

ISLINGTON

SAMPLE



Islington primary scheme of work for PSHE education (DRAFT)

For Years 1-6

If you would like to order the full copy of this resource, please email healthandwellbeing@islington.gov.uk



Contents

Introduction

- Curriculum organisation
- Islington scheme of work for PSHE education
- What is PSHE education?
- What makes a good PSHE lesson?
- Useful teaching and learning strategies for PSHE lessons

Programme of study

Year group overviews

Year group overviews – visual version

Topic plans

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

Assessment

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

SAMPLE

Programme of study

- sex and relationship education
- drug, alcohol and tobacco education
- physical health, including healthy eating and physical activity (fun, food and fitness)
- mental health
- behaviour and safety
- financial capability
- citizenship

Curriculum PSHE: behaviour and safety

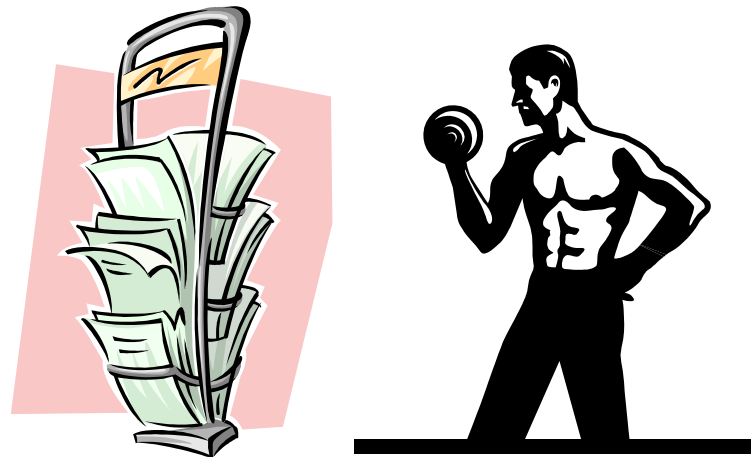
Year	Y1 Looking after myself	Y2 At home and outside	Y3 What is bullying?	Y4 Online / offline	Y5 Out and about	Y6 Out and about
Lesson 1 Learning intention - Pupils learn: Learning outcomes - Pupils:	<p>1. about personal safety and who they can talk to for help</p> <p>1.1. know that they have a right to say 'no' if they don't feel comfortable about what is happening to them 1.2. identify when to say 'yes'; 'no'; or 'I'll ask/tell' and who they can talk to for help 1.3. recognise that they have ownership of their body and have a right to keep safe and healthy</p>	<p>1 about keeping safe in the home, including fire safety</p> <p>1.1 know some simple rules for keeping safe indoors 1.2 can describe what to do if there is an accident, including fire 1.3 understand that they can take some responsibility to keep themselves safe outside</p>	<p>1. what bullying is, the different types of bullying and why it is unacceptable</p> <p>1.1 are able to define 'bullying' 1.2 can identify different types of bullying (including racism and ableism) 1.3 understand why bullying is unacceptable</p>	<p>1. about behaviour - online and offline – what is acceptable and unacceptable</p> <p>1.1 are able to recognise unacceptable behaviour (including bullying, threatening or violent behaviour) 1.2 know what to do if they experience unacceptable behaviour, including how to report it 1.3 understand how people can make others feel by what they do or say and that this might have a negative or positive effect which may be</p>	<p>1. about keeping safe near roads, rail, water, building sites and around fireworks</p> <p>1.1 can identify dangerous activities / hazardous places to play in the local environment 1.2 can assess the level of risk of different activities 1.3 understand that increasing independence brings more freedom to choose activities and places to play</p>	<p>1. about feelings of being out and about in the local area with increasing independence</p> <p>1.1 are aware of potential risks when out and about in the local area 1.2 describe a range of feelings associated with being out and about 1.3 understand that people can make assumptions about others that might not reflect reality</p>
Lesson 2 Learning intention - Pupils learn: Learning outcomes - Pupils:	<p>2. about germs and the importance of personal hygiene</p> <p>2.1 know how diseases can be spread and can be controlled 2.2 keep themselves clean using basic hygiene methods 2.3 understand the responsibilities they have for their own health and that of others</p>	<p>2. about keeping safe outside, including road safety</p> <p>2.1 know some rules for keeping safe outside 2.2 are able to cross the road safely 2.3 understand that they can take some responsibility to keep themselves safe outside</p>	<p>2. about recognising bullying</p> <p>2.1 know where and when bullying can happen 2.2 can identify some of the signs that bullying is occurring 2.3 understand the difference between a dispute within a friendship and incidents of bullying</p>	<p>2. about the importance of keeping personal information secure</p> <p>2.1 understand the kinds of personal information that should be kept secure 2.2 know how they should react to unsolicited e-mails and text messages 2.3 understand the importance of how they present themselves online or in the real world</p>	<p>2. about what to do in an emergency and basic emergency first aid procedures</p> <p>2.1 know what steps to take in an emergency 2.2 can demonstrate basic emergency first aid procedures 2.3 can explain the importance reacting to an emergency responsibly and without panic</p>	<p>2. about recognising and responding to peer pressure</p> <p>2.1 can identify risky behaviour in peer groups 2.2 recognise and respond to peer pressure and who they can ask for help 2.3 understand how people feel if they are asked to do something they are unsure about</p>
Lesson 3 Learning intention - Pupils learn: Learning outcomes - Pupils:	<p>3. about people who help us to stay healthy and well (eg: dentists, doctors, nurses)</p> <p>3.1 know what they can do to help keep themselves physically healthy, including oral health 3.2 can identify a range of people in the community that can help them 3.3 understand what different people do to help them</p>	<p>3. about people who help keep us safe (including police, fire service)</p> <p>3.1 can identify people in the community who can help to keep them safe 3.2 know how to ask for help if they need it 3.3 are appreciative of the range of services available to help keep people safe</p>	<p>3. about what to do if they witness or experience bullying</p> <p>3.1 understand where to get help and support if they experience, witness or are involved in bullying 3.2 know how to report incidents of bullying 3.3 understand the importance of reporting bullying</p>	<p>3. how to be safe in their computer gaming habits</p> <p>3.1 understand why some games are not appropriate for children to play 3.2 can evaluate whether a computer game is suitable for them to play and explain why 3.3 are able to share opinions about computer games and the age classification system</p>	<p>3. about problems that can occur when someone goes missing from home</p> <p>3.1 identify the potential risks and dangers of running away 3.2 know about the range of support available to help young people deal with feelings and problems that cause them to run away and how to access it 3.3 understand some of the reasons that might cause a young person to run away</p>	<p>3. about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p>3.1 know some of the consequences of anti-social behaviour, including the law 3.2 describe ways to resist peer pressure 3.3 recognise they have responsibility for their behaviour and actions</p>

