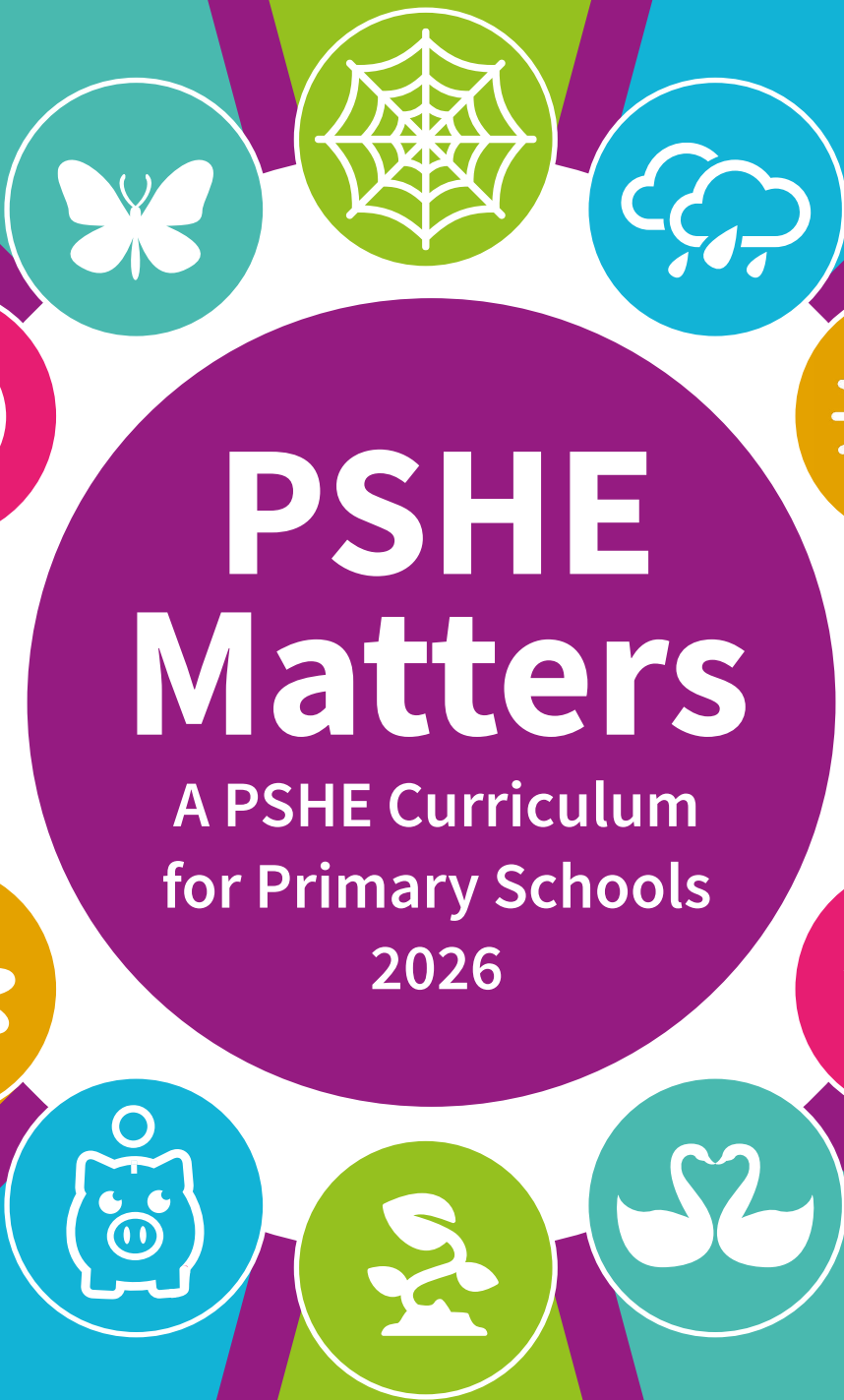


PSHE Matters

A PSHE Curriculum
for Primary Schools
2026



WELCOME TO PSHE MATTERS

This resource has been specifically developed to support schools in meeting the needs of pupils in personal, social, health and economic education (PSHE).

This 2026 edition is fully aligned with the statutory curriculum requirements of the updated Relationships Education, [Relationships and Sex Education and Health Education \(RSHE\) statutory guidance 2025](#). It also covers non-statutory elements including economic wellbeing and sex education.

The introduction to the 2025 Relationships Education, Relationships and Sex Education and Health Education (RSHE) statutory guidance states, “*High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.*”

We hope that schools will find this resource useful in their planning and delivery. At the time of publication, the content is in line with nationally recognised good practice. It is of equal importance to note however, that as local and national guidance changes, then some aspects of the PSHE Matters publication may need to be reviewed and updated by schools.

PSHE Matters is a resource which can supplement and help schools to deliver a coherent and progressive learning experience for children. Teachers know what is age-and-stage developmentally appropriate for their pupils. PSHE Matters has therefore been specifically designed to allow schools the flexibility to select activities and resources, based on the previous experience and levels of maturity, and needs of the children in their class. National and local trends and data should also influence PSHE delivery. In implementing the school’s vision, governors and trustees will have agreed your PSHE/RSE policy and what best meets the needs of your communities. This will of course vary from school to school and inform your use of PSHE Matters (for example in the Growing Up module).

Engaging with parents/carers about PSHE Education content is an important part of providing a high-quality programme. Parents and carers are key partners in educating children around PSHE topics and have the right to request that their child be withdrawn from some or all of sex education delivered. Consulting parents, governors and the wider community in developing and reviewing Relationships and Sex Education (RSE) as part of PSHE should reassure all stakeholders that their provision meets the needs of pupils and parents and reflects the communities they serve.

Please note throughout this document we will use the term ‘parents’ to refer to parents and carers.

We know Derbyshire has dedicated, passionate PSHE Leads in our schools and we welcome the feedback you have provided whilst using previous editions of PSHE Matters. We continue to be inspired by the creative practice in our schools, making a real difference to the children in your care.

To the best of our knowledge this document is up to date and accurate at the point of publication. (June 2026).

Please note that Derbyshire County Council are not responsible for external sources of information and do not recommend specific resources. Those included are examples of resources used by local schools.

We recognise that schools will use their professional judgement, knowledge of their school community and understanding of pupil need to select PSHE resources and activities suitable for their setting.

Some sources of local data

- [Derbyshire Joint Strategic Needs Assessment](#)
- [The Derbyshire Quilt](#)
- [Derbyshire Observatory](#)

CONTENTS

Introduction to PSHE Matters	4	KS1/KS2 PROGRESSION TABLES	48
Long term plan examples	7	KS1/KS2 MODULES	
Warm up and end games	9	Drug Education	60
Participative and interactive learning ideas	10	Exploring Emotions	66
Assessment in key stage one and key stage two	12	Being Healthy	72
PSHE and inclusive practice	14	Growing Up	78
Skills assessment wheels	16	Changes	84
Early Years Foundation Stage (EYFS)	18	Bullying Matters	90
Assessment in EYFS	20	Being Me	96
		Difference and Diversity	102
		Being Responsible	108
		Being Safe	114
		Relationships	120
		Money Matters	126
		List of books	132
		Templates	133
EYFS MODULES			
Drug Education	22		
Exploring Emotions	24		
Being Healthy	26		
Growing Up	28		
Changes	30		
Bullying Matters	32		
Being Me	34		
Difference and Diversity	36		
Being Responsible	38		
Being Safe & Being Safe Online	40		
Relationships	44		
Money Matters	46		

INTRODUCTION TO PSHE MATTERS

Why does PSHE Matter?

PSHE Matters because it plays a key role in pupil wellbeing, safeguarding, and preparation for adult life. It provides the opportunity to develop knowledge, skills and values that our children and young people need, to live, grow and thrive with confidence.

A growing body of research shows us that pupils with better health and wellbeing are likely to achieve better academically, and that positive mental health and healthy relationships are essential for higher brain function that supports learning.

PSHE education can support children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. PSHE education can also help pupils to develop skills like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world and are increasingly valued by employers.

Safeguarding is a key element of PSHE education as pupils learn about their own identity, risks, decision-making and how to seek help and support. Good relationships with their peers and trusted adults are a key protective factor in keeping children safe.

PSHE Matters enables schools to fulfill their statutory duties to deliver updated statutory Relationship and Health Education, and non-statutory subjects such as sex education and economic wellbeing. PSHE education delivery provides evidence for key Ofsted judgements, particularly 'personal development and wellbeing' and safeguarding.

PSHE Matters strives to:

- promote best Personal Social, Health and Economic Education (PSHE) practice.
- build on established practice in primary schools.
- present a spiral curriculum which is easy to understand and accessible to all.
- increase teacher confidence, particularly around teaching sensitive issues.
- impact positively on the school ethos/culture.
- help prepare pupils for life and work by developing 'Skills for Life'.
- provide an integrated framework for delivery of Relationships Sex and Health Education.

Guiding Principles

Schools should have the following key principles from the updated [Relationships, Sex and Health Education \(RSHE\) Guidance](#) in mind when using and adapting PSHE Matters for their setting:

- a. Engagement with pupils. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
- b. Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education, and schools should ensure parents are aware of sex education content within lessons in advance.
- c. Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
- d. Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- e. Relevant and responsive. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
- f. Skilled delivery of participative education. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the possibility of disclosures.
- g. Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

The PSHE Modules

The PSHE Modules are constructed around four age groups: Early Years Foundation Stage

Key Stage 1 (Years 1 and 2)

Lower Key Stage 2 (Years 3 and 4)

Upper Key Stage 2 (Years 5 and 6)

Within each age group there are 12 learning modules.

These can be taught where appropriate through continuous provision in EYFS, and in any order over a two-year period in Key Stage One and Two. You may wish to teach some modules to coincide with national days such as Being Safe around Safer internet Day or Relationship Matters around national RSE day. If not taught over a two-year period, then it is important that schools select content that is relevant to their pupils needs. This resource is not definitive, and schools should use it flexibly and adapt it and develop it where appropriate.

The 12 modules are:

1. **Drug Education** - including how to manage risk and peer influences
2. **Exploring Emotions** - including how to recognise and manage feelings and emotions
3. **Being Healthy** - including the importance of looking after our mental health
4. **Growing up** - including age-appropriate sex education
5. **Changes** - including loss
6. **Bullying Matters** - including how to ask for help
7. **Being Me** - including identity and community
8. **Difference and Diversity** - including challenging stereotypes
9. **Being Responsible** - including looking after the environment
10. **Being Safe** - including online and offline
11. **Relationships** - including what is a healthy relationship
12. **Money Matters** - including enterprise

Early Years Foundation Stage (EYFS)

The EYFS learning modules are informed by the Statutory Framework for the Early Years Foundation Stage and supported by the non-statutory guidance Development Matters and Birth to Five Matters (See EYFS introduction.) The Educational Programmes should underpin all planning and provision alongside the unique needs and interests of the children in your setting.

The Early Learning Goals (ELGs) are used solely as end-point expectations and should only be applied at the end of the Reception year to assess children's overall development as progress from the EYFS to KS1 via the EYFS Profile Assessment, these are informed by the [Help for early years providers](#) guidance on EYFS profile assessment support.

In response to the Baby and toddler screen time guidance - [Best Start in Life](#) we have extended the EYFS Being Safe Module to include a further section on Being Safe Online.

Key Stage One and Two

Each KS1/2 module starts with learning opportunities taken from the PSHE Association Programme of Study (2026). There are references at the end of each learning opportunity to show which statutory RSHE guidance content that learning opportunity addresses. For example, the first learning opportunity in key stage 1, 'what a family is and who is in our family F1 F2' addresses bullets 1 and 2 of the 'Families and people who care for me' section of the statutory RSHE guidance.

The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

- F** Families and people who care for me
- CF** Caring Friendships
- RKR** Respectful, kind relationships
- OSA** Online safety and awareness
- BS** Being Safe

Health Education (Health and Wellbeing)

- GW** General wellbeing
- WO** Wellbeing online
- PHF** Physical health and fitness
- HE** Healthy eating
- DATV** Drugs, alcohol, tobacco and prevention
- HPP** Health protection and prevention
- PS** Personal safety
- BFA** Basic first aid
- DB** Developing bodies

INTRODUCTION TO PSHE MATTERS

Safe and Effective Practice

The updated [RSHE Guidance July 2025](#) states that ‘The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.’

A safe environment

Creating a safe environment in the classroom allows pupils to engage in learning and express their ideas without embarrassment or pressure, and with a clear idea of boundaries. PSHE education, by its very nature, includes some topics that are complex and sensitive. It is therefore essential that before using this resource staff are confident about their school’s approach to tackling sensitive issues.

Ground rules

It is important to develop a set of ground rules with the pupils that set out expectations for discussion, participation and confidentiality. To be effective, pupils and teachers need to develop ground rules together, test them in discussion and group activities, then amend them as necessary. Due to the sensitive nature of PSHE, ground rules extend beyond general class rules. See some example ground rules below. Example ground rules could include:

- * We will not ask each other personal questions.
- * We have the right to pass if we do not wish to comment.
- * We will actively listen to others.
- * We will use the correct name for the body parts.
- * We will comment on the idea, not the person.
- * We will ask for help if we feel upset or worried.

Distancing techniques

Distancing techniques, using third person such as characters from a story, scenarios and role play, help to de-personalise discussions. Teachers can use phrases with: ‘What would the character do?’ rather than ‘What would you do?’

Supporting vulnerable pupils

It is important to assume that at least one pupil in the room may have lived experience of the topics being discussed, so language, resources and activities should be used carefully with this in mind. Where a pupil has been affected by any issues being discussed it is important to have clear strategies to support them emotionally and perhaps provide alternative access to the learning if necessary.

As part of the ground rules, staff should let pupils know that any concern for their safety will be acted upon, therefore absolute confidentiality cannot be promised. Staff must respond in accordance with school safeguarding procedures if any disclosures are made or they have any concerns.

Managing questions

It should be clear for all staff in school how questions are handled, including those that are not covered by their current PSHE /RSE curriculum. Anonymous question boxes support pupils to ask questions that may be uncomfortable for them to share in a whole class discussion.

Be mindful that some pupils might look online for more information and could easily stumble across unsuitable material e.g. when learning about body parts or how babies are made. Reducing stigma, providing a safe environment to discuss sensitive issues in school, and encouraging pupils to ask questions to trusted adults is the best way to address this. Alongside this, developing critical thinking skills to analyse sources of information, on and offline, is essential.

Equality

Primary schools have a duty to teach within the context of Equality Law. PSHE is most effective when pupils see aspects of themselves represented in the curriculum, avoiding stereotypes. The updated RSHE Guidance states ‘Pupils should understand the importance of equality and respect.’ Schools should explore the teaching of relevant content in this resource and develop a clear stance around equality, based on British Values and Equality Law, which guides all staff to feel safe and confident in delivering PSHE.

External visitors

External visitors can support RSHE by offering specialist knowledge, but schools remain fully responsible for content. They must ensure sessions are accurate, age appropriate, and aligned with the curriculum. Visitors’ sessions should enhance, not replace, teaching, be carefully planned, and be supervised by staff, with preparation and follow up built in.

Effective teaching of PSHE

Effective teaching of PSHE starts from where the pupils are at, avoiding assumptions of what they already know and can do, and assesses their progress from this baseline. It provides a balance of knowledge, skills, and values exploration. Care is taken in the delivery to ensure a positive approach, avoiding the use of shock, fear, shame, or instruction of harmful behaviours. Most importantly, it is inclusive, with adapted lessons to ensure PSHE is accessible to all.

Useful guidance

- [Handling complex issues and creating a safe environment](#)
- [Talking to pupils about distressing events](#)
- [Posters :‘Safe classroom’ and’ effective teaching’ in PSHE](#)

LONG TERM PLAN EXAMPLES

Long Term Plan Examples

Early Years (EYFS)

EYFS practitioners may choose to deliver the modules at the same time as the rest of the school, or pick and choose across the resource to integrate the learning with their current topic or focus.

Overview: Annual long-term plan for single year classes.

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y2	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

Overview: Two year long-term plan for mixed aged classes.

Year 1

Module			
Being Healthy	Year 1/2	Year 3/4	Year 5/6
Relationships	Year 1/2	Year 3/4	Year 5/6
Exploring Emotions	Year 1/2	Year 3/4	Year 5/6
Difference and Diversity	Year 1/2	Year 3/4	Year 5/6
Being Responsible	Year 1/2	Year 3/4	Year 5/6
Bullying Matters	Year 1/2	Year 3/4	Year 5/6

Year 2

Module			
Drug Education	Year 1/2	Year 3/4	Year 5/6
Growing Up	Year 1/2	Year 3/4	Year 5/6
Changes	Year 1/2	Year 3/4	Year 5/6
Being Me	Year 1/2	Year 3/4	Year 5/6
Money Matters	Year 1/2	Year 3/4	Year 5/6
Being Safe	Year 1/2	Year 3/4	Year 5/6

WARM UP AND END GAMES

Warm up and end games are useful in PSHE because they help pupils feel safe, connected, and engaged, which is essential for effective PSHE learning. We do not always know which topics are sensitive for individual children. Games can support them to feel comfortable with the group, and/or co-regulate after a topic which they may find intense or challenging.

Games can:

- Create a safe, positive atmosphere reducing anxiety and helping pupils feel comfortable.
- Build trust and connection, encouraging teamwork.
- Encourage participation, helping quieter pupils take part without pressure.
- Model key PSHE skills such as turn-taking, empathy, active listening, decision making, and problem solving.
- Make learning enjoyable through improved motivation
- Be adapted, so all pupils can take part, supporting inclusion.
- Serve as a 'brain break', allowing the children some space to process, organise and integrate learning, and reduce mental fatigue.
- Help to improve mood and self-regulation before or after an intense or sensitive topic.

Below are some examples of warm up and end games that you can use and adapt.

Anagram

Write anagrams related to the topic and in pairs they must unscramble the letters to make a word. For extra points can they explain what it means.

Belonging game

Make four/five sets of cards numbered from 1-5. Make enough cards for each child to have a number. Children must not talk but must find the others in their groups. When they find a fellow number, they must act very pleased to see them and continue walking as if a group, when all members are found sit down.

Birthdays

'Call out' a month of the year, children whose birthdays are in that month, run around the circle back to their original chair.

Building Community

Say 'Come into the circle and join hands if you... e.g. have long hair, wear glasses etc.' Continue until most in circle, end with 'Come into the circle if you are in this class...' All shout, 'We are!'

Changes

Someone goes outside, two people in the circle swap places, and the outsider tries to guess who has moved.

Doggy, Doggy Where's My Bone?

A child leaves the room and a child in the circle places the paper bone behind his/her back. Bring the seeker back into the room and have them deduce which child is holding the bone.

Experiencing silence

Sit quietly, be very still. Now pass an object round without a sound, e.g. keys, bells, tambourine. See how quietly the children can do this.

Find Someone Who...

Provide a list of 10 questions and children have to move around the space to find a person who answers 'yes'. Write the person's name next to that question. You are only allowed to use the same person's name twice.

Hedgehogs

Move around the room to the music. When the music stops children curl up on the floor like hedgehogs. Put a cover over one child, the others stand up and guess who is under the cover.

Hot Potato

Children sit in a circle and pass a potato as the music plays. Pass it fast or pass it slow as the musical selection indicates. When the music stops, the person holding the potato is out.

Hula Hoop

Everyone stands in a circle holding hands. Have two people break hands and put their hands through a hula hoop and re-join hands again. The hoop must be passed the whole way around the circle without breaking hands. Discuss what helped and what made it difficult. Then try to beat the clock. What skills are required?

Hunt the pair

Prepare paired picture cards, e.g. bucket and spade, each child takes a card and must find their pair without speaking.

Keys

One child stands in the middle of the circle blindfolded. The other children pass something noisy around the circle (keys). When the child in the middle thinks they know where the keys are they shout 'stop!' and point in that direction.

Listen and Clap

Say the child's name. Clap out the syllables.

Listening

All children close their eyes and listen very carefully for two minutes. They are then asked to recall and describe what sounds they heard and anything else they notice.

Mirror, Mirror

In pairs, A/B. A is the leader, B is the mirror and must copy the actions, go slowly at first. Give each pair two minutes and then change roles.

Rock, Paper, Scissors

Partner up for five rounds of Rock, Paper, Scissors.

Smile

A smile is passed around the circle. Progress to a sad face, sour face, scared face etc. Which face was the funniest? Play 'Simon Says' with the different faces.

Simon Says

"Simon Says stand up.", "Simon Says touch your nose.", "Sit down!" If a child follows the command without hearing, "Simon Says", they must sit down and they are no longer in the game.

Someone Moved

Sit in a circle and then choose a person to be the 'seeker'. The 'seeker' is asked to leave the room so that they cannot see or hear. Have one to three pupils move in the circle. When the 'seeker' returns he/she works out who has moved.

Storm

Leader starts by wiggling fingers for the rain, this passes around the circle until everyone is wiggling their fingers. The leader then changes the action to other parts of the storm, e.g. wind - arms waving (swoosh sounds), thunder - slap knees. End with the sun - mime a circle.

Squeeze

Hold hands around the circle and pass a gentle squeeze from hand to hand. What skills do we need? Can we reverse the squeeze or pause the squeeze and guess where it might be?

The 'If' game...

If you could go anywhere in the world, where would you go?

If I gave you £1, what would you spend it on?

If you could watch your favourite film now, what would it be?

If you could ask anyone in the world for tea, who would it be?

If you could wish one thing to come true this year, what would it be?

If you could live in any period of history, when would it be?

The Line Game

Divide the pupils into equal groups. You will announce an order that you wish them to line up in. The first group to get into order and sit in a line on the floor wins a point. For example, alphabetically, shoe size, birthdays, etc. Make it harder by making a rule that no-one is allowed to talk.

The Magic Wand

Teacher has a magic wand, waves it and says 'You are all elephants/mice/rabbits' etc.

Children pretend by doing actions inside the circle.

The Minister's Cat

This is an alphabetical word game. Everyone gets in a circle and claps hands to the beat. Start with A. Example: 'The Minister's cat is an angry cat', 'The Minister's cat is a black cat' etc.

The world would be a better place if everyone...

Children discuss their opinions. Begin 'I think the world would be better if ...'. No put-downs are allowed. Allow children who pass to have a chance to go at the end.

Tied in knots

Work in groups of fours. Make a circle by joining hands and then move in and out so that you are tied in knots. How can you unscramble yourself without letting go? What skills are required?

What am I?

Choose a positive adjective to describe yourself, go around the circle in turn. Can you use alliteration to describe yourself? For example, Jumping Jack.

Who am I?

Prepare a card for each pupil and write on it the name of an animal/famous person. On arrival, put a sticker on the back of each pupil who must then ask questions in order to find out their identity. Each question asked can only be answered with a 'Yes' or 'No' response e.g. 'Am I an animal?', 'Yes'.

Words

Start with a word and 2 claps in between, the next child must say a word associated to the start, e.g. tree, clap, clap, leaf, clap, clap, caterpillar.

Yoga Time

This is a version of what time is it Mr Wolf. One child is on and faces the wall. The children line up and have to walk to the wall. If the child (wolf) turns round the children have to freeze in 'tree pose.' If they move, they have to go back to the start.

PARTICIPATIVE AND INTERACTIVE LEARNING IDEAS

A range of teaching and learning ideas have been included in the 12 modules.

Below is a description of some of the ideas suggested. This list is not exhaustive but provides practical advice to educators on a varied range of methods when developing and delivering PSHE education.

A-Z

This simple technique can be used in many subject areas. For example: children can be asked to create an A-Z of different drinks. For example, A = Apple juice. B = Beer.

Advice Alley

Children stand in two facing rows to create an alley. The character walks down the alley and each part of the wall speaks as they pass alternating sides. Give the children time to think about what they would like to say and ask them to practise it all together before doing it for real.

Agree/Disagree Continuum

Display an 'agree sign' at one end of the room and a 'disagree sign' at the other. A statement is made such as 'chocolate is the best food'. The children move to the point on the line where their opinion lies. It is important to stress that there is no right or wrong answer. The only thing that is important is that it is their opinion, and they can explain it in a polite way. This technique allows children to understand that it is acceptable to disagree with people. It is important to listen to other people's ideas. The technique also encourages children to practice expressing their own choices rather than succumb to peer pressure. The continuum can have many uses. It can help children to assess risk if you have 'low risk' at one end and 'high risk' at the other.

Mind Map

This is where a group or class think of all words connected to a question or subject. It can be used as a baseline and summative assessment activity to look at knowledge before and after teaching and learning.

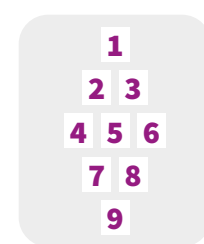
Carousel

Divide the class into pairs and asked them to call themselves A and B. Ask all the 'A's to stand in a circle facing outwards. The 'B's then stand opposite their partner creating a circle facing inwards. This is a technique that allows children to work in pairs that are constantly changing. So, before you start ask the Bs to go to the next A to their left. They can then be moved as many people as you choose between each activity/question.

Consequence Wheel

This activity encourages children to think about consequences of a particular event or action. They write a possible action or event in a circle. They write as many direct consequences as possible in a set of circles. For example, if you include someone in a game, they feel happy, you feel happy too. The teacher will notice how kind you are. They feel more confident.

Diamond 9



Small groups are given nine prepared cards connected to a subject such as 'love is...'. The number of cards in the Diamond is 9. It is also possible to put in extra cards which can be discarded as the groups create the pattern shown:

The order will come from which cards they consider the most important. Their most important card is placed at number 1, least important being placed at number 9. There is often no right answer. It creates discussion and when compared with others acknowledges different opinions.

Draw and Write

A simple statement is made, for example, 'a bully looks like...'. The child then draws a picture and can either label it, and/or write sentences beside it to explain their thinking.

Emotion Tracking

This method is fantastic at exploring emotions. In role as characters within a freeze frame, walk round the statues and touch them on the shoulder. This is the cue for them to share how their character is feeling. One word is sufficient. Make sure they are talking about feelings and not thoughts. It will be a matter of training them to achieve this. It is also helpful not just to accept 'happy' and 'sad'. This not only helps with understanding the range of emotions but also develops vocabulary. Even if characters have been moving and talking in role play, you can ask them to freeze to 'Emotion Track'. Scaffold this activity with an emotions wheel.

Freeze Frames/Statues

This simple technique enables children to express emotions that they cannot always articulate and provides an excellent warm up. It can also encourage children to select key moments. Ask the children to freeze individually as a character, for example, in a particular moment in a text. In small groups ask children to create a freeze frame of a particular moment. (It is important to make it clear that this should not be like a portrait photograph, it's an 'in action' moment.)

Gingerbread

This is a very simple technique for allowing children to think about what they know about a character's personality and/or feelings. Draw the outline of a gingerbread with plenty of space in the middle. Explain that all the facts about the character need to be written around the outside. Any personality and/or feelings are placed in the middle.

Graffiti Wall

Prepare several graffiti sheets with a statement or question for the participants to respond to. Display the sheets around the room so they can be written on or have post its notes available. Ask children to move around the room adding their ideas.

Hotseat

Hot seating is a technique in which a child or staff member is in role as a character and other members of the group or class ask them questions. Top tips:

- Ask them to think about questions beforehand.
- Ask them to think about intelligent questions about feelings and relationships with other people - questions about facts and age etc. don't often help the purpose of the exercise.
- If the children are going into role, give them an exercise such as the gingerbread outline first, to help them start to think about how the character might be played.

Hula Hoops

Use hula hoops or circles which children can use to sort cards, or objects, for example choose a card or object out of a bag and ask, is it safe or unsafe to eat? Children add it to the appropriate circle. Create a space outside the circle for children to be able to add to if they are unsure.

Mime

Mime is a technique in which actors move but don't speak. When working with children it is always advisable to ask them to start and finish with a freeze frame.

Puppets

Puppets serve as a safe, non-threatening medium for children to explore complex emotions, discuss sensitive topics, and practice social interactions.

Presentations

This activity enables children and young people to develop research, presentation and communications skills alongside group work skills and independence. This also allows opportunity for personalization and choice.

Question Box/ Ask it Basket

Create a box in which children can anonymously place questions according to the activity concerned. Always remember to look through any questions before you answer them. Please also make it clear that if there is anything in the box that causes concern, the member of staff will talk to someone else after having talked to the child.

Round of...

Give the children a sentence stem such as: "I have found this lesson interesting because...". Each child takes it in turn to complete the sentence.

Small World

Small world play is a style of imaginative play which uses small toys or props. For example, set up a road with toy cars and toy people to explain road safety and develop road safety skills. This can be a way to introduce the crossing patrol, how to use pedestrian and pelican crossings; also, it introduces all the different things that use the road and helps children to understand what road signs mean.

Target

This method can be used in various ways. It is used in the friendship section, so that children can identify their circle of friendships. Those closest to them would be at the centre of the target and those further away at the edges. Clearly this would be a private activity which is not shared with others. It can also be used as an assessment method by asking children to mark on the target how confident they feel about an issue at the beginning of a piece of work. It is possible then to repeat the process and see if there's any change.

Thumbs up/ Thumbs Down

Children answer questions by putting their thumbs up if they feel positive or understand, thumbs down if they're struggling to understand or don't feel very positive. There is also the option to put your thumbs in a straight line indicating they don't feel one thing or another.

Templates for activities can be found on page 133.

ASSESSMENT IN KEY STAGE ONE AND KEY STAGE TWO

Assessment in Key Stage One and Key Stage Two

Assessment is central to effective, quality teaching and learning in all curriculum subjects and PSHE is no different. To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. To enable this to happen, assessment must be an integral part of the teaching and learning process and needs to focus on clear learning outcomes related to the curriculum and not on behavioural outcomes only. It is important that we assess skills, attitudes, knowledge and understanding, not behaviour.

Using assessment effectively in PSHE

- ✓ Find out what pupils already know and understand before embarking on a theme.
- ✓ Share learning objectives and outcomes with pupils which will help them to understand the standard of knowledge and skills to aim for or achieve.
- ✓ Provide formative feedback that helps pupils to identify how to improve.
- ✓ Teach pupils self-assessment techniques and strategies so that they can assess their developing knowledge, understanding, attitudes and skills.
- ✓ Adapt activities to meet need.
- ✓ Include time for reflection and action within the session.
- ✓ If pupils aren't achieving, consider which different adjustments, strategies or interventions can put in place to support them more effectively, i.e. Nurture/ Positive Play.

Assessment ideas in PSHE Matters

An assessment suggestion box has been included at the end of each module. This has been included so teachers can find out what pupils know at the start of the topic (baseline) and what they have learnt by the end (summative). Assessments in Personal, Social, Health, and Economic (PSHE) education focus on "ipsative" assessment, i.e. measuring a student's progress against their own starting point rather than comparing them to peers. The most effective strategies combine baseline assessment, active self-reflection, and practical demonstrations of understanding. Examples of assessment ideas:

Baseline Assessments (At the start of a topic)

Before diving into a module, gauge what pupils already know and identify any misconceptions.

- Draw and Write: Ask pupils to draw a scenario (e.g., a healthy lifestyle) and write down what they know about it.
- Graffiti Wall: Have the class write their thoughts, beliefs, and questions on a large whiteboard or sticky-note board.

Formative & Active Assessments (During the topic)

These strategies help teachers and pupils track progress and adapt learning safely and collaboratively.

- Scenario Handling: Present a relatable real-life scenario and ask pupils how they would respond or advise someone else. This is highly effective for topics like online safety or resolving relationship conflicts.
- Mind Mapping: Create "Before" and "After" mind maps using different coloured pens to visibly show how their understanding has expanded.

Summative & Self-Reflective Assessments (At the end of a topic)

- Letter/Advice Column: Ask pupils to write a letter applying what they've learned to a fictional problem, such as writing an advice column entry on managing exam stress or budgeting.
- Reflection Journals: Provide sentence starters (e.g., "Before this topic I thought... but now I believe...") to encourage pupils to privately or openly reflect on how their attitudes have changed.

The 'PSHE Matters Skills Assessment Wheel' has been included in the resource as a tool for staff to use with Key Stage 1 pupils. At Key Stage 2 it can be used for pupils to reflect on the skills they are working towards, allowing them to deepen their understanding of what the skills might mean to them and how they might have used and applied them. This wheel could also be used in other areas of the curriculum.

At the end of each module there is a **reflection question** related to the module. For example, 'Learning about how to manage our emotions matters because...'. Including this helps the children to make connections to their lives and to reflect on what has been taught. For some this will be a challenging activity, and they may need support in identifying why it matters, however this will come with practice. It is important to create a space where they can give honest feedback - PSHE education needs to be relevant and meaningful to their lives.

Each module in Key Stage 1 and 2 has a related **progression table**. These will support teachers to identify the knowledge and skills that should be secure and built upon to ensure consolidation and progression in children's learning.

Impact

Deciding the impact of PSHE is something to consider when developing your curriculum and assessment. The measuring of impact can be carried out through various methods. These may include:

- **Pupil voice discussions:** Engaging children to share their thoughts, ideas and insights about their learning.
- **Learning walks:** Observing and assessing pupil responses.
- **Termly planning:** Reviewing prior learning to ensure effective lesson sequencing.
- **KS1/2 assessments:** Monitoring pupils' progress through the PSHE Matters Derbyshire scheme on a termly basis.
- **Formative feedback:** Providing insights during lessons to guide improvements.
- **Pupil progress monitoring:** Closely tracking progress to inform teaching strategies and sharing information during transitions between year groups.
- **Book looks:** Conducted by the subject leader to evaluate teaching content and work quality.
- **Class floor books:** Documenting practical work to reflect on learning journeys and facilitate discussions.
- **Incident records:** Reviewing the increase (e.g. through more knowledgeable reporting) or decrease (e.g. through less bullying) in types of incidents. This can indicate how learning in PSHE may be contributing to the culture in school.

What are class floor books?

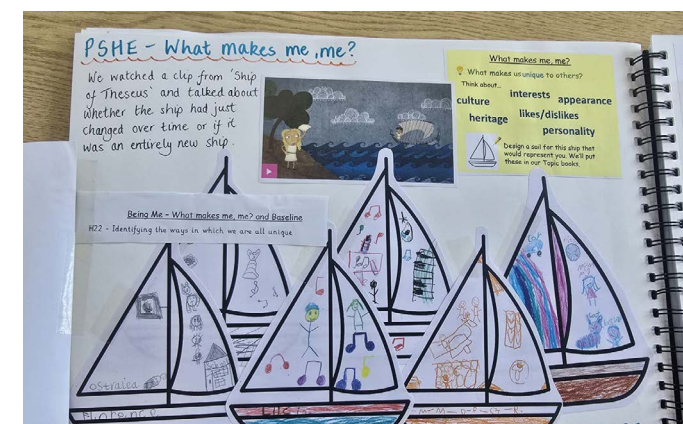
A class floor book can be used as a shared, collaborative record of learning, particularly in PSHE where discussion, reflection, and pupil voice are central. A floor book is not just a scrapbook — it is:

- ✓ A thinking space.
- ✓ A discussion record.
- ✓ Evidence of understanding.
- ✓ A tool for pupil voice.

There is no single prescribed way to produce a floor book in PSHE; however, it is important that schools clearly identify its intended purpose. The guidance below may support practitioners in considering key questions about how floor books are used. It is designed to help ensure that informed decisions are made, promoting a consistent approach that effectively supports teaching, learning, and the capture of pupil voice.

- [Floorbooks Case Studies Booklet](#)
- [Floorbooks Guidance Booklet](#)

An example PSHE floor book page from [Long Row Primary School](#).



PSHE AND INCLUSIVE PRACTICE

PSHE and Inclusive Practice

For all children, particularly those with SEND, PSHE is not a one-size-fits-all subject and must be adapted to meet individual needs. Adaptive pedagogy supports a learner-centred approach, ensuring teaching is both responsive and inclusive. Through a range of strategies within a graduated approach cycle of assess, plan, do, and review, meaningful learning experiences can be created that promote holistic development.

The Power of PSHE

PSHE lessons can provide a safe and supportive environment in which pupils can gain the essential learning they need. Through carefully planned lessons, pupils can develop essential skills such as managing emotions, resolving conflicts, and making informed choices. PSHE also plays a crucial role in safeguarding, from understanding personal boundaries to learning how to stay safe online. These lessons are important for all children but are particularly vital for those who may be more vulnerable.

A Positive and Supportive Environment

A positive and supportive inclusive environment is one in which all pupils and adults feel safe, valued, and able to succeed, underpinned by consistent, respectful relationships and teaching approaches that meet individual needs across all areas of school life. Within PSHE lessons this could include clear ground rules, modelling, and using distancing techniques such as using puppets, relevant scenarios, or story books, to create a safe environment for discussion.

Schools may also consider:

- Introducing a “right to pass” approach, allowing pupils to opt out of speaking without pressure.
- Using anonymous question boxes to support participation in sensitive topics.
- Establishing consistent routines (e.g. check-ins, emotion scales, calm starts) to build predictability and security.
- Creating calm or reflection spaces where pupils can regulate emotions before re-engaging.
- Using visual supports (e.g. feelings charts, social prompts) to aid communication and understanding.

Consistency of approaches by adults across a school system are vital to support all children, particularly children with SEND. Consistency helps reduce anxiety and uncertainty, supports understanding and processing, supports emotional regulation, helps build trust and relationships and reinforces learning and behaviour expectations.

PSHE and Adaptive Teaching

Adaptive Teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. The Education Endowment Fund (The EEF) 5 a Day Principles approach to adaptive teaching involve:

1 Explicit Instruction

- Communicating clearly and succinctly with the pupils.
- Using carefully selected visuals.
- Checking pupils understanding.
- Modelling how to complete a task.

Example: Model how to respond to a friendship difficulty, e.g. “If someone says something unkind, I can say...” using sentence stems and role-play.

2 Cognitive and metacognitive strategies

- Introducing content in small steps.
- Helping pupils consider ways to remember new information.
- Frequently asking learners to recall previously learnt content.
- Promoting metacognition including Growth Mindset strategies and independence.

Example: Break down learning about emotions into recognising, naming, and responding; use recall activities such as “What did we learn last lesson about feeling worried?”

3 Utilising Scaffolding

- Visual: such as a partially completed model.
- Written: such as a list of key words and phrases.
- Verbal: such as re-teaching key content to a child who has picked up on a misconception.

Example: Provide sentence starters such as “A good friend is someone who...” or use emotion cards to support pupils in expressing feelings.

4 Flexible Grouping

- Grouping children after reflecting on learning, to add in challenge or support.
- Grouping children within the lesson to react to misconceptions or the need for challenge.

Example: Use small, supported groups to explore sensitive topics, or pair pupils strategically for role-play activities to build confidence and communication skills.

5 Using Technology

Technology can be used effectively by teachers to model worked examples, or by pupils to help them to learn. More guidance on the successful use of technology can be found in the EEF guidance report, [Using Digital Technology to Improve Learning](#). [PSHE Association Planning Framework for pupils with SEND](#)

Example: Use video clips to explore scenarios such as online safety or allow pupils to respond using digital tools (e.g. surveys, quizzes) to share views anonymously.

Another useful resource: The PSHE Association Planning Framework for Pupils with sets out learning outcomes for pupils with SEND, based on their Programme of Study for PSHE education. It is designed to help teachers plan and assess developmentally appropriate PSHE education for pupils with SEND.

A Graduated Approach

In PSHE, the graduated response ensures that all pupils are supported to participate safely, develop key life skills, and achieve meaningful personal and social outcomes.

A secure understanding of pupils and their individual learning needs is essential for enabling effective progress, particularly for those with SEND. The SEND Code of Practice advocates a graduated response, structured around the cyclical process of assess, plan, do, review. This approach allows schools to identify needs early, implement appropriate support, and continually adapt provision to improve outcomes.

The grid and diagram below both illustrate the graduated approach that can be applied within PSHE. [Special Educational Needs in Mainstream Schools | EEF](#)

What are the barriers to learning that the pupil is experiencing and in which subjects?

What support do they need to access the curriculum?

What are their strengths, interests and aspirations?

How can the school's provision be improved to support this pupil to learn?

Assess

- Assess for need
- Identify the need
- Analyse the need
- Consider the provision required, alongside the CYP, their family and any other professionals involved

Plan

- Plan the intervention in line with the outcomes expected for the CYP
- Consult with the CYP, their family and other professionals involved
- Outline the outcomes to be expected, e.g. development or behaviour
- Set a clear date for review

Do

- Implement the interventions or programmes
- Assess the CYP's response to the actions taken
- Problem solve as needed

Review

- Review the effectiveness of support and CYP's progress
- Evaluate the quality of impact and support
- Agree and changes to outcomes whilst considering any progress and development made
- Revisit this cycle of action with increasing detail and frequency



Strategies

Flexible delivery in PSHE ensures that all pupils, including those with SEND, can access learning through adapted participation, pacing, communication methods, and levels of support. This includes offering a range of ways to engage, respond, and demonstrate understanding, while maintaining a consistent and supportive structure.

Here are practical examples of how PSHE lessons can be adapted to meet pupil needs:

- **Adapted content:** Provide resources to meet need (e.g. social stories, now and next boards, widget symbols, clear concrete examples, pictures, emotion cards, voting tokens, a feeling scale.)
- **Flexible delivery methods:** Use a variety of methodologies to meet need (e.g. role-play objects, puppets, videos, offer choices, movement breaks, flexible grouping, real life objects, outdoor experiences, time out/safe spaces, flexible seating.)
- **Inclusive scenarios:** Ensure examples and case studies reflect a wide range of cultures, family structures, abilities, and experiences so all pupils feel represented.
- **Pre-teaching key vocabulary:** Introducing key concepts, vocabulary, or scenarios before the main lesson, helping pupils feel more confident and ready to participate. (This may include introducing the word “friend” using pictures, followed by a short social story about joining in and then modelling of asking ‘Can I play?’)
- **Structured discussion support:** Use sentence starters, prompts, or small group work to help less confident pupils participate safely in sensitive topics.
- **Adjusted pace and chunking:** Break lessons into smaller sections with regular check-ins to support understanding and reduce cognitive load.
- **Targeted scaffolding:** Provide writing frames or guided questions for pupils who need help organising their thoughts.
- **Safe participation options:** Allow pupils to contribute anonymously (e.g. question boxes) during sensitive topics to reduce anxiety.
- **Linking to real-life contexts:** Adapt examples to be relevant to pupils’ everyday experiences, increasing engagement. For example, link to pupil profiles and identified special interests.
- **Collaboration with support staff/agencies:** Work with SENCo/pastoral staff/ ISAS service to tailor approaches for specific pupils or groups.
- **Engaging with parents:** Work in partnership with parents/ carers to support and share key messages taught in school in PSHE. e.g. Invite parents to consultation RSE sessions/ modelling activities to reduce anxiety and capture parent voice.

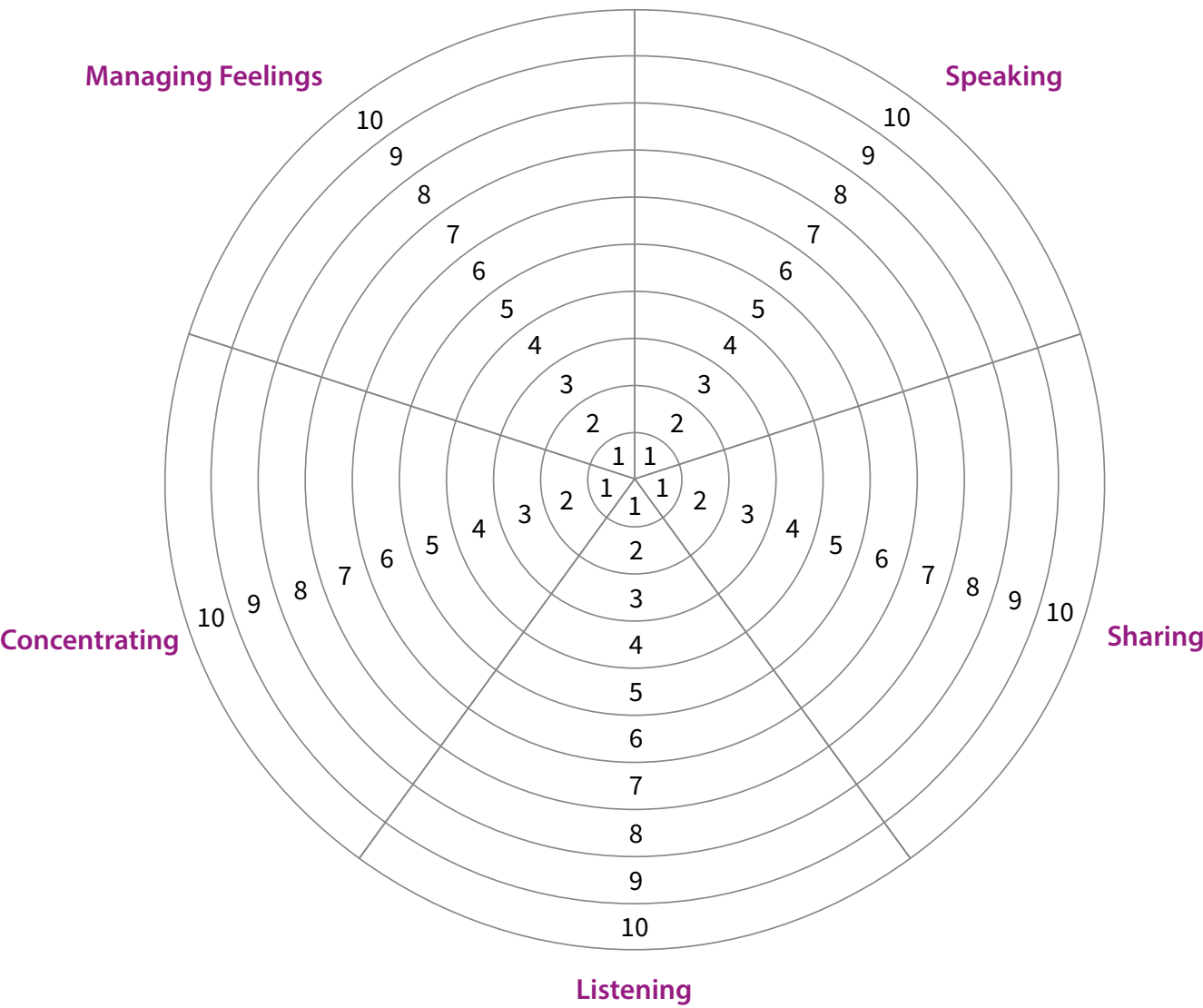
EYFS/Key Stage 1

SKILLS ASSESSMENT WHEEL

Name: _____

Date: _____

The circle below shows five different ‘super skills.’ One is lots more to learn yet and ten is brilliant. Complete it at the start and at the end of a unit of work to support with assessment and parent/carer discussions.



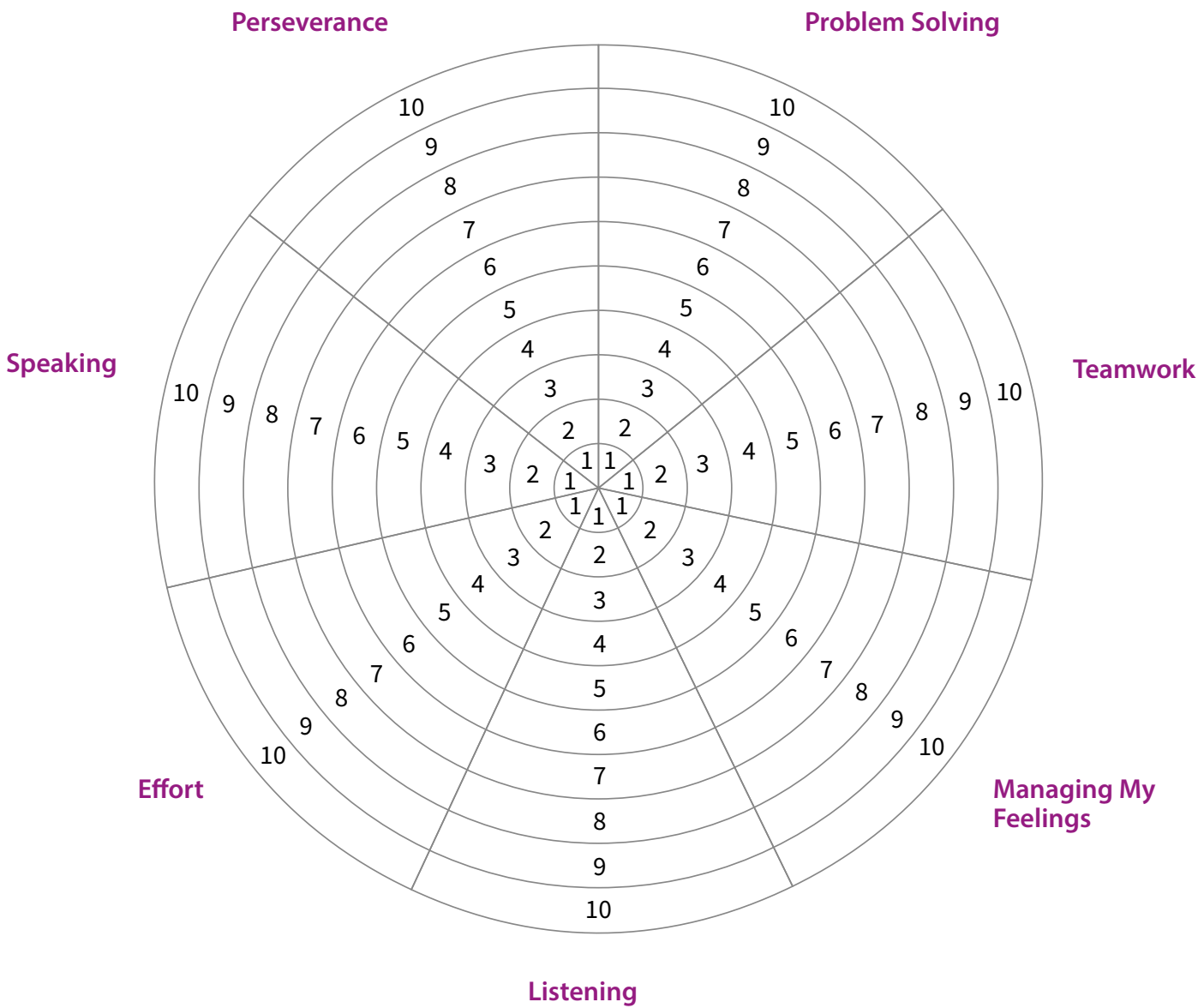
Key Stage 2

SKILLS ASSESSMENT WHEEL

Name: _____

Date: _____

The circle below shows seven different ‘Super Skills.’ From 1-10 (1 is lots more to learn yet and 10 is brilliant) colour in the numbered box to show how good you are at each skill. Complete it at the start and at the end of a unit of work. Has anything changed? If so, why?



EARLY YEARS FOUNDATION STAGE (EYFS)

The Early Years Foundation Stage Statutory Framework PSED Educational Programme states:

“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.”

