diet for health. 2.2e) Pupils should be taught that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move. 2.2h) Pupils should be taught about the importance of exercise for good health.	**Literacy** • Writing diary entries **Numeracy** • Calculating energy contents • *intake and expenditure* **ICT** • Graphs • Charts and Food Plates **P.E** • Exercise **Food Technology** • Healthy meal planning	Local Sports Centre Sports Development Reps Sports Club Reps Dietician School Nurse

School Resources: Insert text here if applicable.

Year 6 – PSHCE Curriculum Planning Matrix

Focus: **Myself and Others**

Intended Outcomes: **To prepare pupils for a change relating to puberty and transition**

Matrix

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	**SRE**	**Drug Education**	**Science**		
Self Esteem (relating to transition)	• Answer individual questionnaire on attitudes and feelings towards transition. • Visit by secondary staff to visit class • Visit by current Yr 7 pupils (ex pupils of school • Create a post-box for any particular personal concerns to be addressed. • Pupils to visit secondary school • Secondary pupils to help out at sports days/Fitbods scheme etc.	• To develop confidence and skills to cope with change (especially around transition)	1a) Pupils should be taught to talk and write about their opinions, and explain their views, on issued that effect themselves and society. 1. 1b) To recognise their worth an individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. 1c) Pupils should be taught to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. 1d) Pupils should be taught to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. 3c) Pupils should be taught about how the body changes as they approach puberty. 3. 5b) 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). 5f) Pupils should be taught the knowledge, skills and understanding to develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters). 5i) Pupils should be taught the knowledge, skills and understanding through opportunities prepare for change (for example transferring to secondary school).	2a) Express a range of feelings. 2b) Handling a wider range of feelings in self and others. 2d) Handling some difficult situations e.g. being teased, feeling unconfident, being bullied, being left out, when others are disappointed/angry with out. 2j) Reflect on own experience, learn from this and set simple goals and work. 2n) Being able to describe another's experience. 2p) Developing coping strategies for when friendships change/break. 2q) Coping with loss and change. 2u) Knowing some ways of supporting self and others in a range of situations. 2y) Recognise their own worth and identify positive things about themselves. 3b) A wide range of difficult personal situations - e.g. teasing, bullying. 3c) Body changes in self and others. 3e) How babies begin and are born – how they grow. 3l) Feelings about the future (e.g. changing schools) 3n) Celebrations of birth, christenings, rites of passage in different cultures, marriage and death in different cultures. 3p) Body changes in boys and girls – why they happen.	2.1a) Pupils should be taught that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.	N/A	**Literacy** • Writing genre • Writing in style of problem pages • Letter writing • Answering questions • Class Discussion and communication skills **R.E** • Feelings • Emotions • Relationships **P.E** • Use of secondary pupils in exercise	School nurse Secondary School Visit Secondary School Reps
Self Esteem (relating to puberty)	• Discuss & explain the change in our emotions as we grow up • Write Agony Aunt letters. Pupils to work in groups to solve problems identified in these letters. Use magazines as prompts. • Discuss the importance of loving, stable relationships and possibly include same sex relationships • When I grow up I will …… Ask children to write about their aspirations & achievements • Discuss ways of achieving aspirations - what are their personal responsibilities? What do they have to change in order to achieve their aspirations?	• To prepare pupils for the physical and emotional changes brought about by puberty.						
Life Cycles & Reproduction	• Discuss what we mean by growing-up? Identify characteristics of age ranges e.g. pensioner, toddler, teenager • Discuss reproduction - • *Conception* • *Foetal development* • *Birth.* • Option of discussing how contraception can be used to prevent pregnancy and sexually transmitted diseases	• To enable pupils to understand the process of reproduction.						

School Resources: Insert text here if applicable.