Year 5 – PSHE lessons		
Autumn 1	Spring 1	Summer 1
<p>Fun, food and fitness: influences on fun, food and fitness</p> <p>Pupils learn:</p> <ol style="list-style-type: none"> 1. about the factors that influence people’s choices about the food they buy and eat 2. that messages given on food adverts can be misleading 3. about how the media influences people’s ideas about fun, food and fitness 	<p>Financial capability: value for money?</p> <p>Pupils learn:</p> <ol style="list-style-type: none"> 1. about what is meant by ‘value for money’ and being a critical consumer 2. about some of the risks involved in borrowing money 3. about what makes someone enterprising 	<p>Mental health: stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p>Pupils learn:</p> <ol style="list-style-type: none"> 1. about stereotyping, including gender stereotyping 2. about prejudice and discrimination (in relation to homophobia) and how this can make people feel
Autumn 2	Spring 2	Summer 2
<p>Keeping safe: out and about</p> <p>Pupils learn:</p> <ol style="list-style-type: none"> 1. about keeping safe near roads, rail, water, building sites and around fireworks 2. about what to do in an emergency and basic emergency first aid procedures 3. about problems that can occur when someone goes missing from home 	<p>Drug, alcohol and tobacco education: influences</p> <p>Pupils learn:</p> <ol style="list-style-type: none"> 1. about the risks associated with smoking drugs (cigarettes, e-cigarettes, shisha and cannabis) 2. about the conflicting messages portrayed in the media concerning alcohol and tobacco 3. strategies to resist pressure concerning drug use 	<p>Citizenship: democracy</p> <p>Pupils learn:</p> <ol style="list-style-type: none"> 1. about the role of the local council 2. about the role of the government, the main political parties and how laws are made 3. about voluntary and community pressure groups