Curriculum and Planning for PSED

Within your Early Years curriculum, strong emphasis is placed on the prime areas of learning and development, particularly *Personal, Social and Emotional Development (PSED)*. This area is a fundamental building block for overall learning and development and is closely interlinked with the other prime areas - *Communication and Language* and *Physical Development*. Educators should recognise that children must develop secure foundations in these prime areas, as they underpin all future learning and enable children to access the wider curriculum effectively.

Our selected learning and development statements reflect this priority, drawing primarily on PSED, alongside Communication and Language and Physical Development, ensuring these are embedded before progressing to more specific areas such as *Understanding the World*. Statements linked to Understanding the World are also included where appropriate, but always build upon secure development within the prime areas.

When planning for Personal Social Emotional Development (PSED) within an Early Years environment it is important that educators apply the four overarching principles of the EYFS and plan for Characteristics of Effective Teaching and Learning and ensure that a holistic approach is taken. Characteristics of effective teaching and learning are integral to the EYFS PSED curriculum and are as important to plan and support as the areas of learning themselves and should be included in your planning, observations and assessments.

In addition, the approach you take to teaching PSED must include play: “Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults.” EYFS statutory framework for group and school-based providers Practitioners must stimulate children’s interests, responding to each child’s emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.

By the end of the EYFS (end of reception year) the level of development children should be expected to have reached in PSED is defined by the early learning goals (ELGs)

- ELG: Self-Regulation
- ELG: Managing Self
- ELG: Building Relationships

The Assessment Opportunities are suggested ongoing formative assessment opportunities to support your observations and assessment of your children linked to current guidance .

Top Tips for supporting PSED in Early Years

- 1. Active Listening** - involves giving your full attention to the child, getting down to their level, maintaining eye contact, using positive body language, and responding with empathy. Active listening can really help children to feel heard, valued, and understood.
- 2. Promoting choice** - empowers children to become more confident, independent and self-aware. When given choices—such as selecting an activity, choosing what to wear, or deciding who to play with, children begin to develop a sense of autonomy. It can enhance emotional regulation, improve social skills and help foster a positive relationship between adult and child. NB offering a limited number of age-appropriate choices helps to prevent a child from becoming overwhelmed (e.g. instead of "what snack would you like?" You could say "Would you like apple or banana for snack today?"

- 3. Reinforcing individual characteristics and celebrating differences** - When children see that their unique traits, backgrounds, and abilities are valued, they feel a stronger sense of identity, belonging, and self-worth within the setting.
- 4. Social stories for new situations** – these can be used to support children’s familiarity with new situations for example, when joining a new setting or going on a visit to an unfamiliar place. They often include photos/ pictures and simple descriptions that help children understand what to expect. As such, social stories can help to reduce anxiety in children.
- 5. Encouraging responsibility** - When children are given age-appropriate responsibilities, for example tidying up toys, helping a friend, or caring for a plant, they begin to develop important life skills and a stronger sense of self.
- 6. Working around children’s preferences and interests** - When we tune into what children enjoy, are curious about, or choose to engage with, we help create meaningful, child-centered learning experiences that promote confidence, connection, and emotional well-being.

- 7. Consistent expectations and boundaries** - Clear, predictable expectations help children to feel safe and secure, to understand what is expected of them, and to learn how to manage their emotions and behaviour. For example, when a child knows that it is not ok to hurt others and that calming down is encouraged when upset, they begin to learn safe, consistent ways to manage emotions and interact with others.
- 8. Using positive language with the children** - People often say, "don’t run" but what they actually mean is "walk please". We need to tell the children what they can do and reinforce positive behaviour expectations. As with all areas of learning, young children need repeated exposure to this and support from staff.
- 9. Talking about emotions** - When we openly name and discuss feelings, children learn to recognize, understand, and express their own emotions in healthy ways.
- 10. Good role model** – This is one of the most powerful ways to support young children’s personal, social, and emotional development. Children learn by watching and imitating the behaviour, attitudes, and emotional responses of the adults around them—especially those they trust and spend time with.

The EYFS Modules are organised under four subheadings, these include:

Enabling Environment

A physical and emotional environment where children feel safe, secure, comfortable and ready to learn. This may include basic areas set up indoors/outdoors. These areas are always available, well-organised and open-ended and may include: role play, craft, snack, exploratory/science, construction, small world areas etc. As well as a list of suggested Books, Songs and Rhymes to support the topic.

Invitations for learning

Experiences for children to access independently, offering opportunities for children to be responsible for their own learning. Opportunities for children to transfer the experiences to areas of their choosing. To be open-ended and include play-based activities.

Adult Interactions

What is the role of the adult?

- Sensitive interactions: to extend and challenge.
- Stimulation: providing activities and experiences to extend learning, including development of adult-directed activities into continuous provision.
- Modelling strategies: for thinking, scaffolding and questioning to extend learning and discovery.
- Adult-directed activities: to further explain a concept.

Home Learning Environment

How do we involve parents/carers and the wider family in this learning?

Ideas suggested to involve parents/carers in children’s learning and development creating a two-way flow of ideas and information sharing; school or setting to home and home to school or setting.



ASSESSMENT IN EYFS

Assessment in the Early Years

Assessment in Early Years is a vital part of effective teaching and learning. Section 2 of the EYFS framework sets out the statutory expectations of educators within Early Years provision:

- Assessment plays an important part in helping parents, carers, and practitioners to recognise children's progress, understand their needs, and to plan activities and support.
- When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement.
- Practitioners are not required to prove this through collection of any physical evidence.
- Practitioners should keep parents and/or carers up to date with their child's progress and development.
- Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.
- Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

Alongside ongoing formative and summative assessment, there are 3 statutory assessments within the EYFS:

- **Progress check at age two**
 - When a child is aged between two and three, practitioners must review their progress and provide parents and/or carers with a short written summary of their child's development in the prime areas; if your school has a school based nursery offering places to children from 2 years of age and this is their primary provision of Early Years education, you must complete this progress check. [Progress check at age 2](#).

- **Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)**

- The RBA is a short assessment taken within the first six weeks of a child starting reception which assesses a child in early mathematics, literacy, communication and language. PSED plays a part in this assessment. All areas of learning and development are interlinked, and consideration should be given to the child's individual needs and progress in this area too. [Annex B of the EYFS EYFS statutory framework for group and school-based providers](#).

- **Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)**

- The EYFSP is completed in the final term of the academic year in which the child reaches age five. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. [Early years foundation stage profile handbook](#)
- The assessment suggestions at the end of each EYFS module are drawn from frameworks that our schools and school-based nurseries are using in their regular practice.

Inclusive practice and assessing all children's progress

It is imperative that you have a deep understanding of the children in your setting and that educators identify starting points for all children. Starting points are developed by using conversations, observations, reflections and professional knowledge to assess children and their learning. This ongoing, formative assessment helps educators make informed decisions about how to support children's learning as part of their wider development.

The Department of Education states:

“By getting to know your children well, you will notice that children learn at different rates, some may struggle to do some of the things that other children may already be capable of. This is part of normal childhood development and may just indicate that, with minor adjustments to the teaching methods, or the provision of small amounts of support, encouragement and additional help, good progress can be made. It is therefore important that early delays or difficulties lead to the right sort of help and are not necessarily regarded as an indication of a long-term special educational need or disability.

Not all needs will be long term, but it is important that where a child seems to need additional support, you plan their activities and curriculum in a way that supports those children early on.” <https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/meeting-the-needs-of-all-children>

If your assessments identify any barriers to children's progress, there are useful resources to support intervention:

- The Derbyshire Local Offer Early years special educational needs (SEN) - [Derbyshire Local Offer](#) provides guidance, support, training and funding for any children with emerging or identified SEND needs.
- When completing the EYFS Profile, teachers should review the guidance for supporting children with any barriers to learning Help for early years providers: [Inclusive assessment strategies and examples](#)
- Inclusive provision also includes those children and families who experience barriers to their learning and development through socio-economic needs. Educators should utilise the support available to ensure these children feel that they belong, are achieving and thriving within the provision. Early Years Pupil Premium toolkits are available to support educators - Early Years Pupil Premium | EEF <https://educationendowmentfoundation.org.uk/early-years/pupil-premium> and resources for supporting any children with EAL - Help for early years providers: English as an additional language (EAL) <https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal>



EYFS

Drug Education

Enabling Environment

Continuous Provision and Daily Routine

- Set up a doctors' surgery with a waiting room, link to the nursery rhyme 'Miss Polly had a Dolly.' Have a phone, appointment books, prescription pads etc.
- Set up a hospital including stethoscope, bandages, thermometer, bed, charts, water etc.
- Set up an opticians and include an eye test chart etc. When might we use medicines for our eyes?

Books, Songs and Rhymes

- 'Zog and the Flying Doctors' by Julia Donaldson.
- 'Peppa Goes to the Hospital' by Peppa Pig.
- 'Six Dinner Sid' by Inga Moore.
- 'Goldilocks and the Three Bears'
- 'Miss Polly had a Dolly'
- 'Humpty Dumpty'
- 'Jack and Jill'
- 'If you're happy and You know it'

Learning opportunities

- Use the book 'Zog and the Flying Doctors' as a stimulus. Make a potion for the King to help him with his fever.
- Set up an activity to make medicines and potions, using water, food colourings, essences, flower petals, small pots, test tubes, funnels, pipettes, syringes etc. Talk to children about the safety of medicines, how these would help poorly characters recover and what they would do if they didn't help. What would happen if too much is taken? Who gives the medicine? Can children list their ingredients and make recipes for their own medicines?
- Set up a role play space for 'Goldilocks and The Three Bears.' Enable children to retell the story. What are the dangers for Goldilocks? Should she have gone into the strangers' house? Should she have eaten from the bowls? How did she know that what was in the bowls was safe? What are the other dangers for Goldilocks?
- Make up a game for Humpty Dumpty that would help him take his mind of his cuts and bruises.
Make Humpty Dumpty jigsaws and ask the children to put him back together again, adding kind words as they do it.
- Play musical statues and ask the children to move their body in different ways. How does exercise make them feel? Why is doing exercise good for us?
- Set up a beach area- include sun hats, umbrellas, empty bottles of sun cream, sunglasses, t-shirts, sand pit, tent, chairs etc. Discuss the importance of sun safety and what happens if safety guidance is not followed. How do we use sun cream? e.g. Is it safe to drink?
- Invite an optician into setting.
- Puppets: Puppet is very shy and when he feels unwell he finds it very difficult to tell anyone or ask for help. How could we help puppet?

Adult Interactions

- To observe engagement, model, support, and interact at appropriate moments to extend children's ideas, understanding and learning.
- Ensure the learning environment is safe.
- Enable children to contribute their own ideas and be involved in setting up the role play areas to make them relevant to their experiences and learning needs.
- Talk to children about their experiences of being poorly, e.g. how did it feel? Did medicines help? What medicines were taken? Where were they kept? Who gave them? How did they feel? What made them feel better?
- Talk to children, for example asking questions about how they made their medicines in role play. How do they know these are safe? How will they help those who are poorly?
- Introduce activities into role play once they are modelled and experienced by the children.
- Handwashing Song: Make up a handwashing song and share.
- Adventure: Set up a journey where the children have to collect particular items. When they get back ask them to sort them into whether they think they are safe to eat/drink or not safe to eat/drink. How do we know?
- Role play when to make a 999 call. What would they say? Can their partner repeat what they said?

Home Learning Environment

- Talk to children about medicines, who should give them and what is safe to take when?
- Give out a first aid box template. Add to the box by drawing, writing or sticking things that would help you when you are poorly. Provide an example which may include: a hug, a teddy to cuddle, medicine, sleep, healthy food, water, films to watch. Return, share and compare.
- Read 'Six Dinner Sid' – what advice would you give to Sid? Why can too much medicine be dangerous?

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.

(Early Learning Goal)

Children in reception will be learning to:

- Know and talk about the different factors that support their overall health and wellbeing.

Reflection

Being safe and well matters because...



EYFS Exploring Emotions

Enabling Environment

Continuous Provision and Daily Routine

- Create a calm zone or chill-out den. Provide cuddly toys, fairy lights, lava lamps, gentle music.
- Set up role play opportunities like a home corner including props and/or provide large cardboard boxes, planks, log sections, crates, natural objects like shells and conkers for children to use imaginatively to make their own scene.
- Provide a box of den making equipment for outdoors like blankets, clothes pegs, washing lines, bamboo canes, camouflage netting, tarpaulins etc.
- Set up a sand/water tray with a holiday theme. Include buckets and spades, shells, small world figures, sea-creatures, fishing nets etc.
- Create a block play area with a selection of many types of wooden blocks, large and small with a selection of people, animals and vehicles available for self-selection close by.
- Provide a free choice creative area with painting, collage and malleable materials available so that children can represent their feelings through different media.
- Set up a mud kitchen outdoors and provide recipes and ingredients like petals, herbs and rose water for making 'Emotions Potions'. You could also provide menus for an 'emotions café' including scared sausages, jealous jelly, calm cakes etc.

Books, Songs and Rhymes

- 'The Colour Monster' by Anna Llenas.
- 'The Love Monster' by Rachel Bright.
- 'The Koala who Could' by Rachel Bright.
- 'How do you feel?' by Anthony Browne.
- 'Pip and Posy Books' by Axel Sheffler:
 - 'The New Friend' - Jealousy.
 - 'The Super Scooter' – Cross.
 - 'The Big Balloon' – Sad, disappointment.

Invitations for Learning

- Play musical statues and when the music stops share a scenario and ask them to show an emotion. Do we all look the same? Why might we look different?
- Catch the bubbles – how many can you touch or pop? How does it make you feel when you pop a bubble?
- Draw or make a 'Love Monster' who is feeling sad because nobody loves him/her. What would he/she look like? How could you make or draw that? Cut out hearts and add kind words to the hearts that children might say to make the monster feel better.
- What does it mean to be brave? Read: 'The Koala Who Could'. Discuss Koala's feelings. How could you be brave today?
- Provide a range of different coloured paints or crayons and paper. Suggest the children could paint a picture about something that made them happy, sad or angry. What colours could they use to paint anger, jealousy etc.
- Display the paintings in an 'emotions gallery' so that children can talk about them and discuss their feelings. Invite parents to an exhibition.
- At circle time blow up a balloon to represent big feelings (overwhelming emotions like anger or jealousy or feeling over excited), how can we reduce the size of the feeling? What will happen to the balloon if it keeps getting bigger? How can we deflate the balloon so it doesn't pop? Ask children for suggestions. Share good strategies.

Adult Interactions

- Talk to the children to help them label feelings and emotions.
- Take time to listen to children respectfully when they raise injustices and involve them in finding a 'best fit' solution.
- Provide books with stories about characters that follow or break rules and the effects of their behaviour on others.
- Affirm and praise positive behaviour, explaining and demonstrating that this makes children and adults feel happier.
- Encourage children to think about issues from the viewpoint of others.
- Be alert to injustices and let children see that they are addressed and resolved fairly.
- Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they exist and what they are intended to achieve.
- Help children's understanding of what is right and wrong by explaining why it is wrong to hurt somebody or if it is acceptable to take a second piece of fruit after everybody else has had some.
- Involve children in identifying issues and finding solutions.
- Set, explain and maintain clear, reasonable and consistent limits so children feel safe and secure.
- Provide a safe place for children to access when they need to calm down or be quiet.
- Encourage children to ask questions about things that worry them. Let them know it's alright to be worried, do not dismiss their concerns or try to tell them how to feel.
- Listen to them carefully and answer the question they ask rather than giving them information they do not need.
- Be truthful, it's okay to say you do not know the answer.
- Help them give a name to what they are feeling.
- Put in place ways children can let others know how they are feeling.
- Help children to understand that it is acceptable to be sad, angry or worried and that it can help to talk about how you feel.

Home Learning Environment

- Send an invitation for parents to visit the 'Emotions Gallery' and encourage them to help children talk about and label their feelings.
- Managing feelings: Invite parents into school to look at how we can manage feelings. Make and share a class book with ideas from your circle time balloon discussion.
- Share the idea of a Worry Monster e.g. child draws/writes worries, gives them to the worry monster when they go to sleep. The monster eats the worries and they are his now. Parents take the drawings and know what the worries are. They can then help and share with school if appropriate.
- Encourage parents to send in 'Wow' moments e.g. 'Jamil fetched the kitchen timer all by himself so I could set it for when it was his turn on the swing.'
- Talk about all the fun things you did together. "Do you remember going to the park and rolling all the way down the hill together? We laughed and shouted because we were having such a good time. We were very excited."

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

(Early Learning Goal)

Children in reception will be learning to:

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Reflection

Being kind matters because ...



EYFS Being Healthy

Enabling Environment

Continuous Provision and Daily Routine

- Establish a service snack area with tongs, cutlery etc. to develop fine motor skills. Include the Eat Well Plate in the Middle of the table: <https://www.foodafactoflife.org.uk/3-5-years/>
- Hydration Station': Set up a self- service area where children can help themselves to water. Include a container for clean and dirty cups. Include a display which explains why water is good for the body. 'Drink to Think' etc.
- Set up a 'Nose Blowing Station': Provide a mirror, tissues and a bin. List the instructions and include: 1.Get a Tissue 2.Blow it. 3. Throw it 4. Wash Your Hands.
- Use outdoor learning opportunities to promote physical activity. Include changing clothing such as waterproofs, wellington boots and hats. Reflecting often with the children how nature, fresh air and exercise can make us feel.
- Set up a home corner kitchen where children play out their experiences e.g. cooking, washing up, laying the table, talking about healthy food options, how they cook food, what they need etc. This could be a mud kitchen outdoors.
- Set up a 'Sleep Station': Include a bed, toothbrush, timer, pyjamas, and bedtime stories.
- Create space for a movement/exercise area both indoors and outdoors.
- Provide a designated area that encourages calmness and relaxation e.g. fluffy covers, books, colouring, soft lighting.
- Set up resources to motivate children to move in a movement area, e.g. gym ball, wobble board, skittles, child-sized sweeping brush, scarves, balancing equipment, ribbons, stepping stones, laundry basket and sponge ball. Make this as an area for continuous provision to meet children's interests and next steps in learning.

Books, Songs and Rhymes

- 'The Very Hungry Caterpillar' by Eric Carle.
- 'Handa's Surprise' by Eileen Browne.
- 'Oliver's Vegetables' by Vivian French.
- 'Supertato' by Sue Hendra.
- 'Kitchen Disco' by Clare Foges.
- 'Peace At Last' by Jill Murphy.
- 'Can't You Sleep Little Bear' by Martin Waddell.

Invitations for Learning

- Read out a meditation story that takes the children on a wonderful adventure.
- Go on an adventure. Use 'We're Going on a Bear Hunt' or 'We all went on a Safari' as a stimulus. What would we need to take? Where would we sleep? What would you do if you felt scared? How would we get there? What might we see?
- Develop an 'Outdoor Gym' with children. Set up a carousel of activities like hoops to jump through and benches to balance along. Add clip boards, timers and pens to encourage measuring and recording. Enable children to follow up by creating their own carousel of gym activities. Develop a similar indoor gym if space allows.
- Prepare healthy food and snacks with children.
- Plan a Teddy Bear's Picnic and use as an opportunity to taste healthy foods.
- Use books such as 'The Very Hungry Caterpillar', 'The Kitchen Disco' or 'The Safari' as a stimulus to introduce foods to try.
- Develop an 'Eat Well Café' which promotes the 'Eat Well Plate' with children. Model a class menu, what it looks like and how to use it. Children can write their own menu and take orders, waiting on tables and over the phone.
- Develop a fruit and vegetable shop with weighing scales and a till. Use real food and money.
- Set up a yoga studio with mats, mirrors and poses to practice. Provide poses to copy alongside mandalas to colour and relaxing music. Can children create their own poses, mandalas or relaxing music?

- Provide a selection of dolls and dolls clothes for the children to wash with sponges, soap and water.
- Make up your own class 'Handwashing Song' with the children: <https://www.youtube.com/watch?v=S9VjeIWLnEg>
- Toothbrush Song: 'To keep germs away brush teeth twice a day' or 'This is the way we brush our teeth, brush our teeth!' Use sand timers so that they can model brushing their teeth for 2 minutes. <https://startingreception.co.uk/toothbrushing/>

Adult Interactions

- Use children's ideas, e.g. what would they use to clean toys and their clothes? Why? What happens if you dry the clothes on a windy day or a sunny day? What about a cold, grey day? Question to extend thinking.
- Discuss sleep hygiene – What does a baby/toddler need to help them sleep well at night? Use the books: 'Can't You Sleep Little Bear' or 'Peace At Last,' as a discussion stimulus.
- Grow your own food like tomatoes, salad leaves, peas and potatoes. Pick, prepare and eat whenever possible.
- Encourage children to explore the resources in creative ways. Support children to persevere to achieve a challenging task and talk about how they did this. Step in, to support and encourage but also allow children to persevere, make mistakes and achieve.
- Being mindful of allergies, explore different foods, familiar and unfamiliar in different ways e.g. look at similarities and differences, look in detail using magnifying glasses, feel, taste etc.
- Model, interact, support and extend children's ideas.
- Dance like the fruit at the 'Kitchen Disco' and stop when the music stops. Provide a choice of dance music for children to move to. Can they make their own music?
- Model and demonstrate, shopping, weighing, serving, buying and selling food. Differentiate according to individual interests and learning needs.
- Provide a narrative or commentary to support the child's thinking.
- Lay on a blanket to watch the clouds.
- How many jumps, throws, hops and skips can you do? Can you do more than yesterday?

Home Learning Environment

- Share information about and support toileting, and ask parents to share their progress with you: <https://startingreception.co.uk/potty-training>
- Share menus with parents. Can children write healthy menus for their food to eat at home, for breakfast, tea or snack? Can parents share the success of this? Are children eating healthy food at home?
- Share the handwashing song and tooth-brushing song with parents so they can practice at home: <https://www.bbc.co.uk/cbeebies/watch/washing-your-hands-song> <https://www.bbc.co.uk/cbeebies/watch/tooth-brushing-badge-song> and <https://startingreception.co.uk/toothbrushing/>.
- Children to talk with parents about how their body feels after exercise and why this is good.
- Provide a Teddy Task: Give out for families to do over a weekend. What time did Teddy go to bed? What bedtime story does Teddy enjoy? Parents and children share Teddy's experiences with school in a mutually agreed way e.g. talking, written, drawings or photographs. Create a book of these experiences – Teddy's healthy food, exercise, naps etc.

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

(Early Learning Goal)

Children in reception will be learning to:

- Manage their own needs. Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Reflection

Being kind matters because ...



EYFS Growing Up

Enabling Environment

Continuous Provision and Daily Routine

- Provide a range of dolls, teddy bears and clothing that encourage dressing and help develop motor skills.
- Ensure coats, bags and other outdoor clothing and footwear are accessible. Provide a seating area for children to change shoes/boots.
- Provide a range of fiction and non-fiction books across the learning environment which explore growing and life cycles.
- Set up an observation area with tadpoles, butterflies, incubating eggs or similar so that children can watch the stages of a life cycle. Add non-fiction books, magnifying glasses, cameras, notebooks, life cycle puzzles, small world model animals including mini beasts, farm and zoo animals.
- Have a class pet to care for.
- Include a range of dressing up resources to represent different ages in the home. Include resources that may encourage different roles within the age groups.
- Provide aprons and show children how to work together to help each other to fasten them at the back.
- Have a baby clinic in your role play area where children can weigh, measure, wash and change babies. Add dressing up clothes so that children can role play as parents or grandparents.
- Set up a water area incorporating a washing line where different sized clothes can be washed and then hung out to dry. Talk about the difference in size e.g. Baby clothes, toddler clothes and adult clothes. Can they put them in order of size?

Books, Songs and Rhymes

- *'Titch'* by Pat Hutchins.
- *'Pants'* by Giles Andreae and Nick Sharratt.
- *'Now I'm Big'* by Karen Katz.
- *'When I'm Big'* by Debi Gliori.
- *'Mr Seahorse'* by Eric Carle.
- *'Still Stuck'* by Shinsuke Yoshitake.
- *'Jaspers Beanstalk'* by Nick Butterworth.
- *'Head, Shoulders, Knees and Toes'*
- *'Simon Says'*

Invitations for Learning

- Support children's growing confidence and independence by encouraging children to dress and undress themselves. <https://startingreception.co.uk/>
- Talk about how they are growing up.
- Children bring in pictures of themselves as babies and toddlers. Talk to them about what is the same and what has changed. Encourage them to talk about their families.
- Describe and compare similarities and differences to demonstrate changes as children grow up. Can children put themselves in height order?
- Read the story of 'Mr Seahorse'. Support children to create their own seahorse or other creature, real or imaginary. Take the seahorse/baby creature with you and teach it new things. Encourage it to ask for help. Who could it ask? How would it ask? Model with a puppet.
- Plant cress seeds in pots with the children. What do the seeds need in order to grow? What do we need to help us to grow into healthy adults?
- Grow beans in wet paper towels; plastic bags; clear, plastic pots; or similar, so children can see the roots and shoots grow.
- Teach body parts using songs. Use the song, 'Head, Shoulders, Knees and Toes' and 'Simon Says'.

- Have a parent visit with a new baby, encourage children to talk about similarities and differences between themselves and the baby.
- Offer a range of outdoor challenges that encourage developing new skills together e.g. trike, balance bike, etc.
- Provide different daily challenges such as balancing, skipping, star jumps - encourage timing each other. Use the book: 'Too Tall to Twirl,' as a stimulus. Set goals and share 'WOW' moments on your class display.

Adult Interactions

- Provide challenge and stimulation through differentiation, interaction and interventions. Use children's interests to scaffold and extend their learning.
- Encourage children to see adults as a resource and a partner in learning.
- Be there to offer help as needed.
- Introduce and use new vocabulary to support concepts as well as appropriate behaviour.
- Facilitate and enable children to use the internet and the library to find information about growing, life cycles and changes.
- Talk about the changes that children can observe from real life experiences.

Home Learning Environment

- Ask parents to send in photographs of their children as babies so we can see the changes. Discuss as a class the changes they notice.
- Send home cress seeds and/or beans that have been potted. Give careful instructions of how to look after them. Can children talk about and follow these instructions? Can children share pictures of their growing plants with school/ setting?
- Model, demonstrate and make egg and cress sandwiches together. Talk about and ask questions about what children did and how grown up it is to grow and make their own food. Share with teacher and friends at school.
- Encourage a parent to bring in a new baby for a visit.
- Ask parents to measure their children at home and talk to their child about growing up.

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Begin to make sense of their own life-story and family's history.

(Early Learning Goal)

Children in reception will be learning to:

- See themselves as a valuable individual.
- Manage their own needs such as personal hygiene.

Reflection

New skills I have learnt are...



EYFS Changes

Enabling Environment

Continuous Provision and Daily Routine

- Encourage children to be independent with dressing and undressing for PE and outdoors by making sure they can access coats, hats, gloves and PE kit easily.
- Have a welly rack or tree with bench seating near the door.
- Have a camera or tablet available for children to photograph and record how things change over time.
- Where possible allow children to create their own paint colours, playdough or models by having equipment and resources available for self-selection.
- Enable a shop role play area where children can buy the clothes and accessories that they need to be appropriate for the weather, as it changes so quickly. Children can bring items from home for this shop.
- Set up an area to represent a family where a new baby has arrived. Provide dolls, clothes, toys, bath, nappies, bottles, highchair etc.
- Provide a deconstructed role play area. (Loose parts like boxes, crates, cable reels, fabric, tubes or planks.) What could children make it into on the theme of changes?
- Exploring/investigating science area: Explore changes in ice/water in different parts of the learning environment. Children decide where to put their ice. Will it thaw as quickly outdoors as indoors near the radiator? How does it change?
- Experience, explore and notice changes in properties of sand (wet or dry) and water.
- Explore the local environment.
- Children select music to move or dance to. Explore how they move differently to different genres, tempo of music.
- Provide different clothing and accessories for different seasons. Include gloves, scarves, sun hat, sunglasses, umbrella, woolly hat, flip flops, boots, sleeping bag, towel etc.

- Provide a sign or poster that says what type of weather it is. Can the children select the correct symbol to match the weather? Include paper/card for children to make their own signs to say what kind of weather it is. Can children keep a diary of the weather using words and/or symbols?

Books, Songs and Rhymes

- *'The Tiny Seed'* by Eric Carle.
- *'The House Inside My Mummy'*
- *'The Farmer Plants his Seeds'*
- *'The Three Little Pigs'*
- *'The Caterpillars Shoes'*

Invitations for Learning

- The Three Little Pigs: Provide sticks, bricks and mud. Ask the children to build a house for the little pigs to live in. Can they work with different children to do this? What would happen if the wolf blew it down? How would they rebuild it?
- Set up a scene where things have changed within the classroom. Things have been stuck down with masking tape. Some items are covered in flour. Who may have done this? What looks the same and what is different? What has changed? How can we make the classroom tidy again? Provide sweeping brushes, water to wash things etc.
- Provide a deconstructed role play area. Imagine that the big bad wolf has blown the house down. How can they rebuild it? What will it become? How can they work together?
- Sing the song, *'The Farmer Plants his Seeds'*: <https://youtu.be/WUkvbhWe8Lo?si=y8hWCZWVBXZ8io89>
- Read the story *'The Tiny Seed'* by Eric Carle and encourage the children to develop moves to represent the seed and flower at different stages. Where will it take them? Discuss what you saw? What is happening?
- Explore and do bark or leaf rubbings from different trees in different seasons, examine them and talk about similarities and differences.
- Parachute game: Use leaves and put on a parachute. Imagine the parachute is a tree and toss the leaves into the air. Watch them rise and fall. Can they collect them from the floor? What season is this? How do some trees change during the different seasons? Which season do you like/don't like?

- Read the story – *'The House Inside My Mummy'*. What is happening? What changes might happen when the baby is born? Discuss feelings related to change.
- Watch the clip, *'Caterpillar Shoes'*: <https://youtu.be/tYa6OLQHRc?si=DjL300CganovHoQ7> What is changing for caterpillar? What act of kindness does he carry out? What will caterpillar be able to do that he couldn't do before?
- Watch the miracle of metamorphosis by growing your own butterflies. Once you release them into the wild discuss how hard it is to let something go when you have cared for it. How do you feel?
- Visit rural and urban environments. How are they similar? How are they different?
- Demonstrate changes e.g. changes to ingredients when baking; shapes with play dough etc.
- Prepare children for changes that will occur in their daily routine or in their own life e.g. transition points like moving classes.
- Support children to understand changes and why changes happen.
- Encourage children to talk about changes and how they feel about them.

Adult Interactions

- Pose carefully framed open-ended questions, such as 'How can we...?' or 'I wonder what would happen if ...?'
- Join in child-initiated play, developing relationships, supporting and extending learning.
- Explore the changes within the outdoor learning environment, the surfaces and resources e.g. when dry or wet, hot or cold. Do materials behave the same when it is wet, cold or freezing? Does it feel the same to slide down the slide when it is damp? Do toys feel the same when they're wet/dry?
- Sensitive interventions and interactions to challenge and extend individual learning needs.
- Support children's growing confidence, independence and ability to cope with changes.
- Support children through difficult changes e.g. the arrival of a new baby, separation or bereavement by communicating closely with family, maintaining links with familiar adults, providing consistent familiar routines. Answer questions honestly and offer reassurance.
- Provide challenge and stimulation through differentiation, using children's interests.
- Introduce and develop relevant new, key vocabulary in context.

- Demonstrate and explain language to talk about changes, aspects of change, similarities and differences that children are experiencing. Support children to use this language in conversation.
- Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster.

Home Learning Environment

- Listen to the nursery rhyme: *'I Hear Thunder'*. Make up actions. <https://www.bbc.co.uk/teach/school-radio/articles/zdx8gwx> Make a weather chart or keep a diary of the weather using symbols and or words, to show how the weather changes every day. Talk about the experiences you have had in different types of weather, what did you wear, what did you do?
- Teddy is starting a new school make up a timetable so that he knows what he is doing every day. Record what he would do in a week. Talk about how parts of the day are the same and some are different. How are the days different at the weekend? What changes?
- Practice a new skill with Teddy. Can you share which new skill you tried? What did you enjoy? What did you find difficult? Share photographs.

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Understand the key features of the life cycle of a plant and an animal.
- Talk about the differences between materials and changes they notice.

(Early Learning Goal)

Children in reception will be learning to:

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change.
- Understand the effect of changing seasons on the natural world around them.

Reflection

Changes make me feel...



EYFS Bullying Matters

Enabling Environment

Continuous Provision and Daily Routine

- Ensure there is a strong routine to instil safety and reassurance to all children.
- Set up a quiet, cosy corner which children can use if they need some quiet time alone. This could be a willow den outdoors or a small pop-up tent indoors.
- Provide mirrors so children can make facial expressions demonstrating different feelings. Can they see what the feeling looks like in themselves?
- Ensure that the environment encourages cooperative play e.g. enough spades and buckets for the number of children allowed to use the sand pit.
- Set up a timer system and ensure children know how to use it so that turns can be managed for the most popular equipment e.g. sand timers.
- Teach children how to use words to avoid confrontation and support them to find their own solutions to minor disputes. Use calm words not violent actions.
- Embed British Values into the ethos and approach of the setting.
- Celebrate difference and diversity.
- Provide a sign or poster that says what type of weather it is. Can the children select the correct symbol to match the weather? Include paper/card for children to make their own signs to say what kind of weather it is. Can children keep a diary of the weather using words and/or symbols?

Books, Songs and Rhymes

- 'Giraffe is Left Out'
- 'Jelly on a Plate'
- 'Farmer Duck' by Martin Waddell.
- 'Elmer and the Hippos'
- 'The Pirates Next Door'
- 'All are Welcome'
- 'Troll Stinks'
- 'Is it Because?'

Invitations for Learning

- Play a game where children make different feelings faces to each other. Can they recognise the feeling face?
- Use the book, 'Giraffe is Left Out' as a stimulus. Provide a range of resources where children work together to make a special hat that celebrates each other's similarities and differences. Arrange and send invitations to parents to watch a hat parade.
- Use 'Giraffe is Left Out' to plan a birthday party that will include jelly. Make jelly using different moulds. How can we include leopard/giraffe in our play so that they don't feel sad, lonely and left out? Describe to leopard/giraffe what happens to the jelly when you shake it. How does jelly feel? Can you build with it? How does leopard/giraffe feel now that they have been included? Sing the song, 'Jelly on a Plate' and perform the actions.

Scenario: Yesterday leopard made a boat and giraffe destroyed it, not by accident but on purpose. What is the difference? Why might he have done this? Make a boat competition using plasticine or play dough and see which boat can hold the most amount of pennies before it sinks. How does working together on this feel? What kind words can we use to help each other? What actions don't help?

- Use 'Farmer Duck' as a stimulus. Discuss what was unfair in the story? Provide sand and combs to plough the field, small word figures and diggers so the children can re-enact the story. Why is working together and being kind to each other so important? Model and encourage the children to create sounds of the animals. What would you like to say to Farmer Duck?
- Use the book 'Elmer and the Hippos' as a stimulus, thinking about others' feelings and needs. How can you work together using the natural materials to help the elephant and hippos build a dam? <https://www.ltl.org.uk/resources/dam-building/>

- Use the book, 'The Pirates Next Door' as a stimulus: Set up a pirate role play area. Include: Clothes, a box for a ship, walk the plank, treasure, treasure maps, treasure chests, sheets for the sea. Make a class message in a bottle that includes kind words. Each day take out a message to remind everyone of the importance of kindness and tolerance.
- Celebrate difference and diversity. Use the book 'All are Welcome' as a stimulus: Read the story. Discuss the beautiful pictures. Ask the children to make a portrait of themselves using a variety of media. How does celebrating each other's differences help us to feel safe?

Adult Interactions

- Use the Key Person approach.
- Develop children's emotional self-regulation and executive function skills.
- Talk to the children to help them talk about and understand their actions and identify their feelings.
- Encourage children to explain and articulate how they feel.
- Take time to listen to children with empathy.
- Talk about things that make us unique, similar and different. Celebrate diversity and inclusion.
- Encourage children to think about issues from the view point of others.
- Be alert to injustices and let children see that they are addressed and resolved.
- Help children's understanding of what is right and wrong by explaining why it is wrong to hurt, to exclude somebody or to call them names.
- Help children to identify what is fair and unfair.
- Help children to understand how we treat each other with kindness and respect.
- Encourage children to ask questions about things that worry them or make them feel sad.
- Help children identify who they can talk to if they are worried or sad and help them to practise what to say.
- Provide opportunities to share and celebrate the diversity within the classroom and in the community.

Home Learning Environment

- Encourage parents to resolve conflicts at home by listening to children talking about how they feel and by using calm words where possible. Share your approach.
- Encourage parents to praise children when they solve problems constructively, and share examples of this.
- Invite parents into school to watch the hat parade and to hear about why the children's hats are so special.

- Celebrate how working together is such an important message for our classroom and communities.
- Invite parents into school to discuss their heritage and traditions - Share recipes and make a class book. This could be sold and the money collected could be shared with a local community charity. Invite everyone to bring a small portion of their favourite family food, for a 'bring and share' lunch.
- Share with parents the Anti-Bullying Policy and Mental Health Policy so they understand how this is part of a whole school approach to wellbeing.
- Celebrate anti-bullying week with parents and the importance of e-safety and being responsible online.

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Continue developing positive attitudes about the differences between people.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be the leader in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Understand gradually how others might be feeling.

(Early Learning Goal)

Children in reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships with adults and peers.
- Work and play cooperatively and take turns with others.
- Express their feelings and consider the feelings and the perspective of others.
- Identify and moderate their own feelings socially and emotionally.

Reflection

If I feel sad/ upset I can talk to...



EYFS Being Me

Enabling Environment

Continuous Provision and Daily Routine

- Add dressing up clothes, hats and props to your role play area and introduce a stage area where children can be dancers, musicians, actors or puppeteers etc. Talk about what they like to wear and how that makes them feel.
- Add hairdresser's equipment to your role play. Towels, capes, combs, mirrors, magazines and styling heads. Talk about different types and colours/styles of hair.
- Set up an artist /photography studio with an easel, brushes, pallet, cameras, props like hats and glasses for children to draw/paint/photograph each other? Display children's portraits on a 'Proud to be Me' wall. Talk about celebrating differences and what makes us unique. What would they like to be when they grow up?
- Set up an assault course with a range of activities with different skills required– stepping stones, walking the plank, climbing, throwing balls into hoops etc. Encourage children to have a go, keep trying and get others to join in. Help them to notice what they are good at.
- Set up a block play area with a selection of different wooden blocks with free access to small world people and construction vehicles close by. Put up photographs of houses and buildings near your school. Provide paper, clipboards, felt pens and hard hats so that children can build their own community. Encourage children to plan together, co-operate, take turns and show pride in their work.

Books, Songs and Rhymes

- 'Elmer' by David McKee.
- 'Can I build another me?' by Shinuske Yoshitake.
- 'Amazing Grace' by Mary Hoffman.
- 'I Don't want Curly Hair' by Laura Ellen Anderson.
- 'Giraffes Can't Dance' by Giles Andreae.
- 'Barry the Fish with Fingers' by Sue Hendra.
- 'It's Ok to be Different' by Todd Parr.

Learning opportunities

- Set up a water-play area with fishing rods, nets, fish, sea creatures, pebbles, shells etc. Help children to recount the story of 'Barry the Fish with Fingers.' How was he different, how did he help his friends?
- Use 'Elmer' as a stimulus. Draw or paint your own elephant to represent you. Add pictures of food, hobbies, different materials and colours. Why have you chosen that picture to stick on? Make a class herd parade celebrating that it is OK to be different.
- Read the book, 'I Don't Want Curly Hair.' What is happening in the story? What did the two girls learn about themselves? Provide photographs of children in the class but just faces. Can you create a new hair style for everyone? Use wool, crinkly paper, pasta, feathers, string etc.
- Play a game of Change Places If: Set up a circle. Ask the class to change places if they like pizza, change places if you don't like football, like reading, have a brother etc. What have we learnt about each other? You could also do this as a parachute game.
- Paint outside with water and different size brushes. Can they paint their name? Ask the children to make their own name tag inside. Provide pens and paper, glitter, stickers etc. Add the name label to the 'Proud to be Me' wall. Can they say why they are proud of themselves?
- Use the book, 'Can I Build Another Me?' as a stimulus. Provide different 3D mediums such as junk modelling, Lego, salt dough etc. Provide mirrors and magnifying glasses so they can explore what they look like.
- Make up a Jungle Dance. Ask the children to choose which animal they would like to be and think about how it moves.

Adult Interactions

- Talk to children about who they are, what makes them unique etc.
- Encourage children to dress up and pretend to be someone else. Ask questions such as, 'How does that feel?'
- Provide a selection of music, e.g. slow, fast, for children to use for their Jungle Dance. Make available a range of music to reflect different moods.
- Make sure materials and resources are available for self-selection so everybody can make choices.
- Allow children time to complete activities to their own satisfaction and return to something if they want to.
- Provide activities that are challenging but achievable and provide children with opportunities to reflect on their successes and achievements. Encourage them to keep trying if they find things difficult at first.
- Take photos of the children's achievements to go on a 'Proud to be Me' wall. What can they do that no-one else can? What makes them special? Add commentary, prompts and vocabulary to support children's understanding.
- Read stories together and discuss how all of the characters are unique and special; similar and different to each other.

Home Learning Environment

- Invite parents in to watch the class parade of elephants. Include the Jungle Dance; celebrate being me.
- Invite parents to an art exhibition. Display the children's portraits and sculptures.
- Suggest parents sit with their child to draw a picture of them. Write five positive things about their child around the picture. 'I like how you...' Put the picture up in your home and refer to it often.

- Invite parents to make a treasure box. This might be memories you've written down about things you did together e.g. 'I loved the day we went to the park; you were so happy when I pushed you on the swings.' It could also be objects like the toy tiger you bought at the zoo or a picture or postcard from somewhere you visited. Talk about all the fun things you have done together and how that made you feel. Share the most special of these with school and share why it is so special.
- Invite children to tell their parents the things they like/love about them.

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Show more confidence in new social situations.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.

(Early Learning Goal)

Children in reception will be learning to:

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.

Reflection

I am special because...



EYFS Difference and Diversity

Enabling Environment

Continuous Provision and Daily Routine

- Learn basic sign language or Makaton signs and use these alongside spoken words as routine.
Encourage all children and adults to learn and use the signs so that if a signing or non-verbal child joins their class they will be able to communicate with everyone.
- Add different dressing up props and equipment to your role play area (indoors and outdoors) so that children can act out different roles e.g. a mechanic, a nurse, a ballerina, a scientist. Display pictures of jobs people do with the intention of removing gender stereotypes.
- Ensure that books, posters and props represent differences in age, ethnicity and ability and challenge stereotypes, e.g. female astronaut, male nurse etc.
- Ensure role play props reflect different ethnicities and cultures, including the unfamiliar.

Books, Songs and Rhymes

- *'Anna Hibiscus Song'* by Atinuke Lauren Tobia.
- *'Dinosaur Department Store'* by Richard Merrit.
- *'Julian is a Mermaid'* by Jessica Love.
- *'Ada Twist Scientist'* by Andrea Beaty.
- *'Handa's Surprise'* by Eileen Browne.
- *'The Frog and the Stranger'* by Max Vethuijs.
- *'The Family Book'* by Todd Parr.
- *'Ruby's Worry'* by Tom Percival.
- *'Dogs Don't do Ballet'* by Anna Kemp.
- *'This is our House'* by Michael Rosen.
- *'Whoever you are'* by Mem Fox.
- *'My World, Your World'* by Melanie Walsh.
- *'Norman the Slug with the Silly Shell'* by Sue Hendra.

Invitations for Learning

- Use the book, 'Anna Hibiscus Song' as a stimulus.
Circle time activity: How do we know when Anna is happy? What do you like to do when you are happy? For example, 'When I am happy I like to sing.'
- Make a happiness box and put inside all the things that make you happy. Share ideas and talk about similarities and differences.
- Use 'Handa's Surprise' as a stimulus for a food tasting activity: Which fruits do you like the best? Identify which parts of the world the fruits are from. Why was Handa carrying a basket on her head? How many bean bags can you balance on your head? Who can walk the furthest without dropping them?
- Read the story, 'Julian is a Mermaid.' What do you love to do? What would you like to be when you are older? Share ideas.
- Read the book, 'The Frog and the Stranger'. How do we show kindness? What could we do to welcome rat into our classroom? Give the children a class toy rat to look after. Take it in turns. How would you include rat in your play? Why might it be hard for rat to fit in?
- Look at nature. Go on a colour treasure hunt. What can you find that is red, yellow or green?
- Read the book, 'The Family Book' by Todd Parr. Create a class book called 'Our Families'. Who do you want to include on your page?
- Using the book, 'This is Our House', provide a selection of materials like cardboard boxes of various sizes, card, corrugated paper, lolly sticks, tubes, cellophane, fabric, sticks, clay and straw so children can make their own house. Who lives in your house? Make peg dolls to represent your family members and put them in your house.
- Provide a range of eating utensils- forks, spoons, chop sticks etc. Provide children with a range of dried foods. Can they move them with their different utensils? Discuss different ways of eating and traditions.
- Introduce music and share dances from around the world.

Adult Interactions

- Talk to the children to help them understand what we can do to make all children feel included and accepted.
- Encourage children to play with a variety of friends from all backgrounds, so that everyone experiences being included.
- Talk to the children about why they are special.
- Help children to identify that we are all different and that is ok.
- Take time to discuss how we can include others.
- Talk about ways we can learn from each other.
- Discuss the importance of respecting each other's differences.
- Discuss with the children why people might be treated unfairly.
- Help children to form positive relationships.
- Support children with initiating conversations.
- Help children to identify what is fair and unfair.
- Help children to understand how we treat each other with kindness and respect.
- Discuss the importance of listening to each other's interests and beliefs.
- Address any behaviour or attitudes that are not inclusive.
- Demonstrate and model strategies to include everyone.

Home Learning Environment

- Invite parents to share favourite recipes and make a class recipe book. Invite everyone for a 'bring and share' lunch or picnic.
- Ask parents and children to fill in a one-page profile together.
- Decorate a stone with their favourite colours; bring it into school and compare similarities and differences.
- Help children choose an object or photograph to bring in connected to something they do outside of school; talk to others about their sport, hobby, pet or club. Is it ok to like different things? Can you still be friends?

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Understand gradually how others might be feeling.
- Continue developing positive attitudes about the differences between people.

(Early Learning Goal)

Children in reception will be learning to:

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some environments that are different from the one in which they live.

Reflection

Being kind means...



EYFS Being Responsible

Enabling Environment

Continuous Provision and Daily Routine

- Set up your classroom so that children can easily access resources from shelves. Ensure that shelves and boxes are labelled (with pictures or silhouettes) so that children can easily find and return equipment. Develop a culture of choose it, use it, put it away.
- Develop/play a song for when children pack away and tidy the classroom.
- Have conversations about why looking after our environment is important.
- Set up a recycling area in your classroom or school. Teach children about how to recycle e.g. sorting waste and composting. Set up a wormery or a compost heap to recycle your waste fruit and use the compost to grow more food.
- Set up a small world play area with a range of possibilities for children to engage with including animals from different habitats. Provide play mats, small world animal figures, and tough spots with e.g. jungle or Arctic environments by adding leaves or ice blocks. Join in play where appropriate and ask relevant questions about wildlife and care of the environment. Why is looking after the planet particularly important for Arctic/Antarctic animals? <https://discoveringantarctica.org.uk/climate-change/impacts-of-climate-change/>
- Create a bug hotel, plant bee and butterfly friendly flowers

Books, Songs and Rhymes

- 'Please May I Have a Cookie?' By Jennifer Morris.
- 'Alfie Gets in First' by Shirley Hughes.
- 'Oi Dog' by Kes Gray.
- 'The Great Paper Caper' by Oliver Jeffers.
- 'Somebody Swallowed Stanley' by Sarah Roberts.
- 'Tidy' by Emily Gravett.
- 'Lost and Found' by Oliver Jeffers.
- 'I'll do it! Taking Responsibility' by Brian Moses.
- 'Please and Thankyou: A Pirate Pete and Princess Polly Book' by Amanda Li.
- 'Can't You Sleep Little Bear' by Martin Waddell.

Invitations for Learning

- Use the book 'Lost and Found' as a stimulus. Discuss the people in their lives or in their community who may be lonely. Visit a local care home.
- Use the book 'Somebody Swallowed Stanley' as a stimulus. Organise a litter pick on the school grounds with support from other children and members of the community.
- Use the book 'The Great Paper Caper' as a stimulus. Develop a crime scene. Include paw prints, magnifying glasses. Can they find who cut down the forest? Plant seeds together to replace what has been destroyed.
- Read the funny book 'Oi Dog' by Kes Gray as a stimulus. Are the rules fair or unfair? What are the rules for looking after pets? Practise the yoga downward dog pose together. Use 'Cosmic Kids Yoga' as a stimulus: <https://www.youtube.com/user/CosmicKidsYoga>.
- Set up an underwater area using sand, water, shells, fish and under water sea creatures. Introduce litter into the space and talk to children about how that makes them feel. Where should litter be? How can we help? What impact does plastic have on our oceans?

- Set up a role play area which includes explorer equipment. Discuss with the children what might be needed e.g. a sleeping bag and warm clothes for the Arctic and a hat and binoculars for the jungle. Hide animals from one environment outdoors and set the children off with their explorer's equipment to find, photograph and log the animals. Discuss why some animal populations are in decline and talk about the human effects on habitat.
- Take part in the big bird watch <https://www.rspb.org.uk/whats-happening/big-garden-birdwatch>.

Adult Interactions

- Take time to discuss how we can look after ourselves, each other, our classroom, school and community.
- Discuss how looking after our own environment has an impact on the rest of the world e.g. how a piece of plastic litter thrown on the ground could end up in the sea and harm the marine life.
- Talk about ways we can show care for living things and the environment.
- Model and discuss the importance of hygiene.
- Help children's understanding of what is right and wrong.
- Help children to identify what is fair and unfair.
- Help children to understand how we treat each other with kindness and respect.
- Discuss the importance of manners and how and when we might say please, thank you, excuse me and I'm sorry.

Home Learning Environment

- Invite parents into school to work with the children to care for the environment. This might include a gardening club, a litter pick team, a recycling squad or to plant trees.
- Find a picture of a sea creature affected by plastic waste. Talk to your child about what has happened and why. How could this have been prevented?
- Watch David Attenborough's 'Blue Planet' together and talk about what you see.

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet.
- Make healthy choices about food, drink, activity and toothbrushing.
- Begin to understand the need to respect and care for the natural environment and all living things.

(Early Learning Goal)

Children in reception will be learning to:

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Manage their own needs including personal hygiene.
- Explore the natural world around them.

Reflection

Showing care to others and the environment matters because...



EYFS Being Safe

Enabling Environment

Continuous Provision and Daily Routine

- Discuss and agree ways to keep everyone safe in school and in the playground. 'We always use sensible walking feet indoors' and talk about how that helps to keep us safe.
- Teach children during their daily experiences how to make their own risk assessments. For example, if I jump from this height what might happen? Is my landing area safe? What could happen if I get it wrong? Should I try it? How could I make it safer? e.g. put a soft mat where I'm going to land.
- Create a road crossing area outdoors. Provide a range of outdoor equipment such as trikes, helmets, scooters, dressing up costumes etc. Can the children cross the road safely?
- Create a giant local area map. Cut out pictures, vehicles, people, dogs, pushchairs, balls, bikes, traffic lights, pedestrian crossing etc. Can the children make a collage? Introduce small world play and a variety of toy cars. Can they think about their journey and what would be safe/unsafe?
- Create a dressing up area which includes costumes from the emergency services. Include telephones so that the children can practise ringing 999 and asking for help. Encourage the children to practise saying their name and where they live.