Social and Emotional Aspects of Learning (SEAL)

Key Domains Addressed	Key Themes	Subsidiary Themes
• Self awareness	1) New beginnings 3) Going for goals! 6) Changes	
• Social skills	3) Going for goals! 6) Changes	1) New beginnings

Year 6 – PSHCE Curriculum Planning Matrix

Focus: Body Awareness **Intended Outcomes: To explore factors involved with the spread of infections and infection control**

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	**SRE**	**Drug Education**	**Science**		
Micro Organisms	• Class discussion about illness throughout history e.g. the plague • Ask children to research the scientists from the past e.g. Jenner, Pasteur and Lister by using books, CD ROMS or the Internet to identify their role in theory of disease. • Invite a practice nurse/dental health nurse in to discuss diseases and their prevention. Identify some illnesses that are caused by micro-organisms e.g. rubella, chickenpox and mumps. • Identify how we combat disease in a class discussion. Body defences, personal hygiene, immunisation, household hygiene. Remind children that microorganisms cause tooth decay and regular brushing removes the harmful micro-organisms.	• Pupils to identify that disease can be passed on by microorganisms and that this is based on scientific evidence • Pupils should be able to list some illnesses that are caused by micro-organisms • Pupils to be able to state how we combat disease. • Pupils to be able to explain why dental hygiene is important in preventing tooth decay.	1c) To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. 3a) What makes a healthy lifestyle, including exercise and healthy eating, what affects mental health, and how to make informed choices. 3b) That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. 4b) Pupils should be taught to think about the lives of people living in other places and times, and people with different values and customs. 5d) Make real choices and decisions (for example, about issues affecting their health and well being such as smoking; on the use of scarce resources; how to spend money and contributions to charities) 5h) Find information and advice (for example, through help agencies; by understanding about welfare systems in society)	2l) Keeping healthy – exercise, diet, the immune system. 2x) Making healthy choices regarding food, exercise and drugs. 3g) Keeping healthy – exercise, diet, the immune system 3q) Things that go into the body that help (e.g. good food, some drugs) and harm (e.g. some drugs, cigarette smoke, poisons)	1b) More detailed information about the body. 2a) Identifying risks. 3d) Taking responsibility for one's safety and behaviour.	1.1a) Pupils should be taught that science is about thinking creatively and try to explain how living and non-living things work, and to establish links between causes and effects (e.g. Jenner's vaccination work) 1.2a) Ask questions that can be investigated scientifically and decide how to find answers. 1.2b) Consider what sources of information, including first hand experience and a range of other sources, they will use to answer questions. 1.2m) Review the work of others and describe its significance and limitations 2.2a) About the function and care of teeth. 2.5f) That micro-organisms are living organisms that are often too small to be seen and that they may be beneficial (e.g. in the breakdown of waste, in making bread) or harmful (e.g. in causing disease, in causing food to go mouldy). 5.1c) Using a range of sources of information and data including ICT based sources. 5.2b) Recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.	**History** • Research **I.T** • Research	School practice nurse Dental hygienist

Year 6 – PSHCE Curriculum Planning Matrix

Focus: Local Community and Environment **Intended Outcomes: To raise pupils' awareness of their responsibilities as members of their local communities**

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
	Insert text here if applicable.		**PSHCE**	**SRE**	**Drug Education**	**Science**		

Respect for the Community	• Discuss different types of community e.g. family school, church etc • Pupils to research local facilities e.g. leisure centre, library, youth club, churches and mosques. These could be plotted onto map. • Class to devise project that would enhance their community e.g. pick up litter, visit homes for the elderly, harvest parcels. • Identify lack of facilities in local community – can they do anything about this – set out action plan, write to MP's or local councillors etc • Discuss how the media influences opinion and impacts on decision making.	• Pupils to understand what we mean by community. • Pupils to be aware that they are part of the community and therefore have some responsibility within their own community	1a) To talk and write about their opinions, and explain their views, on issues that effect themselves and society. 1c) To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. 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. 2a) To research, discuss and debate topical issues, problems and events. 2d)That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. 2e) To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. 2j) That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. 2k) To explore how the media present information. 4g) Where individuals, families and groups can get help and support. 5a) Take responsibility (for example, for planning and looking after the school environment; for the needs of others, for identifying safe, healthy and sustainable means of travel when planning their journey to school). 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) 5f) Develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries. 5h) Find information and advice (for example, through help agencies; by understanding about welfare systems in society)	2e) To realise and verbalise that actions have consequences. 2r) Making decisions about a range of issues. 3j) Varied lifestyles in the class and in the community – differences in others and how we feel about the difference. 3s) Knows what is socially acceptable in a variety of situations.	2c) Communicating with adults. 2e) Giving and getting help. 3d) Taking responsibility for one's own safety and behaviour.	2.5a) Pupils should be taught about ways in which living things and the environment need protection	**Geography** • Map making of local environment **ICT** • Surveys • Graphs • Maps **Literacy** • Letter writing **R.E** • Cultures and Religion **Maths** • Surveys • Graphs	MP Local Councillor Homes for the elderly Local places of worship

Insert text here if applicable.

Year 6 – PSHCE Curriculum Planning Matrix

Focus: Local Community and Environment   Intended Outcomes: **To identify and respect the differences and similarities between people**

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	**SRE**	**Drug Education**	**Science**		
Diversity and Difference	• Explore diversity and difference • Discuss what is prejudice? • Discuss the causes of prejudice • Identify examples of possible prejudices – disability, sexism, racism, homophobia, religious intolerance • Discuss the different ways of dealing with prejudice • Discuss ways of celebrating difference	• To understand the terms diversity and difference; and to realise that differences between people are inevitable, natural and positive. • To comprehend the negative impact of prejudice and intolerance • To identify examples of possible stereo-typing within society • To identify ways of dealing with prejudice, and identifying ways of celebrating diversity and difference	1a) To talk and write about their opinions and explain their views on issues that affect themselves and society 1b) To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. 2a) To research, discus and debate, topical issues, problems and events. 2c) To realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. 2d) That there are different types of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. 2e) To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. 4a) That their actions affect themselves and others, to care about other people's feeling s and to try to see things from their point of view. 4b) To think about the lives of people living in other places and times, and people with different values and customs. 4d) To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help. 4e) To recognise and challenge stereotypes. 4f) That differences and similarities between people arise from a number of actors, including ethnic, racial and religious diversity, gender and disability. 5g) Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)	1e) Explore issues around stereotyping (e.g. racial, cultural, gender) 2c) Expressing when something is acceptable and when something is not acceptable. 2i) How the media and peers impact on forming attitudes 2k) Better able to see another's perspective 2n) Being able to describe another's experience 2s) Coping with difference 2w) Behave in socially acceptable ways 2z) Recognise and challenge stereotypes e.g. gender 3j) Varied lifestyles in the class and the community – differences in others and how we feel about the difference 3o) Differences and similarities in people; sexuality – what it is and what words describe it. 3s) Knows what is socially acceptable in a variety of situations	3a) Valuing oneself and other people	N/A	**Literacy** • Poems, stories and drama about: • *Stereotyping* • *Differences* • *Disabilities* • *Racism* • *Bullying* **History** • Look at civil rights in different countries, e.g. apartheid **RE** • Tolerance of and respect for others and their differences **IT** • Research on human and civil rights	Trip to local places of worship

School Resources: Insert text here if applicable.

Social and Emotional Aspects of Learning (SEAL)

Key Domains Addressed	Key Themes	Subsidiary Themes
• **Empathy**	7) Bullying	3) Going for goals!
• **Social skills**	3) Going for goals!	6) Changes

Year 6 – PSHCE Curriculum Planning Matrix

Focus: **Local Community and Environment**   Intended Outcomes: **To raise pupils' awareness of their responsibilities as members of a global community**

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	**SRE**	**Drug Education**	**Science**		
Global Environmental Issues	• Discuss a range of global issues e.g. fox hunting, global warming, extinction of endangered species, toxic waste, nuclear power, re-cycling etc. • Pupils to work individually or in a group to research a topic that they have selected and give a presentation to the class. • Follow-up with debate – For/Against. • Communicate with young people from other countries about global issues through letters, e-mails etc. • Communicate with environmental and global organisations about topical issues – use of websites and email facilities	• To make pupils aware of ecological problems and their own responsibility towards the environment • To raise awareness of local, national and global organisations concerned with social and environmental issues	1a) Pupils should be taught to write about their opinions, and explain their views, on issues that effect themselves and society. 1c) Pupils should be taught to face new challenges positively by collecting information, looking for help, making responsible choices, and taken actions 2a) Pupils should be taught to research, discuss and debate topical issues, problems and events. 2h) Pupils should be taught to recognise the role of voluntary, community and pressure groups. 2j) Pupils should be taught that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. 4b) Pupils should be taught to think about the lives of people living in other places and times, and people with different values and customs. 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. 5f) Pupils should be taught the knowledge, skills and understanding to develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters). 5g) Pupils should be taught the knowledge, skills and understanding through opportunities to consider social and moral dilemmas that they come across in life	1a) Value: • *Freedom* • *Justice* • *Rights* • *Rules* • *Laws* 1b) Appreciate and safeguard natural features and processes. 1c) Experience the wonder of nature and human endeavour. 2f) Increasingly competent in a group i.e. listening respectfully to others, making clear statements of own position/feeling, compromising, negotiating for won need. 2k) Better able to see another's perspective. 2n) Being able to describe another's experience 2r) Making decisions about a range of issues. 2bb) Can participate fully in groups. 2cc) Can talk about actions and consequences	N/A	2.5a) Pupils should be taught about ways in which living things and the environment need protection.	**ICT** • Powerpoint presentation • Internet • Email **Literacy** • Communication skills • Letter writing • Presentation skills **Art** • Class Presentation	WWF Greenpeace Jodrell Bank Local Zoo Nuclear Power Station

School Resources: Insert text here if applicable.

Year 6 – PSHCE Curriculum Planning Matrix

Focus: Local Community and Environment   Intended Outcomes: **To raise pupils awareness of democratic procedures**

MatriX

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	**SRE**	**Drug Education**	**Science**		
School, Local & National Democratic Procedures	• Discuss the elements of a democratic and multicultural society, including the voting system, majority rule, human rights etc. • Discuss the role of local judicial systems including magistrate court, youth offending team etc. • Discuss the differences between local council and central government • Invite councillor in to be interviewed about their background, job role, how they were elected etc • Hold elections for school councils. Pupils to do their own canvassing – Posters – what are their aims if elected etc.	• To enable pupils to understand what democracy is • To develop pupils understanding of the role of the local council and central government • Pupils to understand the process of setting up and maintaining their own school council/forum	1a) To talk and write about their opinions, and explain their views, on issued that effect themselves and society. 1c) To face new challenges positively by collecting information, looking for help, making responsible choices, and taking actions. 1e) Pupils should talk about the range of jobs carried out by people they know and to understand ho they can develop skill to make their own contribution in the future. 2a) Pupils should be taught to research, discuss and debate topical issues, problems and events. 2b) Why and how rules and laws are made and enforced, why different situations and how to take part in making and changing rules. 2d) That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. 2g) Pupils should be taught what democracy is and about the basic institutions that support it locally and nationally. 2i) To appreciate the range of national, regional, religious and ethnic identities. 5e) Pupils should be taught the knowledge, skills and understanding through opportunities to 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.	1a) Value: • *Freedom* • *Justice* • *Rights* • *Rules* • *Laws* 2f) Increasingly competent in a group i.e. listening respectfully to others, making clear statements of own position/feeling, compromising, negotiating for own need. 2k) Better able to see another's perspective. 2r) Making decisions about a range of issues. 2bb) Can participate fully in groups.	2c) Communicating with adults.	N/A	**History** • Voting system • Democracy **Literacy** • Presentation • Communication skills **Art** • Presentation materials • Campaign materials	Local Magistrates Local Councillors Local Courts

School Resources: Insert text here if applicable.