Year 5 – PSHE lessons

Autumn 1

Influences on fun, food and fitness



Spring 1

Value for money?



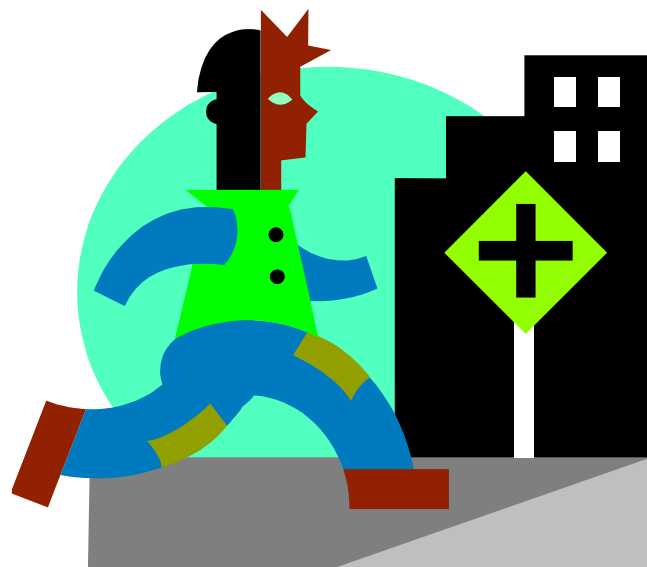
Summer 1

Stereotypes, discrimination and prejudice (including tackling homophobia)