Books, Songs and Rhymes

- 'How do dinosaurs stay safe?' by Jane Yolen.
- 'My body belongs to me' by Jill Sarishevsky.
- 'I can play it safe' by Alison Feigh.
- 'My body what I say goes' by Jayneen Sanders.
- 'Webster's Email' by Hannah Whaley.
- 'The Internet is Like a Puddle' by Shona Innes.
- 'Toad on the Road: A Cautionary Tale' by Stephen Shaskan.
- 'Goldilocks and the Three Bears'
- 'Little Red Riding Hood'
- 'The Grizzly Bear who Lost his GRRRR!' By Rob Biddulph.

Invitations for Learning

- Learn the safer journeys anthem: <https://www.think.gov.uk/resource/safer-journeys-anthem/> Sing the song and perform the actions.
- Set up a traffic light game where children STOP when you shout RED, jog on the spot when they hear AMBER and run when they hear GREEN.
- Detectives: Give the children magnifying glasses and ask them to investigate the inside and outside areas of the classroom for what they think is safe and unsafe.
- Read the book 'My Body Belongs to Me'. Talk about what happens in the book. Talk about who to ask for help if they are worried.
- Create a large body outline and include all the feelings.
- Teddy has parachuted into school instead of coming on the bus. He has landed high up in the tree in the playground, but he can't get down. Ask the children to suggest ideas to get Teddy out of the tree. Encourage the children to risk assess their ideas before trying them out. Make a photo journal of what happened and use it afterwards to talk about safety and risk.

- A bag of safety – Include lots of different items inside a bag. When the music stops ask the children to take out an object. Using two crossing hoops labelled 'safe' and 'unsafe', ask the children if it goes into the safe or unsafe hoop, or in the middle? Who could we ask if we weren't sure?
- Read the book 'Webster's Email'. Make Webster the spider using a variety of natural materials. Ask the children to think of rules that are important when we are using technology. Share with parents.

Adult Interactions

- Talk to the children about why we have codes of conduct like 'sensible walking feet' in school.
- Help children to learn how to risk assess their ideas before putting them into action. Use phrases like 'think about...' 'what would happen if...' and 'how could we make it safer?'
- Encourage children to manage small risks so that they can learn from their mistakes.
- Talk about levels of risk, things that are always dangerous and things that are sometimes dangerous.
- Complete a risk assessment for new activities to ensure they are as safe as necessary.

Home Learning Environment

- Talk to children about feeling and keeping safe.
- Discuss with them who they could talk to if they feel unsafe.
- Practise things that are risky together like crossing the road and talk about why it is important to hold your hand and follow other safety rules.
- Talk about risk and safety together and what to do if they are worried or unsure about whether something is unsafe.
- Encourage them to take small risks like balancing along a plank. Be there to provide support if they need it and praise them for having a go.

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Increasingly follow rules, understanding why they are important.
- Show more confidence in new social situations.

(Early Learning Goal)

Children in reception will be learning to:

- Identify and moderate their own feelings socially and emotionally.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.

Reflection

Following rules is important because...

EYFS

Being Safe Online

Enabling Environment

Continuous Provision and Daily Routine

- Explore what is real & what is pretend.
- Use mirrors, books with lift the flap, sensory textures and large buttons to explore.
- Use puppets to explore feelings such as asking for help or feeling sad.
- Use devices to share rhymes and stories – talk through the safety steps as you use the device.
- Offer positive screen experiences such as exploring age-appropriate apps or digital content.
- Include digital play in wider learning - use it alongside other tools, not as a reward or a distraction.
- Consider the offline and online technology the children have at home, and reflect on how this can be incorporated into the home or role play area.

Books, Songs and Rhymes

- ‘That’s Not My’ a series published by Usborne.
- ‘Peek-a-Boo!’ by Ahlberg, A & J. (1997)
- ‘My First Feelings’ by Piroddi, C. (1994)
- ‘Old Macdonald Had a Phone’ by Willis, J. (2022)
- ‘Troll Stinks!’ by Willis, J. (2017)
- ‘Chicken Clicking’ by Willis, J (2021)
- ‘Smartie the Penguin’ from Childnet.com.
- ‘Jessie & Friends’ from Childnet.com.
- Action rhymes: e.g. ‘Round and Round the Garden,’ ‘If You’re Happy and You Know It,’ songs about routines (e.g. tidy up songs), Pant-o-saurus (NSPCC).

Invitations for Learning

- Children in your setting may have very different experiences with technology. Some children may be highly familiar with the online world, while others have limited exposure or come from settings where online tech was rarely used. Plan how you will support their learning, so all children develop an equal understanding of online safety, even when they are not actively using digital resources

Adult Interactions

- Encourage ‘pressing pause’ and ‘rewind’ -repetition is a wonderful way for children to learn.
- Support children to become the teacher – can they demonstrate how to use an online device safely in their own words.
- Observe engagement – support and model at appropriate moments.
- Demonstrate the use of passwords.
- Use a provocation such as a curiosity cube or ‘what’s in the bag’ to start conversations and see what the children already know and understand.
- Enable children to take photos of their work - talk about permission to take and share images.
- Be intentional with online use (avoid passive exposure).
- Model healthy tech use e.g. ‘I am just going to make this device safe’.
- Talk about safety, kindness and how to ask for help.
- Connect digitally with another setting, classroom, school – send digital post cards or video diaries.
- Share weekend experiences at home such as photos – talk about what the children did.

- Staff familiar with:
 - Education for a Connected World <https://www.gov.uk/government/publications/education-for-a-connected-world>
 - Early years online safety video guides | Internet Matters <https://www.internetmatters.org/advice/0-5/>
 - Tiny Happy People - Tips and advice for screen time with kids <https://www.bbc.co.uk/tiny-happy-people/screen-time-advice>
 - Keeping children safe online | NSPCC <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
 - Online Abuse – DDSCP online safety resources and information <https://www.ddscp.org.uk/staff-and-volunteers/info-and-resources/online-safety/>
 - CBeebies Learn App <https://www.bbc.co.uk/cbeebies/watch/cbeebies-learn-app>
 - Baby and toddler screen time guidance - Best Start in Life <https://beststartinlife.gov.uk/screen-time-under-5s/>

Home Learning Environment

- Share age-appropriate apps and websites with parents to support them with accessing appropriate content at home.
- Share NSPCC bitesize video clips and posters to support filtering and monitoring, and digital diet conversations.
- Review the digital diet children have in their home so you know what your children are using.
- Provide copies of stories you share in your environment so that parents can re-share them at home.
- Support phone setting conversations using: little explorers young children <https://trixcms.trixonline.co.uk/api/assets/derbyshirescp/044411bc-fd8c-43af-bbbe-024f2c92fb34/os05-image-phonechildren.png>
- Support staying safe online conversation starters using: early years <https://trixcms.trixonline.co.uk/api/assets/derbyshirescp/1af7c5e3-6869-46ce-91e2-f7dc47e8f15c/os10-image-eyconversation.png>

- Support parental controls conversations using: Keeping your child safe online <https://trixcms.trixonline.co.uk/api/assets/derbyshirescp/af30a1b8-c81a-4fe3-b12c-651a22764ac9/os14-image-safeonline.png>
- Share top tips such as: early years <https://trixcms.trixonline.co.uk/api/assets/derbyshirescp/53e14641-32e1-498a-8249-d064c3f564a1/os07-image-eytoptips.png> and A healthy digital diet <https://trixcms.trixonline.co.uk/api/assets/derbyshirescp/696dcbe1-0efc-4af9-a38d-aff501b15c35/os1-image-healthy.png>

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Select and use activities and resources, with help when needed.
- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Make healthy choices.

(Early Learning Goal)

Children in reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Know and talk about the different factors that support their overall health and wellbeing.

Reflection

Following rules about being online is important because ...



EYFS Relationships

Enabling Environment

Continuous Provision and Daily Routine

- Ensure that there are spaces for children inside and outside to play and socialise together e.g. snack area, role play area, construction area. Also ensure that there are areas indoors and outdoors where children can be alone or with one other child e.g. a den or a small table for fine motor activities.
- Have an ethos where children know they are encouraged to try to settle minor disputes by themselves but also know that an adult will step in if necessary. When adult intervention is needed involve the children in finding a solution e.g., we have one bike and two children who both want a turn, what could we do?
- Adults know when to step in to further the child's learning and when not to interrupt play by stepping in too soon.
- Reward and encourage friendly behaviour and set up activities that encourage problem-solving and cooperation.
- Encourage children to listen to others by modelling a culture where adults listen carefully to children.
- Make up a hat shop in the role play area. Who would you like to buy the hat for and why?

Books, Songs and Rhymes

- 'Love Makes a Family' by Sophie Beer.
- 'You Can Never Run Out of Love' by Helen Doherty.
- 'Marmaduke the Very Different Dragon' by Rachel Valentine.
- 'Ask First, Monkey!' by Juliet Clare Bell.
- 'Olive and the Embarrassing Hat' by Tor Freeman.
- 'All Kinds of Families' by Mary Ann Hoberman.
- 'The Lion who Wanted to Love' by Giles Andrea.
- 'Grrrrr!' by Rob Biddulph.
- 'Share some secrets' by NSPCC.
- 'I Wish I'd Been Born a Unicorn' by Rachel Lyon.

Invitations for Learning

- Discuss: What does being kind mean/look like/feel like?
- Provide a challenge where children need to work together to solve a problem like transporting water to the allotment. Can they listen to others and work together to find a solution.
- Provide wrapping paper, tape, glue and scissors. Can the children wrap up a present for the dragon or princess from the book: 'Marmaduke the Very Different Dragon'. How does it feel to give gifts/be kind?
- Use the book 'Grrrrr!' as a starting point. Develop a hula hoop rolling competition. Is winning the most important thing? Develop a circle time game where children have to pass the growl. Can they pass the meow, baa or woof?
- Using the book 'Love Makes a Family', make a thank you card for someone you love very much and send it to them.
- Using the book 'Marmaduke the Very Different Dragon', discuss what makes a good/bad friend? A good friend is?
- Make friendship bracelets using a range of materials such as beads, ribbon, cotton, string, card etc.
- Make a wand. Collect the materials from the environment together – what would you wish for? Discuss different points of view.
- Have a meet and greet at the door each day. Children can choose how they want to be greeted for example a hug, a handshake or a wave. Choose different people to deliver the greetings each day.

Adult Interactions

- Talk about what makes a good friend.
- Model what friendly behaviour looks like.
- Discuss what makes a good listener.
- How could we show respect to others?
- Discuss when we should ask first.
- What happens if people don't do what we want them to do? Discuss strategies.
- Identify different ways of showing we care.
- Talk about why rules are important in games.
- Provide opportunities to show that children can have different points of view.

Home Learning Environment

- Develop a family tree or draw your family. Discuss what you love about each other.
- Tell a family member, every day, one thing you love about them.
- Make up a dance together. Can you record them and share?
- Play turn taking games like cards or snakes and ladders. Model how to be a good winner or loser.
- Point out when children or others have been kind.

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Understand gradually how others might be feeling.

(Early Learning Goal)

Children in reception will be learning to:

- Build constructive and respectful relationships including working and playing cooperatively and taking turns with others.
- Express their feelings and show sensitivity to their own feelings and the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Reflection

Being a good friend means...



EYFS

Money Matters

Enabling Environment

Continuous Provision and Daily Routine

- Add a cash till, coins and purses to your role play area and provide equipment which present opportunities for using money. These could be shops, transport or cafes. Add menus or price labels to stimulate conversation about affordability, money management, savings and income. Children can practise counting out quantities of pennies or pounds and giving change.
- Have a culture of fund-raising money for charity. Choose a charity and decide as a class what you will do to help. Take photographs and make these into a class journal about your fund-raising activities. What difference did you make?

Books, Songs and Rhymes

- 'The Great Pet Sale' by Mick Inkpen.
- 'Daisy Eat Your Peas' by Kes Gray.
- 'Have You Filled a Bucket Today?' by Carol McCloud.
- 'Supermarket Zoo' by Caryl Hart.
- 'Let's Explore Needs and Wants' by Laura Hamilton Waxman.
- 'Nigel's Marvellous World' by Lucy Coats.
- 'Five Currant Buns in a Bakers Shop'
- 'The Shopping Basket' by John Burningham.

Invitations for Learning

- Using the book 'The Great Pet Sale' as a stimulus. Set up a pet shop with different animals for sale. All of the animals are different prices. Which animals would you choose to buy? Why? Give the children play money to spend, with a wallet and shopping bag.
- Plan to bake a cake. Make a list of what you will need. What do you already have and what will you need to buy? Estimate how much you think it will cost. Visit your local shop or supermarket to buy what you need. How did you know you would have enough money? How much did it cost? How well did you guess the cost? Were there some things you couldn't afford?
- Bury money in the sand. Using a variety of resources such as tweezers, spades, brushes, metal detectors, how many coins can they find? Where will they put the money once they have found it to keep it safe?
- Can we have everything we want? Using puppets, role play a story about a child who wants everything he sees when he goes shopping. If he doesn't get what he wants he is very angry and upset. What advice would you give to the puppet? Why is it hard not getting what you want?
- Read the book, 'Have you filled a bucket today?' How can we show kindness without buying things? What things are free and often mean the world to the people we love. Think of random acts of kindness. Can you fill someone's bucket today?
- Sing the song, 'Five Currant Buns in a Bakers Shop'. Model the paying process as children collect their buns.
- Think about the jobs people do. Ask the children to think about what jobs people do in school. Why do people have jobs? Talk about how important everyone is to making a school run well.

Adult Interactions

- Talk about what money is and what it is used for.
- Explain in simple terms where money comes from.
- Play and interact with children and talk about concepts like prices, cost, affordability, budgeting and saving.

Home Learning Environment

- Invite parents into school to help accompany small groups to the shops to buy snacks or ingredients to make a cake.
- Encourage parents to get involved with fund-raising activities e.g. baking cakes or accompanying children on sponsored walks.
- Ask parents to talk to children about how they earn money and how they spend it.
- Encourage parents to let children help with shopping and talk to them about prices and paying for items.
- Save up for something together.

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Show interest in different occupations.

(Early Learning Goal)

Children in reception will be learning to:

- Identify and moderate their own feelings socially and emotionally.
- Show resilience and perseverance in the face of challenge.

Reflection

I can't always have what I want because ...



Drug Education Progression Table - Through the Drug Education module pupils will be able to...

EYFS	KS1	LKS2	UKS2
Knowledge - Understand that medicines can help people feel better when they are unwell. - Know that medicines must only be taken if given by a trusted adult (e.g. parent, carer, doctor). - Know that not all tablets, liquids or substances are safe, even if they look like sweets.	Knowledge - Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) - Understand that household products, including medicines, can be harmful if not used properly.	Knowledge - Describe the different purposes that medicines have. - Explain the importance of taking medicines correctly and using household products safely.	Knowledge - Understand that there are rules and laws surrounding the use of medicines, drugs and household products. - Reflect on the risks/effects that legal drugs common to everyday life can have on health.
Managing Risk - Understand that some substances are unsafe for children and should not be touched or eaten. - Be aware that adults keep medicines and harmful substances locked away to keep children safe. - Can name trusted adults they can talk to about health or safety concerns.	Managing Risk - Explore that medicines come in different forms and are used in different ways. - Understand that things that people put into their body or on their skin can affect how they feel. - Talk about some simple rules for staying safe around medicines and other household substances/ products. - Identify people that they can go to if they are ill, worried or to help them/others to stay healthy.	Managing Risk - Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. - Explore the possible risks and consequences of using/ misusing legal drugs/ household products in everyday situations. - Identify a circle of support and how to ask for help. - Demonstrate what to do in an emergency situation.	Managing Risk - Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. - Explain why some substances are harmful for our growing bodies. - Analyse mixed messages in the media relating to a range of drugs and recognise how they might influence opinions/behaviour. - Identify a range of strategies to better manage situations involving peer influence/ approval. - Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.

Exploring Emotions Progression Table - Through the module Exploring Emotions pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Exploring Emotions - Begin to describe and label emotions. - Talk about how they and others show feelings.	Exploring Emotions - Name a range of words to describe feelings. - Understand that all feelings are ok. - Understand that feelings can affect how our bodies feel and behave.	Exploring Emotions - Use a wider vocabulary to describe how they feel. - Describe feelings that can be comfortable/uncomfortable. - Recognise that feelings can differ in intensity.	Exploring Emotions - Use a varied vocabulary when talking about feelings. - Understand that sometimes we can have conflicting feelings. - Explain that feelings can change over time and range in intensity.
Recognising Emotions Recognise different facial expressions, tone of voice and behaviour.	Recognising Emotions - Explore how to recognise different feelings. - Talk about how we recognise what others might be feeling. - Understand that not everyone feels the same about the same things.	Recognising Emotions - Explore how everyday things can affect how we think, feel and behave. - Describe what supports good mental/ physical health. - Identify that not everyone feels the same about the same things.	Recognising Emotions - Understand that feelings can impact our mental and physical health. - Recognise the importance of taking care of mental health and wellbeing. - Discuss the signs that someone may be struggling with their mental health.
Managing Emotions - Ask for help when emotions are difficult to manage. - Know that rules and routines help us feel safe and support emotional wellbeing.	Managing Emotions - Talk about ways to manage big and uncomfortable feelings. - Identify who they can ask for help and can demonstrate how to ask for help.	Managing Emotions - Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. - Understand the importance of not bottling up how you are feeling. - Understand the importance of asking for help if feelings become too uncomfortable. - Explain how they can access help.	Managing Emotions - Identify strategies that they could use to respond to feelings, including conflicting feelings. - Record strategies and behaviours that support mental health and wellbeing. - Explain how to seek support for themselves and others.



Being Healthy Progression Table - Through the Being Healthy module pupils will be able to...

EYFS	KS1	LKS2	UKS2
Factors of a Healthy Lifestyle - Understand that looking after our bodies helps us feel good and have energy to learn and play. - Know that drinking water helps keep our bodies healthy. - Explore regular physical activity to help our bodies grow strong. - Know that rest and sleep are important for helping our bodies and minds recover.	Factors of a Healthy Lifestyle - Explore what 'being healthy' means and why it is important. - Understand that food is necessary to keep our bodies healthy. - Identify that food choices can vary for families/cultures. - Name/describe different physical activities and identify ones they enjoy. - Explain how physical activity can help us to stay healthy. - Understand that sleep and relaxation are important for growing and keeping healthy. - Talk about healthy ways to feel good, calm down or change their mood.	Factors of a Healthy Lifestyle - Explain what a healthy lifestyle is and why it is important. - Understand what a healthy, balanced diet may include. - Understand what an informed choice is. - Identify opportunities for physical activity within their everyday lives. - Describe some consequences of being physically inactive, on the mind and body. - Identify routines that support good quality sleep. - Explore strategies and behaviours that support mental health.	Factors of a Healthy Lifestyle - Identify things that can affect someone's physical/mental health. - Explain what constitutes a healthy diet and the risks associated with not having one. - Reflect on what may influence our choices to have a balanced lifestyle. - Identify what good physical health means and how to seek help if they are worried about their health. - Recognise habits that can have both positive/ negative effects on a healthy lifestyle. - Understand routines/ strategies that support good quality sleep, the effects of lack of sleep. - Identify strategies and behaviours that support mental health.
Hygiene, Health and Prevention - Understand that washing hands helps prevent the spread of germs. - Know that teeth need to be brushed regularly to keep them clean and strong. - Begin to learn that trusted adults help them to keep healthy and safe. - Know that if they feel unwell, they should tell a trusted adult. - Begin to learn about and be supported to manage personal hygiene independently.	Hygiene, Health and Prevention - Demonstrate how to brush teeth. - Explain what good dental care is and understand the foods/ drinks that support it. - Demonstrate simple hygiene routines that stop germs from spreading. - Begin to recognise different ways of staying healthy in the sun. - Understand what it means to take a break and how this is important for our health.	Hygiene, Health and Prevention - Explain what good dental health means, including how to brush and floss. - Identify the effects of different foods/ drinks on the teeth. - Identify the everyday hygiene routines that can limit the spread of infection. - Identify the benefits/risks of sun exposure. - Describe some key ways to wellbeing that can be used to help keep a healthy balance.	Hygiene, Health and Prevention - Identify the everyday routines that improve dental health. - Identify the everyday routines/habits that can limit the spread of infection. - Understand the wider importance of personal hygiene and how to maintain it. - Explain how to keep safe from sun damage and reduce the risk of skin cancer. - Identify the benefits of the internet and strategies for managing/balancing time online/offline.

Growing Up Progression Table - Through the module Growing Up pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Growing and Changing - Become aware that people grow and change from babies into children and adults. - Notice and talk about changes in themselves and others.	Growing and Changing - Name the main parts of the body including the correct names for private body parts, e.g. vulva, vagina and penis. - Recognising the difference between male and female body parts. - Understand the human life cycle and that people grow from young to old. - Describe ways that people's needs and bodies change as they grow. - Talk about some ways to keep clean. - Understand that babies grow in the mothers' body and have particular needs when they are born. - Recognise what makes them special and unique.	Growing and Changing - Name external genitalia and some reproductive organ, e.g. womb (in line with the school's RSE policy.) - Explore physical and emotional changes that happen during puberty. - Explain how daily hygiene helps to reduce the spread of infection. - Explain how adults care for a baby during and after pregnancy. - Recognise that individuality and personal qualities contributes to who we are.	Growing and Changing - Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. - Explain the how babies are conceived, born and cared for. - Identify the physical and emotional changes that happen when approaching/ during puberty. - Know some key facts about menstruation. - Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. - Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. - Identify and value personal strengths, skills, achievements and interests.
Privacy, Boundaries and Consent - Begin to understand that their body belongs to them and that some parts of the body are private. - Know that there are trusted adults who help keep them safe. - Become aware that some touch is safe and caring (e.g. help from a parent or carer), and some touch is not okay. - Learn that if something makes them feel worried, confused or upset, they should tell a trusted adult.	Privacy, Boundaries and Consent - Understand that some parts of the body are private. - Identify different types of touch and how they make people feel. - Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.	Privacy, Boundaries and Consent - Explain what is meant by privacy and personal boundaries. - Recognise uncomfortable/ comfortable behaviour online/offline. - Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.	Privacy, Boundaries and Consent - Understand what consent means and how to seek and give/not give permission in different situations. - Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. - Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.



Changes Progression Table - Through the Changes module pupils will be able to...

EYFS	KS1	LKS2	UKS2
About Loss and Change	About Loss and Change	About Loss and Change	About Loss and Change
- Identify different types of loss and change including moving home, changing settings, losing a toy, or changes in family life. - Begin to explore emotions such as sadness, worry, confusion or anger and how this can be linked to loss or change.	- Identify examples of loss and change. - Begin to recognise that loss and change can affect the way we think, feel and behave. - Understand that changes can produce big feelings.	- Recognise that loss/change are a normal part of life. - Describe how change and loss, can affect feelings, thoughts and behaviours. - Recognise that feelings associated with loss/change can change over time and range in intensity.	- Explore that loss, bereavement and change are part of the human life cycle. - Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone. - Recognise that internal conflicting emotions can be normal when dealing with loss and change.
Managing Loss and Change	Managing Loss and Change	Managing Loss and Change	Managing Loss and Change
- Recognise that asking for help is a healthy choice. - Talk to trusted adults when changes feel difficult. - Use routines and familiar activities to help feel safe during change.	- Identify feelings associated with loss and change. - Recognise some simple ways to prepare for change/transition. - Identify different things that may help to manage big feelings. - Talk about some ways to help others when they are affected by change. - Know that it is important to talk to someone if you are worried. - Identify people who can help us if we feel worried/unhappy.	- Use a varied vocabulary when talking about feelings associated with loss and change. - Identify self-help strategies and the importance of support when preparing for change/transitions. - Describe everyday things that affect feelings and understand the importance of expressing feelings. - Develop some ways of responding to others and showing support if they are affected by loss/change. - Know why it is important to talk about our feelings and not bottle them up. - Know who to talk to if you are worried or have strong feelings.	- Describe a range of emotions and intensities associated with loss and change. - Identify problem solving strategies to manage transitions between classes and key stages. - Identify strategies to respond to feelings, intense or conflicting feelings, including gut instincts. - Recognise the signs when someone may be struggling and understand how to seek support. - Explore some barriers to asking for help and some ways to address them. - Know who to talk to and where to go for help.



Bullying Matters Progression Table - Through the module Bullying Matters pupils will be able to ...

EYFS	KS1	LKS2	UKS2
About Bullying	About Bullying	About Bullying	About Bullying
- Begin to show an awareness for right and wrong. - Recognise the ways that being kind and respectful helps everyone feel happy and safe.	- Explore what bullying is and what it is not. - Recognise kind and unkind behaviour in themselves and others. - Identify that bodies and feelings can be hurt by words and actions. - Understand that hurtful behaviour is not acceptable.	- Describe different types of bullying including the role of a bystander. - Recognise that our behaviour can affect others. - Identify how the body may react to unhappy or uncomfortable feelings. - Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable.	- Explain what direct, indirect and cyberbullying means. - Identify when 'banter' or other behaviour becomes unkind. - Analyse ways to identify and manage uncomfortable feelings online/offline. - Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.
Strategies and Support	Strategies and Support	Strategies and Support	Strategies and Support
- Know that a trusted adult can help solve problems and keep children safe. - Learning to say "stop" "no thank you" or "I don't like that" can help set boundaries.	- Explore simple strategies to resolve arguments between friends. - Understand how to report bullying and who they can talk to.	- Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. - Recognise the importance of seeking support and identify how they might do this.	- Identify positive strategies that may help to resolve disputes in friendships. - Describe some barriers to accessing support. - Recognise the importance of seeking support if feeling lonely, excluded or unsafe.

PROGRESSION TABLES

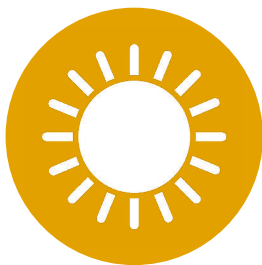


Being Me Progression Table - Through the Being Me module pupils will be able to...

EYFS	KS1	LKS2	UKS2
Being Unique and Special	Being Unique and Special	Being Unique and Special	Being Unique and Special
• Talk about and show their likes, interests, strengths and preferences. • Begin to be aware that they belong to a family and may belong to other groups.	• Recognise and share facts about themselves. • Identify their likes and dislikes and what they are good at. • Talk about some ways that they are special.	• Explore what contributes to who we are. • Identify and talk about their own strengths and interests. • Recognise what makes them unique and understand that being different is something to celebrate.	• Identify a range of factors which contribute to our identity. • Express their talents and strengths with confidence. Set goals for how they would like to develop them. • Explain ways in which they respect and value other people's differences.
Understanding Similarities and Differences	Understanding Similarities and Differences	Understanding Similarities and Differences	Understanding Similarities and Differences
• Start to become aware that people may look different, like or dislike similar things such as toys or food.	• Recognise how friends can have both similarities and differences. • Show some simple ways to respect and celebrate other's differences.	• Identify visible/invisible differences between people. • Explain why it is important to respect and celebrate the differences and similarities between people.	• Respect the differences and similarities between people. • Reflect on how discrimination and our own behaviour can affect others.
Being Part of a Community	Being Part of a Community	Being Part of a Community	Being Part of a Community
• Know people who are special to them. • Begin to know and recognise that helping, sharing and taking turns support positive relationships.	• Name some groups that they belong to. • Talk about how being part of a group makes them feel.	• Identify the different groups that make up their community. • Recognise that they belong to different communities as well as the school community. • Describe what is positive about their community and how it supports them.	• Explain some of the benefits of communities. • Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. • Explore how shared events and experiences can create a stronger community.

Differences and Diversity - Through the module Diversity matters pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Similarities and Differences	Similarities and Differences	Similarities and Differences	Similarities and Differences
• Show curiosity about similarities and differences between themselves and others. • Begin to notice differences in routines, traditions, and experiences, with adult support. • Engage in inclusive play, adapting ideas and roles to include others who may be different from themselves.	• Recognise ways they are the same as and different to others. • Talk about some ways that they are special. • Express their thoughts and opinions and recognise that other people's thoughts and opinions can be different.	• Discuss a range of the similarities/ differences between people. • Explore what contributes to who we are. • Listen actively to others' views and explore how they are similar or different to their own.	• Reflect on diversity and what it means; the benefits of living in a diverse community. • Recognise their individuality and identify their personal qualities. • Understand that their views and opinions come from their different backgrounds and experiences. • Model how to discuss or debate respectfully.
Respecting Others	Respecting Others	Respecting Others	Respecting Others
• Show care and concern for others, responding to emotions such as happiness, sadness, or distress with comfort or help. • Begin to follow simple social rules, such as turn-taking and sharing, with support from adults. • Begin to learn to cooperate and resolve minor conflicts through guided discussion and modelling.	• Talk about some ways to treat themselves and others with kindness. • Know what it means if something is fair or unfair.	• Recognise the importance of self-respect and demonstrate ways to respect others • Recognise and challenge stereotypes. • Explain the concept of being equal.	• Explain the importance of having respect and compassion for self and others. • Recognise how stereotypes are perpetuated and have some strategies to challenge positively. • Identify different types of discrimination and recognise the impact they can have. • Understand that there are laws about discrimination so that we can live in a fair society.



Being Responsible Progression Table - Through the Being Responsible module pupils will be able to...

EYFS	KS1	LKS2	UKS2
Rules and Responsibilities • Begin to understand and follow simple rules in familiar routines (e.g. tidying up, turn-taking), with consistent adult modelling and support. • Take responsibility for small tasks, such as helping to tidy resources or care for materials, developing a sense of belonging. • Start to recognise the impact of their actions on others, learning to make positive choices through guidance and discussion.	Rules and Responsibilities • Understand what a rule is and that we follow rules to help each other. • Understand that rules need be fair. • Give examples of rules from different situations. Identify simple responsibilities they have. • Describe some simple ways to manage waste.	Rules and Responsibilities • Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. • Understand that rights come with responsibilities. • Understand different ways to make decisions including voting. • Describe what climate change is and some ways we can all help to reduce the effects.	Rules and Responsibilities • Explore how law protects our rights and how to respond respectfully if something is not within the law. • Recognise that human rights are there to protect everyone. • Understand the relationship between rights and responsibilities, providing examples. • Explain the importance of protecting the environment and set personal everyday actions.
Community and Care • Show interest in familiar people and roles within their immediate community (e.g. family members, practitioners, helpers), through play. • Begin to demonstrate care and respect for others, including living things. • Enjoy participating in shared experiences.	Community and Care • Recognise that people have different needs. • Describe some ways to care for people, animals and other living things	Community and Care • Explore what is meant by a community and the differences between needs and wants within a community. • Explore and identify the welfare needs of animals and humans. • Describe some ways to take care of the environment.	Community and Care • Recognise how we can support others within a community. • Identify diversity within a community and explore how we can celebrate this. • Recognise the importance of having compassion towards others and explain how to show care and concern
First Aid • Show awareness of basic self-care, such as wiping/washing hands, and wiping noses. • Begin to accept help from adults. • Begin to understand simple first aid actions, for example cleaning a graze or using a cold pack, through role play and adult explanation. • Use simple language to describe pain or discomfort, helping adults respond appropriately to their needs.	First Aid • Recognise what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. • Demonstrate how to ask for help including calling 999.	First Aid • Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. • Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.	First Aid • Identify hazards that may cause injury. • Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking. • Explain how to respond in an emergency, including when and how to contact different emergency services.

Being Safe Progression Table - Through the module Being Safe pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Keeping Safe • Begin to recognise everyday risks in familiar environments (e.g. using equipment safely, staying with an adult), supported through modelling and clear routines. • Follow simple safety rules and guidance, such as handwashing, road safety awareness, and using tools appropriately, with adult support. • Start to communicate needs and seek help, telling a trusted adult when something feels unsafe or when they need support. • Begin to engage in play with risk and challenge, checking in with a trusted adult (and start to seek help or support if needed).	Keeping Safe • Talk about examples of rules and age restrictions that are there to keep them safe. • Identifying possible risks/ hazards in the home and outside. • Explore how to keep safe and reduce risks at home and in their local environment.	Keeping Safe • Identify situations where age restrictions apply. • Know what consent is, how to give and receive it. • How to get help from a grown-up and to keep on trying if the adult does not listen. • Identify and assess risk online/offline. (Including in the home and when playing out). • Discuss ways to reduce risks at home and in the local environment in order to stay safe.	Keeping Safe • Explain reasons for age restrictions/ regulations. • Predict, assess and manage risks online and offline. (Including road, water and rail safety). • Explore how the pressure/ excitement in the moment can affect how we manage risk.
Being Safe Online • Begin to recognise that digital devices are used with adult support. • Start to become aware that there are simple rules such as staying with an adult. • Begin to understand that devices should be used for a short time. • Begin to understand the difference between what is real and what is not. • Communicate feelings or concerns about what they see or hear online. • Begin to follow guidance and boundaries around screen use, learning when to stop and transition to other activities. • Start to think about consequences, understanding that asking an adult before clicking or continuing helps keep them safe.	Being Safe Online • Explore basic rules for keeping safe and well online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision.	Being Safe Online • Explain basic strategies to help keep themselves safe and well online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report, screen time.	Being Safe Online • Identify strategies for keeping safe and well online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. • Identify the benefits and risks of AI and Chatbots .

PROGRESSION TABLES



Relationships Matters Progression Table - Through the Relationships Matters module pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Friendships	Friendships	Friendships	Friendships
• Show interest in others and begin to play alongside peers, gradually moving towards shared play with adult support. • Learn to take turns and share resources, using simple language or gestures to communicate needs. • Begin to resolve minor conflict with adult support. • Form positive attachments with peers and adults, demonstrating kindness, empathy, and enjoyment in friendships.	• Explain what makes a good friend/ friendship. • Talk about some ways to make friends. • Explain basic techniques for resisting pressure. • Recognise kind and unkind behaviour. • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc. • Tell someone if they are worried about something in a relationship	• Identify what makes a positive healthy or unhealthy friendship. • Identify strategies to build friendships. • Understand the difference between persuasion, influence and pressure. • Explain how kindness can support wellbeing. • Recognise there are different types of relationships. • Explain what can cause arguments with friends and describe some ways to resolve them. • Recognise the importance of asking for help if we feel worried, lonely or excluded.	• Reflect on what the qualities of a good friendship/ relationship are and are not. • Identify and apply strategies that support healthy friendships. • Use strategies to manage peer influence and the need for peer approval. • Explore what a loving caring relationship means. • Understand what marriage and civil partnership means. • Understand that forced marriage is a crime. • Use strategies to positively resolve disputes and reconcile differences in friendships. • Explain when and how to seek advice through a range of options if family, friendship or relationships make them unhappy.
Families	Families	Families	Families
• Recognise familiar family members, show awareness of their own family structure. • Begin to talk about familiar family members. • Begin to understand that families are all different. • Show a sense of belonging and security, drawing comfort from family routines and sharing experiences through talk, play, or representation.	• Talk about some ways that their family is the same or different to others. • Describe some things they enjoy doing with their family and how it makes them feel.	• Recognise that there are different types of family structures. • Explain what it means to be part of a family.	• Explore and respect that there are different family structures in society. • Reflect on how being part of a family provides stability and love.



Money Matters Progression Table - Through the module Money Matters pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Economic Wellbeing	Economic Wellbeing	Economic Wellbeing	Economic Wellbeing
• Begin to understand that money is used to buy things, exploring this through role play such as shops or cafés. • Show awareness of choice and value, learning that we may not be able to have everything we want and that adults help make decisions. • Take part in simple routines involving money, such as exchanging coins or tokens during play, developing early numeracy and responsibility.	• Understand what money is and its different forms. • Describe some ways money can be looked after. • Recognise that people make different choices about how to spend/save money. • Talk about some things we all need and some things we want but don't	• Explain some different ways to pay for things. • Explain some different ways to keep track of money. • Identify that people have different attitudes towards saving/spending. • Recognise that people make spending decisions based on needs, wants and priorities. • Identify the ways that money can impact on people's feelings. • Recognise that people's spending decisions can affect others and the environment.	• Understand what a bank account is and how this is linked to payment. • Understand the risks associated with money and ways of keeping money safe. • Identify the risks involved in gambling activities. • Explain some ways to get help if they are concerned about gambling or other financial risks. • Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving. • Identify the impact that having or not having money can have on a person's wellbeing. • Explain some ways that money is/can be distributed to benefit the community.
Strategies and Support	Strategies and Support	Strategies and Support	Strategies and Support
• Explore different jobs and roles through imaginative play, stories, and visits from familiar community members. • Begin to understand that adults work in different ways. • Express interests and preferences, talking about what they enjoy doing and who they might like to be in role play, supporting early aspirations.	• Know that everyone has different strengths and talents, in and out of school. • Name some different jobs that people do.	• Recognise positive things about themselves and their achievements. • Identify some of the skills that may help them in their future careers.	• Identify how skills can help them with their future career. • Identify jobs that they might like to do in the future. • Discuss their views on how or why someone may or may not choose a certain career. • Recognise a variety of routes into careers. • Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.



Key Stage 1 Drug Education

Learning opportunities

- ✓ That medicines can help people to stay healthy or feel better if they are unwell. (HPP6)
- ✓ That some things that go into or onto bodies can be harmful and how we might know if something is harmful. (DATV1)
- ✓ To recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk. (DATV1)
- ✓ What is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult. (BS5, RKR11)
- ✓ To distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know. (RKR11, BS4, BS5)

Activities

1. Draw a gingerbread outline on the board to represent a child- Amena. Explain that Amena doesn't feel very well. Can they think of words that would describe how Amena might be feeling? For example, sick, tired, tummy ache, hot, headache, lonely, scared etc.
Write the symptoms inside the gingerbread outline. If this is how she feels on the inside, how would she feel and behave on the outside? Ask the children to role play how Amena might look and feel.
Illnesses are often spread by germs. How can we stop germs from spreading? Share ideas.
Mind map the ways that Amena could be helped to feel better. For example: medicine, a cuddle, talking about it, a drink, a rest, sleep, etc.

Ask the class to think about how kindness can help to make someone feel better. Create a circle and ask pupils to think of how they could show kindness to someone who is feeling unwell. Pass round an object and complete the sentence stem 'I could...' For example: I could give someone a cuddle, I could ask them how they are feeling, etc. Ask the class to make a 'Get Well Card' for Amena. Model what could be included.

(HPP6)

2. Brainstorm in small groups: What are medicines?
Discuss that medicines can be split into four different groups and how medicines can help people stay healthy.
 1. Prevent illness (vaccinations).
 2. Ease pain (paracetamol).
 3. Help the body fight illness (antibiotics).
 4. Help the body work properly (insulin).

Use characters/puppets that all have different circumstances. For example:

Character 1 is going on holiday to India and needs a vaccination.

Character 2 has a high temperature and needs paracetamol/medicine.

Character 3 has an eye infection.

Character 4 has asthma.

Discuss each character, their condition and how the medicine would be administered. How might the character be feeling? Ask the children to work in pairs/groups to role play the different scenarios discussed. Share and celebrate their performances.

Ask the question - Are medicines always safe? Discuss (HPP6)

3. Show the children different products/pictures such as head-lice shampoo, skin cream, cough medicine, ointment, nose-spray, insulin, asthma inhaler, etc. Ask the class to demonstrate how they would get into the body: swallowed, injected, inhaled, absorbed through the skin. Create actions for each and ask them to show you the actions when you show them the products.
Who might be responsible for administering them? What are the rules for using medicine safely? How might it make the person feel? (HPP6, DATV1)

4. Place true/false cards on separate sides of the classroom. Alternatively use thumbs up/thumbs down instead. Develop statements that children have to respond to, for example:
 1. Some medicines taste nice.
 2. Medicines can help people to feel better.
 3. Medicines can be dangerous.
 4. Some medicines look like sweets.
 5. Some people must always take medicines/drugs.
 6. There are other ways to feel better as well as taking medicines.
 7. Medicines are drugs.

What have we learnt from doing this activity?

(HPP6, DATV1)

5. Put some tablet-like sweets in a sealed plastic bag. Pass them round the circle and ask the children to say what they might be. Ask them how they know whether they are safe to eat or not. The point is they don't!
Discuss the similarities between some tablets and sweets. Why might it be dangerous to take something if we don't know what it is? What could we do with something unknown to make sure we keep ourselves safe?
Make up simple safety rhymes for example: 'If you're not sure leave it on the floor.' 'Stop and think before you take a drink.'
(HPP6, DATV1)

6. Give each child a red card. Explain to them when they hear something unsafe, they show the card. Read the story 'Goldilocks and the Three Bears'.
What could Goldilocks have done differently to stay safer? What advice would you give to Goldilocks? Make an advice alley.
Show the children household products that Goldilocks might have seen in the house in different rooms. For example: Matches, bleach, tablets etc. What are they? How might they be used safely? What could we do if we are not sure what something is? Where could the medicines be kept so baby bear stays safe? Who could Goldilocks have spoken to to get support?
Design a poster for bears to explain where to store their medicines and other harmful household items safely. (HPP6, DATV1)

7. Ask pupils to draw a picture titled 'Who has the job of keeping us safe?' including family, teachers, and community helpers. Share and discuss ideas, including whether anyone included themselves. Explain that children also help keep themselves safe by making safe choices (e.g. holding hands when crossing the road, washing hands, not touching other people's medicines, telling a trusted adult if something feels wrong). Ask pupils to add themselves and share one way they stay safe. Reinforce that safety is everyone's responsibility and introduce trusted adults as people who listen and care, helping pupils distinguish between trusted adults, familiar adults, and strangers. (BS4, BS5, RKR11)

Assessment Suggestion

Baseline:

Ask the children the questions: What are medicines? How do medicines get into the body? Provide a body outline and ask the pupils to draw/write their response. This could be completed again or added to and also be used as a summative assessment.

Summative:

Ask the children to work in pairs. Layla and Luke are at home and find something that looks like a sweet. Ask the class to act out what Layla and Luke would do next. Share the reactions of Layla and Luke. Discuss as necessary.

Reflection

Understanding the rules about medicines matters because...



Lower Key Stage 2 Drug Education

Learning opportunities

- ✓ The facts, risks and effects of legal drug products common to everyday life (e.g., alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines). **(DATV1)**
- ✓ How medicines when used responsibly contribute to health; ways to manage common health issues such as allergies and asthma. **(HPP6)**
- ✓ How to predict, assess and manage risk in different situations. **(PS1)**
- ✓ How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard. **(BS5 BS6 BS7 RKR11)**

Activities

1. Discuss and explore the difference between having to and choosing to take medicines. Using the characters below, explore how they might feel about having to take medicines to control their conditions. Ask the children to create freeze frames to show the feelings:

1. Jamal has allergies to dogs and peanuts. His allergy is very serious and if he even comes into slight contact with peanuts, it can cause a serious reaction.
2. Jessica has diabetes and has to have insulin three times a day. She has to constantly monitor her sugar levels and think very carefully about what she eats.
3. Alek has asthma and has to use his inhaler throughout the day particularly during and after exercise.

Choose a character from above and create a spider diagram to demonstrate how friends/teachers/family members/community could support them.

(HPP6)

2. Quiz: Show pictures of objects such as an empty medicine bottle, inhaler, cleaning spray, washing capsule, shampoo, toothpaste, super glue etc. Explain that these are everyday items we might find in a home, ask children to name the objects and describe how they are used. Add information as needed. In groups, ask the children to create a story about a family, incorporating all of the objects.

Discuss: 1. How do these objects help us? 2. Are there any risks from using these products? 3. What could reduce the risks?

(DATV1)

3. Provide a continuum (see page 140) with safe at one end and harmful at the other end of the continuum - discuss what this represents. Provide the children with the names of the objects used in the previous activity. In small groups, ask them to place the objects on the continuum. Emphasise that discussion and thinking time is important before making a decision. Model the process first.

Share/compare with another group. What have you found out? Do we always have the same opinion? How did you decide which was most harmful? How will this affect people's choices in the future?

(DATV1)

4. Using the story 'George's Marvellous Medicine' by Roald Dahl, discuss how George misused medicine. Discuss the importance of rules and the possible risks and dangers if not followed. Ask: How should we use medicines safely? Bring in some clean empty medicine bottles (with personal information removed) and ask the pupils to explore the information about safe use. What advice would you give to George? Ask the children to write George a short letter giving him advice.

(DATV1, HPP6)

5. Read out some short situations to the children and ask them to identify whether each is helpful or harmful for the body by putting their thumbs up or down respectively.

Example situations:

- Josh gave Kiran some of his medicine.
- Billy tries a cigarette.
- Jessica has a drink of water because she's thirsty.
- Kwame drinks lots of energy drinks.
- Kavita goes outside to get some fresh air.
- Sian uses her brother's vape regularly.

Ask what makes the difference between something that is helpful and harmful. Explain that helpful things are needed by the body and have a positive effect and harmful things are not.

Discuss the meaning of a 'consequence' and the difference between positive and negative consequences.

Create scenario cards using some of the harmful situations above:

1. Josh gives Kiran some of his medicine.
2. Billy tries a cigarette.
3. Kwame drinks lots of energy drinks.
4. Sian uses her brother's vape regularly.

Roll an on-line dice: <https://freeonlinedice.com/>

Ask children to think of as many possible consequences as the number shown on the dice. For example... Josh gives Kiran some of this medicine.

A 3 is rolled -

1. They become ill.
2. They feel better.
3. You get into trouble.

Ask the children to record their responses. Work through the lists created and highlight in two different colours whether the consequences are positive or negative.

(DATV1)

6. Without any input ask the children to draw two things they consider to be a risk. Using these examples try and define the term risk. Complete the sentence stem together:

A risk is... Give the children a traffic light outline (see page 141). Red represents high risk, Orange represents medium risk and Green represents low risk. Provide the children with risk statements and a counter each. Statements may include walking over a pond when it is frozen, taking the wrong amount of medicine, drinking an energy drink, walking to the park alone, not sharing a big worry, riding a bike without a helmet, smoking, jumping into a puddle, talking to strangers online.

Ask the children to place the risk cards face down and to take it in turns to choose and read out a statement. Once the statement has been read out the players have about 10 seconds of thinking time before they place their counter on Red, Orange or Green. After each card get the children to discuss their reasons. Manage the discussion by timing two minutes. Ask: Did everyone always think the same? How do we decide how big a risk is?

(PS1)

7. Choose three risks from the previous activity and for each one ask the children to explain how they could manage this risk, giving reasons. For example, 'Not sharing a big worry' - I could tell someone so that I don't have to deal with it on my own. Record their responses. Ask: If you are faced with risks difficult choices, or unsafe situations who could you ask for help? Ask children to create a circle of support (see page 143) including people who they could ask for help, for example, friends, family, school, community, helplines etc. Explore how they would ask for help if they needed to. Role play asking for help to practise communicating ideas clearly.

(PS1, BS5, BS6, BS7, RKR11)

Useful website: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%9494-lesson-plans>

Assessment Suggestion

Baseline:

Give the children a body outline. Ask them to brainstorm what things are good for the body and what are not good.

Summative:

Ask the children to draw round their hand and write down five safety rules they could share with younger children about what they have learnt.

Reflection

Managing risks matter because...



Upper Key Stage 2 Drug Education

Learning opportunities

- ✓ The facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over the counter and prescription medicines). **(DATV1)**
- ✓ What can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break. **(DATV1)**
- ✓ To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. **(DATV1)**
- ✓ When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them. **(BFA1)**
- ✓ That there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know. **(DATV1 GW9)**

Activities

1. In pairs, ask pupils to list as many drinks as they can, including alcoholic and non-alcoholic options, then share ideas as a class. Pupils identify and highlight non-alcoholic drinks. Ask them to choose either tea, coffee, energy or fizzy drinks to research and record key facts about. Discuss findings, introducing caffeine as a drug that can make people feel more awake and affect sleep, behaviour and feelings. Explore sugar content in fizzy and energy drinks and its impact on health (e.g. tooth decay, weight gain). Pupils then identify and record three healthier drink alternatives, explaining their choices. **(DATV1)**

2. Discuss: Why do people choose to or choose not to consume energy drinks?
Show the children a range of energy drinks/fizzy drinks - pictures/empty containers and/or adverts. Together identify the strategies companies use to encourage young people to buy them. For example: colours, cool names, sponsor sports such as surfing, skateboarding and events such as music festivals and electronic games. What image are they trying to sell? Why do they target young people?
What health risks do the advertisers never reveal or hide? Ask the children to work in pairs to invent a new healthy fizzy drink and create an advert for it. Research celebrities they may use to influence people to buy their product. Ask children to include information on how their drink is more healthy than traditional fizzy/energy drinks. Share the adverts with the rest of the class. **(DATV1)**
3. In small groups, pupils create an A–Z of alcohol (page 133), working competitively to generate as many relevant words as possible (e.g. alcohol, addiction, beer, choices, consequences, diseases, ethanol, etc.). Share and discuss the A–Z ideas as a class, exploring what they show about alcohol, whether it is a drug, and its effects on the body (e.g. slowed brain function, loss of coordination, sickness, liver damage, long-term health risks). Pupils then label a body outline (page 142) with key organs and discuss how alcohol can affect them, before considering why laws prevent children from drinking alcohol and why bodies still developing are more vulnerable. Finish by identifying reasons why some people choose to drink or not drink alcohol and briefly discuss what to do in an emergency if someone has drunk too much, including seeking help from trusted adults or emergency services. **(BFA1, DATV14)**
4. Explore the definition ‘a drug is a substance that can change the way we think, feel and behave’. Ask the children to draw a mind map using the word ‘drug’ (see assessment activity.) If they haven’t included them, share that medicines and vaccinations are also drugs. Remind pupils that all drugs affect (change) the brain or body in some way (some drugs relax the body, others make a person more awake or alert, some fight infection) but that all drug use comes with risk. Use the resources from <https://pshe-association.org.uk/lesson-plans/drug-education> to explore the effects and risks of a range of legal and illegal drugs. Recap any rules they may know about the safe use of medicines and drugs, and address any misconceptions. **(DATV1)**

5. Revisit the mind map from the previous activity.
In another colour, ask the pupils to add any relevant information they know about the law e.g. whether a drug is legal or illegal to own or use, intend to give, or give to others. Explore why there are laws about drugs (e.g. impact on mental and physical health, keeping children safe, safer communities, using machinery/ driving). **(DATV1)**
6. Smoking Quiz.
 - A. What is in a cigarette that sticks to the lungs and causes damage?
A. Tobacco, **B. Tar**, C. Rat Poison (B)
 - B. How many chemicals are there in a cigarette?
A. 400, **B. 4,000**, C. 40 (B)
 - C. What is the drug in cigarettes?
A. Nicotine.
 - D. Why is it hard for people who smoke to stop smoking?
Nicotine is addictive and causes cravings.
 - E. How much would someone roughly spend if they smoked 10 cigarettes every day? Approx £7.50.
 - F. What are the risks of long-term smoking?
(Illnesses such as cancer, lung disease, wrinkles, heart disease, amputation, yellow teeth.)
 - G. What is the difference between cigarettes, nicotine pouches and vapes?
Cigarettes burn tobacco; produce tar, carbon monoxide and thousands of chemicals.
Nicotine pouches are placed in the mouth; no smoking and tar but still addictive.
Vapes: contain nicotine, fewer harmful chemicals than cigarettes but still addictive.
 - H. Which of these is a UK law about smoking?
 - A. You must be 18 or over to buy cigarettes, tobacco or vapes.
 - B. Smoking is banned in enclosed public spaces.
 - C. It is illegal to smoke in a car if anyone under 18 is present (all of them).

Use this factsheet to help: <https://www.bbc.co.uk/bitesize/articles/zb62jsg#zqq3vwx>. **(DATV1)**
7. Ask the class to identify different places where a person might see or hear messages related to legal drugs. Gather a range of carefully selected media/adverts about smoking, vapes and alcohol. Ask pupils to explore the messages that they see, suggesting who they are targeted at and why. Using a gingerbread outline (see page 137) ask pupils to record how these messages might affect a person’s thoughts, feelings and actions. Discuss where accurate information can be found e.g. NHS website. See further resources to support this activity <https://pshe-association.org.uk/lesson-plans/drug-education> **(DATV1, GW9)**

8. In pairs, ask pupils to identify who or what might influence their decisions in different situations (e.g. buying trainers, choosing breakfast cereal, deciding whether to drink an energy drink, or playing an online game) and rate each influence from 1 (low) to 10 (high). Share and discuss responses as a class, then explore when an influence becomes pressure. Is a pressure always from others, or can it sometimes be from inside ourselves? Introduce a scenario about friends discussing vaping despite parental advice and ask pupils to consider why someone might choose not to follow the group and how others might respond. Discuss whether resisting peer pressure is difficult and identify strategies to manage it, such as self-regulation, being assertive, saying no, walking away, or seeking support. Briefly discuss the risks of vaping, including addiction and unknown long-term health effects. **(DATV1)**
9. Introduce a scenario where an adult is concerned about their nicotine use but is finding it hard to stop. Explain that nicotine can cause addiction, making habits hard to break. Explore the reasons why people may still try smoking despite knowing the health risks, and discuss where people can get support to stop smoking, such as a GP or NHS services.
Write possible sentence starters to help someone who may find it difficult to start a conversation when they need to ask for help.
Would these sentences be different for different people?
Working in pairs practise asking for help.
Research local/national organisations that could support young people/adults who were struggling with their mental health, alcohol, or tobacco use. **(DATV1, GW9)**

Assessment Suggestion

Baseline:

Ask pupils to draw a mind map demonstrating their understanding of a drug, including any drugs they have heard of.

Summative:

What is a drug? Ask the children to write a definition. Revisit the mind map and add any learning from these lessons.

Reflection

Learning about drugs matters because...



Key Stage 1

Exploring Emotions

Learning opportunities

- ✓ How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly. (GW3, GW4, GW5)
- ✓ That being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well. (GW2, GW4)
- ✓ That someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses. (GW5, RKR3)
- ✓ About things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep). (GW1)
- ✓ Simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies. (GW1, GW5)
- ✓ Who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help. (GW9)
- ✓ How families show love and care, and different ways they can spend time together and share each other's lives. (F2, F4)
- ✓ How people make friends and how to be kind and caring in friendships. (CF1, CF2)
- ✓ That friends can argue, and they can also make up. (CF5, RKR3)
- ✓ Ways to show politeness and respect. (RKR7)
- ✓ How to play cooperatively; what they can do if they feel upset or angry with someone. (RKR3, RKR6)

Activities

1. Use movement to explore different feelings - happy, scared, lonely, excited, frustrated. What does anger look like? Angry movements could include stomping, jerky movements and clenched fists. Create frozen statues, take pictures and observe what happens to our body, faces, etc. Is it the same for everyone? Repeat this activity using different emotions. Discuss: Why might it be better to tell someone how we're feeling than keep it to ourselves? Who could we tell?

Read the book: 'My Many Coloured Days' by Dr. Seuss: https://youtu.be/_tH3qyiaOZw?si=L9NWOwjct3NExjll
Can you name the feelings on each page?
(GW2, GW3, GW4, GW5, GW9)
2. Read the book 'What Feelings Do When No One's Looking' by Tina Oziewicz & Aleksandra Zajac: <https://www.youtube.com/watch?v=D3v683i42W0> to introduce how we can use imagination to explore feelings. Provide an A4 sheet divided into four equal parts. Ask the children to draw/write their responses to your questions. If anger was a colour what colour would it be? If anger was an animal, what animal would it be? If anger was the weather, what type of weather would it be? If anger was food, what food would it be? Share and compare ideas. Can the children explain their choices? This could be repeated with any emotion.

Questions: Is anger a feeling that we like feeling or not? When might someone feel like this? Mind map ideas.
If anger feels uncomfortable, how can we support ourselves when we feel this way? How can we express anger in a way that is safe? (explore ideas such as talking to a trusted person, doing something fun, doing some exercise).
(GW2, GW3, GW4, GW5, GW9)
3. Introduce an imaginary body scanner. Explain that the body scanner is very useful because it detects what is happening in different parts of the body. Ask a child to lie on the floor and start to move it over the top of their body. Suddenly pretend that the body scanner has stopped working. How can we recognise how we are feeling without the body scanner? If we can detect how we are feeling early we can sometimes stop it from getting out of control. Give the children a body outline (see page 142) and in pairs ask them to mark with a cross where in their body a person of their age might feel anger, excitement, fear etc. and in what form?

How can we recognise how other people might be feeling?

Complete the sentence stems:

I know I feel excited because...

I know I feel scared because ...

I know I feel worried because ...

(GW2, GW3, GW4, GW5, GW9)

4. Imagine a balloon represents anger - slowly keep blowing up the balloon. What will happen if I don't stop and can't calm down?

Explain that if our emotions get too big then we find it hard to control them. For example, we might; shout, fight, run away, freeze, tantrum.

Ask: What strategies/chill skills can we think off to stop the balloon from popping?

Practise some chill skills and ask children to make a note of the strategies they would like to use again. www.waterford.org/resources/mindfulness-activities-for-kids/
(GW1, GW2, GW3, GW4, GW5, GW9, RKR3)

5. Explore some situations in which two friends might need to say sorry. For example:

1. Jack is playing tag and knocks someone over in the playground.
2. Kia says nasty things about the way someone looks.
3. Samira is playing with a friend's toy, and it breaks.
4. Sammy gets angry and kicks someone.
5. Katie treads on somebody's toe by accident.

In pairs create a freeze frame after the event and then get the children to practise saying sorry. The other person needs to respond as well. What happens then?

Read 'Martha Doesn't Say Sorry' by Samantha Berger: https://youtu.be/Z5acz_NvT3E?si=kTo2WozpuhqMGKpz
Is it hard to say sorry? Discuss. What often happens when we do have the courage to say sorry?

(CF5, RKR3, RKR6, RKR7)

6. Discuss: How can we recognise when we need help with how we are feeling? Brainstorm ideas together. For example, we may be struggling to sleep, our behaviour is different, we feel sad all the time. Ask: What could we do if we felt like this? Instruct children to draw around their hand and identify people in their life who they can talk to. Draw the people and name them on each finger. Provide the children with sentence stems of how to ask for help. Role play in pairs.
(GW9)

7. Read the book 'So Much' by Trish Cooke: https://youtu.be/_RYYf0zYkT8?si=gbhAMc6BOO5C8wvv Ask the children how they know if someone cares for them. What might that person say or do?

How do you know when you love or care for someone? Discuss all the ways they could be a more caring class? Make a list.

Provide an outline of a bear (see page 144). This bear is really kind and caring. Colour and decorate the teddy and cut it out. Place the bears in a 'Catch you Caring' box and when the teacher/pupils notices someone being kind, one of the bears is given with the reason on the back.

(CF1, CF2, F2, F4)

Discuss how being kind to someone feels and also how receiving kindness feels? Celebrate and reinforce daily/ weekly. Why is being kind good for people's health?

(GW1)

8. Play the song 'Happy' by Pharrel Williams. Ask the children to move their bodies to the music and to describe how this song makes them feel without using the word happy. Record new words. Ask: What songs make you feel happy? If we are feeling sad, angry, anxious or upset why can music help people to sometimes feel better? What other things could people do to help change their mood? Share ideas.

Show children this video and discuss each of the steps to wellbeing: <https://vimeo.com/698504281/9f937c7266?share=copy>

(GW1)

Useful websites:

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/>

Smilers - Stay connected, Move, Interests, Look, Eat Well, Rest, Support.
<https://derbyandderbyshireemotionalhealthandwellbeing.uk/professionals/whole-school-approach/smilers>

Develop posters or ideas under each heading. Share with the whole school community.

Assessment Suggestion

Baseline:

Brainstorm the names of emotions the children know (see page 147).

Summative:

Repeat the process and hopefully the children will come up with a wider selection of words, showing how their emotional literacy has developed.

Reflection

Knowing about feelings matters because...



Lower Key Stage 2

Exploring Emotions

Learning opportunities

- ✓ How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time. **GW3 GW4 GW5**
- ✓ About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends). **GW1**
- ✓ Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations. **GW1**
- ✓ That when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively. **GW1**
- ✓ When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school. **GW9 GW10**
- ✓ How to manage emotional responses to events outside of their control (e.g. climate change or distressing events) **GW5**
- ✓ The benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines. **PHF1 PHF2**

Activities

1. Form a circle with the class and play some uplifting music. Ask the children how the music makes them feel and record their responses. Pass a smile around the circle and discuss how it feels when someone smiles at you. Together, create a class list of things that make people feel happy or good inside. Using a sunshine outline (see page 149), have children write on the rays actions they could take to help others feel good about themselves.

Introduce a 'Ray of Sunshine' box with blank templates so children can nominate someone each day or week who has been kind, explaining why on the back. Present the sun to the nominated child to celebrate kindness and spread positivity. Conclude with a discussion on how acts like these can support mental health and wellbeing. **(GW1)**

2. Provide each child with the template (see page 147) and ask them to draw and list different emotions. Create a class list of emotions together. Invite the children to choose three emotions and imagine if each emotion were a colour, what colour would it be and why? Have them share their ideas with a partner and notice whether they see the same emotions in the same colours or differently. Discuss which emotions feel comfortable and which feel uncomfortable and mark them on the sheet with a tick for comfortable and a cross for uncomfortable. Encourage children to reflect on how they know when a feeling is uncomfortable and why it affects them in that way, helping them develop awareness of their own emotions. **(GW3, GW4, GW5)**
3. Introduce a character, Alex, who is their age, and give each child a sheet with four boxes. Ask them to draw and write what a good day would look like for Alex: Box 1 – what would he hear, Box 2 – what would he see, Box 3 – what would make it better, Box 4 – what would ruin it. Share ideas. Then ask children to discuss how Alex might feel and what clues show this inside and out. Record on a body outline (see page 142). Discuss responses as a class. Guide a personal body scan: standing or sitting, eyes closed, notice how each part feels, tight, tense, relaxed, sore, etc. Discuss why this is useful and practise ways to reduce tension, e.g., deep breathing <https://copingskillsforkids.com/deep-breathing-exercises-for-kids>. Discuss that we all have good, bad, and in-between days. Ask: How could Alex cheer himself up or be kind to himself if he wasn't feeling good? Children write 10 positive thoughts in speech bubbles (see page 141) and share with a partner, who writes the opposite negative thoughts. Set up an 'advice alley' with a child as Alex: first share negative thoughts, discuss feelings, then repeat with positive thoughts. Reflect: What have we learnt? How could this help in real life? Finally, discuss what to do if feelings get too big and how a circle of support can help with big emotions or mental health. **(GW1)**

4. Give the children a list of different emotions <https://www.yourdictionary.com/articles/feeling-words-kids>. Ask them to take turns miming one of the emotions for the class to guess, like charades. Encourage discussion about the different ways emotions can be shown and how sometimes we can misread how someone is feeling. Follow up by asking: Why is it important to express our feelings? What happens if we bottle them up? How can having the right words help us share and understand our emotions? **(GW3, GW4, GW5)**

5. Introduce the scenario: a child is at school during break and a group of children starts teasing them. Have children work with a partner to answer these questions:
 - What are they feeling?
 - In what way is it uncomfortable?
 - What is this feeling telling them?
 - What could they do next?

Using a gingerbread outline (Page 137), ask them to record thoughts, feelings, and behaviours. Finally, have them write a short note giving advice to a friend about what they could do if they experienced a similar situation. Finish with a group discussion about who can help someone when they have strong emotions or are facing difficult situations. **(GW3, GW4, GW5, GW9, GW10)**

6. Ask the question: What is an iceberg? Discuss that icebergs are giant floating pieces of ice. We only ever see what is floating, most of the iceberg is hidden under the water. Explain that this is like our emotions too. Sometimes we might show one emotion but there are often other emotions under the surface. Ask children to draw an iceberg and at the top write anger and include other emotions that may exist underneath. Use this clip to identify the feelings under Henry's anger https://www.youtube.com/watch?v=bB1f_x6Gekk. Ask: What happens if anger isn't taken care of? What ways did Henry use to manage his anger? On the outside of the iceberg write strategies that could help someone cool/calm down. This activity shows a practical way to demonstrate the anger iceberg <https://www.elsa-support.co.uk/iceberg-emotions-activity/>. **(GW1 GW3 GW4 GW5)**

8. Talk with the children about how mental and physical health affect each other, like how exercise can make us feel happy or stress can make us tired. Then, ask them to imagine creating an advert or campaign using the Five Ways to Wellbeing (Connect, Be Active, Take Notice, Keep Learning, Give) to help people stay healthy. They should plan what to include, like activities, slogans, or posters, and present their ideas 'Dragons' Den' style, explaining why it would help both mind and body. **(PHF1, PHF2, GW1)**

Ask the children to imagine explaining to an alien what mental and physical health are. Guide them to develop simple definitions: Mental Health is how we feel and think, and Physical Health is how our body works. Discuss things that can affect each, like exercise, sleep, food, friends, or feelings. Then challenge them to write an acrostic poem using the words 'MENTAL' and 'PHYSICAL' to show what helps keep us healthy. **(PHF1, PHF2, GW1)**

9. Ask the children to draw their school in the middle of the page. Around it, they can draw or write all the things their school and community do to help with mental and physical health, like sports, clubs, or talking to someone when upset. Then ask who they could go to for support at school and why it's important to take care of our health. Encourage them to think about both body and mind. **(GW1 GW10)**

Assessment Suggestion

Baseline:

List ways of dealing with uncomfortable emotions.

Summative:

Brainstorm all the ways they feel that they can deal with uncomfortable emotions now they have done the work.

Reflection

Talking about feelings matters because...



Upper Key Stage 2

Exploring Emotions

Learning opportunities

- ✓ How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time. GW3 GW4 GW5
- ✓ How feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses. GW5
- ✓ That everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad. GW3 GW6 CF3
- ✓ About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition. GW8
- ✓ If unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this. GW10
- ✓ When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school. GW9 GW10
- ✓ How to direct attention and manage distractions to support mental health and wellbeing. GW1

Activities

1. Provide the class with an A-Z list (see page 133) and ask them in pairs to make a list of all the emotions they can think of. Explain that they can include more than one emotion for each letter. A = Angry, Anxious. After the time is up, ask the pairs to count how many they have named.

Using two different colours, ask the pairs to highlight emotions that feel good and not so good. Share and compare. Ask: Why don't some feelings feel good? Why is being able to name emotions important?

(GW1, GW3, GW4, GW5)

2. Explain that feeling embarrassed can sometimes make it harder for us to think clearly or solve problems. Our brain can respond automatically using a fight, flight or freeze reaction, which might lead us to say or do things we don't really mean, avoid a situation, or feel unable to act. Reassure pupils that this is a normal response. Share the scenarios and ask pupils to discuss in groups how each situation could be improved:

1. Ryan has a strong fear of performing. His new teacher has helped build his confidence and he has agreed to say a few lines in an assembly. On the morning of the assembly, he feels very tired and anxious and begins to doubt whether he can go through with it.
2. Macy has recently had a growth spurt and her parents are struggling to keep up with buying new clothes. All her school trousers are in the wash, so she has to wear a skirt she feels very uncomfortable in. She feels unable to run and play with her friends. Her friends do not realise and keep encouraging her to join in, but she feels too embarrassed to explain and instead says she does not want to play with them.

Ask pupils to create a collage for either Ryan or Macy showing what is going on for them, including their thoughts, feelings, behaviours, and possible strategies they could use to manage the situation. Explore how sometimes changing or "reframing" our thoughts can help us cope better in moments of embarrassment, and how this might support more positive responses: <https://img1.wsimg.com/blobby/go/3ddaf546-2efb-49eb-a92d-d2997790d1af/downloads/NATS%20WHCBT.pdf?ver=1765281464203>

(GW3, GW5, GW6, CF3)

3. Read the poem 'What If' by Shel Silverstein: <https://bookstains.wordpress.com/2021/01/29/selected-poem-whatifs-by-shel-silverstein/> In pairs, ask the children to sort the 'What Ifs' between things that are likely to happen and those that are not. Useful website for statement cards: <https://www.elsa-support.co.uk/wp-content/uploads/WHAT-IF-SCENARIO-CARDS.docx.pdf> Share and compare with another pair.

Provide a thought bubble outline (see page 135) and ask each child to write a 'What If' for a child of their age moving classes or schools. Share as a class. In groups, ask children to create a secondary school transition guide sharing practical tips and guidance to help someone challenge the 'What Ifs.'

(GW3 GW6 GW8 CF3)

4. Introduce a scenario such as going on a rollercoaster and ask pupils to discuss how someone might feel before, during, and after the experience. Record responses under each heading. Ask pupils whether there are any conflicting emotions and explore why it is possible to feel more than one emotion at the same time. Discuss why this can sometimes feel confusing and how strong emotions can act as a barrier or stop people from doing things they want to do. Choose two contrasting emotions, such as fear and excitement, and explore how these might change over time. In pairs, ask pupils to consider how strong each feeling might be on a scale of 0–5 before, during, and after the rollercoaster ride. Model how this could be represented as two simple line graphs, showing how emotions rise and fall at different points. Ask pupils to repeat the activity using different scenarios such as moving schools, taking exams, or going on holiday, plotting and comparing emotional responses. Discuss how we can recognise when we are experiencing conflicting emotions and what strategies can help us manage them, including directing attention on something else and distractions.

(GW1, GW3, GW4, GW5)

5. Explain that consequences are not only things that happen as a result of our actions but can also affect how people feel. Introduce the idea of emotional consequences, the feelings that can arise for both ourselves and others after something has happened. Share the scenarios and ask pupils to explore the emotional consequences in each case:

1. A child refuses to go to school.
2. A child goes to bed late on a school night.
3. A child bullies someone else.
4. A child steals money from their parents.

For each scenario, discuss: How might the child feel afterwards? How might other people involved feel?

Encourage pupils to think about a range of emotions such as worry, guilt, anger, sadness, disappointment, or confusion, and how these feelings might change the situation or relationships between people. Take some feedback and encourage pupils to consider what supportive advice they would give in each situation to help someone understand the emotional impact of their actions and make more positive choices in future.

(GW3, GW5, GW6, CF3)

6. Introduce the scenario: Madhi is becoming increasingly absorbed in online gaming, and his friends have begun to notice changes in his behaviour and mental wellbeing. In small groups, ask pupils to brainstorm what signs or changes they think Madhi's friends may have observed, considering his mood, relationships, energy levels, and daily habits. Explain that Madhi feels embarrassed and is reluctant to ask for help. Discuss why someone might feel this way and why it can be difficult to speak up, even when support is needed. In small groups, ask pupils to create a short two-minute podcast aimed at encouraging young people to seek help if they are struggling. Their podcast should include reassurance, key messages about where to get support, and advice for how to speak to a trusted adult or friend, focusing on positive, supportive language.

(GW9, GW10)

Assessment Suggestion

Baseline:

Independently produce an A-Z of emotions. (See page 133.)

Summative:

In pairs ask the children to come up with their own Diamond 9 (see page 136), reflecting what they have learnt about emotions.

Reflection

Understanding emotions matters because...



Key Stage 1

Being Healthy

Learning opportunities

- ✓ People who help us stay healthy and who can help if feeling unwell or hurt. (HPP1 PHF4)
- ✓ How to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health. (HPP4)
- ✓ How to keep safe and well in the sun and protect skin from sun damage. (HPP2)
- ✓ Why sleep is important; bedtime routines and ways to rest and relax. (HPP3)
- ✓ Simple hygiene routines that can stop germs from spreading. (HPP5)
- ✓ Who to talk to if they are worried about their health. (PHF4)
- ✓ What being healthy means and how physical activity helps people to stay healthy. (PHF1)
- ✓ Ways to be physically active every day. (PHF2)
- ✓ That there are different types of food and drink, with different tastes and textures, and people enjoy different foods. (HE2)
- ✓ That food and drink come from different sources (e.g. eggs from chickens,) and how some foods can be changed before they are eaten or drunk. (HE1 HE4)
- ✓ That what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink. (HE1 HE4)
- ✓ When and how children can make choices about what they eat and drink and who can help them make healthier choices. (HE2)
- ✓ About things that can help people feel good (e.g. being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep.) (GW1)

Activities

1. Gather children in a circle to discuss what “being healthy” means (e.g. eating fruit, exercising, sleeping). Use picture cards (such as foods, activities, and bedtime) to identify healthy and unhealthy choices. Then, have children act out a healthy habit (like jumping, brushing teeth, or eating an apple) for others to guess. Discuss trusted adults they can go to if they are worried about their health. Finish by reinforcing that health involves good food, exercise, sleep, hygiene, and asking for help when needed. (GW1, HPP1, PHF1, PHF2, PHF40)
2. Ask children why we need food (energy, growth, and body repair). Create an A-Z of foods as a class on the board. Reflect on how food choices can vary for families / cultures. Watch this video to introduce the idea of different food groups: <https://www.youtube.com/watch?v=sQN8HWl6Svk>. Ask: Why is it important to eat a balanced diet? Introduce the Eatwell Guide: <https://www.foodafactoflife.org.uk/5-7-years/healthy-eating-5-7-years/eat-well-5-7-years/> Talk about where the different foods come from, e.g. eggs from chickens, fruit from trees/plants and how food can be changed before they are eaten or drunk, e.g. grains into bread. In groups, ask children to sort the Eatwell Guide food cards from the link into the correct section of the Eatwell Guide. (HE1, HE2, HE4)
3. Discuss emotions (sad, happy, excited, angry, frustrated, calm, tired) and have children move around and act them out when called. In a circle use a talking object to share facial expressions and responses to the questions, ‘When I am hungry, I feel...’ and ‘When I have eaten I feel...’ Explore how food affects mood, thinking and learning, and which foods keep you fuller for longer. In groups, design a balanced week of breakfasts using the Eatwell food cards from: <https://www.foodafactoflife.org.uk/5-7-years/healthy-eating-5-7-years/eat-well-5-7-years/> Share ideas. (HE1, HE2, HE4)
4. Introduce a puppet/character who eats an unbalanced diet, e.g. sugary cereal, biscuits, crisps, avoids vegetables and often feels tired. Discuss how to help them make healthier swaps to improve energy. Create a Rebus story (a short story using pictures to replace some words) showing the character’s improved diet and wellbeing. Discuss the effects of eating too much sugar using the clip: www.youtube.com/watch?v=met9h_GQEVc (HE1, HE2, HE4)

5. Ask the children to create freeze frames in response to this question: What does it mean to relax? Ask: is it important to relax? Explain that breathing can help us to relax and calm us down in different situations. Introduce the children to ‘Chill Skills’:

- a. Shut your eyes tightly then relax them.
- b. Wrinkle your nose up then relax it.
- c. Breathe in and make your stomach tight. Breathe out slowly and relax it. Bite your teeth together and then relax them.
- d. Move your shoulders up to your ears then relax them.
- e. Imagine you are blowing bubbles of peace into the room. Imagine you have a pot of bubble liquid. Take in a breath. Slowly and gently blow bubbles into the room. As you blow out the bubbles, imagine they are filled with peace and the whole room is filling up with peace.

Ask the children how they feel after doing the relaxation exercise. Complete a different breathing/relaxation activity each week. Create a book to share at home. (GW1)

6. Ask children what physical activity or sport means to them. Have them mime their favourite activity for others to guess, focusing on observation and concentration. Repeat with “My favourite physical activity is...” and check guesses.

Set a class challenge of group games or activities completed during playtime/lunch times, possibly supported by older children or playground buddies, with targets to achieve. Review progress after a week and discuss how it felt and whether it improved wellbeing. Conclude by exploring why physical activity is important for health and its benefits.

Activity ideas: <https://www.nhs.uk/healthier-families/activities/10-minute-shake-up/> or

BBC Super Movers: PSHE Collection: <https://www.bbc.co.uk/teach/topics/c878zmv50rdt> (PHF1, PHF2)

7. Great science ideas to teach about germs and the importance of hygiene. <https://www.e-bug.eu/ks1-intro-to-microbes> (HPP5)
8. Have children estimate two minutes by standing when they think time is up, then compare results. Demonstrate correct tooth brushing (e.g. with a puppet) and have them mime brushing for two minutes. Discuss healthier food and drink swaps to reduce the number of sugar hits their teeth may experience in the day. Watch how astronauts brush their teeth in space. How is it different? www.youtube.com/watch?v=3bCoGC532p8

Can you create a class rhyme to encourage an alien to brush his teeth twice a day? Why is it important to brush your teeth? What might happen if you don’t? What else can we do to look after our teeth? Role play going to the dentist.

(HPP4, HE1, HE4)

9. Read ‘The Princess Who Could Not Sleep’:

<https://youtu.be/2THIWgWd9zQ?si=7Z81iTbma0yMJdJ>

Ask children what might be stopping the princess from sleeping and explore possible solutions. Discuss the impact of lack of sleep, then have them draw ideas to send in a class letter to the princess. Finish by discussing why sleep is so important for health and wellbeing.

(GW1, HPP3)

10. Watch the clip: <https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids>

Discuss the five S’s of sun safety.

<https://www.safersun.co.uk/fiveSsOfSunSafety/>

Ask the children to make up a sun safety song, rap, poster etc. Use the winning ideas to share with parents/carers.

Some more activities can be found here <https://www.sunsafeschools.co.uk/ks1-sun-safety-resources>

(HPP2)

Assessment Suggestion

Baseline:

Draw a simple outline of a person on the board. As a class, talk about what makes someone healthy and add ideas around the picture. Ask the children what the person might be doing, eating, thinking, and what their life might be like if they are healthy.

Summative:

Using the outline of the person used in the baseline activity ask: Are there things that they would like to change or include? Use different colour crayons to show the change.

Reflection

Being healthy matters because ...



Lower Key Stage 2

Being Healthy

Learning opportunities

- ✓ How to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health. (HPP4)
- ✓ About the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves. (HPP2)
- ✓ How sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep. (HPP3)
- ✓ Why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation). (HPP5 HPP6)
- ✓ What good physical health means; the characteristics of a balanced, healthy lifestyle. (PHF1)
- ✓ About choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain. (PHF3)
- ✓ The elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing. (HE1)
- ✓ About the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods. (HE4)
- ✓ About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends). (GW1)

Activities

1. Ask the children what the purpose of food is (to help us grow, give energy, and repair our bodies) and introduce the Eatwell Guide: https://assets.publishing.service.gov.uk/media/5bbb790de5274a22415d7fee/Eatwell_guide_colour_edition.pdf Write two fictitious lunchboxes on the board: a balanced one (e.g. wholemeal sandwich with chicken and salad, fruit, yogurt, water) and an unbalanced one (e.g. chocolate bar, crisps, fizzy drink, white bread sandwich with jam).

Ask children to identify which lunchbox is balanced and discuss which they would prefer. Explore why eating a balanced diet is important, and whether it is easy to do. Optionally, give children slips of food items to sort into 'healthy' and 'unhealthy' piles or to create their own balanced lunchbox. Ask children to develop a leaflet to promote healthy lunchboxes.

(HE1)

2. Conduct a class survey to find out what children have for breakfast. Record the responses and discuss what the results show. Create a class mind map of factors that influence breakfast choices, such as taste, texture, adverts, family, tradition, time, cost, or special diets.

Compile the data into a class tally chart and ask children to predict which factors are most common. Move around the class to collect responses and discuss which influences appear most often and whether this is the same in other classes.

Finally, link the discussion to making balanced choices: using the Eatwell Guide: <https://www.foodafactoflife.org.uk/7-11-years/healthy-eating-7-11-years/eat-well-7-11-years/>, challenge the children to suggest how they could swap or adjust breakfast items to make them more balanced.

(HE1)

3. Use 'The Great British Space Dinner' clip: www.stem.org.uk/elibrary/resource/36321 to highlight the importance of a healthy diet for astronauts. Challenge the children to develop a 'Great British Dinner' that is balanced. This will be served to the astronaut on their return from the International Space Station (ISS). Use space-themed ideas. For example, The Meat Meteor Medley and The Solar System Smoothie. Use the Eatwell Guide to check it is balanced. <https://www.foodafactoflife.org.uk/7-11-years/healthy-eating-7-11-years/eat-well-7-11-years/>

Share and celebrate their creations. Ask: How can food affect our emotions? Discuss that Food affects our emotions because what we eat changes how our brain works and how much energy we have, which can make us feel happy, calm, or tired.

(HE1, HE4)

4. Start by discussing with the class why being active is important for both physical and mental health, how much activity we should do daily (60 minutes of moderate to vigorous activity every day), and what might stop people from moving. Then, in groups of four, have the pupils list as many ways to be physically active as they can think of, e.g. games, sports, dancing, walking, cycling, swimming, yoga, etc. and highlight any they do themselves. Next, ask them to write a short rhyme, chant, or rap encouraging activity, and finish with a discussion about how inactivity can affect wellbeing, such as feeling tired, low in mood, or less healthy.

(PHF1, PHF2, PHF3)

5. Explain that in winter it can be dark when children get home, so outdoor play isn't always possible, but moving their bodies is still important. In pairs, ask pupils to invent indoor games or short activity routines they could do at home to stay active, encouraging creative ideas that use safe movements in a small space. Once they've planned their activities, ask pairs to share their ideas with the class and discuss why staying active indoors is important for physical and mental health, as well as what might happen if they don't move enough.

(PHF1, PHF2, PHF3)

6. Discuss: What is mental health? Share this useful animation: <https://www.annafreud.org/resources/schools-and-colleges/talking-mental-health-animation-and-teacher-toolkit/> Read 'The Huge Bag of Worries' by Virginia Clarke https://youtu.be/D5ibh-RzwIU?si=vvsulfXCK_NOp00n. Discuss: If our thoughts and feelings start affecting our lives, what could we do? Who could we talk to? Watch the clip: www.youtube.com/watch?v=kDWH3N3k1Uc Discuss: How can friends help each other? Why is it important not to bottle up our feelings? Ask the children to design a poster that will encourage children to talk about their feelings.

(GW1)

7. Discuss: What are the effects of lack of sleep? Share the video on sleep: <https://www.youtube.com/watch?v=xXGnjtLyUil> In groups, get children to design a bedroom that is set up to help someone get a good night's sleep, showing things that support healthy sleep habits. Then, individually, ask children to create a sleep routine to help child of their age to get a good night's sleep.

(HPP3)

8. What is mouth hygiene? Use the presentation 'Looking After Our Teeth' from <https://www.dentalhealth.org/downloads-and-resources> Discuss: What have you learnt? What other daily hygiene routines can we carry out that limit the spread of infection? (e.g. Handwashing, covering nose and mouth when sneezing or coughing, wearing clean clothes). In groups, ask the children to develop a toothpaste /soap advert with a catchy slogan. Share and celebrate ideas.

(HPP4, HPP5, HPP6)

9. Scroll down on this link to find the Sun Safe Quiz and go through this with the children: <https://www.bbc.co.uk/newsround/48609398> Discuss: What are the benefits of the sun? What are the risks? Watch the clip: <https://www.bbc.co.uk/newsround/44630436> about looking after pets during hot weather. Using the same style as the video, make a top tips presentation about keeping children safe in the sun. (HPP2)

10. Use the video: <https://www.bbc.co.uk/newsround/av/51312915> to introduce vaccinations as a way of protecting the body from harmful bacteria and viruses. Explain that bacteria are tiny living organisms too small to see; some are harmless or helpful, while others can make us unwell. Discuss how germs (bacteria and viruses) spread through touch, coughing, sneezing, and shared objects, and how hygiene routines such as handwashing, covering coughs, and not sharing drinks help reduce the spread of infection. Emphasise that vaccines help the body recognise and fight harmful germs, strengthening our natural defences and helping prevent illness. Ask children to create a "Stay Safe from Germs" campaign for the school environment including key messages about hygiene and vaccination.

(HPP5 HPP6)

Assessment Suggestion

Baseline:

Create an A-Z of how to keep healthy (see page 133) Introduce a time limit in which to create this.

Summative:

Repeat the exercise. Hopefully they will be able to do it more quickly and have a better understanding of how to stay healthy.

Reflection

Understanding what affects my health matters because...



Upper Key Stage 2

Being Healthy

Learning opportunities

- ✓ The role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health. (HPP1)
- ✓ What good physical health means; the characteristics of a balanced, healthy lifestyle. (PHF1)
- ✓ The benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines. (PHF1, PHF2)
- ✓ About choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain. (PHF3)
- ✓ The importance of taking care of mental health and wellbeing, as well as physical health. (GW2)
- ✓ About the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves. (HPP2)
- ✓ How sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep. (HPP3)
- ✓ How to develop healthier eating and drinking habits and how to manage influences on their choices. (HE1, HE2, HE4)
- ✓ The elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing. (HE1)
- ✓ About the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods. (HE4)
- ✓ How and when to speak to adults (including in school) if they are worried about their health. (PHF4)

Activities

1. Ask pupils to identify and explain what a balanced, healthy lifestyle includes, then share the SMILERS acronym (Stay Connected, Move, Interests, Look, Eat Well, Rest, Support): Derby & Derbyshire - Emotional Health & Wellbeing <https://derbyandderbyshireemotionalhealthandwellbeing.uk/professionals/whole-school-approach/smilers> In small groups, assign each group one or two elements of SMILERS and ask them to create a short explanation or example of how these support both physical and mental health, before feeding back to the class. Then, ask pupils to apply this by designing their own ideal week or daily routine that includes all aspects of SMILERS. Challenge them to set 2–3 realistic SMILERS goals they can work towards. Finish with a brief reflection on why actively using a range of self-care strategies is important now and in the future. (PHF1, GW2)
2. Ask pupils to discuss the meanings of strength, flexibility and stamina and give everyday examples. Using a thermometer scale (see page 146), pupils rate different lifestyle factors (e.g., walking to school, screen time, team sport, stretching, sleep, skipping meals, inactivity) from low to high support for health. They justify their decisions using knowledge of fitness and wellbeing, including the effects of inactivity. Pupils then suggest simple changes to move each factor towards better health, followed by a class discussion on how positive choices support both current and future physical and mental wellbeing. (PHF1, PHF2, PHF3)
3. Watch the video on sun safety: <https://www.youtube.com/watch?v=z9d7HNX4i6U> and then complete the quiz either individually or as a class: www.educationquizzes.com/ks2/personal-social-and-health-education/sun-safety/. Using their knowledge, ask pupils to work in pairs to design a Survival Guide for a Heatwave presenting clear, eye-catching and practical top tips that balance enjoying the sun safely with protecting health. Encourage them to include warnings as well as positive actions. How can they promote the sun safety tips on the playground? (HPP2)

4. Recap learning from the Eatwell Guide: <https://www.foodafactoflife.org.uk/7-11-years/healthy-eating-7-11-years/eat-well-7-11-years/> Ask pupils to consider what influences their food and drink choices (e.g., adverts, packaging, price, taste, and health messages) and draw a head with thought bubbles to show these influences. Introduce a traffic light decision model (red = stop and think, amber = consider options, green = make an informed choice) and apply it to food-based scenarios, including real packaging examples. Discuss how this can support healthier choices, and finish by exploring how choices can become habits and how these can impact health positively or negatively. (HE1, HE2, HE4)
5. Provide a selection of cereal packets and ask pupils to place them on a low-to-high sugar continuum, first predicting which contain the most and least sugar. Introduce the idea of ultra-processed foods and explain that some cereals contain added sugar and other ingredients. In pairs, pupils use nutritional information to calculate sugar per 50g (4g = 1 teaspoon) and compare results with their predictions. Discuss findings and the health impacts of high sugar intake, including the impact on dental health. Ask the children to recall some important daily routines that support dental health.. Pupils then design a healthier breakfast with less added sugar and share ideas for a class vote on the most balanced option. (HE4, PHF3)
6. Discuss with pupils what can stop us from sleeping (e.g., screen time, noise, bright lights, caffeine, worry, excitement or stress). Explain that sometimes unhelpful thoughts can make it harder to fall asleep and our minds can feel busy at bedtime. Use the thought-challenging resources: <https://weheartcbt.com/thought-challenging> to introduce how negative thoughts can be replaced with more helpful, calming ones. Pupils then identify one thing that might affect their own sleep routine and choose a strategy to improve it, such as reducing screens, calming activities, or using a positive affirmation before bed. (HPP3)
7. Use the video on anaphylaxis: <https://www.bbc.co.uk/teach/class-clips-video/articles/z6mjvk7> to introduce allergies and explain that some allergic reactions can be serious or life-threatening. As pupils watch, ask them to identify common allergens, key warning signs, and what action should be taken in an emergency.

Discuss the importance of responsibility in keeping others safe, including checking for allergies before sharing food or planning activities. In pairs, pupils create a simple first aid flow chart showing what to do in a severe allergic reaction, including calling 999 immediately. Finish with a discussion on how everyone has a role in keeping others safe and who they can speak to if they are worried about their health

(PHF4, BFA1)

8. Explain that recognising early signs of illness helps us make sensible choices about rest and recovery. Read out scenarios and ask pupils to discuss in pairs whether the best response is self-care, telling a trusted adult, or seeking medical advice, using clues such as symptoms, duration, and whether they are improving. Use examples such as tiredness and mild headache after a busy week, a sore throat lasting several days, a mild cough with normal activity, or worsening symptoms over time. Take feedback and ask pupils to justify their reasoning using evidence from the scenario. Finish by creating a simple class decision guide for when to rest, involve an adult, or seek further help. (HPP1)

Assessment Suggestion

Baseline:

Ask individual children to create a chart titled:

'The 5 Ways to Wellbeing'. Each column should be titled: connect; be active; take notice; keep learning; and give. Without giving them any further ideas, ask them to fill in examples of what these could involve in order to improve wellbeing.

SMILERS schools can use the headings of the SMILERS acronym for this activity.

Summative:

Return the charts to the children and ask them to add to their columns. Would they add any other headings?

Reflection

Having strategies to support my wellbeing matters because...



Key Stage 1 Growing Up

Learning opportunities

- ✓ About growing and changing from young to old and how people's needs change. (DB1)
- ✓ Simple hygiene routines that can stop germs from spreading. (HPP5)
- ✓ That some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina). (DB2)
- ✓ That everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC. (DB2, BS2, BS3)
- ✓ What to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard. (RKR11, BS6, BS7)
- ✓ When to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully. (BS1)
- ✓ About the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe. (BS2, BS6)

Activities

1. Read 'Mister Seahorse' by Eric Carle: <https://www.youtube.com/watch?v=dlbQDtQQsMk> and discuss how different animal fathers protect their eggs, asking why this is important. Invite children to imagine they are a seahorse, fish or penguin and move around the space as if they are protecting their eggs in the ocean or Antarctic. Then compare this to humans by asking whether babies can look after themselves and what they need to grow and stay safe.

Finish by asking children to draw a picture of what a baby needs. You may also wish to support learning with 'Once There Were Giants' by Martin Waddell: <https://youtu.be/MIK2NjSvDg?si=g4eGSeJBY-GvMEKg>. (DB1)

2. Ask the children to bring in pictures of themselves as babies. Share in pairs any stories they have about their: first word, first step, first thing they ate, etc.
Discuss: how does it feel to be older and to have changed? Role play a baby being bathed. Discuss how the children keep clean now. Ask: Why is it important to keep clean? (DB1, HPP5)
3. Mind map together the skills a child of their age may have developed from being a baby to being six years old. For example, using a knife and fork, using the toilet, sharing, talking, jumping, reading, writing, using an iPad or tablet etc. Model a timeline (journey) from being a baby to being six years old which identifies skills and learning. Read the book, 'Zog' by Julia Donaldson or watch the film: <https://www.bbc.co.uk/iplayer/episode/b0bwdw8y/zog>
Discuss: What new skills have the dragons learned? How is Zog different? What new skills are you looking forward to developing in the future? How might you develop these skills? Record ideas. (DB1)
4. Begin by asking children to talk in pairs about the differences they notice between boys and girls. Bring the class together to share ideas, modeling how to challenge stereotypes, e.g., "Do boys always have short hair?" or "Do girls always like pink?" If it hasn't been mentioned, explain that the only difference between boys and girls is their private parts or genitals, the parts between the legs. Ask the children if they know or have heard any names people use to describe these parts, then introduce the simple, correct scientific vocabulary (e.g., penis, testicles, vulva, vagina) in an age-appropriate way. Finish with a discussion of activities, toys, and clothes, emphasizing that many things are for everyone, regardless of whether a child is a boy or a girl. Useful resource: *Boys and Girls* from <https://www.servicesforeducation.co.uk/our-offer/clued-up/>. (DB2)
5. Prepare a large outline of two bodies, a boy and girl. Make a circle of chairs. Play pass the parcel with a bag containing laminated name labels for parts of the body: arm, chin, shoulder, knee, elbow, penis, testicles, vulva, vagina etc.

When the music stops, ask the children to take out a label and place it in the correct place on one of the large body outlines.

Discuss: Does everybody always use the same name to describe these body parts? Why is it important to know scientific names? (common language, so everyone knows and understands, so people can ask for help if needed.) (DB2)

6. Introduce 'The Pantosaurus Song': <https://www.youtube.com/watch?v=-lL07JOGU5o>. Discuss: What did you learn? Can you sing the song with Pantosaurus? Introduce the underwear rule to the children <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/pants#>. Show children the PANTS acrostic. Ask the children to make their own pants by using the template provided on the NSPCC website.

Discuss: Who did the dinosaur talk to when he was worried? Who could you talk to? How could you ask for help? Practise asking for help by providing the children with sentence stems. For example:

1. Mum, please could I talk to you about something important?
2. Dad, I feel worried please can I talk to you?

Ask: How could we make asking for help in school easier? (DB2, BS2, BS3, RKR11, BS6, BS7)

7. Read the book, 'Ask First Monkey': <https://www.youtube.com/watch?v=GAGcRHeRq1o>. Discuss that it is important to ask for permission before any kind of touch. Using the characters in the book, ask the children to role play asking for permission, giving and not giving permission. What words or phrases could the children use?

Introduce a scenario to explore how we all have different likes/dislikes. For example, the Teddy Twins are both feeling upset after they argued about their toys. One twin enjoys a hug from his mum to help him calm down and the other hates hugs. Ask the class to draw and write things that help them to feel better if they are angry, upset or sad. Explore with the children who they could tell if they received a touch they didn't like. (BS1, RKR11, BS6, BS7)

8. Discuss: What is a secret? What is the difference between a secret and a surprise? Explain that surprises are fun, they make us excited because we don't know what is coming but we will find out soon.

Secrets are different, they keep people out, sometimes because the information might make them upset or angry.

Explain that keeping secrets can make children unsafe. If someone is asked not to tell anyone else why could this feel uncomfortable? Read out the statements below and ask the children whether they think they should tell someone or not by using thumbs up/thumbs down/thumbs in the middle.

1. Zander was walking home from school when an older boy walked up behind him and hit him. The older boy told Zander not to tell anyone or he would hurt him again.
2. Alex's aunty was making a special birthday cake for Alex's brother and told Alex to keep it to himself and not to tell his brother.
3. Leo's teacher has hidden some special stickers in the classroom for good work. Leo doesn't know where they are yet, and he feels excited to find them later.

Discuss: What have you learnt from this activity? What advice would you give to someone if they were asked to keep a secret? Who can we ask if we are not sure about whether we should tell someone or not?

(BS2, BS6)

Assessment Suggestion

Baseline:

Ask the children: is it okay to keep a secret? Record their responses.

Summative:

Ask the children: is it okay to keep a secret? Record and compare responses with the baseline activity.

Reflection

Learning about secrets and surprises matters because...



Lower Key Stage 2 Growing Up

Learning opportunities

- ✓ About parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts. **DB2**
- ✓ The external genitalia and internal reproductive organs in males and females. **DB1**
- ✓ The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, periods, body hair); strategies to prepare for and manage these changes. **DB1**
- ✓ The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. **DB3**
- ✓ Why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation). **HPP5 HPP6**
- ✓ About the processes of reproduction and birth as part of the human lifecycle.
- ✓ The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. **RKR1 RKR6 GW1**
- ✓ How to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling. **RKR3 RKR4**
- ✓ What is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries. **BS1 RKR2**
- ✓ How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell. **BS3**

Activities

1. Recap on the names for genitals using this worksheet: <https://rshp.scot/wp-content/uploads/2024/02/First-level-my-body-prop.pdf>. Remind children of the safety rules for private parts of the body. Explain that there are also two parts inside the girl that are important, the vagina is a tube that leads from outside of the girl's body between the legs to the inside, it leads to a special area inside the body called the womb. **(DB1, DB2)**
2. Show the children this clip: <https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zk4bgwx> Ask pupils to identify what a life cycle is and to recall the stages shown in the video (older person, young adult, teenager, child, baby, foetus). Through discussion, create a shared class list of the changes that happen at each stage. Ask children to identify which changes are within a person's control (clothes, hairstyle) and which are not (height, shoe size). Prompt further discussion about whether these changes happen to everyone, whether they occur at the same age, and why understanding these changes is important.
3. Start by asking children what changes happen as they grow into adults and collect a few ideas. Read statements about growing up and have them stand if they think they're true or stay seated if not, discussing each one to address misconceptions. Introduce the term puberty as the time when a child's body changes into an adult body, usually between ages 8–12 for girls and 10–14 for boys. In pairs, have children compare diagrams of child and adult bodies (page 152), then share findings to create a class list of physical changes (e.g. growth, body hair, body shape changes). Discuss additional changes not visible, such as sweating more, voice changes, mood swings, greasy hair, and spots. Explain that girls begin having periods during puberty and reassure them it's normal, with support available from trusted adults. Finish by asking why it's important to understand these changes. Useful resource: *Bits and Bobs and Sweats and Spots* from <https://www.servicesforeducation.co.uk/our-offer/clued-up/> **(DB1, DB3)**
4. Gather together some empty hygiene items such as shampoo bottles, soap, shower gel, anti-perspirant, period pads, and body spray and display these at the front of the class. Ask: What do we mean by personal hygiene?

Explain that as children go through puberty, they begin to sweat more and in new places. When this sweat has been hanging around for a while it begins to smell. Having a shower or bath and changing socks and underwear daily keeps the body clean and healthy. Explore with the children how the products can help people to keep clean. In small groups, ask pupils to develop an advert using the products that encourages children to stay clean and remember their personal hygiene! Share and celebrate.

(HPP5, HPP6, DE3)

5. In pairs, ask the children to prepare a guide for children, explaining the changes of puberty and how to keep hygienic. Encourage them to include information and reassurance to readers that the changes are a normal part of growing up.

(DB1, HPP5, HPP6)

6. Read *Your Mummy ate my Football* from <https://www.servicesforeducation.co.uk/our-offer/clued-up/> Use the book and accompanying lesson resources to explore how a baby is cared for during and after pregnancy.

(RKR1)

7. Ask children to think of as many positive qualities as they can that are not related to physical appearance. In groups, they can then create an A–Z list of these qualities (e.g. A = affectionate, B = brave, C = caring). Next, ask pupils to reflect on the strengths and qualities of the people within their group, selecting a few for each person and explaining their choices (e.g. I think Ben is brave because...). Invite groups to share their ideas and celebrate the positive qualities identified. Finish by asking pupils how the activity made them feel and why recognising positive qualities in others is important.

(RKR1, RLR6, GW1)

8. Ask children to face a partner and slowly walk towards each other, saying “stop” when they reach the point where they feel their personal space begins. Discuss what personal space is and how it feels when someone stands too close, encouraging pupils to share their thoughts. Explore why personal space is important and how comfort levels can differ between people. Ask pupils what they might do if someone comes too close, then use simple role-play with made-up characters to practise appropriate responses such as stepping back, using clear language, or asking someone to move away. Reinforce that everyone has the right to feel comfortable and that respecting personal space is part of treating others with care and respect.

(RKR2, RKR3, RKR4, BS1, BS3, DB2)

9. Discuss how people show affection and greetings in families and the wider community. Give examples of different people (e.g. parent, neighbour, teacher, sibling, friend) and greetings (e.g. hug, wave, handshake) and ask pupils to match appropriate greetings to each person. Explain that physical contact should always be agreed by both people and that no one has the right to touch them in a way that feels uncomfortable. Use role-play scenarios to practise how to ask someone to stop:

- Dom's friends keep pulling his trousers down.
- People keep touching Alisha's curly hair.
- Someone sits very close to Layla at lunchtime despite plenty of space.
- Someone keeps hugging Sam even though he has said he doesn't like it.

Discuss what to do if someone doesn't stop (e.g. Sam continues to be hugged), and emphasise seeking help. Have pupils draw three concentric circles to identify trusted people: close family, school adults, and other support (e.g. police or helplines). Ask them to add their own support network and discuss strategies for asking for help if it feels difficult.

(RKR2, RKR3, RKR4, RKR11, BS1, BS3, BS5, BS6, BS7 DB2)

10. Use the scenarios from this lesson resource to explore when it is right to break or keep a confidence, or share a secret. https://www.pathfinders.norfolk.sch.uk/st-michaels/wp-content/uploads/2021/05/y3_lesson_6.pdf. **(BS1, BS3, RKR2)**

Please note that Derbyshire County Council does not recommend specific resources. Those included are examples of resources used by local schools. We recognise that schools will use their professional judgement, knowledge of their school community and understanding of pupil need to select resources suitable for their setting.

Assessment Suggestion

Baseline:

In pairs, write a definition of growing up.

Summative:

In pairs, write a definition of growing up.

They should be able to reflect on what they now know.

Reflection

Talking about growing up matters because ...



Upper Key Stage 2 Growing Up

Learning opportunities

- ✓ The external genitalia and internal reproductive organs in males and females. (DB1)
- ✓ The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes. (DB1)
- ✓ The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. (DB3)
- ✓ That people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them. (DB1) (DB3)
- ✓ About the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.
- ✓ That female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk. (BS2) (BS3) (BS6) (F6) (DB2)
- ✓ About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults. (BS1) (BS3)
- ✓ How and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. (F3)

Activities

1. Use the 'Names of parts of my body' lesson plan, slides and props to explore names for the reproductive organs: <https://rshp.scot/second-level/>. Ask the class to develop a short quiz based on their learning and share with another group to complete. (DB1)

2. Ask: What are the stages of the human life cycle? Explain that one part of the human life cycle is puberty. Watch the Operation Ouch clip, Don't Panic About Puberty Special: <https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special> Using a body outline (page 142) ask pupil to add all the information they have learned about puberty. Ask: Why is personal hygiene so important during this time? (DB1)
3. Explore the changes of puberty further, using this resource - Part 2: My Body is Changing: <https://rshp.scot/second-level/>. Bring the class together and complete the card game to consolidate learning: www.loudmouth.co.uk/storage/app/uploads/public/591/9ac/e51/5919ace515fa6309994748.pdf (DB1)
4. Show the video about menstruation: <https://amaze.org/video/puberty-menstruation-what-to-expect/>. Discuss the key points of the video. Use the menstruation True or False Activity (see page 152) to develop children's understanding. Share examples of period products (Ideally in real life or could be images online), such as period pants, pads, tampons, period cups, period swimming costumes, organic and reusable products, and explain how they are used. Ask pupils to discuss the pros and cons of each product. Discuss how to deal with some of the symptoms of periods, such as pain or mood swings. Encourage openness amongst the group and reinforce that periods are nothing to be embarrassed about. (DB1) (DB3)
5. Explain that during puberty, young people experience both physical and emotional changes, and these can sometimes make them feel more self-conscious or embarrassed. Ask pupils why this might happen and discuss ideas as a class, reinforcing that feeling embarrassed is a normal emotion. Introduce an emotional thermometer (see page 146) (1: just a little, 2: quite a lot, 3: a lot, 4: too much, 5: not sure) and, in groups, ask pupils to identify situations linked to puberty that might cause embarrassment (e.g., spots, body changes, sweating, voice changes). Groups then place their ideas onto the thermometer and share back with the class. Discuss whether everyone feels the same in these situations and what factors might affect this, before exploring practical strategies young people can use to manage these feelings and cope confidently with puberty. (DB1)

6. Create some scenarios about puberty and growing up (e.g., I think I'm developing faster/slower than my friends, I'm worried about changes to my body, I've heard different things about periods/babies and I'm confused). In groups, pupils decide what advice they would give and where the person could get reliable help or information (e.g., trusted adults, school staff, NHS sources). Share responses as a class and reinforce accurate information while highlighting the importance of asking questions and not relying on unreliable sources. (DB1)
7. Explain that the reproductive system is the parts of the body that work together to help make a baby, and that it is part of the human life cycle. Use a resource such as *Boys and Girls, Men and Women* from <https://www.servicesforeducation.co.uk/our-offer/clued-up/> or *Where Willy Went* <https://www.youtube.com/watch?v=nUHRPimycFA> to explain the process of sexual intercourse and conception. Read the poem - Wow-Fertilisation (see page 151). Cover up some of the words and see if the children can guess what they are. Discuss the meaning of some of the words and use the diagrams of the reproductive organs from lesson from activity 1 to support learning. Use a question box to answer any further questions they may have, in line with your school policy. For further learning you could use this BBC video on sex and reproduction: <https://www.bbc.co.uk/teach/class-clips-video/articles/zsxtpt4j> (includes animation of sexual intercourse.)
8. Watch episode 3 of the video about babies being born: <https://www.youtube.com/watch?v=KQ7055CabY8> Discuss that babies can be born through the vagina and through the tummy via a caesarean. Ask: What preparation would the family need to make before the baby arrives? What sorts of things would the baby need to keep him happy and healthy? In groups, ask children to write lists of things the baby needs under the headings: Eat, Sleep, Play. Share feedback from the groups.
9. Discuss the different ways that families can come together, for example through adoption, fostering and stepfamilies. Explain that sometimes a couple need additional help to make a baby for a variety of reasons, for example through In-vitro fertilization. Use this film to explain the process: <https://www.bbc.co.uk/teach/class-clips-video/articles/zc3gcmn> Ask children to share their learning from the video. (F3)
10. Use the "My Body is Mine" resources: <https://rshp.scot/wp-content/uploads/2024/01/Part-2.-My-body-is-mine-Activity-plan-1.pdf> Play the shake/hi-five/hug game to introduce the idea of consent, explaining that consent means asking for and giving permission.

Work through the scenarios and discuss whether consent is given or not, and why this is important. Introduce the idea of "gut instinct" as an internal feeling that helps us know if something feels safe or unsafe. Ask pupils who they could talk to or ask for help if something was worrying them, then create a class Top 5 Trusted People or Services list. (BS1 BS3)

11. Use the KS2 resources from the National FGM Centre: <https://nationalfgmcentre.org.uk/ks2-lesson-plans/> to teach children about body autonomy and Female Genital Mutilation. Reinforce who children can talk to if they are worried about something. (NB. coverage of FGM is not compulsory at primary level). (BS2 BS3 BS6 F6 DB2)
12. Ask children to think about the films 'Shrek' and 'Beauty and the Beast'. Ask: Did Princess Fiona and Beauty fall in love with the characters' looks? In groups of three, ask the children to list the qualities of what makes a person attractive and create a Diamond 9 (see page 136) with the most desirable quality at the top. Take feedback from the groups. Discuss: Is the world we live in obsessed with what people look like? (DB1) (DB3)

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Assessment Suggestion

Baseline:

Use a question box to enable the children to ask any question they want about growing up.

Summative:

Ask the class to brainstorm individually everything they know about how their bodies and emotions will change in puberty.

Reflection

Knowing about the physical and emotional changes in puberty matters because...



Key Stage 1

Changes

Learning opportunities

- ✓ About growing and changing from young to old and how people's needs change. (DB1)
- ✓ How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly. (GW3 GW4 GW5)
- ✓ That being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well. (GW2 GW4)
- ✓ That someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses. (GW5 RKR3)
- ✓ About things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep). (GW1)
- ✓ Simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies. (GW1 GW5)
- ✓ About different kinds of change and loss (including death); how change and loss can affect people and who can help. (GW8)
- ✓ About preparing to move to a new class or year group and how to manage feelings during times of change. (GW3 GW8)
- ✓ Who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help. (GW9)

Activities

1. Read the book 'The Very Hungry Caterpillar.' Discuss the changes that happen. Map how the caterpillar may have felt at different stages of the life cycle. Create a word web on the board. Role play the caterpillar's life cycle. Invite children to think about how they have changed from being a baby, what they can do now that they couldn't do before, and share their ideas. Finish with a discussion on why change is important. (DB1)
2. Discuss the four seasons and invite children to share what they like about each. Show the video of a tree through the seasons: <https://youtu.be/ZdsJBAqHlzA?si=Xp9Owovx4cWYFDxs> and talk about the changes they notice. Connect this to changes in their own lives, such as a new sibling or starting a new class. Create a mind map of words linked to change, then give children a tree template with leaves to write their change words on and stick them onto the tree. Finish with a discussion about how change can feel exciting or sometimes takes a little time to get used to. (GW8)
3. Read, 'Boris Starts School' by Carrie Weston: <https://www.youtube.com/watch?v=pO4-LgOiT7I>. Ask: What problems did Boris have? What could everyone have done to make Boris feel safer in school? Ask the children to draw and write five top things that are wonderful about their class/school. Make a class film to share with any new children who might feel worried about starting school. Ask: What things would you do if you were Boris and were finding things difficult? (GW3, GW8)
4. Split the class into two groups, A and B. Read out a feeling and ask the children to walk around the room to the beat of a drum showing that feeling whilst the other group observes. When the beat stops freeze and take an imaginary picture. Discuss how we can recognise what others might be feeling from their bodies and faces. Change roles using different feelings. (GW3, GW4, GW5)

5. Read 'Mum and Dad Glue' by Kes Gray: <https://www.youtube.com/watch?v=AqMf6feCy7s>, which is about parents wanting to divorce. Show the children a bottle of fizzy lemonade with the label removed and ask what the liquid looks like, calm, or still? As you read, explore the characters' feelings, shaking the bottle each time they experience a difficult emotion. Discuss how children might feel if their own family changes, such as parents separating, and what can happen if these feelings are kept inside. Ask children to predict what will happen when the lid is removed, then take it off. Use this to show that sharing feelings helps prevent them from building up and encourage children to identify trusted adults they can talk to when families change. Discuss: If the child from the story came to this school and needed to talk to someone about their feelings: Who might they go to? How could they do this? Who else could they speak to in their life? Role play how children can ask for help if they are feeling sad/worried about change. Ask the children to think of things that would help the character in the story and share ideas together. Reinforce the message that even when change doesn't feel good it is important to think of things we can think, do, or say to help us to cope. Show the class an empty box. Ask the children to think about what they would include in the box for the little boy in the story. Provide the class with a tool box template (see page 148). Draw/write up to 10 things that they would include in a box for themselves that would help them to feel better. (GW1, GW8, GW2, GW4, GW5, GW9, RKR3)
6. Introduce the idea of loss by explaining that Jamie, who is seven, has lost his favourite teddy bear while on holiday, which he has slept with every night for many years. Use a gingerbread outline (see page 137) to represent Jamie. On the inside, ask children to suggest ideas for how Jamie feels, such as sad, worried, lonely, or confused. On the outside, ask for ideas of how Jamie's behaviour may have changed, like crying more, or not wanting to play.

Explain that losing something special can make us feel very sad and that sometimes people have similar feelings when something big happens, such as when a pet or person dies. Reassure children that people can feel many different emotions when that happens and that all feelings are okay. Explore ways to cope with loss by discussing strategies such as talking to a trusted adult, drawing pictures, remembering happy times, sharing feelings with friends or family, or creating a memory box. Discuss: if you were Jamie's friend how would you support him? Reinforce that if they ever feel sad or worried there are always trusted adults at school and home who can help. Book suggestion: 'Daddy's Rainbow' by Lucy Rowland and Becky Cameron. (GW8)

Assessment Suggestion

Baseline:

Without leading the children's conclusions, ask them to discuss in pairs what they understand change to be. Collect their answers and record them/photograph them.

Summative:

Ask the children to work in the same pairs to discuss what they now understand change to be. Compare the differences.

Reflection

Talking about changes matters because...



Lower Key Stage 2 Changes

Learning opportunities

- ✓ About change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief. **GW8**
- ✓ About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition. **GW8**
- ✓ About the importance of friendships; that positive friendships support wellbeing. **CF1**
- ✓ Who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help. **GW9**
- ✓ Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations. **GW1**
- ✓ The shared responsibilities everyone has to care for other people and living things; how to show respect, care, and concern for others. **RKR1 RKR6 GW1**

Activities

1. Play the Super Mood Movers Change is Life video: <https://www.bbc.co.uk/teach/supermovers/articles/zynd4xs> and encourage children to dance along. Briefly discuss the changes that were mentioned in the video. In pairs or small groups, ask children to think of positive examples of change. Share feedback and discuss how people might feel when there is a positive change in their life. Ask children to create freeze frames showing one example of a positive change, share as a class and try to identify the change being shown. **(GW8)**

2. Watch the short film, 'Embarked': <https://www.literacyshed.com/en-gb/resource/embarked>
Discuss why change is so difficult for Jimmy and the tree and explore how they may be feeling. Ask: Why can change or loss be so hard? Give children the body template on page 142 and ask them to write down internal feelings about change inside the body and how that might affect someone's behaviour on the outside. Discuss what Jimmy could do if he was finding things difficult. Ask the children to imagine the tree hadn't moved with Jimmy and get them to write a postcard/letter to the tree from Jimmy's point of view. **(GW8)**
3. Give children a feelings thermometer template (0–10 scale) and explain that 0 means not worried and 10 means extremely worried. Watch the clip: <https://www.youtube.com/watch?v=riNDhwFOHzM> and explore Riley's feelings about moving school. In pairs, ask pupils to identify different worries people might have when moving class or starting a new school (e.g., not knowing where to go, making friends, or getting lost). They should then plot the worries on the thermometer according to how intense each worry might feel. Share ideas as a class and explore what could help reduce these worries. Ask: How might someone recognise if Riley was struggling? How might they help her? How could she help herself? List positives experiences linked to change. **(GW8, GW9)**
4. Sometimes we have to change what we usually do in order to care for others. Ask the children to think about times when someone at school might feel left out, worried, or sad, such as if they are new to the class, find a game tricky, or are sitting alone at lunchtime. In pairs, ask the children to think of kind words or actions they could use to help someone feel included and happy. Encourage them to draw or write these ideas on paper, for example, inviting someone to play, giving a friendly smile, or saying something nice. Collect some of the ideas and discuss as a class why being kind helps everyone feel safe, happy, and included. **(RKR1, RKR6, GW1)**

5. Create two teams and form two circles. Play the hula hoop team link game where children hold hands and pass a hula hoop around the circle by stepping in and out without letting go. Repeat the game and discuss what strategies helped the group work together. Then read 'The Invisible String': https://youtu.be/xm7syTd9xSs?si=3Bqo_ZIBbR_l2Sz and talk about how we stay connected to people we care about. Ask children to draw a heart in the centre of a page and use string or lines to show all the people, places, and things they feel connected to. Finish by discussing why feeling supported is important when facing everyday challenges and changes. **(GW8, CF1)**
6. Ask the children to imagine they are giving a 15-minute solo presentation in assembly and discuss how this might make them feel, recording ideas on a simple mind map. Read out five scenarios: being asked to take a penalty in football, joining a new club, learning a new skill like a musical instrument, telling a friend how they feel, and jumping into water from a diving board. After each scenario, pupils give a comfort rating from 1–10 (1 = very uncomfortable, 10 = very comfortable) and briefly discuss why answers may differ. Emphasise that everyone feels differently and that this is normal. Discuss how stepping out of our comfort zone can take bravery and support, and introduce the idea that bravery means doing something even when we feel fear. Finish by practising a simple grounding technique from: <https://beaconhouse.org.uk/wp-content/uploads/2019/09/Whole-Class-Happy-Pack-High-Res.pdf> to help pupils calm their minds and bodies when facing new or challenging situations. **(GW1, GW8)**

7. Ask the children to think about how all living things have a beginning, a lifetime, and an ending, and read 'Beginnings and Endings with Lifetimes in Between': <https://youtu.be/gqMK0rr0-PA?si=fWTE356OTiuocJef> Discuss how different living things have different lifespans, such as a butterfly or a tree. Ask children to imagine they are a butterfly and think about what they might see, do, and experience during their lifetime, recording ideas on a simple mind map. In groups, or individually, ask children to create a memory stone, box, or bracelet to represent memories of the butterfly's life. Finish by reflecting that every life is unique and special, and we can remember and celebrate the things that have lived. **(GW8)**

Assessment Suggestion

Baseline:

In groups of four, create an A to Z of changes.

Summative:

Add to the A-Z in a different colour any new words linked to change.

Reflection

Talking about change matters because...



Upper Key Stage 2 Changes

Learning opportunities

- ✓ About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition. **GW8**
- ✓ How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time. **GW3 GW4 GW5**
- ✓ How to manage emotional responses to events outside of their control (e.g. climate change or distressing events). **GW5**
- ✓ Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations **GW1**
- ✓ Different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult. **BS4 BS6 OSA2**
- ✓ Some benefits of preparing meals at home; how to plan and prepare healthy meals. **HE3**

Activities

1. Ask: Can feelings change over time and vary in intensity? Introduce four scenarios relevant to the class: SATs test, going on holiday, starting a new school, and a pet dying. Model the activity using Scenario 1, discussing how someone might feel before, during, and after the test, and select one emotion to track. As a class, plot how the intensity of that emotion might change over time using a simple line graph. Then, in pairs, pupils choose another scenario and repeat the task, mapping emotional intensity over time.

Using a body outline (see page 144), ask pupils to identify how that emotion might be shown internally and externally (e.g. heart rate, stomach feeling, facial expression, behaviour). Share ideas and return to the original question for pupils to respond verbally or in writing. **(GW3, GW4, GW5)**

2. Discuss that some events are outside of our control, such as climate change, natural disasters or distressing world news, and that it is normal to experience strong emotional responses such as worry or sadness. Give pupils a set of short news prompts (eg. climate change, floods, conflict in parts of the world) and ask them in pairs to identify possible emotions someone might feel and how intense those feelings might be at different times (e.g. hearing about the event, discussing it later, or taking positive action). Then introduce a simple Circle of Control model and ask pupils to sort responses into things we can control (e.g. talking to someone, taking action in school, looking after wellbeing, limiting news exposure) and things we cannot control (e.g. the event itself). In groups, ask pupils to create a 'coping toolkit' of strategies to manage emotional responses, such as talking to a trusted adult, taking breaks from media, doing calming activities, or focusing on positive actions they can take, and share ideas with the class. **(GW1, GW5)**
3. Explore how as they grow older, children will encounter new situations such as meeting new adults. Ask the class to give some examples of adults they have in their life now and adults they may meet in the future. Provide pupils with prompt cards showing different types of adults they may encounter in everyday contexts (e.g. teacher, sports coach, school visitor, neighbour, delivery worker, or someone unknown) and ask them to sort these into known and unknown adults. Discuss what safe and appropriate behaviour looks like in each situation. Introduce the idea of gut instinct or feelings of unease as a warning signal that something may not feel right. Ask: how might someone's body feel if they sense danger? Discuss how this can guide decisions about what to do next.

Ask pupils to identify safe responses to inappropriate or unsafe behaviour from adults (including familiar adults), such as staying with others, refusing to engage, walking away, or telling a trusted adult. Create a personal list of trusted adults in school and at home they could talk to if they ever feel unsure or unsafe. **(BS4, BS6, OSA2)**

4. Ask pupils to create a 'My Primary School Journey' diagram, drawing and labelling key moments from their time at primary school, such as achievements and favourite experiences. Encourage them to reflect on how these memories make them feel, discussing that it is normal to have mixed or conflicting emotions when moving on. Ask pupils to choose 10 words to describe leaving primary school and share these with the class to celebrate their experiences and look ahead positively. **(GW8)**
5. Acknowledge that we can have a mix of feelings when we move to a new school. Use an emotions wheel or blob picture to explore the different feelings a child their age might have. Invite pupils to write any questions or worries they have about moving to secondary and post them anonymously in a box. Collect the questions and group them into themes, then share and discuss answers as a class, providing clear information and strategies to help manage any concerns. End on a positive note with pupils making a graffiti wall (see page 140) of all the things they are looking forward to about starting their new school. Useful video – 'Hopes and Dreams': <https://www.bbc.co.uk/teach/articles/zb68y9q> **(GW8)**
6. Ask pupils to imagine a Year 7 student who has been at their new secondary school for two months. Discuss as a class what signs might show they are doing well (e.g. making friends, joining activities, feeling confident) and what might suggest they are finding things difficult (e.g. appearing quiet, withdrawn, struggling to ask for help).

In groups, give pupils a common transition problem (e.g. getting lost, making new friends, coping with homework, or feeling overwhelmed) and ask them to create four different 'help pathways' the student could take, such as speaking to a teacher, talking to a friend, joining a club, or using school support systems. Share ideas and discuss which options are most helpful and why. **(GW1, GW8)**

7. Explain that moving to secondary school often means children start to make more independent choices about what they eat and how they look after their health. Discuss the benefits of preparing meals at home (e.g. healthier choices, knowing what is in food, saving money, and building independence). Give pupils a secondary school lunch planning challenge where they design a healthy packed lunch or simple meal, explaining how it supports energy, concentration, and wellbeing during a school day. Pupils share and compare choices, discussing how food choices may change as they become more independent. **(HE3, GW8)**

Assessment Suggestion

Baseline:

Record all the strategies you have if you are faced with challenges or change.

Summative:

Record in a different colour any new strategies you have if you are faced with challenges or change.

Reflection

Developing strategies for managing changes matters because...



Key Stage 1

Bullying Matters

Learning opportunities

- ✓ How people make friends and how to be kind and caring in friendships. **CF1 CF2**
- ✓ What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging. **RKR8 RKR10**
- ✓ About kind and unkind behaviour; that someone's actions and words can be hurtful. **RKR3 RKR9**
- ✓ How to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying. **RKR9 GW7**
- ✓ How to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so. **RKR11**

Activities

1. Show the video about unkind behaviour: <https://www.bbc.co.uk/bitesize/articles/zj9h6g8>. Ask the children the question: how did Becky feel? What did the other children do to make her feel like that? What if this didn't happen just once but kept on happening every day?

When someone is unkind to someone again and again on purpose, we call that bullying.

What could we do in our class to make sure no-one feels like Becky? Ask the children to create freeze frames showing ways to be kind and include everyone. Display these in the classroom.

(RKR3, RKR9, GW7)

2. Ask the children to arrange themselves in a circle. Explain that you have a problem and you need their help. Introduce a puppet.

Teacher: You are looking very sad, Isla. What's the matter? Isla: Nothing

Teacher: I don't like to see you sad, Isla. Please tell me what's wrong. Did something happen at play time?

Isla: No

Explore with the children what they think has happened and discuss together why they think Isla won't talk about it. Discuss what kind and unkind behaviours Isla may have experienced at playtime. In groups, give each group one unkind behaviour and ask children to come up with some ways that Isla could respond. Ask each group to share their ideas with Isla.

If it hasn't come up, ask who Isla could tell if a friendship was making her feel unhappy?

(RKR3, RKR9)

3. Begin by explaining that opposites are words that mean the reverse of each other, giving simple examples such as up/down, in/out, on/off, and slow/fast. Then play a quick quiz where you say a word and the children respond with the opposite. Next, introduce a movement game where children walk or dance around the space to music, and when the music stops, they must quickly form groups of a given number; repeat this with different group sizes. After the game, discuss how it felt when they weren't in a group through no fault of their own. Explain that being in a group means being included, and the opposite, being left out, means being excluded. Ask the children how it feels to be excluded and encourage them to share their ideas. Finally, explore a range of situations where children might feel left out and work together to create a class list of things they can say or do to help others feel included.

(RKR3, RKR9)

4. Introduce the idea of filling someone's cup with kindness by giving everyone an empty cup and explaining it represents themselves. Ask how they think someone would feel if they had no kindness in their cup and what we could do to fill someone's cup.

Set up two sides of the room, one labeled 'Kind' and other 'Unkind'. Read out different scenarios such as a friend shares their snack with you, or someone tells you that

you can't join their game because you are rubbish. Ask children to move to the side of the room that matches the scenario. If they go to the kind side, they collect a paper heart to put in their cup. Explain that filling someone's cup with kindness can become part of their daily practice and encourage them to look for opportunities to do so every day.

(RKR3, RKR9)

5. Using a fairy tale such as 'Cinderella' or 'The Three Little Pigs', explore how the characters might be feeling. Who is behaving like a bully in the story? Why might they be behaving this way?

What would you have done differently if you were the character? Show Childline posters: <https://learning.nspcc.org.uk/research-resources/childline-posters>. Ask the children to design their own posters aimed at the characters in the fairy tales.

(RKR3, RKR9, GW7)

6. Using scenarios (see below for examples) ask the children to use their bodies and faces to show how the characters may be feeling. Use freeze frame and thought tracking to create further discussion. Think of strategies of how to respond positively.

- A child pulls another child's hair every day at playtime.
- Some children never let the same child join in their games, day after day.
- A child sticks out their tongue and makes faces at another child.
- A child sends unkind messages or pictures to the same friend repeatedly.
- Some children hide their friend's belongings.
- A child laughs at another child's mistakes every time they happen in class.
- A child pushes or shoves a child on the playground.
- A child ignores or leaves out a new classmate every day at lunch.

Discuss why these children might be doing these things.

Remind the children of the definition of bullying. Use colours to indicate whether the above scenarios involve bullying or not. Groups can have pieces of red and green card and can discuss to make the decision.

Red = Bullying Incident. Green = Not considered bullying. Discuss what someone could do if they felt they were being bullied.

(RKR3, RKR9, GW7)

7. Make a list together on the board to identify what we should do if we think bullying is happening and what we could do if someone is being unkind. Introduce STOP (Several Times On Purpose) START (Start Telling And Reporting Trouble). Identify who we could tell in school. Draw a gallery of people and include their names. Explore together how we might start a conversation or ask for help. What opportunities do we have in school?

(RKR11)

8. Show a picture of a penguin or bring in a toy. Explain that Smartie the Penguin is about to start school. He eats fish, waddles when he walks and hates loud noises. He has travelled from a different country. He doesn't find it easy to make friends and everyone looks at him because he is different. How could we help him to settle into our school? Send Smartie a card that will make him feel welcome telling him a bit about your school.

(CF1, CF2, RKR8, RKR10)

9. Give the children maps of the school grounds and get them to mark with coloured dots to show where they feel safe. Red is unsafe. Green is safe.

It is important to see if there are any correlations between what children have produced. Explore why they feel unsafe in these places. Share findings with the school council/anti-bullying ambassadors, Headteacher and Governors, etc.

(PS1)

Assessment Suggestion

Baseline:

Draw a picture of what bullying is.

Summative:

Add to the picture after learning more.

Reflection

Being kind to each other matters because ...



Lower Key Stage 2

Bullying Matters

Learning opportunities

- ✓ About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others. (GW7, RKR9, WO8)
- ✓ About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online. (WO1, WO2)
- ✓ That the same principles about how to treat others apply in all contexts, including online. (OSA1)
- ✓ The shared responsibilities everyone has to care for other people and living things; how to show respect, care, and concern for others. (RKR1, RKR6, GW1)
- ✓ How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind, and respectful communication online, including when anonymous. (WO4)
- ✓ About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition. (GW8)
- ✓ How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary. (CF7)
- ✓ About balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others. (RKR1, RKR4)
- ✓ Ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise. (CF6, RKR3)

Activities

1. Watch the short animation 'Daisy Chain' narrated by Kate Winslet: <https://www.youtube.com/watch?v=PGxmschhkNg> Ask the children what the moral of the story is and how it shows the impact of unkind behaviour, including bullying. Discuss ways we can challenge bullying and unkind actions, like speaking up, helping others, or telling a trusted adult. Then give the children time to practise these strategies through role-play or discussion, so they feel confident supporting each other. (GW1, GW7, RKR1, RKR6, RKR9, WO8)
2. In groups, ask the children to explore and brainstorm: What is bullying? and What types of bullying are there? Help them create a class definition together. Then, make a consequence chain or mind map showing how bullying, both online and offline, can affect people, highlighting the impact on feelings, friendships, and wellbeing. (GW7, RKR9, WO8)
3. Read the following scenario to the class:
Aaliyah and Mateo keep calling Rina names every time she walks past them in the playground. Rina tries to ignore it, but she feels upset and worried about going outside.
Ask the children to work in small groups and create a 'Bullying Map': in the centre, write the person being bullied (Rina), then draw arrows showing who is involved, what is happening, and how it makes the person feel. After 5–10 minutes, invite each group to share their map with the class. As a whole class, discuss patterns they notice and explore strategies people could use to stop bullying, such as including friends, speaking kindly, or asking an adult for help. Finish by using the gingerbread template (page 137) to explore how our bodies show we feel unhappy or uncomfortable and how recognising these signs can help us take action safely. (GW7, RKR, WO8)
4. Using the painting 'A Fight' by LS Lowry: <https://artsandculture.google.com/asset/a-fight-ls-lowry/NQGzgpcdHvOK4g?hl=en> explore what may have happened before the scenario in the painting. While this picture may not be an example of bullying, it is useful to explore the idea of bystanders. Ask children to create freeze frames of the painting.

Explore what each character in the painting is thinking and feeling using thought tracking. Discuss the children's thoughts about what each character might do next. Ask: Is bullying just about the bully and the victim? Explore the role of bystanders. Encourage children to think about what they might do in a similar situation and who could help. (GW7, RKR9, WO8)

5. Ask the children to imagine a child their age who is being bullied and think about how they might feel at different times of the day, at school, walking home, in their bedroom, and at bedtime. Invite the children to draw a timeline or diary showing what might happen before, during, and after school, and how the child feels at each point. Next, discuss as a class ways to help make children feel safer and more supported, and encourage each child to write or share one piece of advice for improving safety. Finish by asking the children to make a pledge about how they will behave towards others online and offline, and discuss who they could talk to if managing their own behaviour is difficult, reinforcing trusted adults and support networks. (RKR1, RKR6, GW1, GW7, RKR9, WO8)
6. Read the scenario to the class. James and his friends upset Sean. They snatched his bag and threw it on the floor. They kicked him and sometimes said unkind things when the teacher wasn't looking. Explore some reasons for their behaviour, but emphasis that there is never a good reason to bully others. Sean would get angry and would fight back, which got him into trouble, and he feels sad. Ask the children to think about how the story could be changed so the bullying stops and Sean feels happier again. Ask children to create a new scenario showing their ideas, including who could help Sean. Share ideas. (GW7, RKR9, WO8, CF6, RKR3)
7. Introduce the title: "Don't be mean behind the screen!" and ask the children what they think it means. Discuss the different ways people can be unkind online, such as sending mean messages, leaving hurtful comments, or excluding someone from games. Talk about how this can make the person being bullied feel sad, worried, or scared, and how it can also affect the person being unkind and those who see it happening. Introduce the 1, 2, 3 Rule: 1. Don't reply, 2. Save the evidence, 3. Tell someone they trust. Ask the children to create a poster to encourage others to be "Kind Online!" They can use drawings, words, or both to show positive online behaviour and ways to stay safe. (GW7, RKR9, WO1, WO2, WO8, OSA1, WO4)

8. Read or watch *Marshall Armstrong is New to Our School* by David Mackintosh: <https://www.youtube.com/watch?v=TaakC0nMJdQ>. Ask the children how they think Marshall feels when he first comes to school and why the other children think he is different. Discuss what the class could do to help someone feel welcome and included. Then, ask the children to work together to create a class welcome pack for a new pupil, including friendly messages, games, and helpful information to make them feel happy and safe. Finish by asking how Marshall feels at the end of the story and what we can do in our own behaviour to make sure everyone feels included. (RKR1, RKR6, GW1, GW8)
9. Ask the children to draw a picture of a child in the middle of a page. Around the picture, discuss and write or draw who the child could talk to if they were being bullied, such as family members, teachers, trusted adults, helplines, or community members. Talk together about how someone could start the conversation and what might make it difficult for them to ask for help. Finally, ask the children to create a leaflet, poster, or short advert aimed at other children their age, showing where to get help and encouraging them to speak up if they feel unsafe or upset. (CF7)

Assessment Suggestion

Baseline:

Ask the children the question: 'What is bullying?'

Summative:

Write down five consequences of bullying.

Reflection

Learning about bullying matters because...



Upper Key Stage 2

Bullying Matters

Learning opportunities

- ✓ About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others. (GW7, RKR9, WO8)
- ✓ That the same principles about how to treat others apply in all contexts, including online. (OSA1)
- ✓ How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell. (BS3)
- ✓ How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard. (BS5, BS6, BS7, RKR11)

Activities

1. Explain that the school has an anti-bullying policy that outlines how bullying incidents are identified and addressed. Discuss the acronyms STOP (Several Times On Purpose) and START (Start Telling And Reporting Trouble), exploring what they mean in real situations and how pupils might apply them in school. Ask pupils to consider practical ways they could report bullying and who they could speak to, then gather ideas through a short class or whole-school survey.

Ask pupils to develop a child-friendly version of the anti-bullying policy, including simple language and illustrations to help younger pupils understand it. (GW7, RKR9, WO8)

2. Introduce pupils to three types of bullying with clear definitions: direct bullying involves open, face-to-face behaviours such as name-calling, threats or physical aggression; indirect bullying is more subtle and may include spreading rumours, exclusion, or damaging someone's reputation behind their back; and cyberbullying involves harmful behaviour carried out through digital devices, such as messages, social media posts, images or online exclusion. In groups, ask pupils to create a freeze-frame for each type of bullying, giving each scene a clear title. Follow this with a discussion comparing the different types and exploring how they might feel similar or different to those involved or witnessing them. Ask pupils to generate nine reasons why reporting bullying is important and helpful (e.g. keeping people safe, preventing things getting worse, building a kind school environment, tackling and addressing discrimination) and record on the Diamond 9 template (page 136), then rank them in order of importance. Share ideas as a class. (GW7, RKR9, WO8, OSA1)
3. Show children this video: <https://www.youtube.com/watch?v=iY5vtS5OtFY> which depicts a boy receiving a stream of hurtful and unkind messages in a group chat, alongside someone noticing what is happening and offering support. Discuss the key message of the video by asking: What is happening to the boy? How might he be feeling? What might be stopping him from reporting? Who stepped in to help, and what difference did that make? Clarify that this is an example of cyberbullying and explore how quickly group chats and online spaces can become harmful when people join in or do not speak up. In pairs, ask pupils to identify what bystanders could do in this situation and create a short "helping hand" guide with practical actions for supporting someone experiencing cyberbullying, such as reporting, saving evidence, telling a trusted adult, and sending supportive messages. Conclude by discussing how pupils can safely act as upstanders online and help stop cyberbullying from continuing. (GW7, RKR9, WO8, OSA1)

4. Read the book: 'All The Things That Could Go Wrong' by Stewart Foster. A book about bullying and friendship. Use the characters to explore different points of view – the person displaying bullying behaviour and the person being bullied. Explore the importance of empathy kindness and communication. Ask: How many stars would you give the book? Would you recommend it to other schools to discuss bullying? (GW7, RKR9, WO8)
5. Use the lesson plan and slides at the bottom of this link: <https://anti-bullyingalliance.org.uk/tools-information/what-bullying/banter/teaching-about-banter-and-bullying> to explore the difference between banter and bullying with the children. Ask children to create their own 'Bantometer' using the activity handout. (GW7, RKR9, WO8)
6. Carry out the toothpaste challenge to reinforce the message that once unkind words have been said it's impossible to take them back. Choose two members of the class to take part in a challenge - they have to squeeze toothpaste out of the tube as fast as possible - whilst being timed. The winner is whoever does it in the quickest time. Now choose two new people and give them a toothpick or teaspoon, and ask them to put the toothpaste back into the tube. Ask: How does this link to bullying online and offline? (GW7, RKR9, WO8)
7. Introduce the scenario: Liam, a skilled gamer, is the new boy at school and quickly becomes the centre of attention. George, another pupil, feels threatened by him and challenges Liam to an online game, which Liam wins. Feeling embarrassed and angry, George starts an online campaign against Liam. With encouragement from friends, he shares jokes and edited images about Liam, which then escalate into homophobic comments, including phrases such as "You are so gay! You gay-mer!" As the situation spreads online, Liam sees others laughing and begins to feel isolated and unsure who he can turn to. Why other reasons might stop Liam from getting help? Discuss with pupils why George may be behaving in this way and explore why using the term "gay" as an insult is harmful and inappropriate. Consider the impact this behaviour could have on Liam's feelings and wellbeing. Ask pupils to think carefully about what Liam could do to get support, as well as what he should avoid doing in response. Finally, pupils write a supportive message to Liam in the form of a text, email or letter, offering advice and reassurance about the steps he can take. (GW7, RKR5, RKR6, RKR9, RKR10, WO8)

8. Introduce a set of short scenarios with the class to explore different types of behaviour and conflict: Luke is playing football and is skilful, so Jake trips him when he cannot tackle him; Ellie meets friends after school but does not invite Jess; Rishab posts a video online and his friends start making fun of him; pupils repeatedly hit Dev on the head "as a joke"; and Davinder keeps touching Imran's hair without permission. Explain that the same situation can be understood differently depending on who is involved. Use the idea of looking out of a window to explore perspective-taking, explaining that people in the same situation may "see" and experience different things depending on their viewpoint. In pairs, pupils choose one scenario and explore it from different perspectives, considering what each person might think, feel, and notice from their "window." They should then discuss what might make the situation worse and what could help to resolve it. Bring the class back together to create "top tips" for resolving conflicts and responding to unwanted physical contact, focusing on realistic strategies pupils can use in school (OSA1, BS3, BS5, BS6, BS7, RKR1, RKR6, RKR11, GW1)

Assessment Suggestion

Baseline:

Write down everything you know about bullying. In a different colour add all the new things you learn as you work through the topic.

Summative:

Give the children a sheet of paper with the alphabet written down the margin. Can they fill the letters with words they have learnt in this topic? A = Ask for help. B = Bullying, etc.

Reflection

Learning about the definition of bullying matters because...



Key Stage 1 Being Me

Learning opportunities

- ✓ What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging. **(RKR8, RKR10)**
- ✓ That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things. **(RKR1)**
- ✓ How to respectfully express their likes, dislikes and needs, and listen to other people. **(RKR3, RKR5)**
- ✓ How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly. **(GW3, GW4, GW5)**

Activities

1. Talk with the class about what makes each person special, such as their likes, hobbies, personality, family, or appearance. Give each child a strip of paper and ask them to draw or write one thing that makes them unique. Help them form their strips into rings and link them together to make a class paper chain. Hang the chain in the classroom and use it to talk about how everyone is different but connected, celebrating what makes each child special. **(RKR8, RKR10, RKR1)**
2. Prepare a decorated box with a mirror inside it. Introduce the magic box to the children and explain that inside it is a picture of the most special person in the whole world. Explain that each of them will be allowed to look inside and discover who it is, but they must be careful not to spoil it for others and not to tell until everyone has had a turn. Provide a range of feelings words. Ask the children to write down how they felt when they looked in the box? Why is knowing we are all special important? **(GW3, GW4, GW5, RKR8, RKR10)**

3. Read the story 'The Name Jar': <https://www.youtube.com/watch?v=192ytnVUCUQ> with the class and discuss why Unhei wanted to change her name, why the other children treated her differently, and what we can learn about kindness and diversity from the story. Sit the children in a circle and pass around a speaking object, asking each child to say, "My name is __," with the class clapping and smiling after each turn. Then, model an example name poster and provide children with a word frame, pens, stickers, and pictures so they can design their own personalised poster celebrating their name. Highlight that everyone is different, special, and part of the class, and create a class display of the finished posters. Optionally, encourage children to find out why they were given their name and any meaning behind it to share with the class. **(RKR8, RKR10)**
4. In a large area, arrange mats to resemble stepping stones across a swamp and invite the children to use their imagination to cross it to find happiness, explaining that crocodiles are in the swamp and the only way to keep their toes safe is to think positively and say something good about themselves; make a list of possible positive statements together. Have the children take turns crossing the swamp, saying something positive at each step, and discuss how they could help a friend if someone gets stuck. After the activity, talk about how supporting each other made them feel and explore situations where people could be more encouraging, sharing ideas as a class. **(RKR8, RKR10)**
5. Display images of different foods or toys on the board and ask the children to vote for their favourite. Then, in pairs, encourage them to persuade their partner why their choice is the best. Talk together about the kinds of arguments they used. Ask the class whether it really matters if we all like different things and discuss how having different preferences is part of what makes each of us unique. **(RKR8, RKR10, RKR1, RKR5)**

6. Watch the film clip 'The Present': <https://www.literacyshed.com/en-us/resource/the-present-film-en-gb> and discuss the story, focusing on the boy and his new three-legged puppy. Discuss how the dog is similar to and different from other dogs the children know, and why the boy might feel unsure at first and how his feelings change. Encourage children to share how they might feel in the boy's place and why different people react differently to new situations. Finally, have them write a short diary entry pretending to be the boy, describing the dog and his feelings. Share some of the children's ideas. Reflect on how both the dog and the boy are unique. **(GW3, GW4, GW5, RKR8, RKR10)**
7. Ask the class to explore their school and local community, noticing good things, what they are proud of, the groups they belong to, and people who are special to them. Encourage them to record their ideas through drawings or simple notes. Ask: How does it feel to be part of a group or community? Back in the classroom, share and celebrate the different contributions, then create a class display to highlight the community. Finally, guide the children to make a thank-you card for someone in their school or community to show their gratitude.
8. Watch the clip: www.bbc.co.uk/programmes/p011l9pf and then ask questions about how the monkeys are different and what they are good at. Encourage the children to share what they themselves are good at and make a collective class list. Using these ideas, guide the class to create a simple dance, poem, or wall display titled 'Being Us' that celebrates each child's strengths and individuality. **(RKR8, RKR10)**

9. Sit the children in a circle and explain what a compliment is, modelling examples (e.g. "You are kind," "You are a good friend," "You try hard"). Give one child a soft toy or talking object. The child gives a compliment to someone else in the circle, then passes the object on. Ensure everyone is included by continuing the activity until every child has both given and received a compliment. You may guide the order or support children with sentence starters to make sure no one is missed. Alternatively, use sticky notes so each child receives at least one written compliment. Afterwards, discuss how it felt to give and receive kind words and why compliments are important. You could display some of the compliments as a 'Kind Words' wall. Finish by reinforcing that everyone has positive qualities and deserves to feel valued. **(RKR8, RKR10)**

Assessment Suggestion

Baseline:

Draw and write what makes you special.

Summative:

Add to the picture in a different colour anything else you would like to add. What have you noticed?

Reflection

Knowing that I am special matters because...



Lower Key Stage 2 Being Me

Learning opportunities

- ✓ About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. **(RKR5 RKR8)**
- ✓ About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. **(RKR5 RKR6 RKR10)**
- ✓ About why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognizing risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support. **(OSA2)**

Activities

1. Give each child a simple bingo-style grid (or ask them to draw one) and explain that each box contains a statement such as: 'likes reading', 'has a pet', or 'enjoys sports'. Children move around the room asking classmates questions to find someone who matches each statement, writing that person's name in the box, using each person only once where possible. Once someone fills the whole grid, pause the class and ask pupils to share interesting or surprising things they found out. Have a short discussion by asking what the activity showed about how we are all different but also share similarities, and how these interests, strengths and preferences are part of what makes each person unique. **(RKR5, RKR8)**

2. Place pairs of the same numbers/pictures cards in a hat. Ask each child to pick out a card. Once every child has a card they have to find their partner.
Challenge 1: Ask children to talk with their partner to find out what their partner's interests are.
Challenge 2: Instruct children to make something to show the rest of the class about their partner's hobbies/interests (model an example). This might be a picture, a poster, a grafitti wall (see page 138), or a news report. You have 10 minutes to get thinking, 30 minutes to complete the challenge and two minutes to present your ideas to the class.
Explain that this activity helped to practice relationship skills of listening, understanding and appreciating other people. It showed that each of us is unique. **(RKR5, RKR8)**
3. Create an identity jigsaw. Give each child a blank puzzle piece and ask them to decorate it with symbols, words, or pictures representing their personality, interests, culture, gender, and other things that make them unique. Once finished, assemble all the pieces to create a class 'identity puzzle', showing how everyone's individuality contributes to the whole. This encourages reflection, collaboration, and a striking visual display of diversity. Ask the children how having such diversity makes the class stronger. **(RKR5, RKR8)**
4. Ask pupils to invent a fictional character with a name, powers, and costume. Make some life size versions and ask different children to stand behind and speak. Can the other pupils guess who it is behind the character? Explain that people online can also pretend to be someone they're not. In pairs, discuss how someone might trick others online and what information is safe or unsafe to share. Emphasise not sharing personal details, not collecting online 'friends' that you don't know and telling a trusted adult if something feels suspicious. Finish with a reflection on one thing learned about staying safe online. **(OSA2)**
5. Show the children the Rosa Parks clip and song: <https://www.bbc.co.uk/teach/class-clips-video/articles/z7rtvk7> and <https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-rosa-parks-sat-on-a-bus> to introduce discrimination in a way they can relate to. After watching, discuss how Rosa was treated differently and why, and invite children to record what they would like to say to her.

Link this to their own lives by exploring fairness, respect, and inclusion, highlighting that everyone has rights under the Equality Act and that people are protected from unfair treatment based on characteristics like age, gender, race, or disability. Reinforce that standing up for others reflects British values such as respect, tolerance, and democracy. **(RKR5, RKR6, RKR8, RKR10)**

6. Watch the BBC clip: [/www.bbc.co.uk/teach/class-clips-video/pshe-ks2-downs-syndrome/znfb92p](https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-downs-syndrome/znfb92p) and ask the children to notice how Alexandra and her sister are similar and different. In pairs, ask the children to create a Venn diagram (see page 145), comparing the sisters, highlighting visible and invisible differences, then discuss how these differences make each person unique. To follow up, have children think of one kind action they could do to make someone feel included or respected, sharing their ideas and adding them to a class 'Kindness Wall' to celebrate empathy and diversity. **(RKR5, RKR8)**
7. Write SCHOOL in the middle of the board. Ask: Who makes a school? Which people are important? What roles and responsibilities do they have? Why are pupils' responsibilities in school important? How can we make sure that everyone is respected and feels like they belong? What does "Living in a community" mean?
Ask children to draw a map of their community including places, people, groups, activities etc. Play the song 'Proud' by Heather Small. Ask: What does it mean to be proud? Think of all the things that you and others do that you are proud of in your school and community. In pairs, ask the children to mind map ideas of things they could do to celebrate and respect difference. **(RKR5, RKR8)**
8. Explain to the class that they are going to imagine they are helping to make their town a friendlier place. Tell them that a local councillor is a person who helps make decisions for their town or community. In pairs, ask the children to plan a simple, fun event, such as a sports day, fair, or talent show, that could bring people together. Then, have them write a short letter to the councillor explaining their idea and why it would help the community. Encourage clear, simple explanations and support children with sentence starters if needed. **(RKR6, RKR10)**

9. In a small space, divide the class into two teams and give each team two mats or pieces of paper. Create a 'river' in the middle of the classroom and challenge the children to help their teammates cross by only standing on the mats. If anyone steps off, give a five-second penalty. Encourage them to think of strategies, give each other positive comments, and discuss helpful versus unhelpful comments. Time each team and see if they can improve. Finish with a reflection where children complete the sentence: 'My team was awesome today because...' **(RKR5 RKR8)**
10. Introduce the quote "Somewhere inside all of us is the power to change the world" by Roald Dahl and ask students what they think it means. Use *The Big Friendly Giant (BFG)* as a stimulus, discussing how the BFG collected dreams in jars and what those dreams represented. Then, have students create their own "dream jars," writing or drawing how they would like to change the world. Invite them to share their jars, celebrate their ideas, and display them in the classroom. Finish with a discussion on how everyone can contribute to making the world a better place. **(RKR5 RKR8)**

Assessment Suggestion

Baseline:

Create cards with good qualities written on them. For example, I am strong, I forgive people, I am kind, I am brave, etc. Children can pick cards that apply to themselves or to a partner and explain why they have picked them.

Summative:

Repeat the process. Have children become more confident and self-aware?

Reflection

Knowing that I am special matters because...



Upper Key Stage 2 Being Me

Learning opportunities

- ✓ About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. (RKR5, RKR8)
- ✓ How courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. (RKR5, RKR7)
- ✓ The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. (RKR1, RKR6, GW1)
- ✓ About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. (RKR5, RKR6, RKR10)

Activities

1. Play a game of 'Find someone who...' Give out a sheet to each class member with 10 different statements on. For example: I can knit, I can play the piano, I can roll my tongue, I can do a headstand, I can say the alphabet backwards, etc. Give the class a set time to see if they can find someone who, by placing names next to the statement. In pairs, ask the children to explore each other's talents further. Can they think of five each? (RKR5, RKR8)

2. Provide a gingerbread outline (see page 137) and distribute art materials and magazines. Invite the children to decorate the body shape, illustrating all of the skills, talents and abilities that they have discussed. In pairs, ask them to consider: What are the similarities and differences between me and my partner? What things do we have in common? Next, ask the children to add images/text around the outline to show the goals they would like to set for themselves in the future. Display the body outlines in the classroom. (RKR5, RKR8)

3. Introduce the idea of creating a personal fact file by exploring a well-known character together. For example, build a class fact file about Harry Potter or another familiar figure. As a group, discuss and note down:

- Visible traits (appearance, style).
- Strengths and weaknesses.
- Interests and hobbies.
- Likes and dislikes.
- Attitude and personality.
- Aspirations and goals.
- Beliefs and values.
- Quirks or unique habits.

Invite pupils to create their own personal fact file. Encourage them to think carefully about what makes them unique. Ask pupils to share their fact files in pairs and the lead a class discussion about the importance of recognising and celebrating the things that make us unique. (RKR5, RKR8)

4. Play the clip introducing a new autistic character in 'Thomas and Friends': <https://youtube/9jmvsB2d188?si=otdHXoHYDrKfZvRR> Explain that autism is a difference in how some people experience the world, communicate, and process information, and emphasise there is no single right way to think or behave. After watching the video, ask pupils to discuss what they noticed about the character and the voice actor, and why it is significant that the actor is also autistic.

Take feedback and discuss the importance of people having ownership of their own stories. Ask groups to consider how it might feel to never see anyone like yourself represented in books, TV, or film, and what impact representation can have on confidence and belonging. The groups should then produce a short presentation explaining why representation matters and how it can help build a more inclusive society where everyone feels seen, valued, and respected. (RKR1, RKR6, GW1, RKR5, RKR8)

5. Listen to the song 'This Is Me' from 'The Greatest Showman' and share the lyrics with the class: <https://www.youtube.com/watch?v=5J29YsEfYlo> Ask: What is the message of the song? Explore the ideas of self-acceptance and standing up against judgement. Link this to representation and why it matters that different people and experiences are seen and valued in society. Ask: What does discrimination mean? (treating someone unfairly because of who they are). As a class, brainstorm different forms of discrimination such as race, gender, sexuality, disability, and consider how this might affect people's feelings and opportunities. In pairs or small groups, ask pupils to create an acrostic poem or rap using the word DISCRIMINATION. They should include the meaning of the word, examples of unfair treatment, and positive messages about inclusion and respect. Encourage pupils to link their ideas back to the song's message that everyone deserves to be proud of who they are and to feel accepted. (RKR5, RKR6, RKR8, RKR10)

6. Brainstorm which people and groups make up the local community and the positive contributions they make. Discuss what is needed for a community to be strong, fair, and inclusive, introducing the idea of diversity, what it means, why it matters, and the benefits of living in a diverse community (e.g. different cultures, backgrounds, abilities, beliefs, and experiences working). Explain that pupils will be creating a Community Jigsaw, where each piece represents a different person or group within the community (e.g. families, schools, emergency services, different ages, cultures, religions, and abilities). The aim is to show that every piece is important and the community only works when all pieces are included. In pairs or small groups, pupils design their jigsaw and annotate each piece to show:

- Who or what the group is.
- What positive contribution they make.
- How they connect to other groups to support the community.
- How inclusion and respect for differences help the community function well.
- What might happen if discrimination means some groups are left out.

Reflect on the variety of customs and traditions in the community. Encourage pupils to think carefully about how diversity strengthens communities and how everyone has a role in making it work. Pupils then create a title and a short motto or slogan for their Community Jigsaw. Share and celebrate. (RKR5, RKR6, RKR8, RKR10)

7. Play the video 'What makes me me?': <https://www.bbc.co.uk/programmes/p015lztg> which introduces a famous philosophical question about change, if something is changed bit by bit over time, is it still the same thing? After watching, ask pupils to discuss what they think makes something still itself and link this to personal identity. Ask: If your thoughts, feelings, interests, and experiences change as you grow, are you still the same person? What stays the same and what changes? In pairs, ask pupils to create a continuity map of themselves showing things that have changed (e.g. hobbies, appearance, opinions) and things that have stayed the same (e.g. values, personality traits, relationships), then use this to debate whether they are still the same person they were in the past. Bring the class together to share ideas and encourage pupils to reflect on the message that being human means growing and changing while still holding onto what makes us unique. (RKR5, RKR8)

Assessment Suggestion

Baseline:

Each child creates their own Diamond 9 (see page 136) of their own strengths. Do not give them any guidance or help in terms of content, just method and encouragement.

Summative:

Repeat the process allowing the children to change strengths and the Diamond 9. Ask them to write a few lines explaining why they've made the changes they have.

Reflection

Being part of the community matters because...



Key Stage 1

Difference and Diversity

Learning opportunities

- ✓ What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging. (RKR8, RKR10)
- ✓ That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things. (RKR1)
- ✓ That there are different types of family, and that everyone's family is unique and special. (F3)
- ✓ What a family is and who is in our family. (F1, F2)
- ✓ How families show love and care, and different ways they can spend time together and share each other's lives. (F2, F4)
- ✓ Different jobs that people do, including roles and responsibilities people have in their community.

Activities

1. Introduce the words 'same,' similar,' different' and 'equal.' Play a game of 'find someone who' using the following statements.

As children move around the classroom, ask them to find someone who:

1. has similar shoes.
2. has different coloured hair.
3. is equally special.
4. has different sized feet.
5. has the same colour eyes.

Think of synonyms for the words same/similar, different, and equal. Ask the children what they noticed from the activity.

Read the story book, 'It's Okay to be different' by Todd Parr: <https://www.youtube.com/watch?v=z41mt3hNytM>. Introduce phrases that celebrate difference and diversity. Read the book, 'Perfectly Norman' by Tom Percival: <https://www.youtube.com/watch?v=CkynBfbSflk>. Ask: What was Norman worried about? How could we help Norman if he was in our class?

Discuss: What makes every one of us special/unique? Model a one-page profile and then using the templates ask the children to develop their own: <https://sheffkids.co.uk/resources/>

Ask: Why does getting to know each other better help us to get along better?

Conclude by asking each child to finish this sentence: I am special/unique because... (RKR8, RKR10, RKR1)

2. Read a book about families e.g., 'Family Book' by Todd Parr and/or 'And Tango Makes Three' published by Simon and Schuster.

Discuss in pairs, then ask them to draw and write in pairs what they have learnt about families from the stories (F3)

3. Discuss: What makes up a family? Watch the video, Caring Family Networks, from the BBC Our Family series: <https://www.bbc.co.uk/teach/class-clips-video/articles/zwb2jsg#zdhf9ty>. Talk about Ivy's family, who was in it? What sort of things did they do together? Ask the children to think about ways that their family is different and similar to Ivy's family. Ask the children to produce a family portrait including pets, labelling who they are. Share and celebrate. Finish with children completing the sentence: My family is special because...

(F1, F2, F3, F4)

4. Use the website to share some of the places Barnaby has visited: <https://www.bbc.co.uk/programmes/b006mfzw/clips>. Ask the class to identify somewhere they have lived or visited in the UK or further afield. Ask the children to imagine they are going on holiday, where would they like to go? Why? What would they pack in their suitcase? Provide a suitcase template. Ask children to draw everything they would take with them on holiday. Compare pictures. What is the same/different?

Go round the group and ask children to finish the sentence: My favourite thing to do on holiday with my family is... (F2, F4)

5. Read the book, 'Same, Same but Different' by Jenny Sue Kostecki-Shaw: www.youtube.com/watch?v=MjK1J0jUxD4. In pairs, ask the class to think of three things that were the same but different about the characters.

Ask the children to draw pictures showing all the ways that the children are 'different but the same in the story.' Discuss how they are the same but different to children in their class and school.

(RKR8, RKR10)

6. Watch the video of the boy creating an igloo to introduce a place that contrasts with the school's locality: <https://www.youtube.com/watch?v=ky57HCQPSNk>. In groups, ask the children to compare the life of the boy in the video to their own.

(RKR8, RKR10)

7. Ask the children to draw a picture of a pirate, an astronaut, a scientist, a dancer or firefighter. When complete, ask if the character is male or female? Introduce a range of people who are dancers, scientists, firefighters of all genders. Address any stereotypes that might have been present in the children's pictures. What would their job involve? Invite people from your community to talk about their jobs. Ask what qualities/skills do people need to do these jobs? Read the 'The Queen Engineer' by Suzanne Hemming: <https://www.youtube.com/watch?v=yrAus5Ti6l4>. Ask why did the King think Flo could not be an engineer?

In pairs, ask the children to build a tower using scrap materials. Once complete, compare the towers, what skills and qualities did they use and need to build the tower? How might these skills and qualities help them in their future careers?

Create a Venn diagram using two hoops. Gather some toys together and ask children to put them in the hoops according to whether they are boys' toys or girls' toys.

The idea is to stimulate a discussion about gender stereotypes through thinking about whether toys should be for boys or girls. Ask why do people get the idea that some things are for girls and some are for boys? Is this fair? Can anyone play with anything?

(RKR1)

8. Read the story 'My Hair' by Hannah Lee: <https://www.youtube.com/watch?v=x2SvbDdoDQE>

How many hairstyles can you remember from the story? Ask: What do you like about your hair? Draw a hairstyle you would love to have, explaining why. How can we show respect for different hair types and styles?

(RKR8, RKR10, RKR1, RKR5)

Assessment Suggestion

Baseline:

Draw and write activity, 'A family looks like...'

The child then draws a picture and can label it and/or write sentences beside it to explain.

Summative:

Use the Draw and write activity which was completed in the baseline task and add anything else in a different colour.

Reflection

Being different is ok because...



Lower Key Stage 2

Difference and Diversity

Learning opportunities

- ✓ About the importance of friendships; positive friendships support wellbeing. **CF1**
- ✓ What constitutes a positive healthy friendship; that truthfulness and loyalty are also part of this, but when these might be less appropriate. **CF2**
- ✓ That healthy friendships make people feel included, safe and happy, how to recognise when they or others feel lonely or excluded, strategies to include others; the importance of seeking support if feeling lonely or excluded. **CF1 CF3 CF4 GW6**
- ✓ The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. **RKR1 RKR6 GW1**
- ✓ About diversity, personal identity and self-respect; what contributes to who someone is, the benefits of living in a diverse community and that everyone should be treated with respect. **RKR5 RKR8**
- ✓ What stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes. **RKR10**
- ✓ About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. **RKR5 RKR6 RKR10**

Activities

1. Change places if... You like eating fruit, you have brothers, you have a pet dog, you have a birthday in May or June, etc. Ask the children in pairs to find out two ways that they are the same as each other and two ways they are different and then feedback some of the answers. Discuss: What does it mean to be treated with respect? How can we show respect to others? What does it mean to be judged? How might people judge or disrespect others?

Present these scenarios:

- John uses a wheelchair, at playtime some children tell him, "You can't play this".
- Malala is new and still learning English. Other children don't include her.
- Karim wants to dance with the girls at break, but they won't let him join in.

Ask the children to 'hot seat' the characters to explore: How might these people feel? What would help them to feel respected and included? Discuss: What could you do if you heard or saw this happen? Explain that when someone is not included, or treated unfairly because of who they are, this is called discrimination. Can they think of any other examples of discrimination?

Treating people with respect matters because...

(RKR10, RKR1, RKR6, GW1, RKR5, RKR8)

2. Show children a range of flags from across the world: <https://www.worldometers.info/geography/flags-of-the-world/> Complete a quiz to see if, in pairs they can guess which country they are from. Are any flags the same? Conclude with just like people flags and the countries they represent have similarities and differences and that although we can be grouped by similarities we share, each and every one of us shares common needs e.g., to be treated kindly, to be listened to, eat and drink, shelter, etc. Provide the children with a rectangle (outline of a flag) split into four parts. Ask the children to draw something in each section that represents them e.g., cultural, family, religion, interests. Place the flags in a bag. Draw them out to see if they can guess who it is. Celebrate each other's design and the diversity in the room.

(RKR5, RKR8)

3. Ask the children to think of a Prince and a Princess. In pairs, have them discuss: What do Princes and Princesses usually do in stories?; What qualities do they have? Read 'The Paper Bag Princess' by Robert Munsch: <https://www.youtube.com/watch?v=7snF5RDLtTM> What happens to the princess compared to what we usually expect in fairy tales? How is this story similar to or different from the princes and princesses you thought about at the start? Are there qualities in the characters that you didn't expect? Discuss how Princess Elizabeth behaves differently from a "typical" princess and how Prince Ronald is portrayed. What does this tell us about traditional fairy tale stereotypes? Ask children to imagine they are creating their own fairy tale inspired by 'The Paper Bag Princess'. Encourage them to design a prince or princess who breaks traditional stereotypes, thinking carefully about qualities such as bravery, independence, kindness, or intelligence rather than appearance or wealth. Discuss how stories, things we read and see can shape our ideas about what girls and boys should do. These are called stereotypes. Emphasise that in real life people can choose any path and develop any qualities, regardless of gender.

(RKR10)

4. Read 'Elmer' by David McKee and in pairs discuss why Elmer decides to make himself like the other elephants, ensuring pupils recognise that it is Elmer himself who feels different while his elephant family have always welcomed and loved him for who he is. Discuss how we know his family love him and why feeling different might affect Elmer's life. Provide an outline of an elephant for pupils to write inside how Elmer might be feeling and outside how this may affect his life. Ask children to suggest three ideas for how they could be a good friend to Elmer. Explore what constitutes a positive and healthy friendship, including that truthfulness and loyalty are part of this but that there may be times when these need to be used thoughtfully, such as being honest in a kind and sensitive way or balancing loyalty with doing what is right for someone's wellbeing.

(RKR2, RKR5, RKR8, CF1, CF2, CF3, CF4, GW6).

5. Use this lesson and the scenarios on page 3 to explore gender stereotypes: <https://ukfeminista.org.uk/wp-content/uploads/2024/09/KS2-Y34-classroom-activity-on-gender-stereotypes.pdf> Ask children for their ideas on how your school can ensure that gender stereotypes do not hold people back.

(RKR10)

6. Give each group a carefully selected magazine, comic, or book and ask them to look carefully at the images included. Encourage them to notice if people of different cultures, abilities, genders, or backgrounds are represented and if any are missing.

Have a discussion to share conclusions. Ask: Could the media be more inclusive? Ask children to write a short email suggesting ways the media could include a wider range of people, and finish with a class discussion on why diverse images are important and how the media can influence our ideas.

(RKR5, RKR8, RKR10)

7. Show the clip 'For the Birds': <https://www.literacyshed.com/for-the-birds.html>

Ask the children: why do you think the small birds didn't want the big bird to sit with them? What do you think the small birds were saying? How did the big bird feel? What does this film teach us about accepting those who are different from us? What advice would you give to the small birds? Record and share ideas using an advice alley.

(RKR6, RKR10, CF1, CF3, CF4, GW6)

8. Use this clip: <https://www.bbc.co.uk/bitesize/articles/z8yjd3#zfnq7yc> to explore: What do we mean by discrimination? What are the consequences of discrimination? How might it feel to someone on the receiving end? 'Mind map ideas. Discuss, and practice in pairs, ways we could respond to discrimination if we saw it in school. Could a pledge or charter be developed? Create a class poem about the importance of kindness in our communities.

(RKR1, RKR5, RKR6, RKR8, RKR10, GW1)

Assessment Suggestion

Baseline:

Draw and write activity.

What do we mean by stereotyping?

Summative:

Repeat the activity again adding more information in a different colour.

The differences will allow you to identify what the class now understand and what still needs to be learnt.

Reflection

Celebrating difference matters because ...



Upper Key Stage 2

Difference and Diversity

Learning opportunities

- ✓ The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. (RKR1 RKR6 GW1)
- ✓ About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. (RKR5 RKR8)
- ✓ About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. (RKR5 RKR6 RKR10)
- ✓ What stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes. (RKR10)
- ✓ How to respond to situations where they experience disappointment or frustration with others. (RKR3)
- ✓ How courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. (RKR5 RKR7)

Activities

1. What do you think the title for this topic, 'difference and diversity' means? Explore and discuss. Now explore the phrase 'we have far more in common than that which divides us.' (RKR5, RKR8)

2. Ask pupils to draw and write what they understand by the word 'prejudice' and think of three synonyms (e.g. unfairness, bias, discrimination). Explain that prejudice is still something that happens today, even though the Equality Act 2010 exists to protect people from being treated unfairly because of protected characteristics such as age, disability, race, religion, gender, or sexuality. Ask pupils to explore historical examples of people who faced prejudice, such as *Mary Seacole*, *Emmeline Pankhurst*, and *Nelson Mandela*. Take on the role of one of the characters, pupils ask questions to find out how and why they were treated unfairly. Discuss how prejudice might still appear in school or society today (for example, through name-calling, assumptions, or excluding others). Ask pupils to write a short email to the headteacher, a local MP, or the Prime Minister explaining what they would like to see happen to challenge prejudice and promote fairness, equality, and respect for everyone. (RKR5 RKR6 RKR10)
3. Wrap a selection of books so the covers are hidden and present them one at a time, reading a short description of the content. Ask: Would you choose to read this book? Why? What do you think it might be about? Who might enjoy it? Pupils share ideas before the cover is revealed to compare assumptions with the real book. Ask: How is a book similar to a person? Why do we make quick judgements based on appearance? What might we miss if we only see the outside? If we notice someone being judged or treated unfairly because of how they look or are perceived, how could we respond? How can we challenge unkind behaviour safely and respectfully? Ask pupils to create a campaign that celebrates kindness and difference with the title 'Why should we blend in when we are born to stand out?' (RKR5 RKR8)
4. Introduce the idea that identity is made up of both visible and hidden parts by leading a class discussion about what we can see about a person on the outside (e.g. clothing) and what we cannot see on the inside (such as beliefs). In pairs, give pupils a body outline and ask them to represent identity in two sections, labelling the outside of the body with things others might notice (e.g. appearance, behaviour, interests) and the inside of the body with things that are not immediately visible (e.g. beliefs, culture, experiences, personality, and values).

Use questioning to explore why some aspects of identity are not immediately visible, how this can lead to assumptions, and why it is important to treat people with respect and not judge them based only on what we can see. Read some extracts from *'Evie and Maryam's Family Tree'* by Janeen Hayat to explore how even when we feel we have little in common, we can learn about each other's backgrounds and build a friendship.

(RKR5 RKR8)

5. Show children a range of interests (e.g. football, baking, gaming, reading, dance, coding, caring for animals) and for each one ask pupils to decide whether they think it is enjoyed by lots of different types of people or mainly one type of person, and briefly explain their reasoning. Share examples of how people with different identities can share the same interests, for example, Mary Berry, Nadiya Hussain and Jamie Oliver all share an interest in cooking and food but have very different backgrounds and careers. Ask pupils to compare these with their ideas and discuss any surprises. Ask pupils to choose one interest and create a fact card showing at least three different types of people who might enjoy it. Discuss how stereotypes are assumptions about groups of people that can be unfair or misleading, and ask pupils to suggest ways to challenge them, such as questioning assumptions and seeing people as individuals rather than labels. (RKR10)
6. Read the scenario: Kane is in his final year of primary school and has decided to grow his hair long because he likes it. However, some people have started being unkind, saying boys shouldn't have long hair, calling him names, and trying to make him fight. Kane is feeling upset and is thinking about changing his appearance even though he doesn't want to. Ask: What stereotypes are being shown in this scenario? Discuss why stereotypes are unfair. In pairs, ask pupils to create a Helpful Response Toolkit for Kane with 3–5 practical responses Kane or others could use, such as what to say, how to respond calmly and confidently, who to ask for help, and how to show acceptance and support. Practice using the phrases or responses in pairs through role play or carousel. Finish by identifying top tips for how we can all make sure we do not reinforce or spread stereotypes when we speak or act. (RKR10, RKR3)

7. In groups of 4 or 5, ask pupils to draw a family member. Fold over the paper so others can't see and pass it on to the next child to draw a family member. When all have drawn someone, open the paper to reveal the family they have drawn collectively. Explore any age-appropriate key vocabulary linked to difference and diversity of relationship. Discuss that people may experience different types of relationships and identities, and why all relationships should be based on respect, kindness, and acceptance. Link this to the idea that everyone has the right to feel safe and included, as set out in the Equality Act 2010. In pairs, ask pupils to create a Respect in Relationships Guide for a school display, using definitions for 3–4 of the key words and advice for how we should treat others in friendships and relationships (e.g. being kind, not making assumptions, using respectful language, and including others). Discuss why respect is important in all relationships at school and beyond. (RKR5 RKR8)
8. Choose a suitable book from <https://www.booktrust.org.uk/book-recommendations/booklists/books-about-refugees-and-asylum-seekers-for-younger-children/> that illustrates the challenges a child faces when displaced, and trying to adjust to a new home /culture/ community. In groups, ask pupils to develop a play, freeze frame or poem about helping a refugee child/family to feel welcome in their school and community. (RKR1, RKR5, RKR6, RKR7, GW1)

Assessment Suggestion

Baseline:

Draw/write: What is prejudice? How can we tackle it?

Summative:

Complete the baseline task again. Compare responses. What new information and understanding has been gained?

Reflection

Learning about difference and diversity matters because...



Key Stage 1

Being Responsible

Learning opportunities

- ✓ How to play cooperatively; what they can do if they feel upset or angry with someone. (RKR3, RKR6)
- ✓ How to share, take turns and include others. (CF2)
- ✓ How families show love and care, and different ways they can spend time together and share each other's lives. (F2, F4)
- ✓ That food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk. (HE1, HE4)
- ✓ Ways to show politeness and respect. (RKR7)
- ✓ How to dial 999 in an emergency (including from a locked mobile phone), and what to say. (BFA1)
- ✓ About the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency. (BS4, BS7)

Activities

1. Play a game where children are asked to perform the opposite of your instruction. For example, stop means go, go means stop, up means down and down means up. Encourage them to listen carefully and use all their super skills (see page 16). Ask the children to work in groups of four. Provide them with bean bags and a bucket. Ask them to think of a game they could play with the equipment they have and decide on the rules. Encourage them to consider what would happen if someone breaks the rules. Have children practice and share the games developed. Discuss: Did everyone work together? What would happen if the games didn't have rules? Why are rules needed? Give examples of different rules in different situations and how they help us to work, play, and behave cooperatively. (RKR3, RKR6)
2. Tell the class you have brought something to share, like pieces of paper or small cards, and deliberately give some children more and some fewer. Ask: Was that fair? Discuss how to make sharing equal and why sharing is important when working as a team. As a class, create a simple list of rules for teamwork, such as taking turns, listening, and helping. Then, divide children into small groups for activities like building a tower with blocks, drawing a group picture, or completing a puzzle. Observe and praise positive behaviours. Using a puppet, feedback all the positive things you observed. Explain that sometimes people find following the rules difficult. Discuss: How could we encourage others to share if they don't know how? Model and practise. (RKR3, RKR6, CF2)
3. Discuss: How do we make decisions? Explain that you have time for only one game today and the choices are 'Duck, Duck, Goose,' 'What Time is it Mr. Wolf?' and 'Musical Statues.' Ask the children how we could decide which game to play, encourage ideas like a vote by hands up, standing up, or a secret ballot. Discuss how to choose the winner after the vote and how they might feel if their choice isn't picked. Play the chosen game, then reflect together on ways to make it fairer so everyone gets a turn or choice in future. Explore skills they could use when they don't get what they want, and model or role-play these strategies. (CF2, RKR7)
4. In pairs, ask the children to talk about what they are responsible for and create a class list. This might include: making my bed; tying my shoelaces; getting dressed; tidying my room; making my breakfast; cleaning my teeth; feeding my pet; reading/changing my reading book; hanging my things up; washing my hands; fastening my coat. Invite children to draw pictures of three responsibilities they have at home or school and share them with the class. Discuss whether they enjoy having responsibilities and how being responsible helps others. Encourage them to set personal goals for being more responsible and talk about ways they have cared for others, exploring how that feels and recognising that everyone's needs may be different. (F2, F4)
5. Ask the children what they think seeds need to grow and discuss their ideas, guiding them to include water, sunlight, air, and warmth. Talk about a gardener's or farmer's responsibilities, like watering, caring for soil, and keeping plants safe. Give each child seeds to plant, such as mung beans, mustard, or cress, and support them to nurture their plants over time. Encourage them to observe and record growth, reflect on why growing your own food is good for the planet, and discuss how looking after plants can help them understand how to care for people too. Read Oliver's Vegetables <https://www.youtube.com/watch?v=WZszls4lb5I> to link the activity to healthy eating, the environment, and caring for others. (HE1, HE4)
6. Watch the clip: 'Why Do We Need Trees?': https://youtu.be/z_KMN8532co?si=FjvbHK9714X31eiu or read the poem 'Leave the Trees': https://www.youtube.com/watch?v=dYW3_rLYWSw and discuss the key points with the class, creating a mind map of what they have learned. Take the children outside to observe trees, encouraging them to use their senses to notice what they hear, feel, smell, and touch. Provide leaf outlines for the children to write down why trees are amazing and display their work in the classroom. (RKR7)
7. Show the class crayons in different conditions (broken, short, torn wrappers). In pairs or groups, children discuss why they look this way and how they could have been cared for better. Ask: Who used them? How were they treated? What happens when we don't look after things? Next, show the cover of 'The Day the Crayons Quit': https://youtu.be/clPMQDx4JIo?si=W4A_6FrmicpFoaIS and ask children to predict what the story is about. Read the story and discuss the events. Explain that the class will hold a campaign to support the crayons. In groups, children create a sign, speech, and slogan explaining how their crayon should be treated better. Finish with a discussion about responsibility and caring for our own belongings and those of others. (RKR7)
8. Ask children what they do with rubbish and how they know what to recycle. Show different items or pictures and place 'Yes' and 'No' signs around the room to show whether items can be recycled.

Children move to the side they think is correct, then discuss confusing items, what to do if unsure, why people litter, and the effects of rubbish. Next, read 'Captain Green and the Plastic Scene': <https://youtu.be/EC0Ed4cxHEE?si=lrZ8bkjdeFmUAFVm> discuss the meanings of 'reduce' and 'reuse'. Finish by asking each child to write a Captain Green Pledge explaining how they will reduce, reuse, or recycle at home or school, reflecting on how responsibility helps the environment.

(RKR7)

9. Use pictures of different people (e.g. teacher, nurse, dentist, bus driver, family, friends). In pairs, discuss how each person is responsible for helping others and keeping people safe, and record ideas. Share emergency scenarios and ask which need urgent support and who could help. Introduce calling 999 using the clip: <https://www.bbc.co.uk/news/av/uk-england-derbyshire-38321371> and discuss why Lily-Mae called. Go through how to call 999: <https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/> and what information to give. Role-play making a 999 call in pairs. Finish with 'The Boy Who Cried Wolf': <https://youtu.be/UD9nqtB8hnU?si=NjB8pDkhQ0VGy34w> and discuss why 999 should only be used in real emergencies.

(BFA1, BS4, BS7, PS1)

Assessment Suggestion

Baseline:

Draw pictures of responsibilities that you have at home and at school.

Summative:

Set goals of being more responsible at home and school. Have you achieved the goals?

Reflection

Having rules matters because...



Lower Key Stage 2

Being Responsible

Learning opportunities

- ✓ The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. **RKR1 RKR6 GW1**
- ✓ What is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) **BFA2**
- ✓ When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them. **BFA1**
- ✓ About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent. **WO4 WO10**
- ✓ That the same principles about how to treat others apply in all contexts, including online. **OSA1**

Activities

1. Explain that everyone at school has the right to learn, be safe, and be happy, and it is our responsibility to respect the rights of others. Ask pupils to work in pairs to discuss what can be done in their classroom to make sure everyone enjoys these rights. Show an example Classroom Rights Charter, such as: interesting and fun lessons, a safe environment, privacy, being listened to, good resources, caring teachers, fun, breaks, healthy food, and developing talents. Discuss what each right means and ask pupils if they would like to add or change anything for their classroom. Then explain that rights come with responsibilities, for example, the right to learn means we have the responsibility to work hard and not distract others. Ask pupils to suggest responsibilities for the other rights and display their ideas to create a Classroom Rights and Responsibilities Charter. **(RKR1, RKR6, GW1)**

2. Explain that the class has been chosen to live on a new planet and must set up a community. Ask them to brainstorm what they need to live and grow happily and sort their ideas into 'needs' and 'wants', discussing the difference. Ask them how people can fulfil their responsibilities to keep the planet healthy and write five simple rules for their community. Give each pair twenty blank cards to choose items to take. Announce that due to limited space, they can only take twelve items, then later ten, asking them to remove items and keep the most essential. Pairs then join another pair to agree on a final set of ten items together. Finally, discuss: Which items were removed? Why? What's the difference between needs and wants? What does a community need to help everyone live happily? Introduce the word 'compassion' and ask pupils to create a slogan for their new community. **(RKR1, RKR6, GW1)**

3. Discuss with the children: Where would you see rules? Why are they important? Scroll down on this link and show the picture of the dinosaur: <https://www.youtube.com/watch?v=Q3ozxrdD30s&t=28s> Ask: What do you think has happened? What rules has the dinosaur broken and how? What kind of character would do this on purpose? Discuss that although everyone has a right to be who they are, they need to take into account the effect that this will have on other people and things around them. For example, the dinosaur may have been starving, and he might have wanted to get across town quickly, but in doing so, he needed to follow the rules of the town so that everyone remained safe and happy instead of trampling all over the town. How do we know the dinosaur might regret what he has done? Ask the children to draw people from the town that have been affected by the dinosaur's actions and encourage them to write what they are thinking or feeling. Conclude by children writing a letter of apology to the townspeople in role as the dinosaur. **(RKR1, RKR6, GW1)**

4. Ask the children to imagine that the dinosaur is sometimes not careful online. In what ways might he behave online that are not safe or kind? Hot seat the teacher as the dinosaur. Invite the children to explain what behaviours are not safe or kind, explore how they might be affecting others and provide some tips. Use the KS1 resources from <https://projectevolve.co.uk/> to support this learning. **(WO4 WO10)**

5. Discuss with the children: What is a decision? How can we make decisions? How could we decide who goes first when playing a game? Explain that some decisions are easy and might only affect one person. However, when a group of people need to decide together, voting is a way for everyone to have their say. Explore different ways of voting. For example, by putting your hands up, standing up, or sitting down, moving to different places in the room, ticking a list or by using a mock ballot paper. Use simple statements to encourage voting:

1. All children should get pocket money.
2. Sweets should be banned.
3. Children should be allowed to drink juice at break time.

Ask which method of voting they preferred? Why?

Ask: What if I said that not everyone had the right to vote, only boys? How would that make you feel? Watch the clip about the suffragettes: <https://www.youtube.com/watch?v=r3eGgyD27jg> or <https://assets-learning.parliament.uk/uploads/2020/10/Votes-for-women-lesson.pdf>

Discuss that because of the campaigning of the suffragettes everyone now has the right to vote for the government they want at the age of 18.

(RKR1, RKR6, GW1)

6. Watch the video: <https://www.youtube.com/watch?v=vaTEmeHXJxI>. After watching, discuss with the class what they have learned about caring for animals. Then ask each pupil to choose a pet and draw it. Using the five welfare needs, have them write down what their pet (or an imaginary class pet) would need to stay happy and healthy. Finish by sharing ideas with the class. **(RKR1, RKR6, GW1)**

7. Introduce climate change by discussing what it means, then show the clip: <https://vimeo.com/140200000> and ask the children to identify the main points. In pairs, have them plan and practise a simple news report explaining what climate change is and what we can do to help. Model the process first, then let children present their reports, reflecting on what was enjoyable or challenging. Optionally, gather their ideas to create a classroom poster about climate change and caring for the planet. **(RKR1, RKR6, GW1)**

8. Choose a topical environmental issue, such as 'should single-use plastics be banned?', and provide four perspectives for discussion: Environment (plastic harms nature, so we should ban it), Business/shops (shops might struggle if plastics are banned), People's convenience (some people find plastic easy and cheap to use), and Innovation (we could use biodegradable plastics or improve recycling instead). Split the class into four groups, giving each group one perspective along with sentence stems to plan their ideas. Hold a class debate where each group presents their argument, then discuss together which ideas were strongest and take a vote. Encourage children to reflect on how well they worked as a team and what makes good teamwork.

(RKR1, RKR6, GW1)

9. Use the resources on the Red Cross website to teach children about first aid: <https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/> Explore why first aid is important and how they can keep themselves and others safe: <https://firstaidchampions.redcross.org.uk/primary/safety/> Teach children relevant first aid skills such as how to deal with bites and stings and asthma using the films and steps on the link.

(BFA2)

10. Ask the children if they remember how to make an emergency call. Ask: What information would the operator need to know? Use the 'Calling 999 – Practise role play cards and PowerPoint' to role-play scenario: <https://firstaidchampions.redcross.org.uk/en/primary/teaching-resources/> **(BFA1)**

Assessment Suggestion

Baseline:

What 'super skills' do you have at the start of the topic? (Use the skills assessment wheel page 16).

Summative:

How have your 'super skills' improved?

Reflection

Learning about responsibility matters because...



Upper Key Stage 2

Being Responsible

Learning opportunities

- ✓ The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. (RKR1 RKR6 GW1)
- ✓ About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. (RKR5 RKR8)
- ✓ What is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, and bleeds). (BFA2)
- ✓ When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them. (BFA1)
- ✓ About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing. (WO3)

Activities

1. Show the clip: www.youtube.com/watch?v=x9_lvXFEyJo
Explain that after World War II the leaders of the world got together and set up a new organisation called the United Nations (UN) to help stop wars between countries and build a better world. The UN drew up a list of human rights that belong to everyone in the world called the Universal Declaration of Human Rights (UDHR). They include our right to get married, to live, to go to school and to play; our right to food and shelter and to travel; our right to think and say what we believe in; our right to be treated fairly and our right to peace. Thirty rights from the UDHR are illustrated in a book called, 'We Are All Born Free'.

Show the 'We Are All Born Free' picture PowerPoint from the website: www.amnesty.org.uk/resources/book-activities-we-are-all-born-free. In groups, give each a picture and ask them to think about what each picture really means and to present their ideas to the class. Ask the children to develop their own pictures based on the same rights using a range of media.

(RKR1 RKR6 GW1)

2. Provide pupils with the statement: "I have the right to a clean environment, so I have the responsibility to look after it." Discuss what this means and invite pupils to brainstorm practical ways they can care for their environment in school and beyond. Repeat this process for two further statements: "I have the right to be educated, so I have the responsibility to learn as much as I can and support others in their learning," and "I have the right to a full and happy life, so I have the responsibility to help others who may need support." After exploring each statement, ask pupils to work in pairs to set three simple responsibility goals, one linked to each statement, encouraging realistic and achievable actions they can put into practice. Great resources to support teaching and learning about children's rights: <https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/>
3. Discuss with pupils that everyone has the right to be protected by the law and that laws are created to ensure people are treated fairly.

Watch this clip: www.youtube.com/watch?v=ex_xxMptoml
Using the booklet, ask the pupils to choose an area to research and create a simple quiz for the class to use. <https://learning.parliament.uk/en/resources/discover-the-uk-parliament-7-11-booklet/> Finish with a class discussion about what they have learnt about rules and laws.

(RKR1 RKR6 GW1)

4. Ask: What does democracy mean? Take responses and build a class definition, drawing out that democracy involves people having a say and making decisions through voting. Explain that gathering people's opinions helps us make fair choices, and voting is one way to do this. Carry out a series of quick class votes (e.g. banning football at playtime, adding an extra hour of music each week, or introducing fruit in KS2).

Use different voting methods such as hands up or standing and record the results clearly on the board to show the majority decision each time. Discuss how it feels when your choice is not selected, emphasising that in a democracy, decisions are often made based on the majority. Ask: what is a protest and why people might take part in one? Explore examples and discuss the rights people have to protest, alongside the responsibilities they must follow to ensure it is done safely and respectfully.

(RKR1 RKR6 GW1)

5. Introduce the idea that the planet is like a patient needing a health check and ask pupils what they think might be going well and what might be causing concern. As a class, use an A-Z template to generate key vocabulary linked to environmental issues (e.g. pollution, climate change, habitats, conservation, deforestation). Draw two large circles labelled 'Out of our control' and 'Within our control.' Using prior discussion, ask pupils to sort ideas into each circle, considering what individuals can influence versus larger global issues. Return to the planet health check and ask pupils to write a prescription for the planet, suggesting practical actions that could help improve its health. Pupils can then set personal and class goals based on these ideas, focusing on realistic steps they can take to care for the environment.

(RKR1 RKR6 GW1)

6. Ask: What is a community? Discuss how communities are groups of people who live, work, or learn together and share spaces and experiences. In groups or individually, pupils identify positive aspects of their community, such as places, people, events, or values that make it a good place to live and learn. Introduce the ideas of isolation and loneliness, discussing how they might affect individuals and communities. Explore how kindness and inclusion can help people feel connected. Pupils then create a personal action plan or small project plan with practical ways to promote kindness, inclusion, and connection in school or the wider community.

(RKR5 RKR8)

7. Read the poem "The British Poem" <https://www.poemhunter.com/poem/the-british/> by Benjamin Zephaniah and discuss how it celebrates the diversity of people and cultures within Britain. Explain that the poem presents Britain as a mixture of many different backgrounds, showing that diversity is a strength. Ask: Which British values does this poem reflect? Why is it important to celebrate diversity in a community? Explore ideas and encourage children to think about how different people contribute to a richer, more inclusive society.

Ask: What do you think are the most important "ingredients" for celebrating diversity well? Share ideas as a class. Ask pupils to create their own version of The British Poem focused on their school.

(RKR5 RKR8)

8. Show the clip, 'Jack's Story' by St. John's Ambulance to explore when and why people may need first aid. <https://www.youtube.com/watch?v=aft2RqR-Fh0>. Ask a child to be Jack, and do a hot seat activity to find out more about how he responded and how he contacted the emergency services. Ask pupils to map hazards that may cause injury or harm in a home or outside and explore how we can reduce risks. Use the resources to practise first aid skills. <https://www.sja.org.uk/get-advice/first-aid-lesson-plans/> Choose activities to revisit across the year to keep practising. How should we respond in an emergency? (BFA2, BFA1)
9. Ask the children to describe some ways we can act responsibly online for our safety and wellbeing. Give pupils a set of gaming statements to discuss and sort into Healthy / Risky / Needs Attention, such as: Players pause and take regular breaks; games encourage players to keep playing for rewards; there are lots of In-game purchases; Loot boxes give random rewards; someone has less sleep because they are gaming. Discuss what each type of habit might mean for wellbeing, including time use, mood, and money. Ask: what strategies could a player could use to stay safe and balanced (e.g. setting time limits, turning off spending options, taking breaks, or asking an adult before purchasing). (WO3)

Assessment Suggestion

Baseline:

What 'super skills' do you have at the start of the topic?

Summative:

How have your 'super skills' improved?

Reflection

Learning how to be responsible matters because...



Key Stage 1 Being Safe

Learning opportunities

- ✓ What rules are, some basic safety rules and how different rules can help to keep people safe in different situations. (PS1)
- ✓ How to recognise potentially harmful or hazardous situations in everyday life, including at home. (PS1)
- ✓ How to cross the road safely with adult support. (PS2)
- ✓ Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people. (WO10, OSA4, OSA5)
- ✓ Different ways people use the internet in everyday life. (WO1)
- ✓ That not everything on the internet is true or real. (WO7)
- ✓ How the internet and digital devices can be used to safely and respectfully communicate with others. (WO2, WO4, OSA1)
- ✓ That it is important to be kind online; that people's feelings can be hurt by unkindness online. (OSA1)
- ✓ That sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true. (OSA2)
- ✓ Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people. (WO10, OSA4, OSA5)
- ✓ How rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices (WO3, WO5, OSA3)
- ✓ Some benefits and risks of watching videos or playing games online (WO6, WO7)
- ✓ How to tell a trusted adult if they have worries about something online (WO11)

Activities

1. Show the children this photo: <https://firstaidchampions.redcross.org.uk/en/spot-the-danger/> and ask: What hazards are there for children in the kitchen? Identify some top tips for keeping safe in the kitchen. Next, ask the children to draw a picture of a garden and add 10 hazards/risks? Give your picture to a partner and see if they can find them. (PS1)
2. Show the children pictures of different situations (e.g., River, Internet, Road, Garden, Fireworks) and ask them to describe what they can see. Discuss how each situation could be unsafe and what they can do to stay safe. Turn this into an active game by placing the pictures on one side of the room and reading out examples; pupils step forward if they think it is safe and step back if it is unsafe (e.g., paddling in a river with an adult vs jumping in when it is icy). Finally, ask pupils to choose one picture and create a simple poster to teach other children how to stay safe in that situation. (PS1, PS2)
3. Use the 'Stepping Stones to Road Safety' resource to remind children of safe behaviour on and near roads. <https://www.think.gov.uk/wp-content/uploads/2018/04/Stepping-Stones-To-Road-Safety-3-to-6yrs.pdf> (PS2)
4. Use the 'Water Smart' lesson resources: <https://www.rlss.org.uk/water-safety-education-resources-for-5-7-year-olds> to teach the children some basic rules about water safety. (PS1)
5. Read the story, 'Little Red Riding Hood.' Provide children with green and red cards. Green = Safe and Red = Unsafe. Read the story and ask the children to hold up the appropriate card. Discuss their choices. Hot seat Red Riding Hood and ask the children to give her advice on how to stay safer in future. (PS1)

6. Read: *DigiDuck's Big Decision.* www.childnet.com/resources/digiducks-big-decision

Use the questions at the end of the book to discuss the story with the children. Discuss why it might be a good idea to have a username when playing a game online. Make up some usernames for the class puppets. Explain that giving personal information online is not safe behaviour.

(WO10, OSA4, OSA5)

7. Ask children to draw and write about different ways that children might have fun on the internet. Show the Watching Videos episode <https://www.ceopeducation.co.uk/parents/jessie-and-friends/> Pause at key moments when Jessie is watching the video and ask pupils: Do you think this video is real or made up? How might Jessie feel while watching this? Emphasise that not everything online is true or safe, and sometimes videos can make us feel worried, sad, or confused. Remind pupils that if they ever see something online that makes them feel uncomfortable, they should stop and tell a trusted adult. After the video, introduce simple example messages on cards, one kind message a friend might send online, and one unkind. Ask pupils to identify which is kind, which is unkind, and how each might make someone feel. Explain that just like Jessie thinks carefully about what she watches, we should also think carefully about what we say online. Ask children who they would tell if they were worried about something they had seen or received online. Reinforce trusted adults as a support. (WO1, WO2, WO4, OSA1, OSA2, WO7, WO11)

8. Play the Sharing Pictures episode <https://www.ceopeducation.co.uk/parents/jessie-and-friends-videos/> Pause when Jessie shares a picture and discuss what happens next. Ask: Who can see this picture? How could sharing this make someone feel? Use this to explain that anything shared online can be seen or shared by others, and personal information should be kept private. Discuss safe behaviours, such as asking before sharing or posting, following age restrictions, and taking breaks from screens. Ask the children to create a My Online Safety Rules poster/assembly/video, including being kind online, keeping personal details private, asking for help from a trusted adult, taking breaks from screens and following age rules.

Conclude with a class discussion about the benefits (fun, learning, talking to friends) and risks (unkindness, strangers, too much screen time) of using the internet.

(OSA1, OSA3, OSA4, OSA5, WO3, WO5, WO6, WO7, WO10, WO11)

9. Explain what is meant by the term 'privacy' or 'keeping something private'. What sorts of things might people keep private online and offline? For example: Phone number, passwords, diary, email address, body parts. (The NSPCC underwear rule PANTS.: www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/) Ask: In what different ways do people keep things private? When might we need to break privacy? Where can we get help if we are worried about this?

(WO3, WO5, OSA3, DB2, BS2, BS3)

Assessment Suggestion

Baseline:

Discuss what websites, games, and/or any other ways children their age may use the internet.

Summative:

As a class develop a class display. For example, use hand outlines. Together write five ways on the digits, about how they can keep themselves and/or others safe online, at home, near the road etc.

Reflection

Rules matter because...



Lower Key Stage 2 Being Safe

Learning opportunities

- ✓ About the role of rules and laws in keeping people safe **PS1**
- ✓ Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety). **PS2**
- ✓ About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults. **BS1 BS3**
- ✓ How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help; how to keep trying until they are heard. **BS5 BS6 BS7 RKR11**
- ✓ About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent. **WO4 WO10**
- ✓ Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online. **OSA6**
- ✓ The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why and how to report concerns online **WO11**
- ✓ The risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet **OSA5**
- ✓ How to decide what is appropriate to share online and what should not be shared **OSA4**
- ✓ Reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing **WO5**

Activities

1. Watch the short film: <https://www.think.gov.uk/resource/expect-the-unexpected/> Discuss the key messages raised with the children. Support children to develop a safety campaign targeted using this resource: <https://www.think.gov.uk/resource/expect-the-unexpected/> **(PS1, PS2)**
2. Explain that 'consent' means asking permission and respecting choices. Explore this through scenarios:
 - a) Sarah always hugs hello and goodbye, but Jay doesn't like it. In pairs, agree a different greeting and use freeze frames to show the start and end. Discuss what worked.
 - b) Alex takes money from his mum's purse without asking. Discuss what he should have done and possible consequences.
 - c) Tia wants her brother's bike, but he says no. She threatens to damage it. Discuss feelings, reactions, and why this is not respectful.Finish by reflecting on where consent was or wasn't given and how to show respect by asking, listening, and accepting "no." **(BS1, BS3)**
3. Ask children if they remember the PANTS rule? Use the NSPCC PANTS materials to reinforce learning around consent: <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/pants?modularPage=lesson-plans-in-english> **(BS1, BS3)**
4. Discuss why people might not listen. In pairs, practise telling an adult something important using a prompt (e.g. "Please Mrs Patel, I'm worried about how Vivek/Sally is upsetting people"). One partner acts as a busy/unresponsive adult while the other persists. Stop and reflect on what happened and how it felt. Emphasise that if an adult won't listen, they should find another trusted adult. Use 'Not Now Bernard': <https://www.youtube.com/watch?v=5dbUll44eW8> to support discussion. Create class lists of strategies for speaking up and listening well and set a challenge to practise active listening for a week before reviewing. **(BS5, BS6, BS7, RKR11)**

5. Mind map all the ways children enjoy using technology. Create a character and use speech bubbles to identify the ways of having fun online. Ask children if they know any rules for how to keep safe online and note their ideas. Teach children the SMART rules using the guidance <https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities/> and accompanying films and materials. **(WO1, WO2, WO4, WO10, WO11, OSA6)**
6. Ask the class to work in groups of four to explore the scenarios below using a traffic light system: Red means stop, Amber means think about what's happening, and Green means go safely. Encourage the children to think carefully about each scenario and write down as many possible consequences as they can, then link them together to make a consequences chain.
 1. Talking on the internet to someone you don't know.
 2. Not having a password on your mobile phone.
 3. Riding your bike without a helmet.
 4. Playing near the local pond.
 5. Playing an online game for which you are too young.
 6. Posting a picture of a friend online without the permission of the friend.
 7. Spending most of the day online.
 8. Taking something that is not yours.Get the children to write as many direct consequences of each event as possible. Make a consequences wheel or chain. **(WO5, OSA4, OSA5, PS2)**
7. In groups of four, discuss what to do if something online upsets you and record strategies (e.g. unfriending, blocking, reporting, leaving the site, or telling a trusted adult or friend). Present a scenario where Laurie is asked by Sam to play an 18-rated game. Discuss what Laurie could do, possible outcomes, and how Sam could respect his choice. Talk about why age ratings exist and why they should be followed.
Useful link: <https://mollyrosefoundation.org/wp-content/uploads/2026/03/Primary-Digital-Wellbeing-Lesson-Plan.pdf> **(WO5)**

8. Ask pupils what they think railways are like and why they might be dangerous. Explain the key safety rules: stay behind a safe boundary (like an imaginary yellow line), never go onto tracks, only cross at safe places, and always listen to an adult. Read the following scenario: A child is playing near a railway fence and their ball rolls close to the tracks. They think about climbing over to get it. Ask pupils to discuss: What is happening? What is the danger? What should the child do instead? Next, show simple teacher-made statements and ask pupils to decide if they are Safe or Unsafe (e.g. Walking near train tracks with friends, Standing well back from the edge of the platform, Trying to pick something up from the tracks). In groups, pupils create a simple rail safety poster using a slogan such as "Stay Back, Stay Safe" or "Tracks Are Not for Playing On." Finish with a class discussion about how following rules keeps everyone safe. **(PS2)**

Assessment Suggestion

Baseline:

Draw/write: What risks might someone of your age experience?

Summative:

Draw/write: What risks might someone of your age experience?
Add any new ideas in a different colour.

Reflection

Learning how to stay safe online matters because...



Upper Key Stage 2 Being Safe

Learning opportunities

- ✓ Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety). **PS2**
- ✓ About the role of rules and laws in keeping people safe. **PS1 PS2**
- ✓ About hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances. **PS1**
- ✓ What AI is (including generative AI) and where it might be encountered in everyday life. **WO1**
- ✓ How AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing. **WO2**
- ✓ How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see. **WO7 WO9 WO10**
- ✓ How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation. **WO7 WO9**
- ✓ Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling. **WO2**
- ✓ Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online. **OSA1 WO4**

- ✓ How to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as scams and fraud, and their impact on wellbeing. **WO3 WO6**

Activities

1. Use the resources from Think to explore road safety in the local area: <https://www.think.gov.uk/wp-content/uploads/2018/09/4.-Road-ready-lesson-1.pdf> **(PS2)**
2. Use the Oak Academy resources to teach children the steps of the Water Safety Code: <https://www.thenational.academy/teachers/programmes/physical-education-primary-ks2/units/swimming-pre-swimming-familiarisation-activation-and-water-safety/lessons> **(PS1, PS2)**
3. Give pupils a labelled floor plan of a home and ask them to complete a “hazard audit” by identifying potential dangers in each room (e.g. overloaded sockets, frayed wires, unattended cooking, candles near flammable items, water near electrical appliances, medicines/cleaning products left out, blocked exits), then annotate each hazard with the possible risk (including fire and electric shock) and suggest ways to make it safer (e.g. unplugging safely, not overloading sockets, keeping liquids away from electrics, switching appliances off, and storing chemicals securely). Follow this with paired discussion to prioritise the most serious hazards and explain why, then share ideas as a class. Reinforce key messages about electrical and fire safety, following adult rules, spotting dangers, and knowing what to do in an emergency. **(PS1, PS2)**
4. Watch the video about AI: <https://www.bbc.co.uk/teach/articles/z97cs82#z66cfdm> then give some examples: voice assistants (Siri/Alexa), YouTube/Netflix recommendations, Google Maps route suggestions, predictive text/autocomplete, website chatbots, and facial recognition on phones. Demonstrate an AI chatbot by giving it a few different prompts (e.g. factual question, creative request, or opinion-based question) and discuss as a class how it produces answers based on training data rather than personal experience or feelings.

Ask pupils to complete a Venn diagram (see page 145) comparing interacting with an AI chatbot and a human, focusing on similarities (conversation, asking questions, receiving responses) and differences (AI has no emotions, understanding, or personal experience; humans can empathise and interpret context). Discuss why it is important to seek help from a trusted adult rather than relying on AI for emotional support or important decisions. **(WO1, WO2)**

5. Give pupils scenarios to sort into: Safe / Unsure / Unsafe. Scenarios: a 9-year-old trying to sign up for TikTok and being told they are too young; a YouTube search showing recommended videos based on previous views; a child seeing a sponsored post on a game app; a social media feed showing different posts to different users; an online news story with an edited image that looks suspicious; a message from an unknown user asking for personal details; an advert for in-app purchases, and a website asking to turn on location services for better recommendations. Discuss each scenario and identify what it shows about online safety and how the internet works. Focus on minimum age rules and how they protect children, how algorithms personalise and rank content, how data can be used for targeted advertising, and how to make safe choices when selecting search results or online content. Ask pupils to create a simple checklist for staying safe online based on the discussion. **(WO1 WO3, WO7, WO9, WO6)**
6. ‘Trust Me’ by Childnet provides KS2 lesson plans on online safety and critical thinking, focusing on evaluating online content (websites, ads, search results) and recognising how others may try to influence or persuade users into risky online behaviour: www.childnet.com/resources/trust-me **(WO7 WO9 WO10)**
7. Give pupils paired scenarios showing the same peer pressure online and offline. For example: a friend asks face-to-face at school for a personal photo, and the friend makes the same request in a group chat; a friend pressures them in person not to tell anyone something, and the same pressure is repeated in a message or group chat; a classmate asks face-to-face to share a password or personal information, and the same request is sent online; a friend asks in person to join them in an activity they don’t feel comfortable with, and the same pressure appears in a game chat. As a class, discuss how the pressure feels similar or different in each context, what makes online pressure harder to manage, and agree safe strategies for responding (e.g. saying no, not replying, blocking/reporting, or telling a trusted adult), linking to the importance of strong, supportive in-person friendships. **(WO2 OSA1WO4)**

9. Recap key rail safety rules and discuss why people might take risks near railways (distraction, curiosity, peer pressure, shortcuts). Introduce the idea that railways are dangerous even when trains are not visible. Read the following scenarios and ask children to discuss in groups:

1. A group of friends dares someone to walk along a railway bridge for a photo.
2. A student is late for school and considers crossing railway tracks instead of using a pedestrian bridge.
3. Someone drops their phone near the platform edge and thinks about climbing down to get it.

For each, pupils identify: What is the risk? What could happen? What is the safest choice? In groups, ask children to design a rail safety campaign aimed at their peers. This must include:

- A clear safety message (slogan)
- At least 3 safety rules or warnings
- A short persuasive explanation of why rail safety matters

Finish with reflection: What influences risky decisions, and how can we help others make safer choices around railways? **(PS2)**

Assessment Suggestion

Baseline:

Provide a box. Ask pupils to post the top 10 risky situations children of their age may experience. This may inform future planning.

Summative:

Provide appropriate sentence stems for example:
I have learnt that...
This has made me think differently because...

Reflection

Learning how to recognise, predict and manage risks in different situations matters because...



Key Stage 1

Relationships

Learning opportunities

- ✓ What friendship is and what makes a good friend. **CF1 CF2 CF4**
- ✓ How to share, take turns and include others. **CF2**
- ✓ About things that can help people feel good (e.g., playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep). **GW1**
- ✓ What makes them unique and special; about the different groups they are part of, and how this can contribute to a sense of belonging. **RKR8 RKR10**
- ✓ How to ask for help if a friendship is making them feel unhappy. **CF7**
- ✓ How to identify people they can tell, and get help from, if they are worried, upset, or uncomfortable, and why it is important to do so. **RKR11**
- ✓ How to play cooperatively; what they can do if they feel upset or angry with someone. **RKR3 RKR6**
- ✓ Simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument. **CF6 RKR3**
- ✓ About kind and unkind behaviour; that someone's actions and words can be hurtful. **RKR3 RKR9**
- ✓ How families show love and care, and different ways they can spend time together and share each other's lives. **F2 F4**
- ✓ That people often share food together, e.g., during mealtimes or special occasions. **HE2 HE3**
- ✓ What to do if anything about family life is upsetting or concerning. **F6**
- ✓ Basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe. **BS2 BS5 BS6**

Activities

1. Read the book 'I'm going to make a friend' by Darren Chetty: <https://www.youtube.com/watch?v=zi8D6lOr00A>
Discuss some of the qualities that the character considered when he was making his friend. Use a thumbs up/down activity to explore what makes a good friend with statements (e.g. A good friend helps others). Discuss answers, then record children's own ideas. Introduce a 'Recipe for a Good Friend' identifying key ingredients (e.g. kindness, sharing) and what to avoid. Children create simple written or illustrated recipes. Useful link for tips on supporting children to develop empathy: <https://empathylab.uk/wp-content/uploads/2025/03/Read-for-Empathy-3-11-Guide-2025.pdf>
(CF1, CF2, CF4)
2. Make pairs of matching cards (e.g., simple pictures, or shapes). Shuffle and hand one card to each child without them showing anyone. Play musical statues and when the music stops, children find the person with the matching card. Once found, they greet each other politely (e.g., "Hello, I'm really pleased that you are my partner"), with the teacher modelling this first. In pairs one child closes their eyes and draws a simple squiggly line for about 5 seconds. Their partner then turns that line into a picture (e.g. a snake, road, or wave). They then swap roles and repeat once or twice. Repeat the activity with new pairings so children practise being friendly and cooperative with new people. Finish with a short discussion about how it feels to make new friendships, how we can be kind when working with someone new, and how we communicate safely and kindly with friends, including online.
(CF2)
3. Share this clip: <https://www.bbc.co.uk/programmes/p011m1nc> and discuss as a class what the friendship code is and whether children agree with the ideas shared. Discuss how friends should behave and agree a set of class rules for friendship. Give each child a hand template to decorate with their own ideas for being a good friend. Arrange the finished hands into a circle to create a class poster titled Our Class Friendship Code displaying all the ideas around the outside. Refer back to the poster regularly to reinforce positive friendship behaviours.
(CF1, CF2, CF4)

4. Introduce the idea that everyone has 'an invisible friendship tank' that fills up when people are kind, helpful, and use kind words, and empties when people are unkind. In pairs, children identify examples of actions that would fill or empty someone's friendship tank. Discuss how we can tell when someone's tank is full, how it makes people feel, and how it feels when our own tank is filled by others. Play a game where children stand for actions that fill a tank and sit for actions that empty it. Introduce a 'Kindness Spotter' box where children and staff can post notes when they notice someone filling another person's tank and read these out at the end of the week to celebrate and reinforce the impact of kindness.
(CF1, CF2, CF4, GW1)
5. Explain that families can look different and that all families are special. Discuss simple ways families show love and care, such as spending time together, helping each other, or sharing meals. Then ask children to create a piece of 'family bunting' by decorating a flag or strip of paper with drawings or symbols showing things families might do together and how these might make someone feel (e.g., happy, safe, loved). Once complete, display the bunting as a class celebration of different families, and remind children that if anything in family life ever makes them feel worried or upset, they should talk to a trusted adult at school.
(F2, F4, F6, HE2, HE3)
6. Watch the clip: <https://www.bbc.co.uk/bitesize/topics/zhjxf8/watch/zpth34jj> where Alvin explains how he was worried about being rejected because of his scars but made a special friendship with Luke; discuss his feelings, how he overcame his fears, and why their friendship is special (kindness, acceptance). Ask: How do people make friends? (being kind, sharing, asking to play, including others). Set up a role-play activity giving children simple scenarios (e.g. someone playing alone, wanting to join a game, someone feeling sad) and model key phrases such as "Can I play with you?" or "Do you want to be my friend?". Allow children to practise in pairs or small groups and finish with a short discussion about what helped them make friends and how it felt. **(CF1, CF2, RKR8 RKR10)**
7. Ask children to imagine Amir, Sofia and Lily playing football while Jayden is left out. Discuss how Jayden might feel and how others could tell (facial expressions, body language, words).

Create a simple mind map. Explain empathy (putting yourself in someone else's shoes). Ask how the others could include Jayden, model kind phrases, and let children role-play in pairs. Remind them people feel differently, so it's important to ask and apologise if needed. Discuss what inclusion feels like and how to show it. Encourage telling a trusted adult if someone is upset and introduce an "I wish my teacher knew..." box for sharing feelings.

(CF2, CF7, RKR11)

8. Read the scenario: Jack and Jill usually go up the hill together to fetch a pail of water, but today Jack asks Jill to jump into the pond at the bottom of the hill. Jill does not want to, but Jack keeps making fun of her and putting pressure on her. Discuss how Jill might be feeling and explain that friends can sometimes argue. Jill needs help thinking about what she could say or do instead; reassure children that it is okay to say no, and brainstorm kind but firm responses she could use (e.g. "I don't want to do that," "No, that doesn't feel safe for me," or "Let's do something else instead"), and practice these in pairs. Emphasise simple, positive ways to resolve disagreements between friends, and that physically hurting someone is never the right way to solve an argument. Then, ask children to think of other similar situations where children might be pressured to do something they are not comfortable with and discuss appropriate responses.
(BS4, BS5, BS6, RKR3, RKR6, RKR9, CF6)

Assessment Suggestion

Baseline:

What makes a good classmate?

Summative:

Can the children add more suggestions in a different colour pen to the baseline question?

Reflection

Being kind to others matters because...



Lower Key Stage 2

Relationships

Learning opportunities

- ✓ What constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate. (CF2, CF4, RKR3)
- ✓ That healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences. (CF1, RKR4, RKR2)
- ✓ That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships. (CF5)
- ✓ About balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others. (RKR1, RKR4)
- ✓ About keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe. (BS2)
- ✓ How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing this. (BS5, CF7)
- ✓ How and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. (F3)

- ✓ Strategies for recognising and managing peer influence and the desire for peer approval in friendships. CF2
- ✓ That some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse. BS5 BS6

Activities

1. Have children work in pairs to write the word 'relationship' on a whiteboard and brainstorm what it means. Share ideas as a class and create a mind map. Discuss with the children how we should expect to be treated within a healthy friendship or relationship. Ask them to imagine that a relationship is like a seed, what would it need to grow and thrive? Provide heart templates (see page 154) and ask them to write their ideas on each one. Prompt the children to consider the opposite of a healthy relationship. Ask children to write contrasting ideas on some broken hearts (hearts cut in two). Share and compare. Create a class display showing the qualities of healthy and unhealthy relationships. (CF1, CF2, CF4, RKR2, RKR4, BS5, BS6)
2. Place 'Agree' at one side of the room and 'Disagree' at the other (or do thumbs up/thumbs down instead). Read out these words one at a time (jealousy, insults, shouting, power, fairness, not equal, control, respect, support, love, honesty). After each word, ask pupils to decide whether it belongs in a healthy relationship and move (or respond) accordingly. Invite children to explain the meaning of the words discussed using pictures or words. Then, in small groups, ask them to create freeze frames that demonstrate positive aspects of relationships. Encourage each group to select a piece of music or instruments to accompany their freeze frame. Discuss the body language in each statue and why they chose that piece of music. Conclude by identifying and summarising the key ingredients of a healthy friendship. (CF1, CF2, CF4, RKR2, RKR4, BS5, BS6)

3. Begin by creating a class list of kind things we can say to one another. Then, ask the children to stand in a circle. Using a ball of wool, invite one child to say something kind to another before passing the wool across the circle. Continue until everyone has had a turn, creating a visible "web" that connects the whole class. Discuss: Why is it important to be kind and inclusive? How can kindness strengthen the relationships in our class? In what ways can being kind support our wellbeing? Ask the children to share their ideas by creating a rap, poster, or poem that communicates the importance of kindness. (CF2, CF4, RKR2)

4. Watch the clip from 'Inside Out': <https://www.youtube.com/watch?v=kdhjztWMnVw> Ask the children to reflect on the relationships between the characters. How would they describe them? Are there any moments of change or loss? How do the characters respond to these feelings? What does it mean to be loving and caring? Next, invite the class to stand in a circle and join hands to form a friendship chain. Break the chain at one point and ask the children to suggest actions that might damage a friendship (e.g. not listening or being unkind). Then, ask them to suggest ways to repair the friendship and reconnect the chain (e.g. Apologising, listening, forgiving, talking things through). Repeat this process with a variety of ideas. Finally, ask the children to work in groups to create a friendship bridge (drawing or junk-modelling) showing how friendships can be repaired. Display the bridges in the classroom and refer back to them as a reminder of how friendships can be mended. (CF5)

5. Introduce the words 'problem solving' and 'compromise' in relation to friendships. Explain that problem solving is finding solutions to difficulties, and compromise is when everyone gives up something so things are fair. Present a scenario with Aisha, Ben and Chloe choosing items for a lunchtime activity. In pairs, pupils decide how they can share fairly and reach an agreement, then write a short ending showing how they solve the problem through compromise. Finish by discussing why these skills are important for working together and staying happy. (RKR1, RKR4)

6. Give the class a role-play activity called "The Friendly Pressure". Read scenarios (e.g. friends want to copy homework, friends say you can't play with someone else, friends want you to do something you're unsure about, or friends ask you to keep an uncomfortable secret). In pairs or small groups, pupils act out how the situation might unfold.

After each one, freeze and discuss: What might the person feel? What is the pressure? What could they do or say? Introduce sentence stems such as "I don't feel comfortable with that," "I'd rather not do that," or "Let's do something else instead," and remind pupils that they should never keep secrets that make them feel upset, worried, or uncomfortable, and should always tell a trusted adult. Encourage pupils to notice how wanting approval from friends can make choices harder and emphasise that good friendships respect different choices. Finish with a short reflection where pupils identify one strategy they could use to manage peer influence, such as saying no, suggesting an alternative, or speaking to a trusted adult. (BS2, BS5, CF2, CF7)

7. Begin by showing the class examples of Kandinsky's abstract art, including his "Tree of Life" style work, and explain how colours, shapes and materials can represent ideas and feelings rather than real-life images. Ask the children how families can be different, for example single-parent, blended, adoptive, foster, LGBT+ families, and families with or without children, and emphasise that all families should be respected. Using Kandinsky's work as inspiration: <https://artprojectsforkids.org/kandinsky-tree-collage/> ask pupils to create a 'family tree collage' where each family member is shown as a different colour, shape or material of their choice. Pupils should think about and be ready to explain their choices. Finish by sharing work and creating a class display celebrating the diversity of families in the class and community. (F3)

Assessment Suggestion

Baseline:

Write 10 things that describe a healthy relationship.

Summative:

Add to the baseline activity in a different colour any words/skills that you have learnt about that makes a healthy relationship.

Reflection

Healthy friendships and relationships matter because...



Upper Key Stage 2 Relationships

Learning opportunities

- ✓ That there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships. (F4, F5)
- ✓ That some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse. (BS5, BS6)
- ✓ How people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes). (CF1, CF2)
- ✓ How to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling. (RKR3, RKR4)
- ✓ About keeping something confidential or secret, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe. (BS2)
- ✓ How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that. (BS5, CF7)
- ✓ That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships. (CF5)
- ✓ That people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them. (DB1, DB3)
- ✓ That families should provide love, care, protection, and safety for children as they grow up. (F1, F2, F4)

- ✓ That families can go through changes (e.g., new siblings, moving home) and experience difficult times, and can support each other through these. (F2)
- ✓ What to do and who to talk to if someone is worried about their family or feels unsafe. (F6)

Activities

1. Share the video: <https://youtu.be/lxgDifOacU0?si=cvDEc5NHGSLfLeS5>. Ask pupils to identify the message and the different types of relationships shown. Discuss relationships not shown in the video (e.g., teacher, sports coach, hairdresser). Emphasise that although relationships can look different, many of the qualities that make them strong are similar. Ask: What makes a good relationship work well? Create a word web as a whole class to gather ideas about the qualities of a good friendship/relationship, then move pupils into pairs to complete a diamond 9 activity (see page 136), prioritising the most important qualities and justifying their choices. Share and highlight that strong relationships are built on shared values. (F4, F5)
2. Split the class in half, in groups ask one half to write an acrostic poem using the phrase 'HEALTHY RELATIONSHIP' and the other 'UNHEALTHY RELATIONSHIP.' Compare ideas. What could someone do if their relationship/friendship was unhealthy or it was making them unhappy? Emphasise that being hurtful to others is not ok and the importance of seeking support from a trusted adult. Share other organisations that support people who are in unhealthy relationships Samaritans and Childline. (B5, B6)
3. Share this scenario: Noah and Amara are starting a new secondary school in September and want to make new friends. Discuss key skills (introducing yourself, friendly body language, asking questions, listening, including others, respecting boundaries). Pupils fill in a 'tool box template' (see page 148) with useful skills and short examples, then share. Finish with a role-play of Noah and Amara making new friends. (CF1, CF2)

4. As a class, discuss the words, passive, aggressive and assertive, and provide brief definitions. In small groups, give each a friendship scenario and ask them to discuss and note what passive, aggressive and assertive responses might look like, including body language and facial expressions. The scenarios could include:

1. Muhammad is playing football with Rio and Daisy, but Rio keeps hogging the ball and never passes it.
2. Ruby is in a group with George and Arya but feels she is doing all the work while the others mess around.
3. George feels uncomfortable because his friend Alex keeps sending him weird videos.

Role play assertive responses for each scenario, focusing on words, tone, and body language. Discuss why assertive communication is important in relationships and how it supports respectful friendships and helps resolve conflict. (RKR3, RKR4, CF5)

5. Show an envelope labelled 'confidential' and discuss what it means and why some information is kept private. In groups, explore these scenarios: Jake asks his mum not to tell his dad he lied; Kai's coach asks him to keep a lift home secret; Omari's online friend wants their relationship kept secret; Adam's brother asks to keep a surprise gift secret. Decide which feel safe or risky, discuss how to make good decisions and identify trusted adults. Finish by writing a safety motto about confidentiality and secrets. (BS2, BS6, BS5, CF7)
6. Provide pictures of a range of diverse adult couples. Explain that the couple in each picture are partners. Ask: What does that mean? What is marriage? What is a civil partnership? Why do people get married/don't get married? Use a diamond 9 activity (see page 136) to explore reasons why people get married/have a civil partnership. For example:
 1. To have a big party.
 2. Because they love each other.
 3. To make a commitment to each other.
 4. To make God an important part of their relationship.
 5. Because they have no choice.
 6. To have a fairy-tale romantic day.
 7. So they can have a family.
 8. So that they have legal rights.
 9. To get lots of wedding presents.

Ask: What age can/do people get married? (18) What is the difference between arranged marriage and forced marriage? If people want to get married, how do they decide who to marry?

Ask pupils to imagine a couple in a marriage or civil partnership and write a short set of vows for them using prompts such as "I promise to..."

Encourage them to include key ingredients of a healthy relationship such as respect, trust, commitment and kindness. Share a few examples and briefly discuss what their vows suggest about what makes a strong, respectful relationship.

(F4, F5)

7. Read 'Frog in Love': <https://www.youtube.com/watch?v=20GP4V37dyo> and ask: What is the message? Explore the range of feelings Frog had. Discuss how, during puberty, feelings of attraction can become stronger, new, or confusing, and that it's okay to like who you like. Explore Frog's changing emotions, how friends respond, and the importance of respect and not making assumptions about others' feelings. In pairs, pupils role-play a conversation where Frog shares his feelings and a friend responds kindly, then reflect on how it feels to be understood or misunderstood. (DB1, DB3)
8. Discuss how families can change over time and may experience both positive and difficult situations. Use scenario cards (e.g. moving home, new baby, parents separating, illness, blended families, money worries, feeling unsafe) and in groups identify possible emotions and how families can support each other. Emphasise that families should provide love, care, protection and safety, and that support can also come from trusted adults outside the family. Pupils then create a trusted adults map of people they could talk to if worried or unsafe. Reinforce that if a child feels unsafe, they must tell a trusted adult and keep telling until they are helped. (F1, F2, F4, F6)

Assessment Suggestion

Baseline:

Ask children to write down all the relationships they can think of.

Summative:

Set a group challenge to create a leaflet about 'relationships.' The aim is to allow the class to practice group working skills as well as explore what they have learnt about relationships.

Reflection

Learning about confidentiality and secrets matters because...



Key Stage 1

Money Matters

Learning opportunities

- ✓ What money is, how people get money, and what it is used for.
- ✓ That money needs to be looked after; different ways of doing this, including keeping money in an account.
- ✓ Different ways of paying for things.
- ✓ That money can be saved or spent; that people make different choices about saving and spending money.
- ✓ The difference between needs and wants; that people may not always be able to have the things they want.
- ✓ That everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of.
- ✓ That people can earn money to pay for things by having a job.
- ✓ Different jobs that people do, including roles and responsibilities people have in their community.
- ✓ Some of the strengths and interests someone might need to do different jobs.

Activities

1. Ask the children, 'What is money?' and 'Where can you get money from?' to start a discussion. Then, give each child a piece of paper and ask them to draw a picture showing money and write a sentence or a few words about where it comes from. Encourage them to be creative and explain their ideas. Once complete, children can share their work with the class to talk about different types of money and ways to earn or receive it.

2. Give out a range of coins. Discuss the shape, size, colour and images on the coins. Ask the children to name them and order them from the least to the highest amount. Draw around the coins to make a picture. Can their partner guess what it is a picture of? Challenge them to work out how much the picture would cost if they had used real coins.
3. Create a class mind map thinking about how people pay for things if they don't use money (for example, vouchers, gift cards, swapping or trading, cards and digital payments). Show examples of a debit card and explain how a debit card works. Ask children to design their own debit cards. Give them a £20 pretend budget and have them role play buying items, noting what they bought and where from then discuss their choices as a class.
4. Read 'Jack and the Beanstalk' and show a bag that Jack has sent to the class. Inside the bag include a letter and some gold coins (one for each child). The letter could explain that he has sent the class some coins and each coin is worth £5. Ask: How does having money make you feel? Discuss in pairs. Form a circle and do a round, "Money makes me feel..." Ask children to share what they would do with the money: spend, save or share? After discussion time give the child thinking time and do another round with the sentence starter, "I would spend/save/share because..."
5. Watch the short video clip: <https://youtu.be/hL-V0Zw33Mc?si=4Auq-M0gdimM6wfZ> to explain the difference between needs (things we must have) and wants (things we would like). Ask the children to name three things they really want and share their ideas. Explain that Jack's brother, Ethan, is starting school in September and ask the children to draw three things he needs for school. Then ask them to think about what he might want for school that isn't essential and discuss what Mum can afford to buy. Use this to talk about why it's important to buy needs before wants and make careful choices about money.

6. Read a diary entry from Jack and Ethan's mum. For example: 'I am feeling very sad today. I know Ethan really wants the Nike trainers for school but we really need the money for food and bills and I can only afford a cheaper pair from Asda. What should I do?' Ask the children to role play their ideas in pairs, then share and compare. Discuss how Ethan will feel if he doesn't get what he wants. Finish by reminding the children that parents don't have unlimited money, so they have to make choices about what to buy. Encourage the children to think about being grateful for the things they do receive and understanding that sometimes needs must come before wants.
7. Show children pictures of all the places where someone could keep their money e.g., drawer, bank, purse, pocket, money box, shoe box. Make a continuum from most to least safe. Ask children to explain their choices. In pairs, get children to discuss what advice they would give to someone about where to keep their money and why. Ask the children to design their own money box. What will they save for?
8. Talk about a simple, local charity or cause, such as a food bank, animal shelter, or school library, and explain that the class can help by raising money. Give the children a small budget (or none at all) and challenge them to plan and run a real fundraising event for parents or carers, such as an art exhibition, a mini talent show, or a classroom sale of handmade items. Decide as a class what jobs need to be done, how to organise the event, and how to make it fun and welcoming. Once the money is collected, discuss with the children how it will be kept safe, where it should be stored, how much has been raised, and how it will be sent or given to the charity. Finally, guide the children to write a letter to the chosen charity explaining how they raised the money and why they have chosen to support them, then share and celebrate their achievements.

9. Introduce an A-Z (see page 133). Ask children to think of different jobs beginning with the letters of the alphabet: <https://www.bbc.co.uk/bitesize/articles/zdqnxyc/> Ask: Why do people have jobs/don't have jobs? Does everyone get paid the same amount of money? Introduce Tom, who is a Marine Biologist, and share the video: <https://www.stem.org.uk/resources/elibrary/resource/26074/marine-biologist> Create a mind map of all the interests/strengths Tom would need to his job. Ask the children to identify a job that interests them and to think about the strengths and qualities they would need: character-strengths Share and compare ideas.

Assessment Suggestion

Baseline:

Complete a draw and write activity of where money comes from and how people get money.

Summative:

Ask for three places we might want to save money, two reasons why we might spend money, and one situation in which money might make us feel sad.

Reflection

Learning about money matters because...



Lower Key Stage 2

Money Matters

Learning opportunities

- ✓ That people have different attitudes towards saving and spending money what influences people's decisions about saving and spending, including individual priorities, needs and want
- ✓ That what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)
- ✓ Different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account
- ✓ To recognise their achievements and personal strengths; how to set targets to help achieve their goals to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy.
- ✓ Advantages and disadvantages of different ways of paying for things

Activities

1. Provide each child with an A-Z template (page 135) and ask them to build a vocabulary list about different ways to pay for things. Watch the NatWest video: <https://natwestthrive.com/resource-hub/different-ways-to-pay-video> asking children to listen carefully for any payment methods or key financial vocabulary. Lead a class discussion to check understanding and invite children to share anything they noticed or found interesting. Ask pupils to add any new words or ideas they heard from the video to their A-Z sheet, encouraging them to think of words for each letter where possible. Share ideas as a class. Discuss the advantages and disadvantages of different payment methods.
2. Ask children to talk in pairs about what they think a bank is and why people might need one. Take a few responses and agree a simple class definition together. Introduce the idea of a bank statement using a simple example on the board. Talk through it together, pointing out money in and out, and the balance changing over time. Give children a short task based on the example: What money went in? What was spent? How much is left at the end. Bring the class back together and discuss why bank statements are useful for keeping track of money and avoiding mistakes or running out. Finish with a reflection: "A bank is useful because..." or "A bank statement helps people by..."
3. Give the children a scenario: A family has a certain amount of money each week and must decide how best to spend it. Explain the difference between needs (things we must have to stay safe, healthy and learn) and wants (things we would like but do not need to survive). Give each group the following Diamond 9 cards (see page 136) (or display them for children to copy onto paper): Water; Food; Shelter (home); School supplies (pencil, book, uniform); Warm clothing; Electricity; Toys; Internet; Sweets / chocolate. Ask children to arrange the items into a Diamond 9 shape, placing the most important item at the top, the least important at the bottom, and discussing where everything else should go in between. Encourage them to justify their choices and agree as a team. After the activity, bring the class together and compare different diamonds and discuss the importance of prioritising spending.
4. Introduce the key vocabulary. Interest, loan, debt, and tax. Start with four simple scenarios: (1) a child borrows £5 and pays back £6, (2) a family borrows money from a bank to buy a car, (3) a child owes money to a friend, and (4) adults pay money to the government from their earnings to fund services like schools and hospitals. After each scenario, ask children to discuss in pairs what they think is happening and match it to a word. Agree simple class definitions for each term: loan = money you borrow, interest = extra money paid back when borrowing, debt = money you owe, tax = money paid to fund public services. Ask children to create a scenario and a simple drawing for each one.
5. Ask the children to imagine that on average parents across the UK spend £600 on Summer holiday activities. As a class investigate a trip to a theme park or a zoo using the internet. Ask children to work out how much it would cost for a family of four to get into the theme park. What other costs would there be? How much would the trip cost altogether? Give the children the following scenario: A family visits the theme park/zoo and have a lovely time. At the end of the visit, they visit the shop and one of the children wants to buy a toy. The parents say they don't have any money left and the child starts having a tantrum. Ask: If you were the parent, what would you say to the child? Role-play ideas. Ask: why is it important to be grateful for things?
6. In pairs, ask children to list 10 things that make them happy. Discuss which items on their list do not cost any money and highlight that many things that make us happy are free. Ask: How would you persuade someone that money does not always buy happiness? In small groups, children develop an advert promoting the idea that the best things in life are free. Share some of the adverts and reflect on the message.
7. Write 'enterprise' on the board and ask children to share what they think it means. Explain that enterprise is about using ideas, skills and teamwork to solve problems and make things better. Introduce the 13 enterprise skills: <https://www.mc4c.co.uk/the-big-13> and explain that these are skills people use when working on real-life challenges. In pairs, give each one skill and ask them to discuss what it might mean and how someone might use it. Share ideas as a class and clarify understanding. Then set a simple school-based challenge, such as improving reading in school, encouraging more water drinking, or making playtimes calmer. In groups, ask children to discuss what is happening now, what the problem is, and how it could be improved. Support them to begin planning a simple campaign using the 13 enterprise skills. Finish by asking children to reflect on what they have achieved, how they have used the 13 skills and how these could be useful in future jobs and careers.
8. Listen to the story 'Costing the Earth': <https://www.funkidslive.com/learn/costing-the-earth-how-to-save-money-on-energy-and-electricity/> Ask children to identify in the story where energy is wasted and how money can be saved. In groups, using a large outline of a house, ask children to think of as many ways as possible to reduce the bills and therefore save money. What could they do with the money they might save, should they spend it, save it or donate it?
9. Discuss how water is used in the home, asking children to think of different ways water is used each day (e.g., washing, drinking, cooking). Explain that water is a limited resource and ask how we could save water, money, and help the environment. Share that the average person in the UK uses around 150 litres of water a day, compared to around 4.5 litres in some parts of Gambia, and discuss how daily life might be different if people had to walk long distances to collect water. Introduce a charity such as WaterAid and explain that charities help people by raising money and awareness for important causes. Discuss how people decide which charities to support. Then, in groups, ask children to research or explore a chosen local or global charity and create a simple factsheet explaining what it does and who it helps. Finish by discussing ideas for a class fundraising activity to support a chosen charity.

Assessment Suggestion

Baseline:

Ask the children, in pairs, to come up with what they would like to know about saving and spending money.

Summative:

Ask the children, in pairs, to brainstorm what they know about saving and spending money.

Reflection

Learning about spending and saving matters because...



Upper Key Stage 2

Money Matters

Learning opportunities

- ✓ That people have different attitudes towards saving and spending money what influences people's decisions about saving and spending, including individual priorities, needs and want.
- ✓ How money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to.
- ✓ That what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics).
- ✓ That there is a broad range of different jobs that people can have; that people often have more than one type of job during their career.
- ✓ That a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways.
- ✓ How different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career.
- ✓ That people doing different jobs are paid different salaries and money is one factor that may influence.
- ✓ A person's job or career choice; that people may choose to do voluntary work which is unpaid.
- ✓ That there are different routes into careers (e.g. college, apprenticeship, university).
- ✓ About the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes.
- ✓ Reasons for following rules and age restrictions; how rules and age restrictions for some apps, online gaming and gambling sites help protect personal safety and promote wellbeing. **W05**

Activities

1. Ask pupils to imagine and discuss three scenarios: having a small amount of money unexpectedly, losing money, and needing money for something important. Pupils record and share how each situation might make someone feel and why. Discuss how money can be linked to both positive and negative emotions, and how it is often used to make choices about needs and wants. Extend thinking by asking pupils to create a short story or scenario about someone losing or finding money and how it affects their feelings, choices and behaviour. Conclude by discussing how people can manage feelings about money and who they could talk to if they are worried or upset about money (e.g. trusted adults such as parents/carers, teachers or other supportive adults).
2. Introduce pupils to the idea that banks offer different types of accounts to help people manage and save money safely, such as current accounts (for everyday spending) and savings accounts (for keeping money aside and earning interest). Explain that different accounts have different purposes, such as tracking money, paying bills, or keeping savings secure. Pupils then sort a range of simple scenarios (e.g. receiving pocket money, saving for a bike, paying for snacks, keeping birthday money safe, receiving wages) and decide which type of account would be most suitable for each, justifying their choices. Discuss how using bank accounts helps people keep track of money, stay organised, and keep savings safe, and why people might choose different accounts depending on their needs.
3. Use lesson 2: <https://pshe-association.org.uk/lesson-plans/exploring-risk-in-gambling> to explore what gambling is and how it involves chance and risk. **(W05)**
4. Use this resource: <https://www.thenational.academy/teachers/programmes/financial-education-primary-ks2/units/budgets-and-ethical-spending/lessons/ethical-spending#video> to explore how buying choices can affect people, animals and the environment. Pupils discuss what ethical spending means and consider factors such as Fairtrade and sustainability when making purchasing decisions. Bring in some Products including some Fairtrade, and some not tested on animals. Can pupils spot the relevant logos?

Conclude with a class discussion reflecting on how consumers can make more thoughtful and responsible spending decisions and the impact these choices can have on the wider world.

5. Use: <https://www.bbc.co.uk/bitesize/articles/zdqnxyc#zbtm39> to create job cards (e.g. electrician, nurse, accountant, teacher, chef, graphic designer, construction worker, social worker, game designer and marketing assistant), each with a short, simplified job description. In groups, ask children to sort the jobs into different categories such as practical, caring, creative and office-based, and then consider factors including training routes (college, apprenticeship, university or mixed pathways), whether the role is typically paid or voluntary, and which jobs may be higher or lower paid, introducing the idea that income can influence career choices alongside interests and skills. Discuss what might influence people's decisions about jobs and how careers can change over time. Explore how jobs may develop or change in the future due to societal, environmental and technological change, including the possibility of new jobs that do not yet exist. Pupils then reflect on a job they might like to do in the future, giving reasons and identifying possible pathways into it.
6. Begin by revisiting Charlie and the Chocolate Factory and discussing Willy Wonka as an entrepreneur, exploring what makes a successful business owner. As a class, identify key enterprise skills such as creativity, problem-solving, teamwork, communication and decision-making, and consider what Charlie would need to run a successful business. In pairs, pupils then design a new product to be launched as part of the Willy Wonka range, ensuring it has a clear target audience and unique selling point. Pupils develop a simple branding package including a product name, logo and short advertising jingle or slogan, and consider basic business factors such as pricing and potential profit. Each pair then prepares a short pitch to present their idea to a panel of "Dragons", explaining their product, who it is for, and why it would be successful. The class then reflects on which ideas were most effective and why, linking back to the enterprise skills used throughout the task.
7. Watch the film about Jamie the chef: <https://primaryplatform.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe>
Use the accompanying lesson plan and resources to explore the skills, interests and experiences of a range of jobs.

8. Provide pupils with a range of images of people in different careers (e.g. doctor, engineer, teacher, chef, architect, construction worker, artist, scientist, police officer) and discuss what skills, interests and qualities might be needed for each role. Using the body template (page 142) ask pupils to note down their skills, qualities, strengths, achievements, interests and things they enjoy or would like to develop further. Share the big 13 enterprise skills to support pupils in identifying their skills and qualities: <https://www.mc4c.co.uk/the-big-13>. In groups, discuss the types of careers that might suit each person and why, encouraging pupils to link their own strengths and interests to possible future pathways. Pupils then identify one or two simple targets for developing these skills further to help them work towards future goals. Take some feedback. Watch this film: <https://www.bbc.co.uk/newsround/av/60659060> and revisit the career images and discuss how assumptions or stereotypes about gender might influence perceptions of who can do certain jobs, reinforcing that all careers are open to everyone regardless of gender. Explain that aspirations can be shaped by what people see around them and discuss why it is important that schools, families and the media present a wide and balanced range of possibilities.

Assessment Suggestion

Baseline:

Brainstorm: What impact does money impact on people's lives and the choices they make?

Summative:

Add to the brainstorm in a different colour pen.

Reflection

Learning about Fairtrade matters because...

LIST OF BOOKS INCLUDED IN PSHE MATTERS

Drug Education

- KS1**
- Goldilocks and the Three Bears

- LKS2**
- George’s Marvellous Medicine – Roald Dahl

Exploring Emotions

- KS1**
- My Many Coloured Days – Dr Seuss
 - What Feelings Do When No One’s Looking – Tina Oziewicz & Aleksandra Zajac
 - Martha Doesn’t Say Sorry – Samantha Berger
 - So Much – Trish Cooke

Being Healthy

- KS1**
- The Princess Who Could Not Sleep

- LKS2**
- The Huge Bag of Worries – Virginia Clarke

Growing Up

- KS1**
- Mister Seahorse – Eric Carle
 - Zog - Julia Donaldson
 - Once There Were Giants – Martin Waddell
 - Ask First Monkey – Juliet Clare Bell

Changes

- KS1**
- The Very Hungry Caterpillar – Eric Carle
 - Boris Starts School – Carrie Weston
 - Daddy’s Rainbow – Lucy Rowland & Becky Cameron
 - Mum and Dad Glue – Kes Gray

- LKS2**
- The Invisible String – Patrice Karst
 - Beginnings and Endings with Lifetimes in Between – Bryan Mellonie

Bullying Matters

- KS1**
- Cinderella
 - The Three Little Pigs

- LKS2**
- Marshall Armstrong is New to Our School – David Mackintosh

- UKS2**
- All the Things That Could Go Wrong – Stewart Foster

Being Me

- KS1**
- The Name Jar – Yangsook Choi

Difference and Diversity

- KS1**
- It’s OK to Be Different – Todd Parr
 - Perfectly Norman – Tom Percival
 - The Family Book – Todd Parr
 - And Tango Makes Three
 - Same, Same but Different – Jenny Sue Kostecki-Shaw
 - The Queen Engineer – Suzanne Hemming
 - My Hair - Hannah Lee

- LKS2**
- The Paper Bag Princess – Robert Munsch
 - Elmer – David McKee

- UKS2**
- Evie and Maryam’s Family Tree - Janeen Haya
 - We Are All Born Free (UDHR illustrated)

Being Responsible

- KS1**
- Oliver’s Vegetables – Vivian French
 - Leave the Trees - Benjamin Zephaniah
 - The Day the Crayons Quit - Drew Daywalt and Oliver Jeffers
 - Captain Green and the Plastic Scene - Evelyn Bookless and Danny Deeptown
 - The Boy Who Cried Wolf

- UKS2**
- The British Poem – Benjamin Zephaniah

Being Safe

- KS1**
- Little Red Riding Hood
 - DigiDuck’s Big Decision – Lindsay Buck & Ciara Flood
 - Smartie the Penguin – Polly Dunbar

- LKS2**
- Not Now Bernard – David McKee

Relationships

- KS1**
- I’m Going to Make a Friend – Darren Chetty

- UKS2**
- Frog in love – Max Velthuijs

Money Matters

- KS1**
- Jack and the Beanstalk

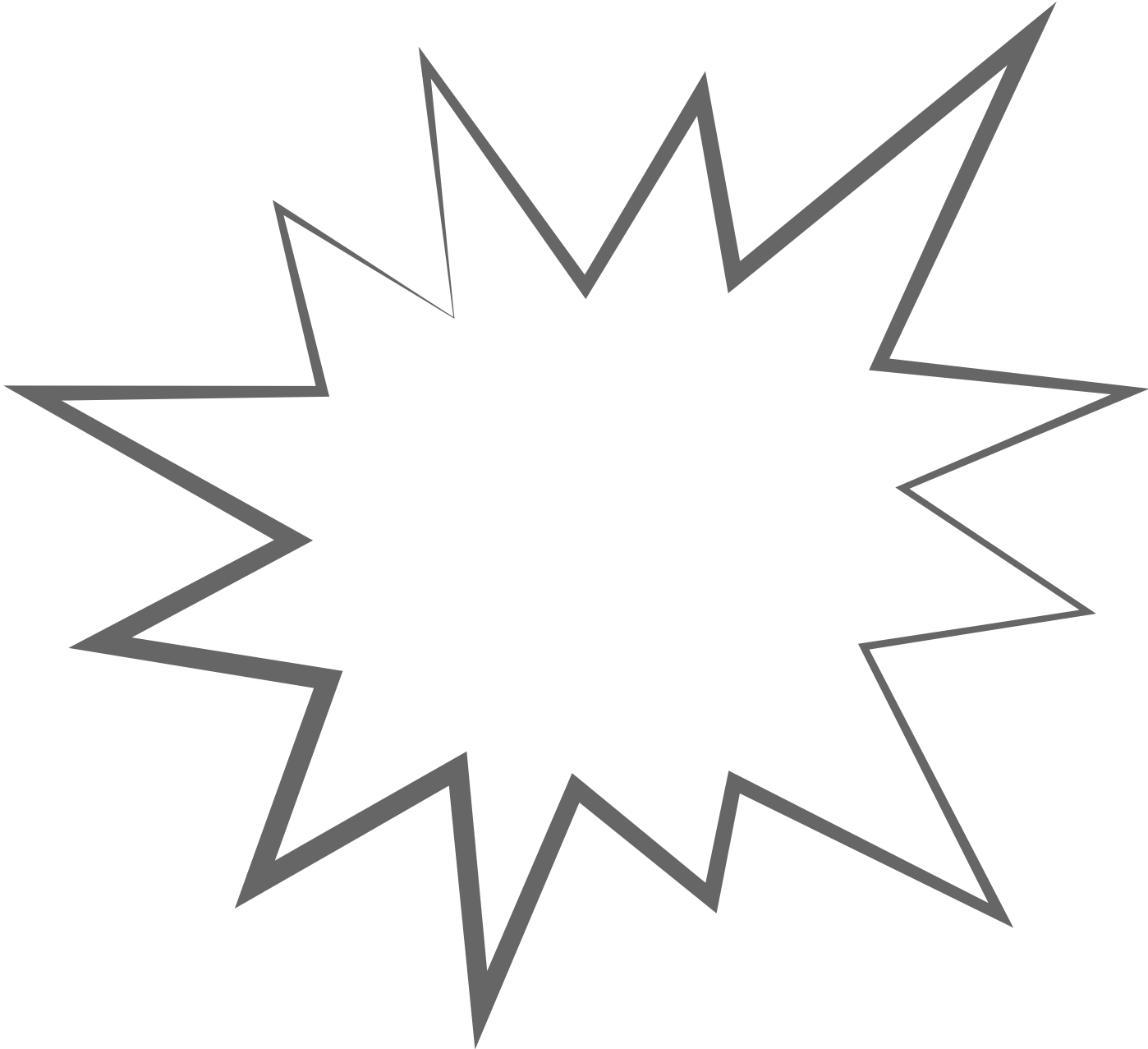
- UKS2**
- Charlie and the Chocolate Factory – Roald Dahl

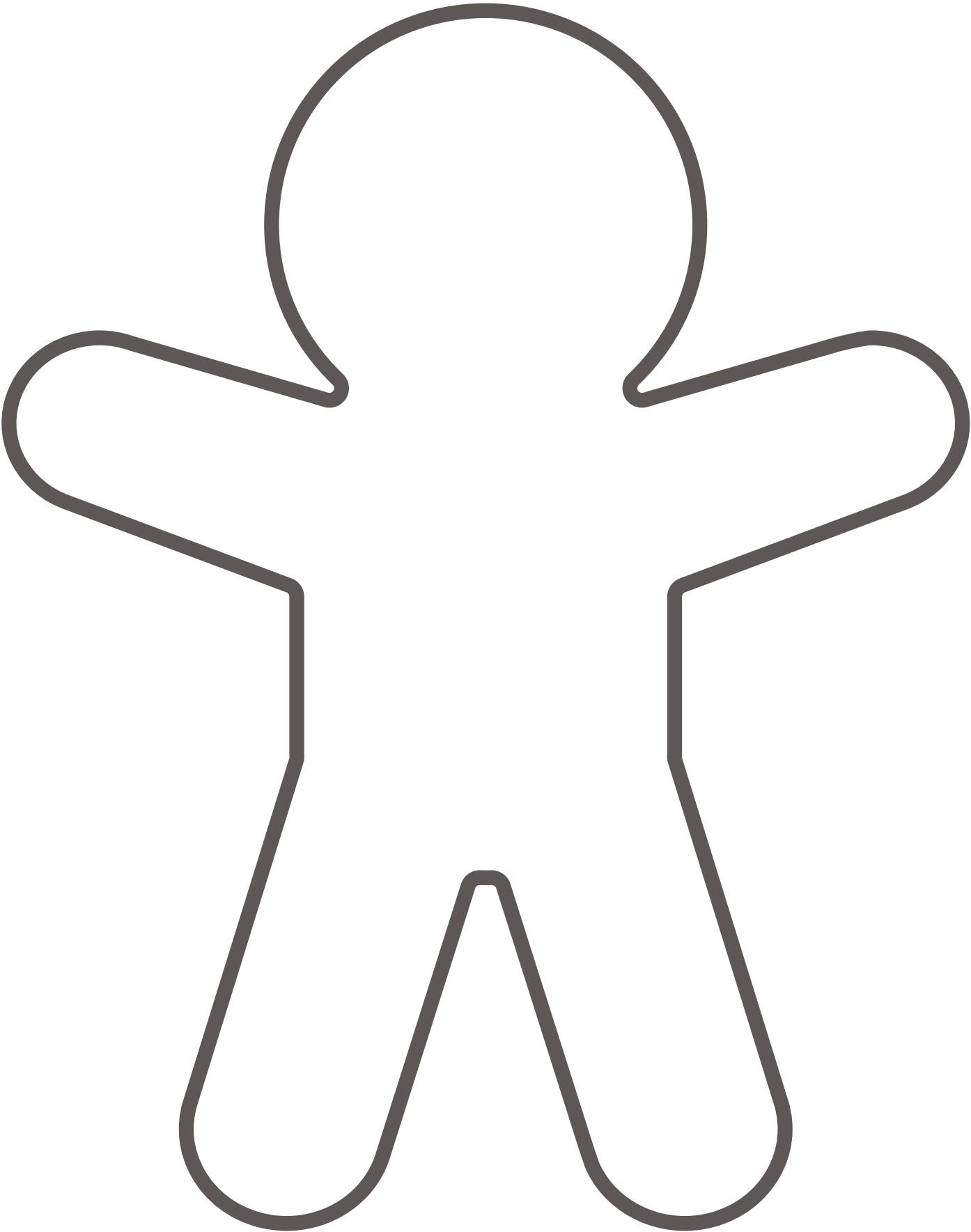
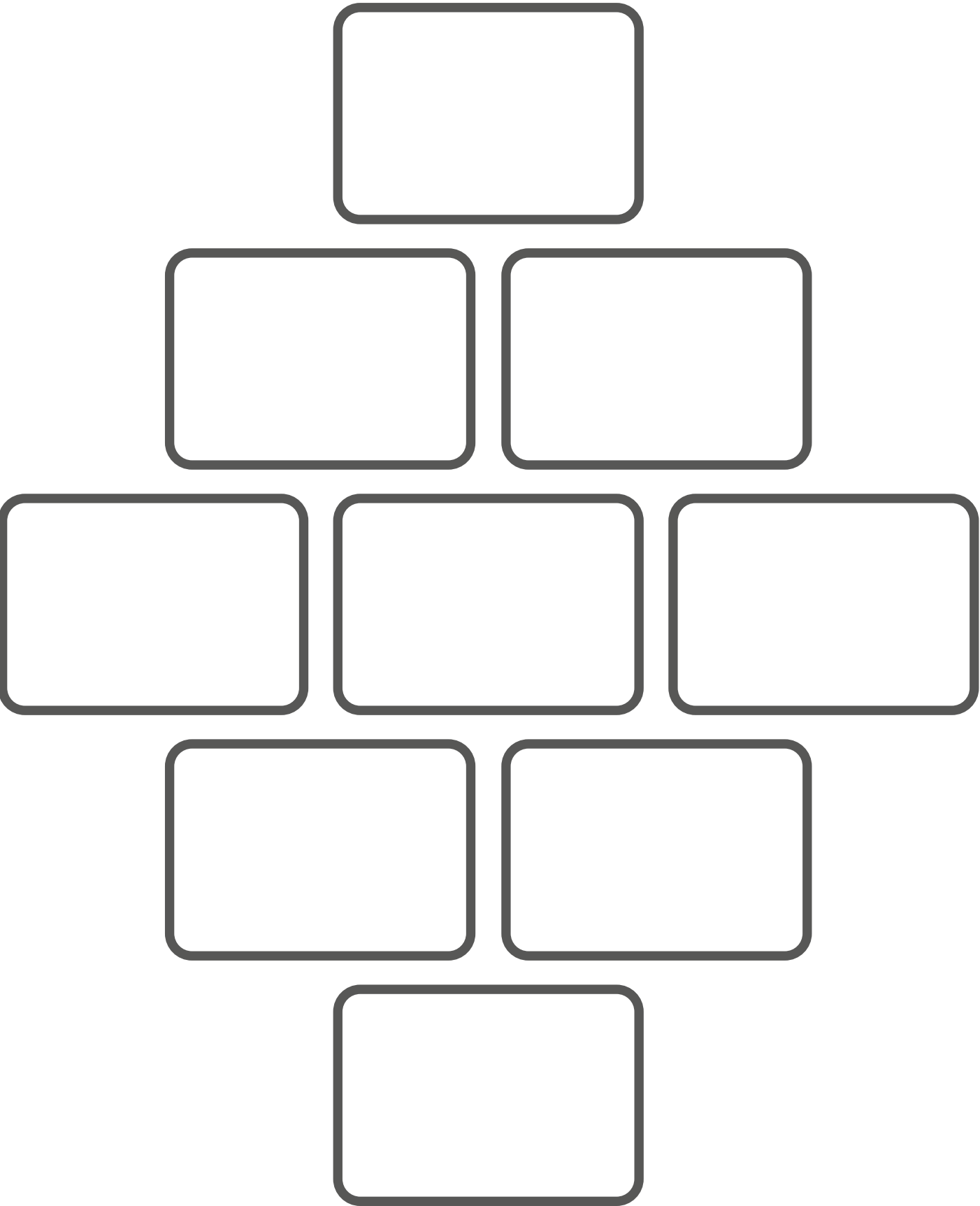
PSHE Matters Resource Templates: A-Z

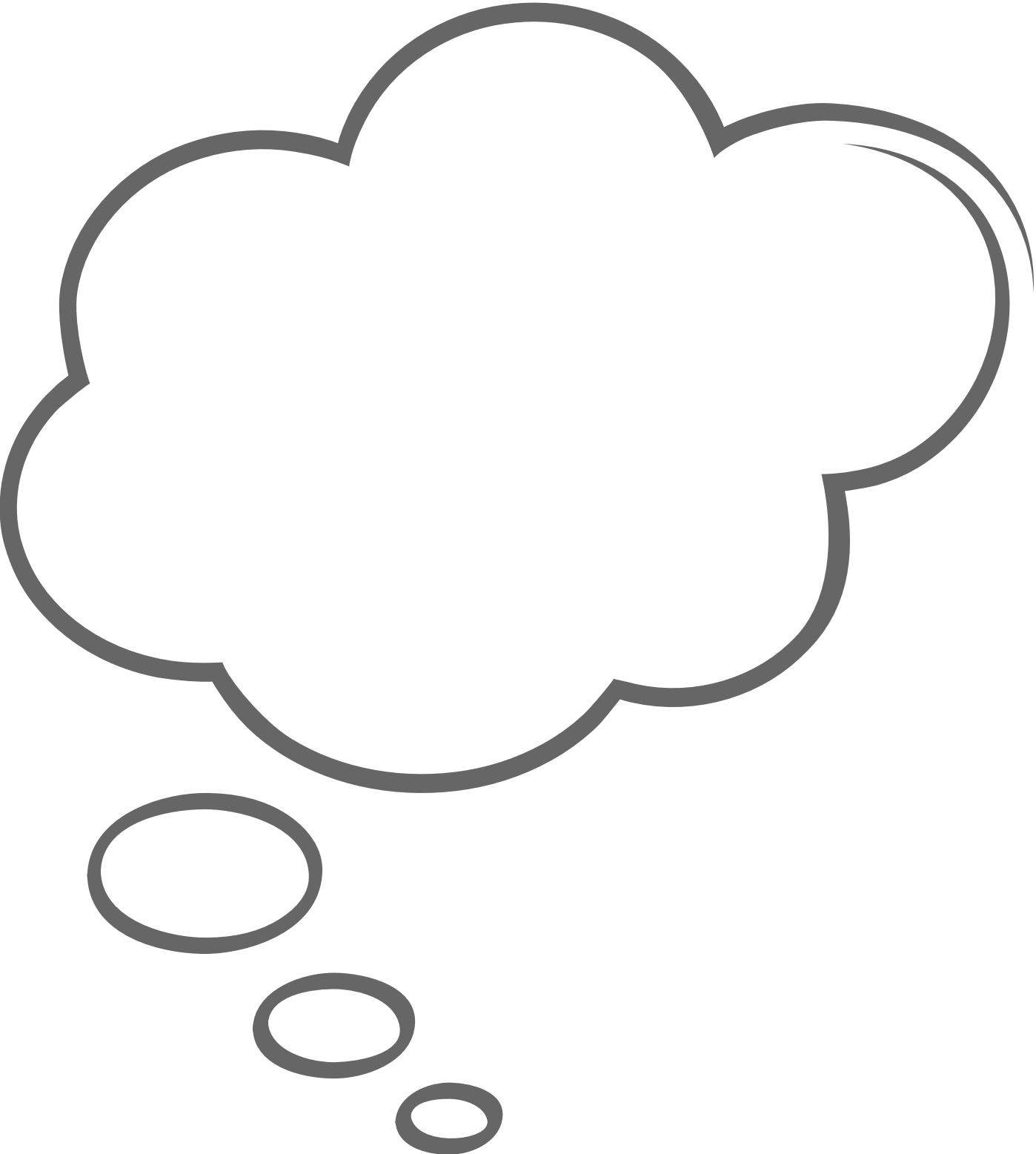
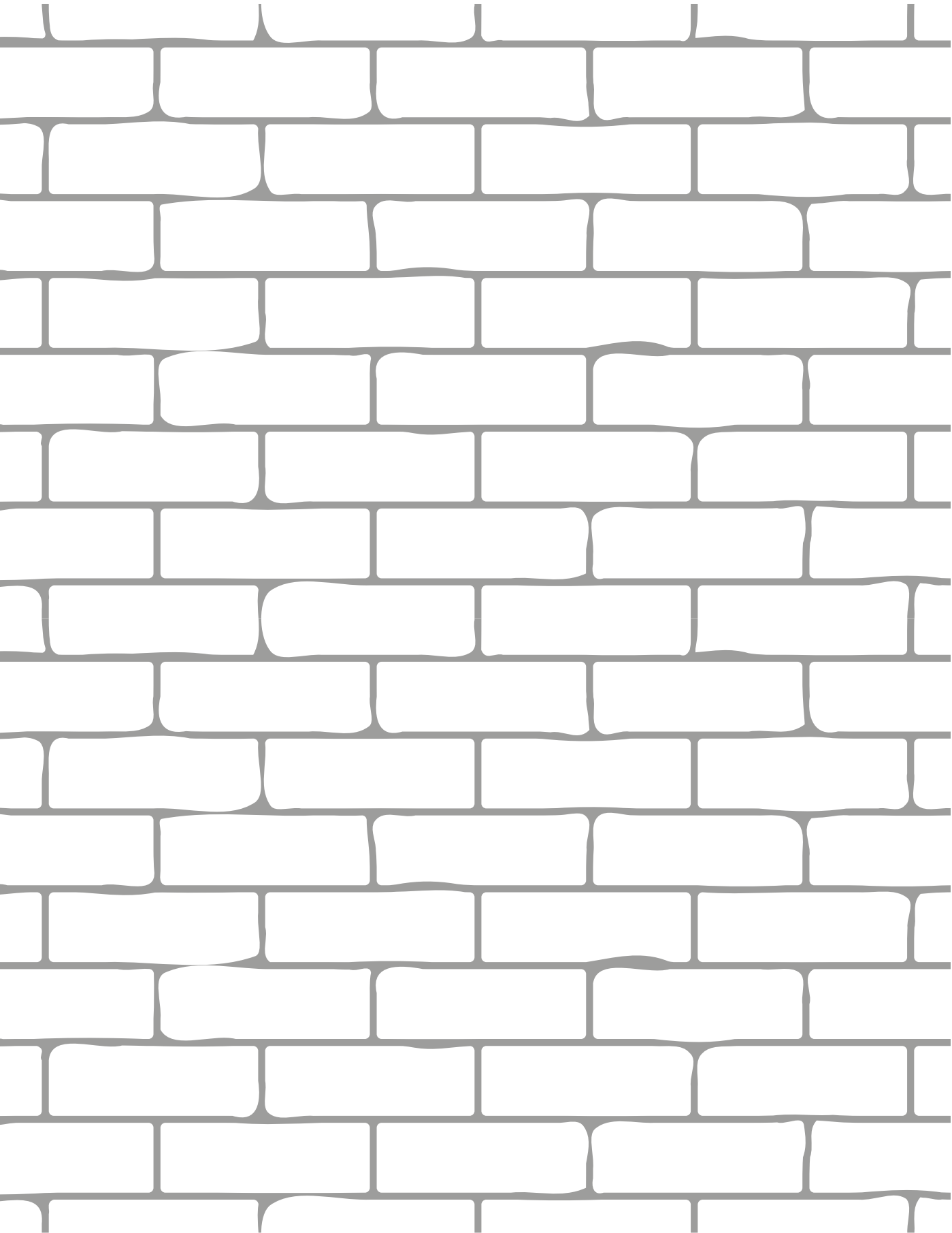
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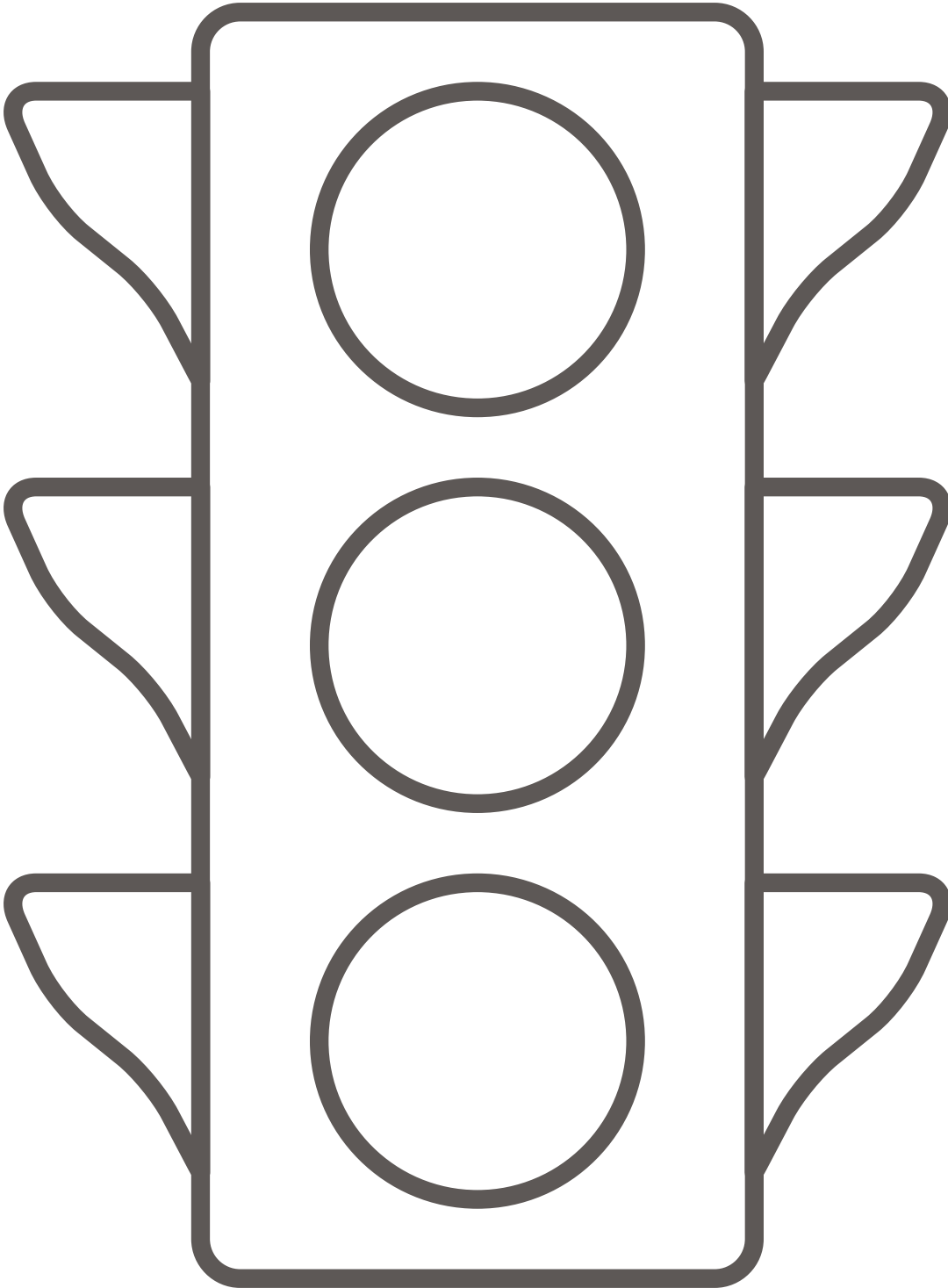
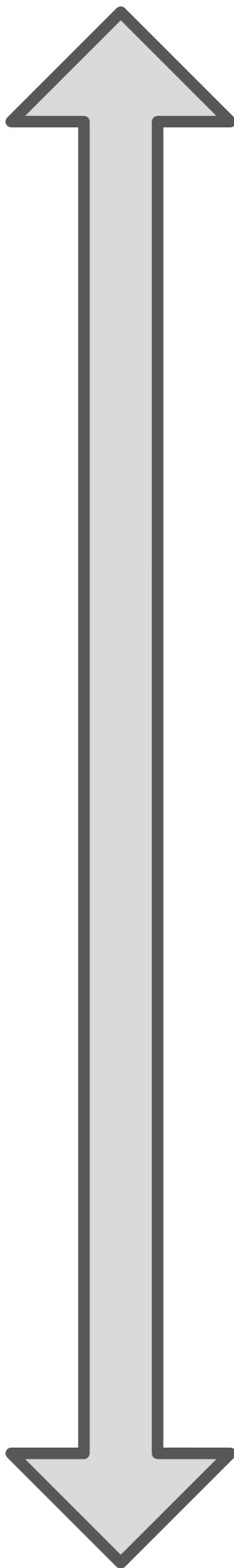
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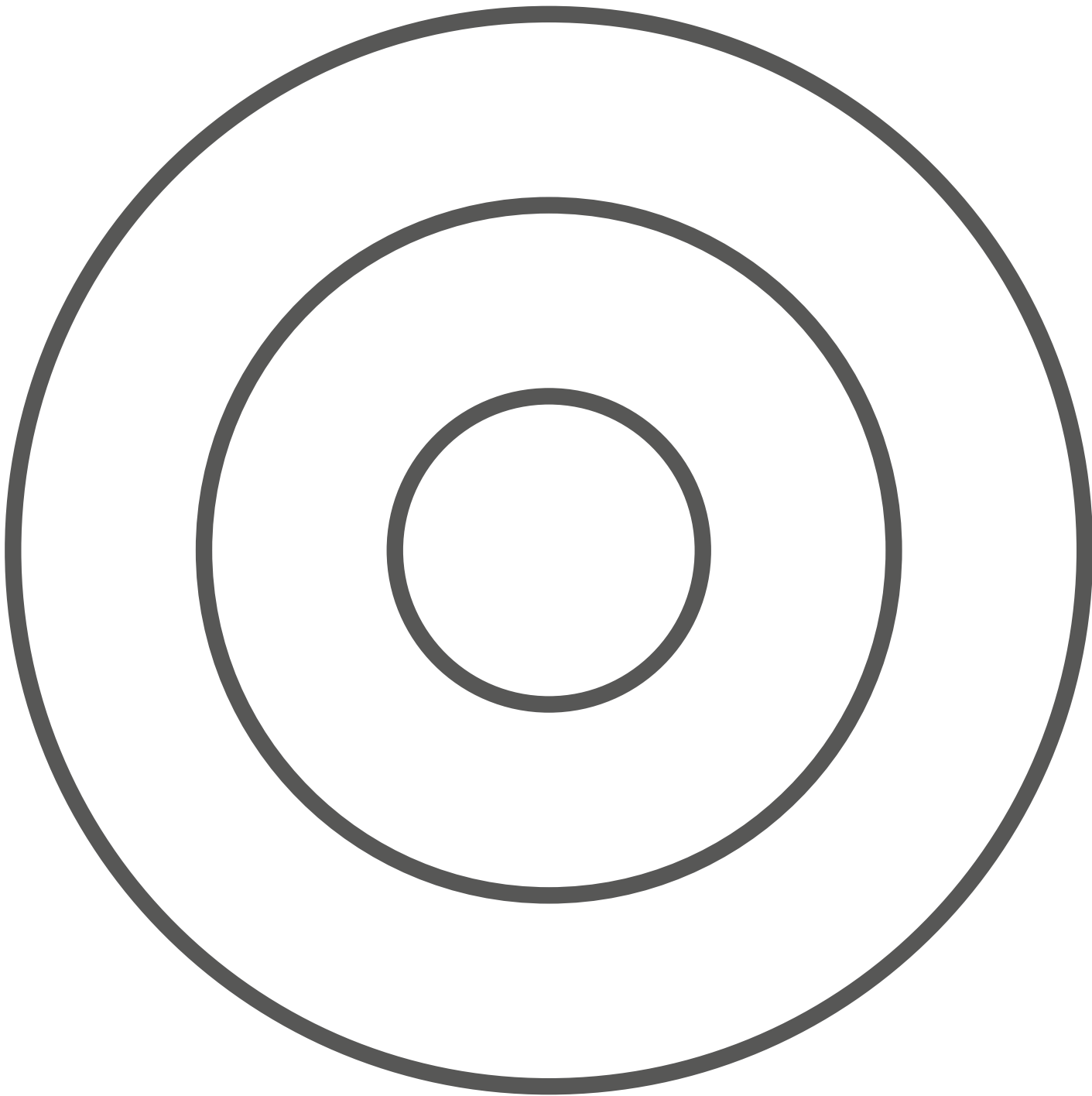
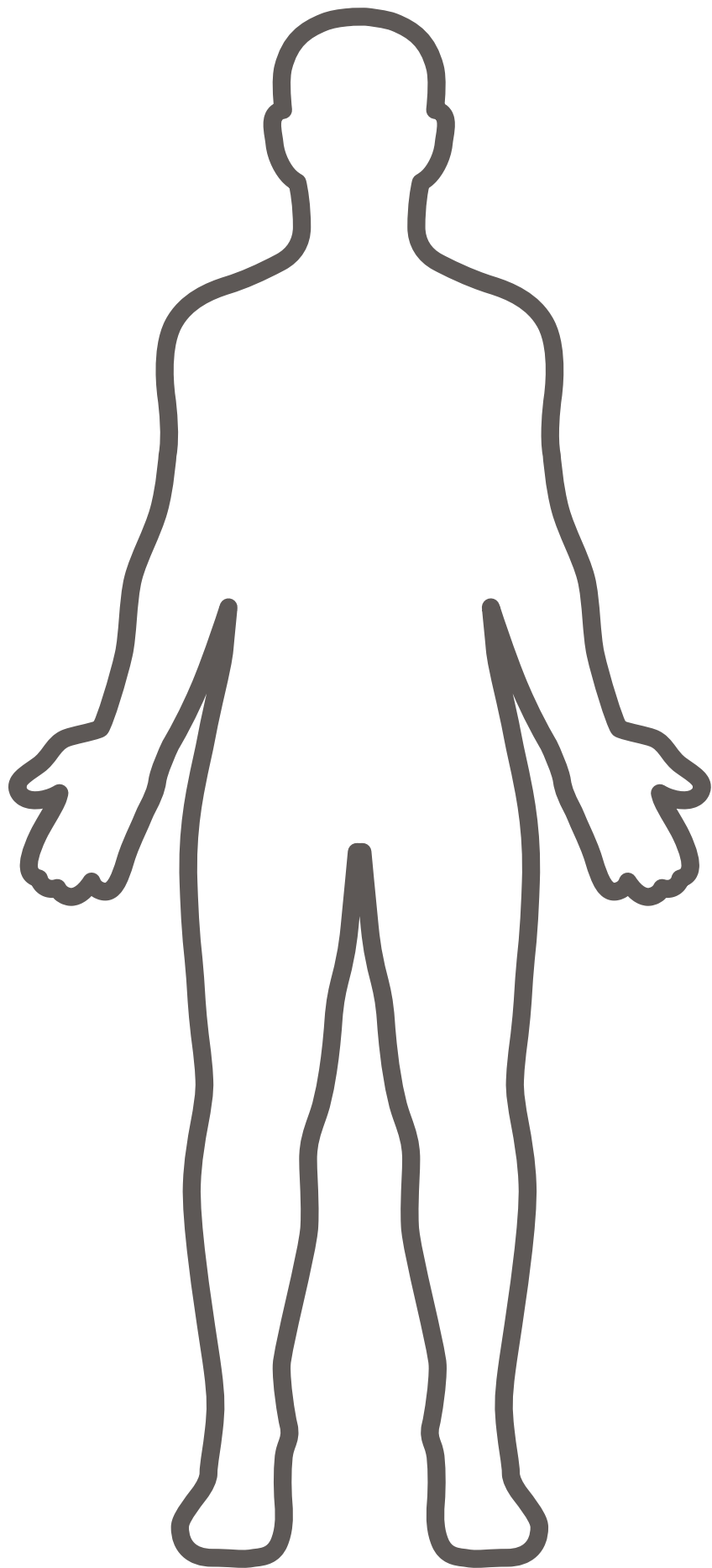
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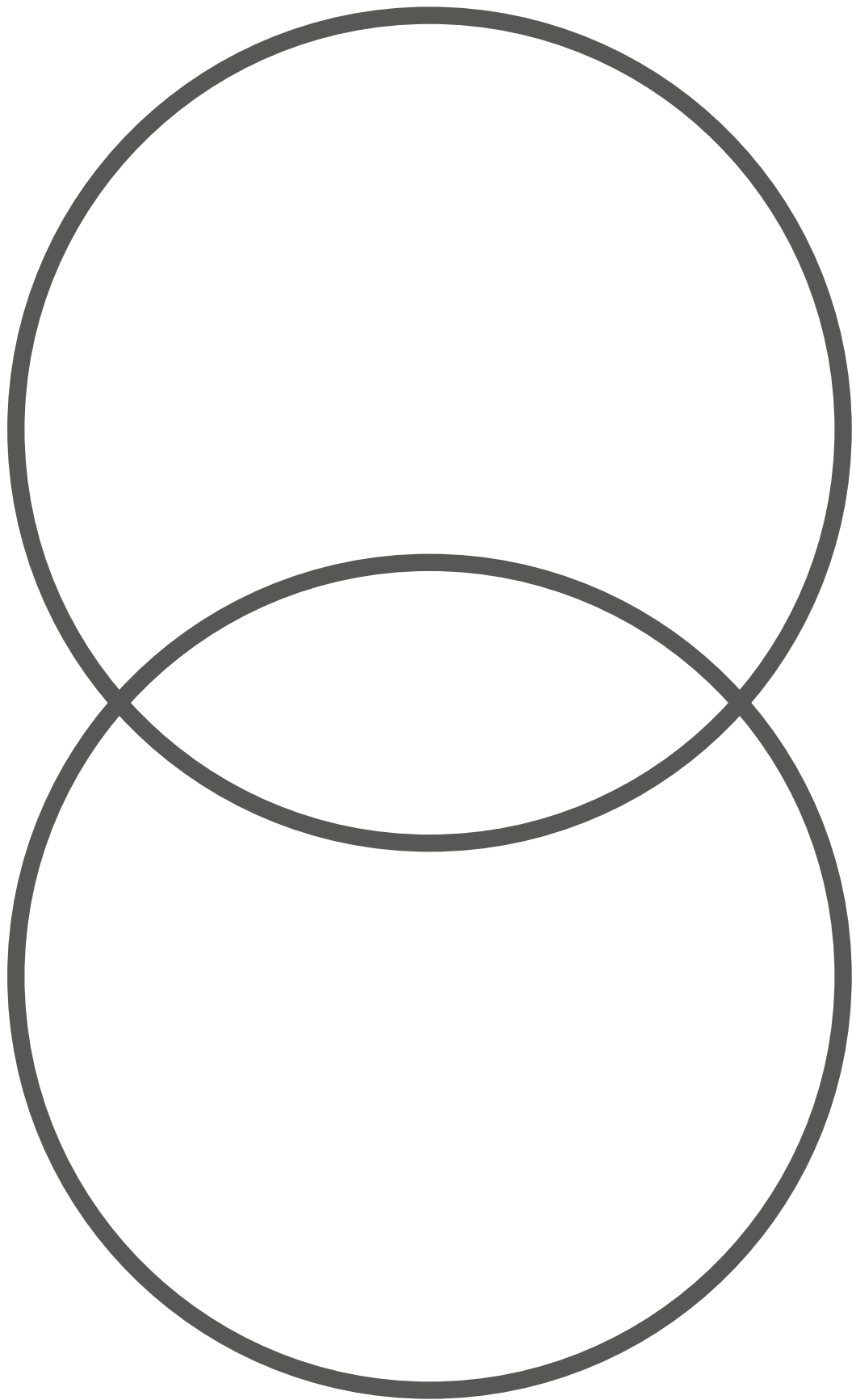
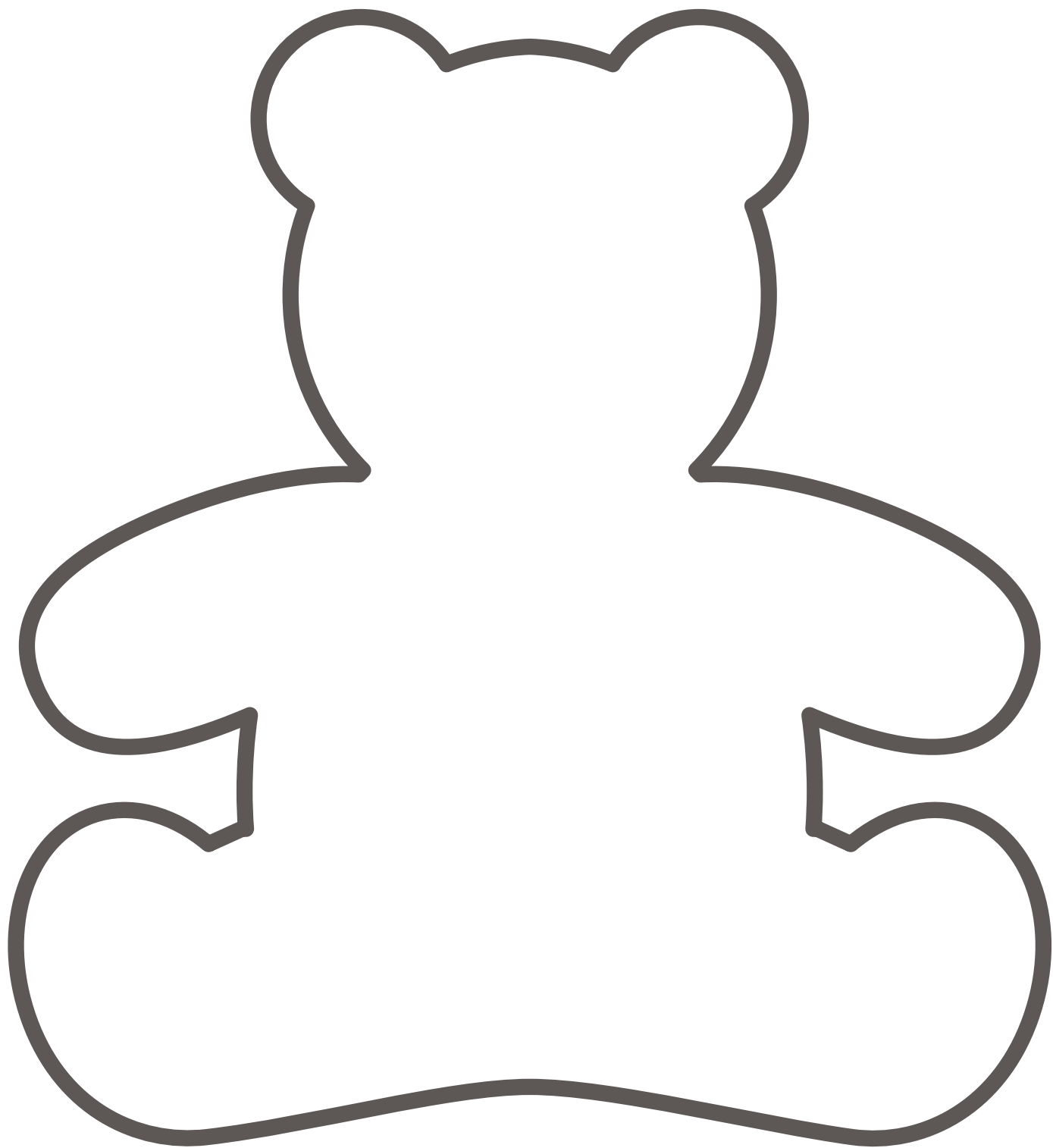


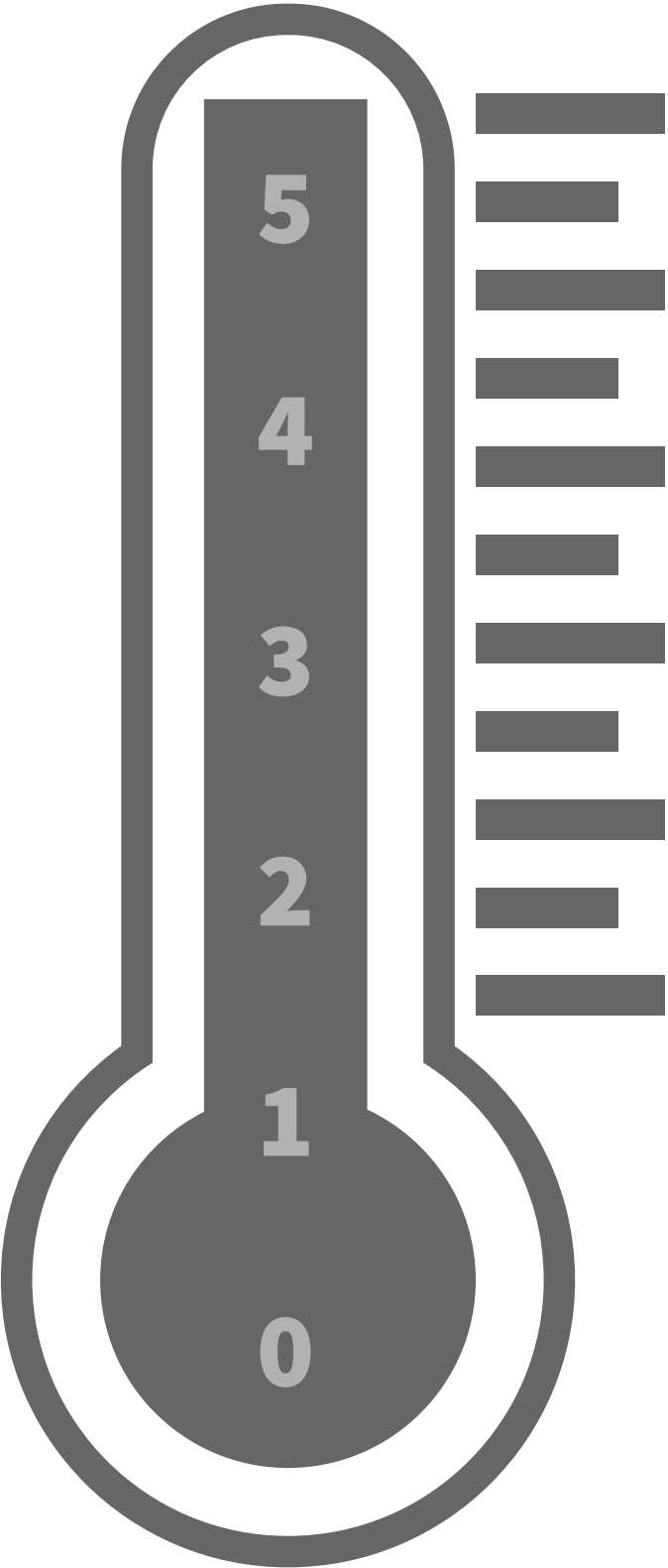


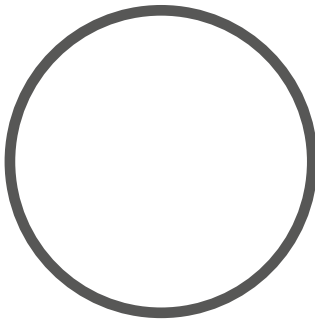
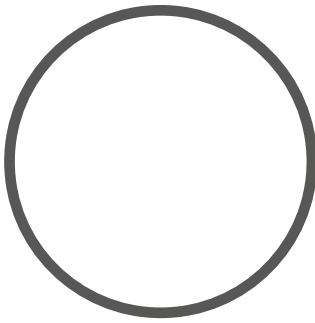
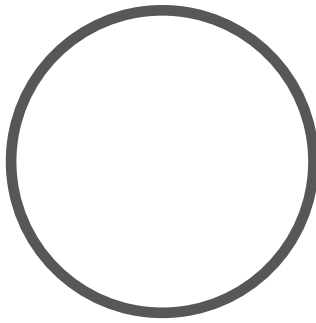
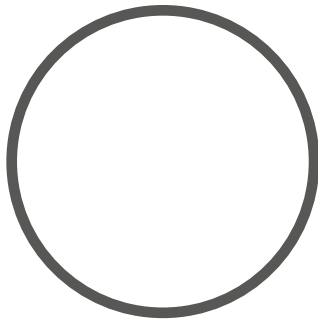
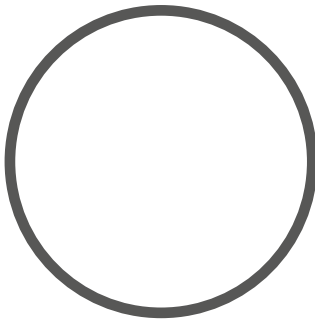
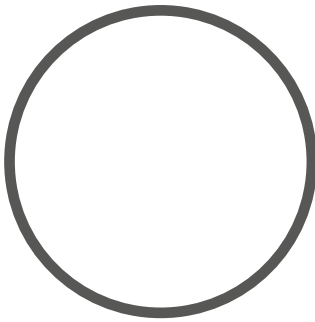
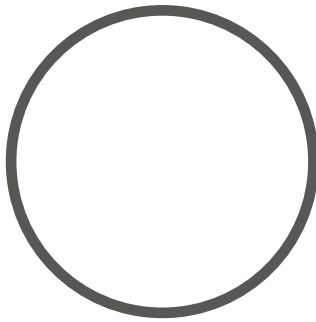
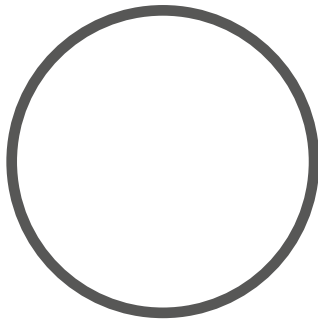
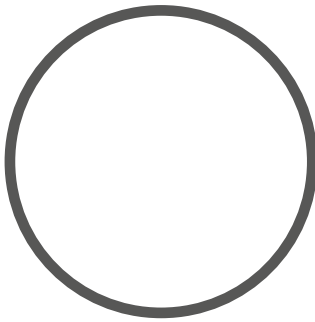
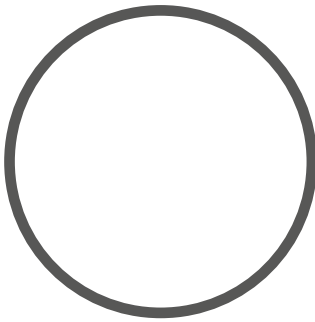
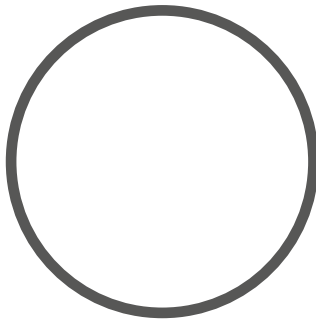
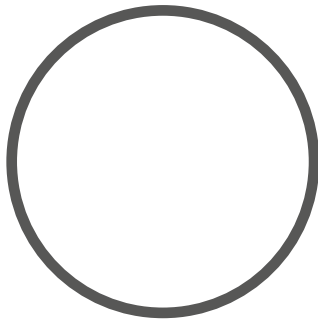


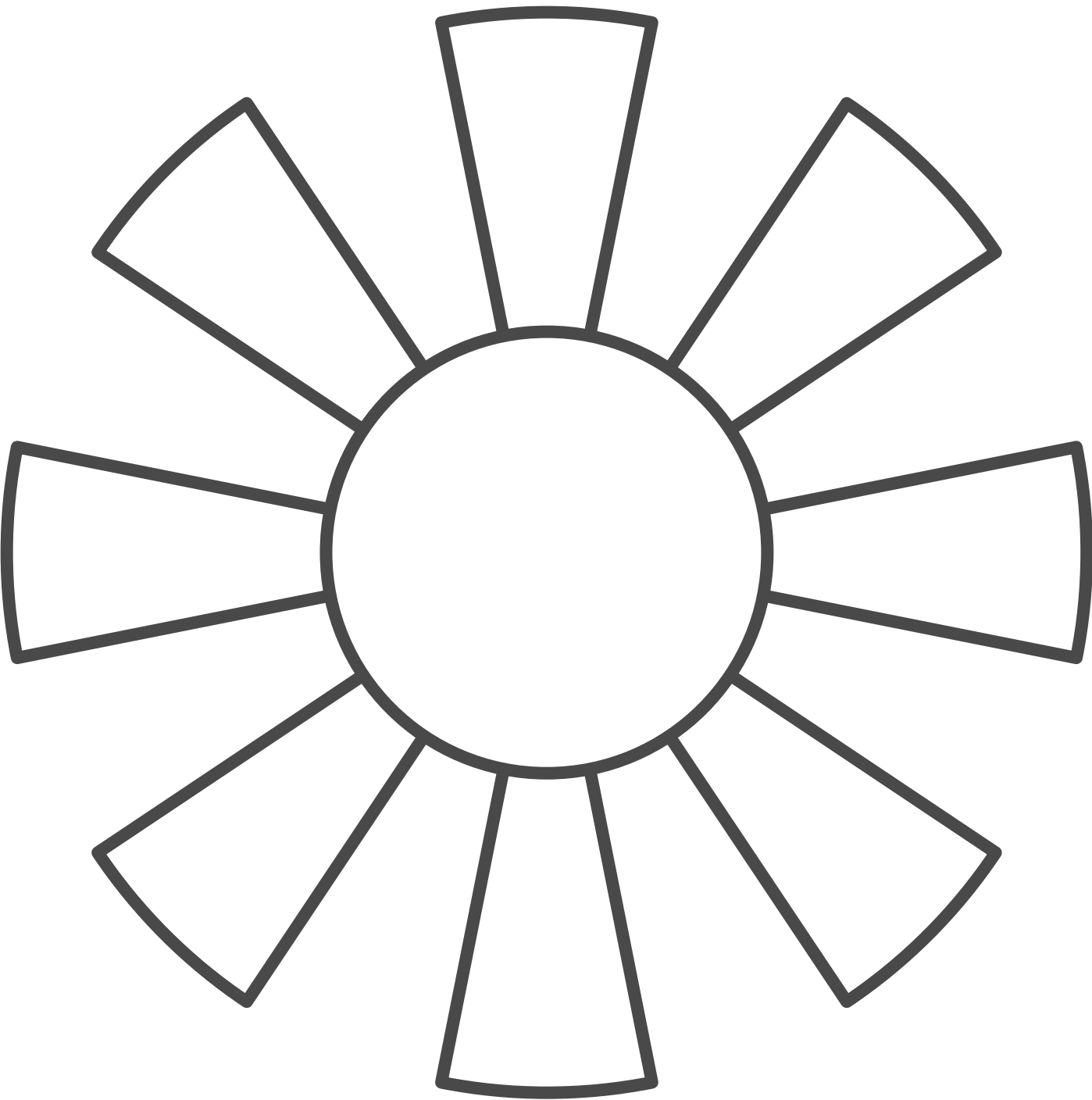
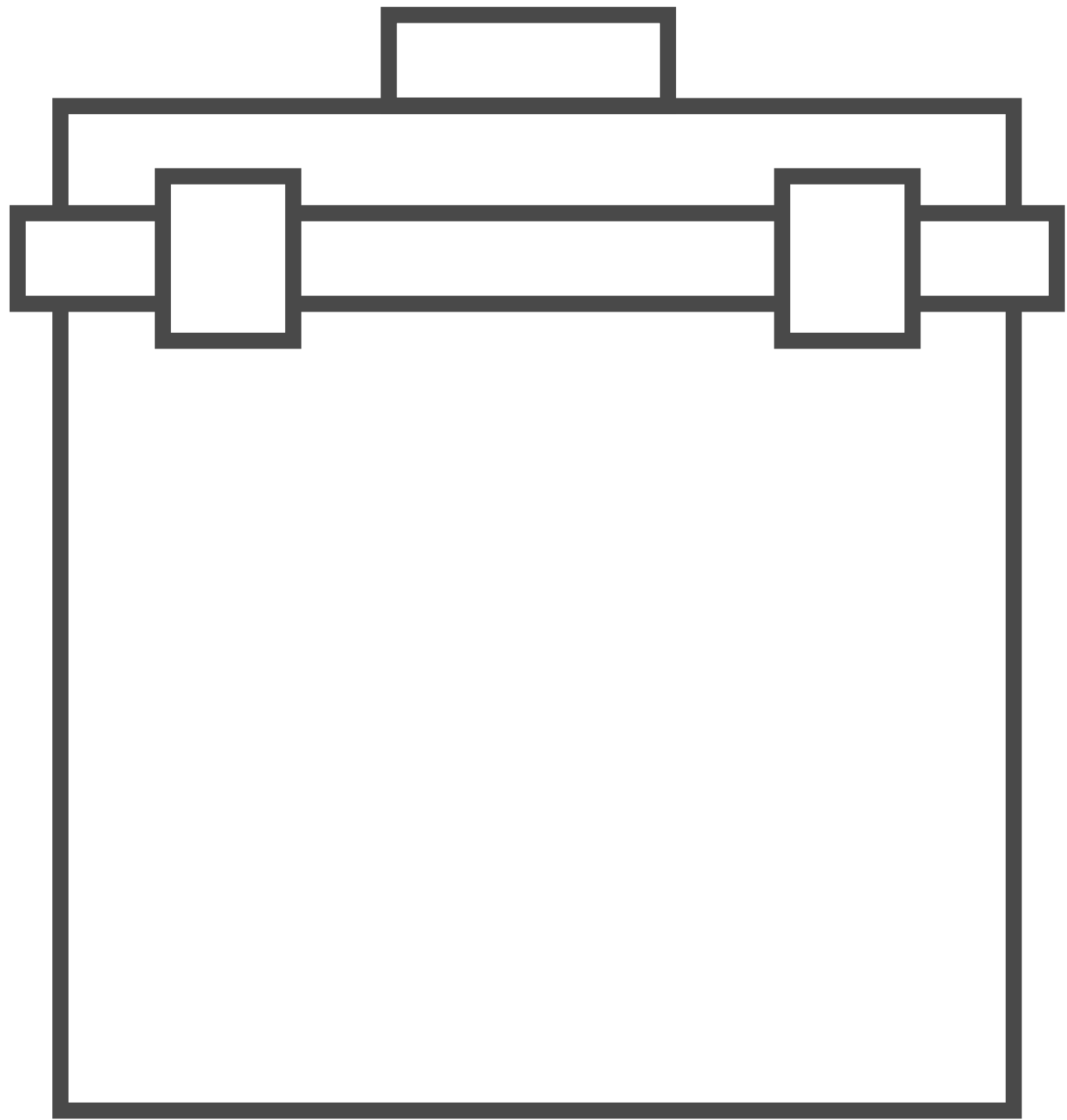


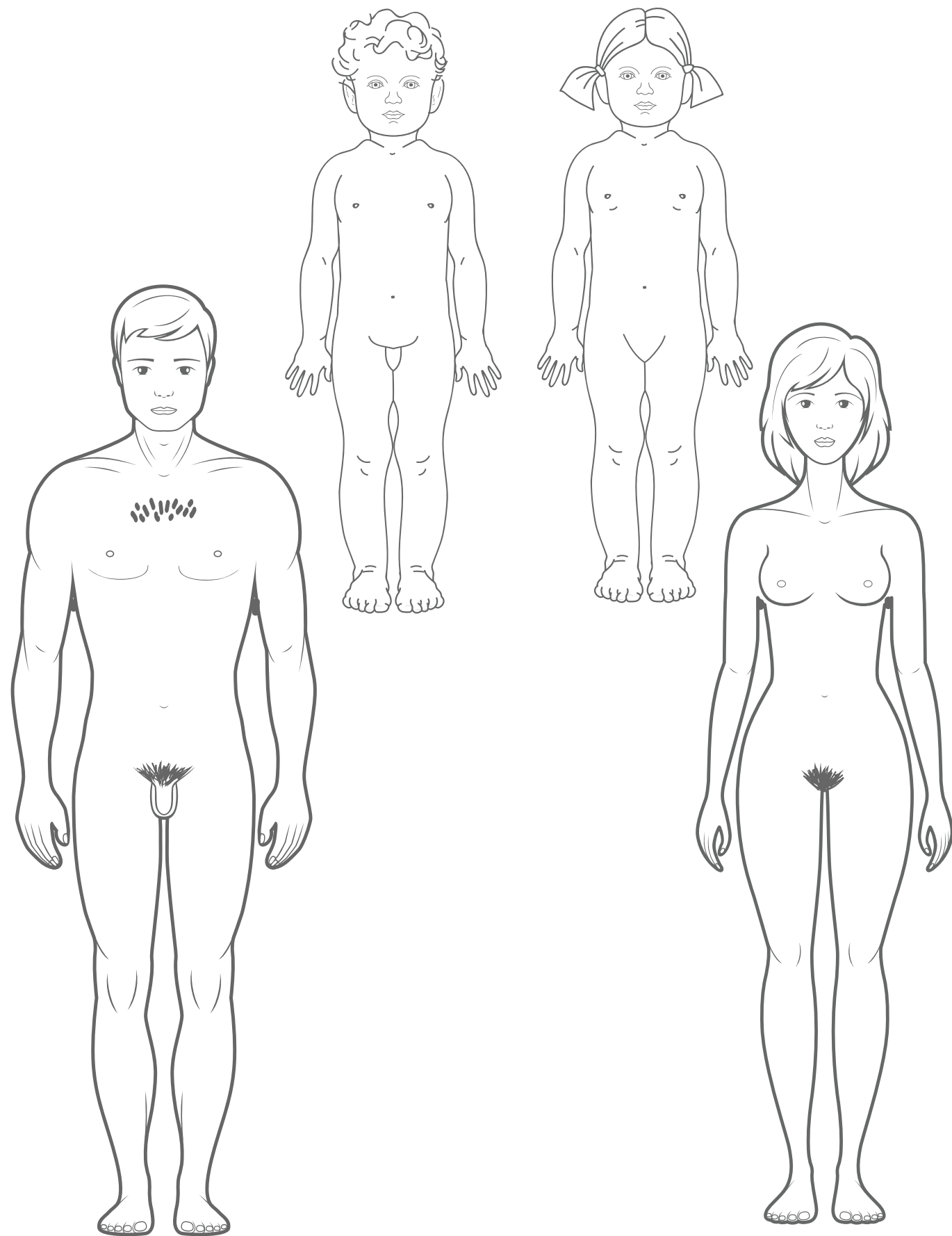






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Wow-Fertilization!

To make a new baby, (perhaps it sounds weird)
From the end of a penis some semen appears!
Where were the sperm made before they arrived?
From the testicles they derived.

And once a month from the ovaries
A tiny ovum calmly frees.
It journeys down the fallopian tubes
On course for the womb, it steadily moves.

When the penis goes stiff, (we call it erect)
The vagina and penis now can connect
Two people in love, and when they're so near
The sperm then move into first gear!

Up the vagina they travel at speed
300 million all hope to succeed
Then through the womb some make the migration
A fallopian tube is their true destination.

Only one sperm co-creates this new life
So getting there first is worth all the strife!
To join with the ovum, their top motivation
And if one succeeds- wow fertilization!

The ovum and sperm then form a new cell
That starts to divide again and again
Back down the tubes to nest in the womb
All safe and nourished, the foetus will bloom.

PSHE Matters Resource Templates:
True or False Activity

You can go swimming when you are on your period.	Period products should never be flushed down the toilet.
When you start your periods, your body is capable of having a baby.	Having a period is completely natural.
Only a small amount of blood is lost during a period.	You can talk to a teacher if you are worried about your period.
Some cultures celebrate the onset of periods with a party.	The average age to start your period is 12-13 years old.
There are lots of different products that can catch period blood.	Periods usually take place every 28 days.
TRUE	FALSE

PSHE Matters Resource Templates:
True or False Activity Answers

You can go swimming when you are on your period. TRUE
Period blood can be absorbed by tampons and period swimwear. Swimming and other forms of exercise can be helpful when you are on your period, helping with menstrual cramps and moods.

When you start your periods, your body is capable of having a baby. TRUE
Period blood is made up of the lining of the uterus. This lining develops to provide the right environment for a foetus to grow. Before puberty this lining doesn't develop so the female body can't grow a foetus. Even though the body might be capable of producing a baby once periods start,(and an egg and sperm meet), being a parent is a very big decision to take when you are an adult.

Only a small amount of blood is lost during a period. TRUE
When your periods start the amounts of blood is usually very small, maybe a teaspoonful at a time. The flow isn't continuous; it stops and starts during a few days. If you are ever concerned about the amount or the flow, you can talk to someone you trust about it.

Some cultures celebrate the onset of periods with a party. TRUE
Having your first period can be something to celebrate. In Fiji, some communities lay out a special mat for girls on their first period and teach girls about the importance of this milestone. On the fourth day of their period, an occasion called 'tunudra' takes place, where families prepare a feast to celebrate their daughter becoming a woman. <https://www.actionaid.org.uk/blog/news/2019/10/18/howdo-people-around-the-world-celebrate-periods>

There are lots of different products that can catch period blood. TRUE
These include tampons, panty liners and reusable options such as period pants, reusable pads or menstrual cups.

Period products should never be flushed down the toilet. TRUE
Period products do not biodegrade like toilet paper. They can block water pipes, and many find their way to rivers and beaches causing harm and pollution to marine life. Used products should be placed in a bin. Where is the menstrual waste bin at school? Do all pupils know how to use it?

Having a period is completely natural. TRUE
Having a period is nothing to be ashamed of. Remember, you can ask a trusted adult for help if you need anything, e.g. period products in school or if you are in a lot of pain or discomfort.

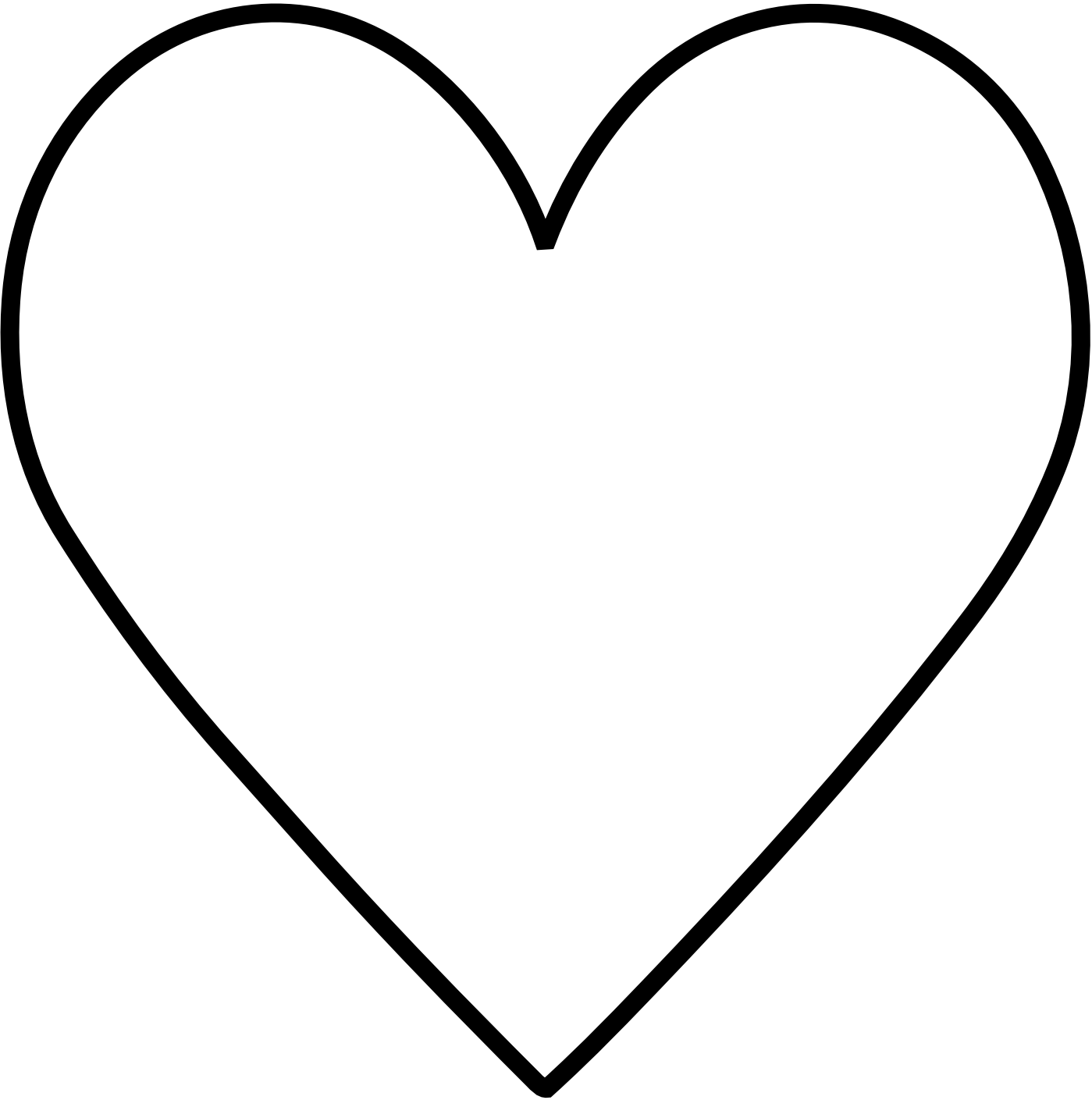
You can talk to a teacher if you are worried about your period. TRUE
Some people may feel shy or uncomfortable when they have their period and not want to come to school. We want to support you when you are on your period so that you don't have to miss school. Come and talk to us and we will do our best to help you.
(Share details of your Period Dignity policy if you have one.)

The average age to start your period is 12-13 years old. TRUE
This is average but puberty can start between the ages of 8 and 15 years. Everyone is different. It happens when your body is ready. A small white discharge in your pants is a sign it may be soon.

Periods usually take place every 28 days. TRUE
Most people's menstrual cycle is about 28 days, but this can vary a little. For some its less, for some its more. Occasionally periods may stop at times e.g. when a person is ill. They also stop later in life – this time is called menopause when all the ovum (eggs) have been used up. You can use a calendar to make a note of your cycle.

Further useful links and resources for teachers:
[https:// www.gov.uk/government/publications/period-products-inschools-and-colleges/period-product-scheme-for-schoolsand-colleges-in-england](https://www.gov.uk/government/publications/period-products-inschools-and-colleges/period-product-scheme-for-schoolsand-colleges-in-england)

Why are all the statements true?
See [PSHE Association guidance on effective practice](#) - 'Handle myths with care'.



With thanks

Schools tell us that the flexibility to select and use materials that respond to their pupil’s needs are essential in their delivery of a meaningful relevant PSHE curriculum. We are grateful to the wealth of expertise and resources available that we have signposted to in PSHE Matters, including the following organisations:

- www.pshe-association.org.uk
- www.bbc.co.uk/bitesize
- www.waterford.org
- www.annafreud.org
- www.copingskillsforkids.com
- www.elsa-support.co.uk
- www.foodafactoflife.org.uk
- www.safersun.co.uk
- www.ebug.eu/
- www.bbc.co.uk/teach
- www.nhs.uk
- www.dentalhealth.org/
- www.stem.org
- www.weheartcbt.com/
- www.educationquizzes.com
- www.rshp.scot
- www.nspcc.org.uk/
- www.pathfinders.norfolk.sch.uk
- www.amaze.org/
- www.servicesforeducation.co.uk
- www.loudmouth.co.uk
- www.nationalfgmcentre.org.uk
- www.beaconhouse.org.uk
- www.literacyshed.com
- www.worldometers.info
- www.anti-bullyingalliance.org.uk
- www.ukfeminista.org.uk
- www.hmd.org.uk/
- www.booktrust.org.uk

- www.firstaidchampions.redcross.org.uk
- www.mollyrosefoundation.org
- www.assets-learning.parliament.uk
- www.amnesty.org.uk
- www.poemhunter.com
- www.think.gov.uk
- www.rlss.org.uk
- www.ceopeducation.co.uk
- www.childnet.com
- www.thenational.academy
- www.artprojectsforkids.org
- www.mc4c.co.uk
- www.funkidslive.com/
- www.gambleaware.org
- www.careersandenterprise.co.uk
- www.empathylab.uk
- www.sheffkids.co.uk/
- www.projectevolve.co.uk/

Useful Guidance Documents

[Relationships Education, Relationships and Sex Education \(RSE\) Health Education](#)

[Guidance promoting and supporting mental health and wellbeing in schools and colleges](#)

Thank you to our contributors

- [The RSHE Service](#)
- [Derbyshire Early Years Improvement Service](#)
- [Derbyshire Inclusion Support Advisory Service](#)
- [Derbyshire Public Health](#)
- [Derbyshire Education Improvement Service](#)