Autumn 2

Keeping safe: out and about



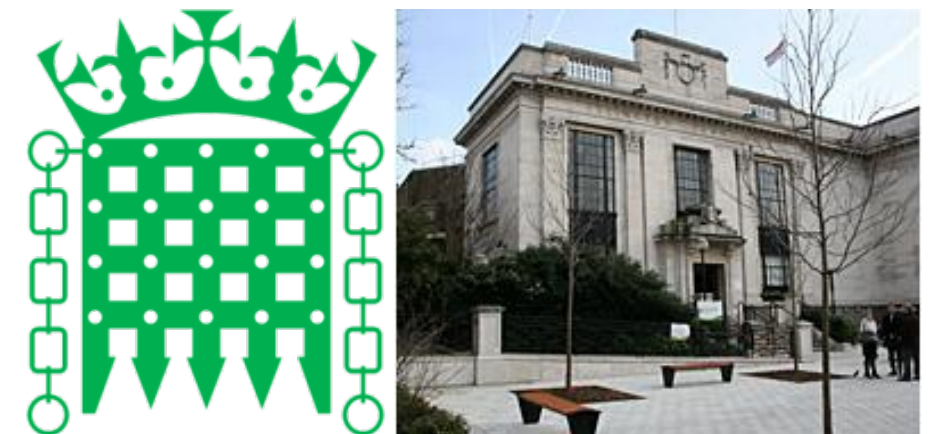
Spring 2

Drugs, alcohol and tobacco education: influences



Summer 2

Democracy



Learning intention: Pupils learn	Learning outcomes: Pupils	Suggested ideas for activities to incorporate into lesson plans:
<p>1. why medicines are taken and that there can be alternatives to taking medicines</p>	<p>1.1 know that the purpose of medicines is to help people get well or feel better or if they are ill 1.2 can identify a time when medicine has helped them 1.3 understand that there are also alternatives to taking medicines</p>	<ul style="list-style-type: none"> • Year 2, lesson 1 A whole school curriculum for primary drug, alcohol and tobacco education, Islington Health and Wellbeing Team <p>(This resource is currently in development, please contact us for a copy of the draft lesson plan or in-class support for teaching)</p>
<p>2. what medicines look like and how they are used</p>	<p>2.1 know that medicines have an individual and specific use 2.2 can describe the different forms that medicines come in 2.3 understand the difference between prescribed medicine and medicine that can be bought from a chemist</p>	<ul style="list-style-type: none"> • Year 2, lesson 2 A whole school curriculum for primary drug, alcohol and tobacco education, Islington Health and Wellbeing Team <p>(This resource is currently in development, please contact us for a copy of the draft lesson plan or in-class support for teaching)</p>
<p>3. safety rules about using and storing medicines</p>	<p>3.1 know that medicines come with instructions to be used safely 3.2 identify how they can keep safe around medicines and know who to ask for help 3.3 understand that medicines can be harmful if not taken correctly</p>	<ul style="list-style-type: none"> • Year 2, lesson 3 A whole school curriculum for primary drug, alcohol and tobacco education, Islington Health and Wellbeing Team <p>(This resource is currently in development, please contact us for a copy of the draft lesson plan or in-class support for teaching)</p>

Financial capability: value for money?

Year 5

Learning intention: Pupils learn	Learning outcomes: Pupils	Suggested ideas for activities to incorporate into lesson plans:
<p>1. about what is meant by ‘value for money’ and being a critical consumer</p>	<p>1.1 know that some things are better value for money than others 1.2 are able to recognise when people are influencing their choices about money 1.3 understand that being a critical consumer can help make the most of their money</p>	<ul style="list-style-type: none"> • Discussing what is meant by ‘value for money’ – comparing monetary value, sentimental or personal value • Comparing prices of similar products, deciding which is better value and justifying why • Working in groups to organise the spending of a classroom budget, picnic or meal – comparing which group finds the best value • Preparing for a summer camping trip, My money activity bank , pfeq, www.pfeq.org/resources/details/preparing-summer-camping-trip-activity
<p>2. about some of the risks involved in borrowing money</p>	<p>2.1 know that interest may be added to money people save and borrow 2.2 can identify possible risks with borrowing money, including financial scams and how to keep money safe 2.3 understand how unmanageable debt can make people unhappy</p>	<ul style="list-style-type: none"> • Activity 8, It’s tempting credit and debt, Lessons about keeping our money safe, 5-11 years www.birmingham.gov.uk/stoploansharks • Activity 9, Danger – watch out for the sharks! Lessons about keeping our money safe, 5-11 years www.birmingham.gov.uk/stoploansharks • Money Wise finds out about borrowing and saving, by Andy Flatt – Borrowing, activity 3 available from www.southgatepublishers.co.uk
<p>3. about what makes someone enterprising</p>	<p>3.1 know what is meant by ‘enterprise’ 3.2 can identify the skills that make someone enterprising 3.3 understand that being enterprising may lead to job opportunities</p>	<ul style="list-style-type: none"> • Using a story as a stimulus, such as One hen, by Katie Smith Milway – discuss what makes the boy in the story enterprising and how he grew his business over time, what risks did he take? • Interactive presentation showing case studies of young people who have been enterprising and have set up their own campaigns – You can’t buy anything with a penny! Go Givers, www.gogivers.org/teachers/lessons/ks-2



Year 5


Keeping safe: out and about

I have learned about taking risks and unsafe places to play in the local environment.	What would you do in an emergency?

SAMPLE

How I feel about my learning (please circle)

 I feel confident	 I feel OK	 I'm not sure/ I need help
--	---	--

Anything else you would like to say?	 I'd like to know more
--------------------------------------	---

Teacher Comments:
