

## Summer Term Overview Year 5 and 6 – PSHE

### Summer Term Book – Mortal Engines

#### PSHE: Relationships and Health

Guide Time = 12 Weeks

#### Assessment:

##### Teacher assessment:

In-depth discussion with children.  
 Re-capping and reflecting on VIPs from previous lesson at the start of a new session.  
 Scrutiny of work produced in curriculum books.  
 Key assessment questions to check knowledge gained.

##### Year 5 - Assessment for learning:

I can demonstrate my understanding of how social media portrays others (sometimes falsely)  
 I can discuss what body image is and key changes puberty will have on my body  
 I can ask relevant questions about changes to my body/ human reproduction  
 I can identify common substances which can be misused and what to do if I feel uncomfortable  
 I can take part in an enterprising activity which involves managing money  
 I can discuss what is meant by the term 'habit' and why habits can be hard to change.  
 I can judge what kind of physical contact is acceptable or unacceptable and how to respond.  
 I can understand personal boundaries and be able to identify what I am willing to share with my VIPs.  
 I can understand that change, including transitions (between key stages and schools), loss, separation, divorce and bereavement will happen in my life and explore strategies to cope.

##### Summer 1:

##### **Very Important Points (VIPs):**

- The media does not always portray reality and stories are written to promote certain responses.
- Social media can be positive and negative, not everything is true that is written.
- Social media is any digital platform that people use to make and share information, images and videos with others.
- There are positive and negative impacts on social media.
- Not everything that you see/read online is reliable. Things can be edited to look/read a certain way.
- Body image is how you see yourself when you look in the mirror or when you picture yourself in your mind.
- There are various ways you can alter your body image e.g. plastic surgery, diet, exercise, counselling.
- The media can distort our ideas of what the 'perfect body' is.
- There is a difference between addiction and the simple habits that you and others may have. Breaking an addiction is much more difficult than breaking a habit.
- Making negative lifestyle choices can be active – something people do – or passive – something people choose not or neglect to do.
- There are two types of habits: “unconscious decision making” we make every day, like sticking to a morning routine, or having a certain meal on a specific day; the other is compulsive habits, which are things like hair stroking and nail biting.

	<p><b><u>Year 6 - Assessment for learning:</u></b></p> <p>I can critically examine social media's positives and negatives</p> <p>I can share my views on body image and how social media can impact this</p> <p>I can discuss key changes to my body during puberty and the impact of these</p> <p>I can ask relevant questions about change to my body/ human reproduction</p> <p>I can show my understanding of how I may be affected differently to my peers and how this makes me feel</p> <p>I can identify common substances which can be misused and explain the impact this can have both short and long term</p> <p>I can carry out an enterprising activity which involves managing money and be entrepreneurial</p> <p>I can discuss what is meant by the term 'habit' and critically assess why habits can be hard to change.</p> <p>I can evaluate what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>I can understand personal boundaries and be able to identify who my VIPs are and what I am willing to share with my VIPs.</p> <p>I can ask questions about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement will happen in my life and explore strategies to cope, even advising others on strategies.</p>	<ul style="list-style-type: none"> <li>• A habit is something which is learnt over time and can be hard to change, however habits can be tackled with support from others.</li> <li>• Use of drugs both legal and illegal can be harmful to both mental and physical health, many have side effects.</li> <li>• Doctors can prescribe certain substances whilst others are illegal.</li> <li>• Risk changes depending on what the drug is, who is using it and the situation.</li> <li>• Physical and emotional changes through puberty are normal and everyone experiences them at different levels and rates, managing these changes is vital.</li> <li>• Consent is where a person gives permission.</li> </ul> <p><b>Fat Questions:</b></p> <p>Consider the messages we get from the media about our bodies? How harmful will these be?</p> <p>How can we think and feel positively about ourselves? Why is this vital in our physical and emotional development and wellbeing for the future?</p> <p>What habits do we have as a society? What do you believe we need to change in order to ensure sustainability?</p>
<p><b>Links to prior learning (sequencing)</b></p>	<p>Last year, in Year 4, Year 5 children studied risk, danger and hazards – identifying them and how to avoid these issues. This links to this unit as children should be identifying the hazards of social media and dangers of believing everything you see on the internet. Also, children studied being part of a community, which links to being part of a social media community, but also links to body image and respecting other people's appearance, differences, etc. Children were also taught to listen and respect other people's viewpoints too – which will link to respecting other people. In Year 4, Year 5 also studied peer pressure and peer pressure from the media and stereotypes which will be built on in this unit.</p>	<p>Puberty is the most important time in our lives. How far do you agree with this statement?</p> <p>How does the media encourage our use of common substances?</p> <p>How much does the development of new technology impact on human reproduction?</p>

	<p>Last year, in Year 5, children looked at how their words and actions affect other people.          They also completed a lesson on how to be responsible with their mobile phone.          Learning how to take care of their own body.          Mental health          In Science in Autumn 2, children explored the impact that drugs and alcohol have on your body. Also, they explored about keeping healthy by eating a balanced diet and having exercise, which could link to their body image.          Children should draw on the knowledge gained from safer internet day to help them with their discussions on social media.</p>	<p><b>Summer 2:</b>  <b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• When thinking about physical contact, consider the three Cs – choice, control and consent.</li> <li>• Your body is your own. It belongs to you and no one else. You can decide what does and does not happen to your body.</li> <li>• If you every feel uncomfortable, speak to a trusted adult.</li> <li>• Being road smart means we can recognise and assess any hazards and the dangers they might cause, allowing us to make sensible choices.</li> <li>• We all have a responsibility to keep ourselves safe when we are near roads and when we are in vehicles.</li> <li>• Level crossings are the only way to cross a railway track safely, provided you always follow the rules and warning signs.</li> <li>• Water can be a hazard in itself; learning to swim is one of the most important ways to stay safe in water.</li> <li>• An entrepreneur is a person who sets up a business or businesses, taking on financial risks in the hope of profit.</li> <li>• Branding is absolutely critical to a business because of the overall impact it makes on your company. Branding can change how people perceive your brand, it can drive new business and increase brand awareness.</li> <li>• A business budget estimates an organization's revenue and expenses over a specific period of time and drives important business decisions.</li> <li>• A business pitch is a presentation by one or more people to an investor or group of investors, though it can also be an email, letter, or even an impromptu conversation.</li> <li>• Our VIPs include our family, our friends and other adults we know and trust. These relationships should make us feel happy and safe.</li> <li>• We all have a right to live a happy and safe life.</li> </ul>
<p><b>Links to other learning (cross fertilisation)</b></p>	<p>During the social media lesson, children will be using their skills they have learned in Art to create an 'Instagram vs reality' image. They should use the techniques they have covered in their lessons to help them.          Some of the writing tasks require children to use their English writing skills to propduce a high quality piece of writing.          Discussions could be fuelled based on what children are studying in history and how different the world is now, such as, do you think that people in the Iron Age worried about their body image?          Children could explore whether music affects their mindset and helps to create a healthy mindset. Some celebrities which are explored in the social media lesson are musicians, so discussions could be had about why we they are edited. Children could also look at lyrics in modern songs and explore whether they create a positive or negative mindset.          In RE, children explore the idea of Karma (which is believing all actions good or bad have a consequence) and this could be discussed in relation to negative comments and actions on social media.          In Science, children are exploring evolution and inheritance, which means that they will have a base understanding of human reproduction.          Children will need to draw on their mathematical knowledge to help them with their enterprising project.</p>	
<p><b>Links to future learning</b></p>	<p>In Key Stage 3, children will explore genetics and evolution, and a good undertsanding of reproduction will aid them.</p>	

	<p>When in Key Stage 3, children will study PSHE in more detail, and they will be able to use their understanding from this unit to help them.</p> <p>At GCSE, children will need a basic understanding of how a business works which links to the enterprising money project.</p> <p>Year 5, when in Year 6, will explore human reproduction in Science. They will also cover developing strategies for keeping safe online including asking for help and recognising and responding appropriately to a range of feelings in themselves and others. Also, they will be able to recognise and discuss differences and similarities in people (inc gender, disability, ethnic, cultural , racial, family etc) and the importance of challenging stereotypes. Furthermore, they will discuss the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to these.</p> <p>Also in PSHE, they will share examples of achievements and explain thought through aspirations. How we can help ourselves and others stay safe in different situations. The dangers of a mobile phone and modern day apps. To explain how to keep safe using apps. They will have to explain the difference between emotions and feelings. How we can manage these feelings and support the feelings of others. That change happens and how to manage these transitions in our lives. How to deal with loss and bereavement and how to support others with this. The changes that happen physically and emotionally during puberty. How humans reproduce. How to keep our bodies safe. The different forms of abuse and how to keep ourselves</p>	<ul style="list-style-type: none"> <li>• If we feel unhappy or uncomfortable, we should always tell someone.</li> <li>• A healthy boundary is knowing that you need to control your behaviour to make sure you are safe; physically, mentally and emotionally.</li> <li>• It's normal for any person to need support from others during changes in their lives.</li> <li>• There are different types of change: positive (which creates good feelings) and negative (which create bad feeling or can make us feel upset).</li> <li>• Using different strategies will help us to cope with change, however, we will all experience changes.</li> </ul> <p><b>Fat Questions:</b></p> <p>Why is touch so important and valued by humans and other animals?</p> <p>How can we stay safe in unfamiliar environments?</p> <p>What does it take to be a successful entrepreneur?</p> <p>How far do you believe that having boundaries is extremely important to live a happy and healthy life?</p>
<p><b>Character/Wider Development ('50 things', cultural capital, skills)</b></p>	<p>On the Year 6 '50 things' list, it states that they will make and sell a product which will link to the enterprising project.</p> <p>Children will develop their speaking and listening skills as well as general relationship, friendship and conflict resolution skills needed for later life.</p> <p>A focus upon healthy body image is vital for children to understand at their age in an ever-changing social media driven world.</p> <p><u>Thematic Questions:</u></p> <p><u>Modern Britain:</u></p> <p>Do you believe that the rise in usage of social media has created a rise in a negative mind-set and body image in modern Britain?</p> <p>Explain your reasons.</p>	<p>Change in our lives is inevitable; acceptance is the only way to keep a healthy mind-set. How far do you agree with this statement?</p> <p><b>Learning Environment:</b></p> <p>Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship:</p>

Culture:

How has social media improved creativity and social awareness for our society?

How can we begin to make puberty less taboo?

The World Beyond Us:

How has the development of the media impacted on our future lives, our wellbeing and mental health?

How has the knowledge and media coverage of space (travelling and living there) supported our health and mental wellbeing? Do you think they fully inform us of facts or do they exploit it?

True or false? Entrepreneurial skills are needed to improve science and space travel.

The World Around Us:

Do you believe that social media has brought our world closer together? Is this a positive or negative thing?

Healthy Bodies, Healthy Minds:

How does a balanced diet help to create a positive body image?

'Social media creates a negative mind-set.' Do you agree or disagree with this statement?

Technology in Action:

'Technology leaves us feeling isolated.' How far do you agree with this statement?

Photo shopping and filtering photos should be made illegal. Do you agree or disagree with this statement? Why?

**Policies:** If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.

**Rules:** Remind children of the class agreement or ground rules for discussion.

**Expect:** Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.

**Procedures:** Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.

**Ask:** Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.

**Respond:** Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.

**Enable:** Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 1  - Social media is any digital platform that people use to make and share information, images and videos with others. - There are positive and negative impacts on social media. - Not everything that see/read online is reliable. Things can be edited to look/read a certain way.	LO: To recognise how images in the media do not always reflect reality.  FAT Question: What messages do we get from the media about our bodies?	To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. (link to computing) L17 - To explore and critique how the media present information. L18 - To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others.	Social Media Digital platform Edited Photo shopped Interactive Communication Connection Filtered Reliability	<p><b>Year 5 GD:</b> Children could write explanations of their images and justify why they have chosen what they have.</p> <p><b>Year 6 GD:</b> Children could write explanations of their images and justify why they have chosen what they have. They could also think about Hester and what different social media accounts she might follow and be interested in (e.g. hashtags, etc.)</p> <p><b>SEND:</b> Children will be sitting in mixed-ability pairs. For the benefits and risks of social media task, children are given the</p>	<p>Children may believe that everything they read online or on social media is real and can be trusted.</p> <p>Children may also believe that images that are put onto social media are real and unfiltered.</p> <p>Children may believe that having lots of 'likes' and 'comments' on social media will lead to a positive mind-set and body image.</p>	<p>Slides and resources are on the system.</p> <p>The lesson begins with a cartoon image that children will discuss, in pairs, what they think it means and whether they agree or disagree with the statement.</p> <p>Children are given questions to discuss in their pairs before sharing with the rest of the class.</p> <p>Then, explain what social media is in answer to the questions they have been given.</p> <p>Children should then explore the benefits and risks of social media. This could be done in pairs, but this could be done individually or as part of a group.</p> <p>Children should then be given the question: can we always believe everything we see on social media? They are then presented with a series of images, an original and an edited version, which they can discuss what has been changed in the image. The main point to take from this is that people have been edited into a 'perfect ideal image' that 'normal people' cannot match-up to, which in turn will negatively impact on our mental health. Children should see that there is nothing wrong with the original images, and explain why they think the images have been edited.</p> <p>Then, discuss why they believe people lie on social media and whether we can trust</p>

				<p>statements and they can decide if they are a risk of benefit. Children could be given an image of the reality/Instagram and they have to draw the opposite.</p>		<p>everything we read on the internet, using examples to support their ideas.</p> <p><b><u>Year 5 –</u></b> The task is to create an image which depicts social media vs reality. There are some WAGOLLS on the slides to help children understand the task. They can do this by either sticking the Instagram template in the middle of the sheet, and draw the reality around it, or they can stick it on the left-hand side and create the reality on the right-hand side. There is also a link provided to show more images of expectation vs reality, which may help them.</p> <p><b><u>Deepen the Moment –</u></b> Imagine that your friend is struggling with feeling good after using social media. What advice would you give them?</p> <p><b><u>Year 6 –</u></b> As we have seen, it is really easy to manipulate what you put online, but there is always a reality behind the 'Instagram perfect' image. Use the description of Hester Shaw in Mortal Engines to create an 'Instagram vs Reality' image. Create what she actually looks like (according to the description) and how she might filter/edit herself.</p> <p><b><u>Deepen the Moment –</u></b> Should filtering or editing your photos be made illegal on social media? Justify your response.</p>
--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Week 2 Body Image</p> <p>Body image is how you see yourself when you look in the mirror or when you picture yourself in your mind. There are various ways you can alter your body image e.g. plastic surgery, diet, exercise, counselling. The media can distort our ideas of what the 'perfect body' is.</p>	<p>LO: To explore what a positive body image is.</p> <p>FAT Question: How can we think and feel positively about ourselves?</p>	<p>H4 To critically examine photos, media articles and social media posts/ pictures to understand how editing an image and the wording of a text can change perception and be misleading.</p>	<p>Stereotype Body image Self-confidence Media Appearance Pressure</p>	<p><b>Year 5 GD:</b> Children could begin to think about the expectations of males vs females and explore those as part of their response.</p> <p><b>Year 6 GD:</b> Children could give examples of people in their lives who embody the ideals that they explore in the task. They could reflectively think about what characteristic they believe they lack, and what they would like to improve.</p> <p><b>SEND:</b> Children are given a differentiated reading for productivity text – where the questions are placed directly underneath the relevant paragraph. They can also be provided with a prompt sheet about what they love about themselves</p>	<p>Children may believe that having a positive body image is the same thing as being body positive. Body image refers to a person's perception of their own body and is not contingent on body size.</p> <p>Children may believe that there is such thing as 'the perfect body' but this is a misconception because there isn't one.</p> <p>What you see in the mirror is who you are. This is a very big misconception when it comes to our entire body image. Yes, physical appearance is part of your body image but definitely not the whole. While people see you on the outside at first glance, there is more to you.</p> <p>If I eat less I will look better. Do you really know anyone who eats less and looks better? They may at first begin to be thinner, but as times goes on they look worse than they did to begin with. This is an extremely</p>	<p>Slides and resources are on the system.</p> <p>Children discuss what message we get from the media about our bodies and whether we can think and feel positively about ourselves. This can be done as a class discussion, paired discussion or grouped discussion. Next, children should then 'round robin' at least three things they like or love about themselves.</p> <p>As a class, children should discuss what is defined as the perfect body and how this is affected by the media. Children should then explore the first group of images, using the prompt question to aid their discussion (slide 8). Following this, children should be given the second set of images and explore whether they believe that they are more realistic and less stereotypical, using positive adjectives to describe the people in their images that are not linked to their physical appearance. Moving on from this, children explore whether the words that are on slide 12 describe them – this could be done as a class discussion or in smaller groups.</p> <p><b>Year 5 –</b> Inside the outline, use colourful pens to write all the words and phrases that you can think of that are truly important when it comes to how we think and feel about ourselves. Outside, write down all the different words social media deems to be important when it comes to how we think and feel about ourselves.</p> <p><b>Deepen the Moment –</b> Children should organise some statements into the categories: 'important' and</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



				which may help to spark ideas.	dangerous misconception to get caught up in as it can lead to eating disorders which is an entirely different subject.	'unimportant', explaining why they have placed them where they have.  <b>Year 6 –</b> Inside the outline, use colourful pens to write all the words and phrases that you can think of that are truly important when it comes to how we think and feel about ourselves. Outside, write down all the different words social media deems to be important when it comes to how we think and feel about ourselves. They should show the different expectations put on males and females. Also, GD children should try to give examples of people in their life who present the words they write down. <b>Deepen the Moment -</b> Organise and order the following statements into the categories: 'important' and 'unimportant'. You should explain why you have placed them where you have. Highlight in green pen what social media seems to suggest are the most important and explain why you think this is.
<b>Week 3 Habits</b>  - There is a difference between addiction and the simple habits that you and others may have. Breaking an addiction is much more difficult than breaking a habit.	LO: To understand what a habit is and that they can be hard to change.  FAT Question: What habits do we have a society? What do you believe we need to change in order to ensure sustainability?	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	Choices and decisions Consequences Balance Unconscious decision making Compulsive	<b>Year 5 GD:</b> Children are given extension tasks on each task to develop their learning.  <b>Year 6 GD:</b> Children are given extension tasks on each task to develop their learning.	Children may believe that habits are really easy to break.  Children may believe that habits and addictions are one in the same.  Children may believe that all habits are bad/negative/unhealthy.  Children may believe that learning about	Slides and resources are on the system.  Children begin by discussing what they believe is the definition of a habit. There are some definitions given from various sources which can be discussed as a class. Then, go through and read the information regarding habits. There are two slides of information, so it might be good to discuss information as it is read to ensure children are understanding what is being said.  <b>Year 5</b> will then organise the statements into whether they believe they are healthy or unhealthy habits. If they have finished, they

<p>- Making negative lifestyle choices can be active – something people do – or passive – something people choose not or neglect to do.</p> <p>- There are two types of habits: “unconscious decision making” we make every day, like sticking to a morning routine, or having a certain meal on a specific day; the other is compulsive habits, which are things like hair stroking and nail biting.</p>				<p><b>SEND:</b>          Children are given prompts for the self-reflection task (as well as a WAGOLL) which will help them to complete it. Also, they have a choice of 2 scenarios where the questions have been tweaked slightly for them. Furthermore, the sorting activity has less options and the children have a ‘not sure’ column where they can place the ones they do not understand.</p>	<p>benefits will help us form new habits.</p> <p>It takes 21 days to form a habit. Time helps but depends on how “difficult” a habit is – e.g., drinking water before meals was achieved by most study participants in 18 days; regular exercising took more than a year.</p>	<p>can go through and highlight which habits they believe they have (from both columns).</p> <p><b>Year 6</b> will then organise the statements into whether they believe they are healthy or unhealthy habits. They should then choose 3 unhealthy habits and explain what steps they would take to try and change. (You may want to change this to 1 depending on time.) If they have finished, they can go through and highlight which habits they believe they have (from both columns). Once this is completed, explore the information about how to beat the habits. Year 5 will then choose 1 scenario and respond to the questions given to them. If they have completed that, they can choose another of the scenarios and explore that too. Year 6 will explore all of the scenarios, responding to the questions in their books. If they have completed this, then they should look at creating their own scenario and prompt questions (which can be shared out between those who have finished). You could spend time feeding back to what they have advised for each scenario, but this optional and dependant on time. Finally, both Year 5 and 6 should fill out a self-reflection sheet, exploring what unhealthy habit they would like to stop.</p> <p><b>Year 5 Deepen the Moment –</b>          Children should answer the following questions in their books:</p> <ol style="list-style-type: none"> <li>1. Where do you think we learn our habits from?</li> <li>2. Which good habit do you think would be the most difficult to develop?</li> </ol>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

						<p>3. Which habit is the most important for parents to set as an example of for their children?</p> <p><b><u>Year 6 Deepen the Moment –</u></b>          Children should explore the question: What healthy/unhealthy habits do you think the characters in Mortal Engines have? How do you think those habits will impact on their lives?</p>
<p>Week 4 Common Substances – Drugs</p> <p>-Everything we put into our bodies, including the food we eat, the fluids we drink and medicines, all have an impact on our bodies.          - Some things, such as nutrients, vitamins and minerals, affect our bodies positively, while other things, such as alcohol and tobacco have a negative effect on our bodies.          -You have to be 18 or above to</p>	<p>LO: To understand the harmful effects of using drugs, including alcohol and tobacco.</p> <p>FAT Question: How does the media encourage our use of common substances?</p>	<p>H17 - To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>	<p>Restricted drugs Tobacco E-cigarettes Alcohol Caffeine Illegal substances Peer pressure</p>	<p><b><u>Year 5 GD:</u></b>          During the quiz, GD children should be challenged to explain why they think each item is the odd one out. Children should also be able to explain the positive effect certain substances can have on our body, rather than just focus on the negative. Children should be challenged on slide 19 about whether they think the legal age for alcohol should be increased, etc.</p> <p><b><u>Year 6 GD:</u></b>          During the quiz, GD children should be challenged to explain why they think each item is</p>	<p>Children may not know that caffeine is a drug and it can therefore be addicted. Children may not know that caffeine is in tea and energy drinks, not just coffee.</p> <p>Children may believe that it is easy to pick an addict out of the crowd.</p> <p>Children may also believe that "hard" drugs like cocaine and heroin are addictive.</p> <p>Children may believe that alcohol is the only reason for people becoming alcoholic, when actually lots of factors cause it:</p> <ul style="list-style-type: none"> <li>- Genetic predisposition: struggling with alcohol addiction often runs in the family.</li> </ul>	<p>Slides and resources are on the system.</p> <p>Please ensure that you prepare your children for sensitive material.</p> <p>Children are given the 'big questions' at the beginning of the lesson to discuss with their partner/group/class what they already know about the topic. They have covered substances in Science this year, so they will be able to draw information from that. After this, children are given a little whiteboard quiz where they decide which substance is the odd one out within the list. The teacher should go through which substances harm us with discussions opportunities for the class dotted throughout. Children can then complete match-up exercise. This focuses on looking at the effect certain substances have upon our bodies. You can either match-up on A3 or complete a card sort – this is up to the teacher. Children can then discuss why they think people put these substances in their bodies, despite the fact that they can have some negative impacts. Next, children can talk about the mixed messages they are given about alcohol and</p>

<p>buy tobacco and alcohol in the UK. -Use of drugs both legal and illegal can be harmful to both mental and physical health, many have side effects. -Doctors can prescribe certain substances whilst others are illegal. -Risk changes depending on what the drug is, who is using it and the situation.</p>				<p>the odd one out. Children should also be able to explain the positive effect certain substances can have on our body, rather than just focus on the negative. Children should be challenged on slide 19 about whether they think the legal age for alcohol should be increased, etc. On slide 27, children should explain how they think schools could help to solve the issue surrounding peer pressure. In their letter, they should be expected to include a range of literary devices, such as rhetorical questions and multi-clausal devices.</p> <p><b>SEND:</b> Children have access to a more detailed plan with prompts on it to</p>	<ul style="list-style-type: none"> <li>- Gender - men are more likely to develop alcoholism than women.</li> <li>- Psychological factors: low self-esteem and depression can often lead to drinking in order to fit in.</li> </ul> <p>Age at which one starts drinking: the younger one is when they start drinking, the more likely they are to struggle with alcohol addiction.</p>	<p>tobacco, and they can draw information from lesson 1 (looking at social media).</p> <p><b>Year 5:</b> Create an information leaflet to help other people with their choices. Think about what you have learnt about harmful substances. You need to make your leaflet easy to read and eye-catching. <b>Deepen the Moment –</b> Do you think the legal age for smoking should be lowered, increased or should it stay the same?</p> <p><b>Year 6:</b> Should the legal age for drinking alcohol be lowered, be increased or should it stay the same? Write a letter to your local MP, exploring your own opinion and idea. <b>Deepen the Moment -</b> Images of smoking and drinking should be banned from social media, television shows, movies, etc. because it can cause addiction. Do you agree or disagree with this statement?</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				help them with their planning. There is also access to a template for them to write on, which will help them format their text. Children are also sitting in mixed ability pairs.		
<p>Week 5 Key Changes – Puberty</p> <p>-Physical and emotional changes through puberty are normal and everyone experiences them at different levels and rates, managing these changes is vital.</p> <p><b><u>Males:</u></b></p> <p>- Puberty describes the phase when a child's body starts to change, as they become an adult.</p> <p>- Puberty usually starts between the ages of 9 and 15 in males</p> <p>- At time of puberty, our bodies start to</p>	<p>LO: To describe the changes that people's bodies go through during puberty.</p> <p>FAT Question: Puberty is the most important time in our lives. How far do you agree with this statement?</p>	<p>H18 - For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty. (school nurse)</p>	<p>Puberty Nocturnal emissions (wet dreams) Genitals</p> <p>Female Key Words: Ovaries Menstruation (periods)</p> <p>Male Key Words: Testosterone Sperm Testes (Testicles) Erection</p>	<p><b><u>Year 5 GD:</u></b> Children will use their skills from English to create a detailed fact sheet. They should think about rhetorical devices and techniques which will make their writing more engaging.</p> <p><b><u>Year 6 GD:</u></b> Children will use their skills from English to create a detailed fact sheet. They should think about rhetorical devices and techniques which will make their writing more engaging.</p> <p><b><u>SEND:</u></b></p>	<p>Spots and pimples are the result of being unclean. Instead, it's caused by hormones. It's a result of excess oil getting trapped in skin pores.</p> <p>Nocturnal emissions (wet dreams) are abnormal. It is common and it is the body's way of relieving arousal.</p> <p>Everyone goes through puberty at the same time – and if they have not started yet, it is abnormal.</p> <p>If a female has her period she cannot swim, run, etc. During her period, a female can do anything she normally does. Exercise can help reduce cramps and improve mood. Use tampons or</p>	<p>Slides and resources are on the system.</p> <p>Please ensure that you prepare your children for sensitive material.</p> <p>There is a lesson which is specific to males and a lesson which is specific to females – they will go into more detail depending.</p> <p>Children explore what happens to either girls' or boys' bodies during puberty and question how we can best look after our changing bodies. Children should then discuss in pairs what they already know about puberty. They should then feedback as a class – this would be a good place to correct any misconceptions. Children should then link the idea of puberty to emotions they might feel as they go through it. Next, the lesson explores the different aspects of puberty. From this, children should discuss in pairs how they can look after their body as it grows through puberty.</p> <p><b><u>Year 5:</u></b> Children should use the information they have been given to create a fact sheet to</p>

<p>produce a sex hormone called testosterone which causes body hair to grow, your voice to break and become lower and increases our muscle growth.</p> <p><b>Females:</b></p> <ul style="list-style-type: none"> <li>- Puberty describes the phase when a child's body starts to change, as they become an adult.</li> <li>- Puberty usually starts between the ages of 8 and 13 in males.</li> <li>- At time of puberty, our bodies start to produce a sex hormone called oestrogen which causes body hair to grow, your breasts to grow and hips widen.</li> </ul>				<p><b>Year 5</b> - Children are provided with prompt cards for looking after their bodies. Children will also be provided with sentence starters for their fact sheet. Alternatively, they could be given the prompt cards and explain how each card will help them look after their body.</p> <p><b>Year 6</b> – children could be given a specific agony aunt letter which is about looking after their bodies, that way, they can use the prompt cards to help with their response.</p>	<p>menstrual cups for swimming.</p>	<p>give advice to others about how to look after their bodies during puberty.</p> <p><b>Deepen the moment:</b>        Imagine that you had a friend who was finding puberty difficult to cope with. What advice would you give them?</p> <p><b>Year 6:</b>        Children become an 'agony aunt Emily' who isn't embarrassed by anything. They can choose any of the short letters which are asking for advice and respond back to them, in a reassuring way.</p> <p><b>Deepen the moment:</b>        What do you think we can do to make the subject of puberty less taboo?</p>
<p>Week 6        Key Changes – Human Reproduction</p>	<p>LO: To describe the process of human reproduction, from conception to birth.</p>	<p>H19 - To learn about human reproduction.         H33. about the processes of</p>	<p>Sperm        Egg        Fertilising        Conception        Birth        Surrogacy</p>	<p><b>Year 5 GD:</b>        Children may want to avoid using the template and free-hand create a journey. They will</p>	<p>A misconception is that babies are in the 'belly' or 'tummy' instead of the womb.</p>	<p>Slides and resources are on the system.         Please ensure that you prepare your children for sensitive material.</p>

<p>-The fertilised egg develops into an embryo and then a foetus.          -It is protected by the amniotic fluid and obtains food from the mother's blood via the placenta. -          Pregnancy lasts 9 months and then the muscles of the uterus push the baby out through the vagina</p>		<p>reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p>	<p>Embryo          Foetus          Zygote          Labour</p>	<p>also be expected to use all the vocabulary, spelt correctly.</p> <p><b><u>Year 6 GD:</u></b>          Children should include technical vocabulary in their journey. They could also explore advice on how to ensure the parent and child are healthy throughout. They could provide comparisons on size – e.g. your baby is the size of a ...'</p> <p><b><u>SEND:</u></b>          Children have a template to use.</p> <p>Children can match then explain.          Children to use core vocabulary provided, in their explanations.</p>	<p>Children may have strange ideas about where children come from, such as 'long kisses' or 'a shop'.</p> <p>Children may not understand about the female anatomy, therefore will have misconceptions about how a baby is born.</p> <p>Parents have to be in love/married to produce a baby.</p>	<p>Children read through some sentences and attempts to fill in the missing words based on their prior knowledge.          Then, children are given information about the process of reproduction. Some children may want to share their own stories, for example, if they were born from a C-section. Children then watch the video - <a href="https://www.bbc.co.uk/bitesize/clips/zpmqxnbn">https://www.bbc.co.uk/bitesize/clips/zpmqxnbn</a>          In pairs, children should discuss what things they think a foetus needs in order to grow and develop inside the womb.</p> <p><b><u>Year 5:</u></b>          Children should plot the journey from conception to birth, using the vocabulary sheet to help with their plan. They should use the information on the slides to support them.  <b><u>Deepen the moment:</u></b>          What do you think is the most crucial stage of development? Why?</p> <p><b><u>Year 6:</u></b>          Children should plot the journey from conception to birth, using the vocabulary sheet to help with their plan. They should use the information on the slides to support them. They should complete their own journey, without using a template.  <b><u>Deepen the moment:</u></b>          What could a mother do to make the baby grow as efficiently as possible?</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Week 7</p> <p>- When thinking about physical contact, consider the three Cs – choice, control and consent.</p> <p>- Your body is your own. It belongs to you and no one else. You can decide what does and does not happen to your body.</p> <p>- If you every feel uncomfortable, speak to a trusted adult.</p>	<p>LO: To understand what physical contact is acceptable and unacceptable and how to respond.</p> <p>FAT Question: Why is touch so important and valued by humans and other animals?</p>	<p>R8 - To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>Choice Control Consent Autonomy Respect Protect Trust</p>	<p><b><u>Year 5 GD:</u></b> During the choice and control discussion, children may want to explore the negative/positive impact each situation may have on the people involved, understanding that it doesn't always just affect one person. Children should use the vocabulary: Autonomy and consent.</p> <p><b><u>Year 6 GD:</u></b> During the choice and control discussion, children may want to explore the negative/positive impact each situation may have on the people involved, understanding that it doesn't always just effect one person. Children should use the vocabulary: Autonomy and consent. Children will be expected to</p>	<p>Children may believe that because they are young, they cannot give consent about touch.</p> <p>Some children may not understand that 'play fighting' can be uncomfortable for other children or may hurt them.</p> <p>Children may not understand that people react to types of touch differently. What one person likes may not be the same as another person.</p>	<p>Slides and resources are on the system.</p> <p>Please ensure that you prepare your children for sensitive material.</p> <p>Children begin the lesson exploring how they would define physical contact and examples. You may want to touch on the idea of positive and negative types of touch. Read through the information on the slides about choice, control and consent, ensuring that children understand what they mean and why they are so important. Children should then explore statements about whether they believe they have choice and control over the situation that has been given. Children may want to discuss times in their own lives when they have experienced this kind of change. Children should discuss the vocabulary 'consent' and 'autonomy' – they could even use them in a sentence to fully show that they have understood their definition. Children should then work either in pairs or individually to explore the given scenarios and discuss the following questions:</p> <ul style="list-style-type: none"> <li>- Who is not being treated with respect?</li> <li>- Who does not feel safe?</li> <li>- Who is being harmed?</li> <li>- What can be done to protect the person who is being harmed?</li> <li>- What rights does the person have?</li> <li>- Who could help the person who is being harmed?</li> </ul> <p>Please ensure that children understand that these scenarios are made-up. They could be upsetting for some children so please prepare you children for this. There are a</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



				<p>include higher-level vocabulary throughout. They may give examples which are more mature than other children.</p> <p><b>SEND:</b>          Children will be provided with less scenarios so that they can focus on specific ones. They will be sitting in mixed ability pairs to help develop their discussions. Children may be given different types of touch to organise into their Venn diagram.</p>		<p>couple of slides which follow this task explaining what children should do to seek support and who their own trusted adults are.</p> <p><b>Year 5 and 6:</b>          Children should then move on to mind-mapping the different types of touch they could receive. Again, this could be sensitive. Either as a class, paired, group or individually, children should categorise their list of touch into wanted/safe or unwanted/unsafe. It is important for children to understand that there are different factors which can impact on our reaction to type of touch, such as our relationship with the person doing the touching. <b>Year 6</b> should ensure they explain how they would feel during these touches, both unwanted and wanted, and explore what they would do if receiving unwanted/unsafe touch.</p> <p><b>Deepen the Moment:</b>          Choose a scenario from earlier and write a response to them, advising them how to deal with the situation that they are in. <b>Year 6</b> may complete more than one scenario. Their writing should be completed in line with their Year 6 writing expectations. They should use the vocabulary from today's lesson in their response too.</p>
<p>Week 8</p> <p>- Being road smart means we can recognise and assess any hazards and the dangers they might cause,</p>	<p>LO: To recognise how to stay safe on the road and in the environment.</p> <p>FAT Question:</p>	<p>H21 - To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability</p>	<p>Hazard          Dangers          Risk          Pedestrians          Responsibly</p>	<p><b>Year 5 GD:</b>          During the risk assessment task, children could begin to explain how they can reduce the risk factor of each of the photographs.</p>	<p>Children may believe that crashes happen to speeding maniacs or real old drivers. However, the most common crash is by an average driver who makes an error of judgment. Bad drivers simply get noticed more,</p>	<p>Slides and resources are on the system.</p> <p>Children begin the lesson by discussing what risks they might encounter outside. Then, they should explore the 3 key vocabulary words: hazard, danger and risk, explaining what they think they might mean. (This could also be linked to their previous discussion.)</p>

<p>allowing us to make sensible choices.</p> <ul style="list-style-type: none"> <li>- We all have a responsibility to keep ourselves safe when we are near roads and when we are in vehicles.</li> <li>- Level crossings are the only way to cross a railway track safely, provided you always follow the rules and warning signs.</li> <li>- Water can be a hazard in itself; learning to swim is one of the most important ways to stay safe in water.</li> </ul>	<p>How can we stay safe in unfamiliar environments?</p>	<p>programme), and safety in the environment (including rail, water and fire safety).</p>		<p><b>Year 6 GD:</b>        Children should discuss how they can limit the risks involved in their journey. Could they explore how they can make their journey shorter? Does this impact on risk? Are there different routes they could take that would impact positively or negatively on their journey?</p> <p><b>SEND:</b>        It might be preferable for children to only be given 4 images to explore, rather than 8. This means that the risk assessment will need to be edited depending on which images you choose. Children are given a satellite map with the journey already mapped out for them. This means that they are only spotting the risks and hazards.</p>	<p>because they stand out by their behaviour.</p> <p>Accidents will always happen, there's not much one can do. Because all drivers are human the first part of this statement is sadly true. Learning safe driving techniques and practicing them is a recipe for crash-free motoring.</p> <p>Getting trucks, cyclists etc. off the road would make traffic safer. This option would not make traffic safer, but faster. Tolerance towards other (slower) road users and allowing them space is the hallmark of a low-risk driver.</p> <p>Children may assume that they will always be able to hear a train coming. However, trains are quieter than ever, producing no tell-tale "clickety-clack." Any approaching train is always closer, moving faster, than you think.</p> <p>Children may assume that an engineer will</p>	<p>Children should then study 8 photographs, discussing any hazards they can potentially see. Feedback with the whole class. Children should then complete a risk assessment sheet on each of the photographs, justifying whether each risk is low, medium or high. Feedback as a class – this could lead to great discussions as the level of risk may be interpreted in different ways. <b>Year 6</b> should aim to explain what steps they would take to reduce the amount of risk involved. After this, there is an A3 sheet of information and advice about staying safe on the road, railways and water. It is at the teacher's discretion whether they want to read it through as a class or individually, etc. It is important that children have understood the information they have read. The task should be edited dependant on your school and what is in your area. Halfpenny Lane is completed already as an example.</p> <p><b>Year 5:</b>        Children will imagine that they are going to walk from Halfpenny Lane School to the Asda. They will be given a map and a satellite view of the area. They should map out their journey, exploring the possible dangers they might find and how they would prevent anything bad from happening.</p> <p><b>Deepen the Moment:</b>        They should explore the dangers and hazards they might face if they were travelling by either bicycle or car. Then, they should evaluate which, out of walking, driving and cycling, present the most risk.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	-------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					<p>always be able to stop the train if they get stuck on the tracks. However, by the time an engineer sees a person or vehicle on the tracks it's too late.</p> <p>Leaving your child/brother/sister alone for a couple of minutes near the water is fine. However, drowning is very quick, leaving you with only a minute to react.</p> <p>Children may believe that it is the lifeguard's responsibility to look after them in the water. The responsibility is solely their own and their parent's. A lifeguard is there to enforce rules, scan, rescue and resuscitate.</p>	<p><b>Year 6:</b> Children will imagine that they are going to walk from Halfpenny Lane School to Pontefract Squash Club. They will be given a map and a satellite view of the area. They should map out their journey, exploring the possible dangers they might find and how they would prevent anything bad from happening.</p> <p><b>Deepen the Moment:</b> They should explore the dangers and hazards they might face if they were travelling by either bicycle or car. Then, they should evaluate which, out of walking, driving and cycling, present the most risk.</p>
<p>Week 9 and 10 Enterprise Project – Managing Money</p> <p>- An entrepreneur is a person who sets up a business or businesses, taking on</p>	<p>LO: To explore what makes a good entrepreneur and how to budget.</p> <p>LO: To create a persuasive pitch in order to secure my starting funds.</p>	<p>L13 - To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. &amp; L16 - What is meant by enterprise and</p>	<p>Profit Stock Revenue Credit Loss Budget Expenses Receipt Pitching</p>	<p><b>Year 5 GD:</b> Children are expected to write their pitch in line with GD Year 5 writing expectations. Children are expected to include technical vocabulary within their writing, using</p>	<p>A budget will restrict my spending. A budget is a plan based on your unique financial situation that helps you control your spending and saving. It means you know how much money is coming in and going out each month. You don't necessarily have to restrict your spending or</p>	<p>Slides and resources are on Trust shared.</p> <p>Children will take part in an enterprising project where the children will choose one product to sell at the summer fayre, e.g. milkshake, ice-cream or smoothies.</p> <p><b>Lesson 9:</b> Their job is to work out how much each item will cost, and which supermarket would be the best to buy those items from.</p>

<p>financial risks in the hope of profit.          - Branding is absolutely critical to a business because of the overall impact it makes on your company. Branding can change how people perceive your brand, it can drive new business and increase brand awareness.          - A business budget estimates an organization's revenue and expenses over a specific period of time and drives important business decisions.          - A business pitch is a presentation by one or more people to an investor or group of investors, though it can also be an email, letter, or even an impromptu conversation.</p>	<p>FAT Question:          What does it take to be a successful entrepreneur?</p>	<p>begin to develop enterprise skills.</p>		<p>the glossary PPT available.</p> <p><b><u>Year 6 GD:</u></b>          Children should write their pitch in lien with the year 6 writing expectations. Children could research their own ingredients / create and suggest their own product for the Summer Fayre.</p> <p><b><u>SEND:</u></b>          Children will be working in mixed pairs/groups which means that children will be supported by their peers.</p>	<p>save every penny you earn.</p> <p>Entrepreneurs are born that way. It is true that some people are born with traits that aid their entrepreneurship exploits like being good at public speaking or having a natural inclination for planning but in reality, these natural traits still need to be practised and it's very possible to acquire the necessary skills to become a successful entrepreneur regardless of what you are born with.</p> <p>All you need is a Great Idea to be successful. A great idea is usually the foundation of a profitable and sustainable business but even the best ideas can end up failing if they aren't properly supported.</p>	<p>From this, they must estimate how much it will cost to make one of their products and how much it will cost to make 30. A booklet needs to be given to each child, and they should work their way through the various sections until they have a completed idea. Teacher to model examples linked to the booklet to ensure children are confident and understand. Teacher to address misconceptions through modelling, ensure they fully understand the role of an entrepreneur and how important it is to plan, gain 'public' views and feedback and test before producing the final product.</p> <p><b><u>Lesson 10:</u></b>          Their job in this lesson is to create a deliver a pitch for the money to their headteacher/teacher. Year 5 and 6 will be differentiated by outcome, with skills and knowledge being built upon across the phase. Children should discuss what techniques they should employ to be successfully persuasive. This could be taken in the context of writing and in everyday life. Explore what they have already completed as part of the project. (They may need some more time to finish if they did not complete everything the lesson before.) Children should then watch the Levi Roots episode of Dragon's Den and understand what a pitch is, as they will have to pitch their idea to the head teacher in order to get the money they will need to produce their product. They should evaluate what he did successfully and what he could do to improve.</p> <p><b><u>Year 5 and 6 tasks:</u></b></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	--------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

						<p>Children should then turn to their product design and pitch planning sheet and begin to create their pitch. This should be differentiated by the writing expectations of their year group. Children should use the glossary given and the pitch WAGOLL to help. It is optional for teachers to go through the WAGOLL with children and explore why it is successful. There is a persuasive writing sheet to help them too.</p> <p><b>Deepen the moment:</b>          Children should then complete the self-evaluation form, giving evidence about where they have shown examples of each of the statements. They should then explain what actions they could do to improve weaker areas.</p> <p><b>Possible further extension:</b> There is a Levi Roots text with questions which you may want to give children.</p>
<p>Week 11 Relationships and boundaries.</p> <p>- Our VIPs include our family, our friends and other adults we know and trust. These relationships should make us feel happy and safe.</p> <p>- We all have a right to live a happy and safe life.</p>	<p>LO: To understand personal boundaries and how personal relationships can change it.</p> <p>FAT Question: How far do you believe that having boundaries is extremely important to live a happy and healthy life?</p>	<p>R21 - To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.</p>	<p>Boundaries          Physical contact          Healthy boundary          Unhealthy boundary          Relationships          VIPs</p>	<p><b>Year 5 GD:</b>          During the statement sorting task, children should explain what the consequences of each unhealthy boundary is and justify their opinion. During the boundaries task, children could begin to explore the thoughts and feelings connected with each violation.</p> <p><b>Year 6 GD:</b></p>	<p>Boundaries are sometimes seen as harsh, cold, or uncaring. They're also mistakenly viewed as punishment carried out by rigid, uptight, or selfish people. Because boundaries create limits, they're sometimes interpreted as repressive or as restrictions on personal freedom.</p> <p>A common misconception about boundary work is that a choice to protect</p>	<p>Slides and resources are on the system.</p> <p>Please ensure that you prepare your children for sensitive material.</p> <p>Children begin the lesson thinking about what makes a good relationship. During these discussions, they should factor in the different types of relationships they have and how that would impact how 'good' they are. Also, children should discuss what they could do if their relationship isn't classed as good. Explore the information on the following slides about relationships and VIPs. This may be an opportunity for discussion within the class. Who they think their VIPs are, are there any universal VIPs? Some information</p>

<p>- If we feel unhappy or uncomfortable, we should always tell someone.</p> <p>- A healthy boundary is knowing that you need to control your behaviour to make sure you are safe; physically, mentally and emotionally.</p>				<p>During the statement sorting task, children should explain what the consequences of each unhealthy boundary is and justify their opinion. During the boundaries task, children could also begin to evaluate the severity of the violation – e.g. I believe that a friend going through my backpack is a mild severity. Though they could have found something personal, it will not cause my physical harm.</p> <p><b><u>SEND:</u></b></p> <p>They have already been given suggestions of physical boundaries on their worksheet. Dependant on your student, this could be filled out in more detail.</p>	<p>yourself—as an act of self-care—is a punishment of the other person. Boundaries aren’t something you do to another person. Boundaries are something you do for your own self-care, well-being, and protection.</p> <p>Children may believe that boundaries are something only used by adults.</p>	<p>links back to the lesson on personal contact and what types of touch is OK. From this, explore the idea of boundaries. Children be able to understand what a boundary is and begin to evaluate them. They may want to share examples of times when they have exhibited healthy or unhealthy boundaries. Children should then be presented with different statements about boundaries. They should decide whether they think that each statement is an example of a healthy or unhealthy boundary. Next, as a class or as a group, children should create a list of the types of physical boundaries they can think of.</p> <p><b><u>Year 5:</u></b>        Children should now use their knowledge of relationships and boundaries, and the list they created earlier, to explore the ways in which physical boundaries can be violated and what they can do to enforce them. Year 6 should add how it would make them feel when the boundary has been violated too.</p> <p><b><u>Deepen the Moment:</u></b>        Children should complete a relationship circle, sorting out how they would categorise the people in their lives.</p> <p><b><u>Year 6:</u></b>        Children should now use their knowledge of relationships and boundaries, and the list they created earlier, to explore the ways in which physical boundaries can be violated and what they can do to enforce them. Children should add how it would make them feel when the boundary has been violated too.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

						<p><b>Deepen the Moment:</b> Children should complete a relationship circle, sorting out how they would categorise the people in their lives.</p> <p><b>Extra task included:</b> children are given statements and they must decide whether they believe it is okay for someone to do that to them.</p>
<p>Week 12</p> <p>- It's normal for any person to need support from others during changes in their lives. - There are different types of change: positive (which creates good feelings) and negative (which create bad feeling or can make us feel upset). - Using different strategies will help us to cope with change, however, we will all experience changes.</p>	<p>LO: To explore changes and transitions in our life and how to cope with them.</p> <p>FAT Question: Change in our lives is inevitable; acceptance is the only way to keep a healthy mind-set. How far do you agree with this statement?</p>	<p>H8 - To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p>	<p>Change Transition Loss Bereavement Positive change Negative change</p>	<p><b>Year 5 GD:</b> Children should include evidence from the text to support their ideas about Melanie's journal. On the self-reflection task, children could explain why they feel the way they do. They could explore how they would act if this change occurred. When mapping out their own lives, children should include detailed notes and higher-vocabulary in their journeys.</p> <p><b>Year 6 GD:</b> Children should include evidence from the text to support their ideas about Melanie's</p>	<p>Children may believe that changes are always bad in their lives.</p> <p>Children may believe that grief from bereavement lasts forever.</p> <p>Children may believe that their parents are the only ones who can help them cope with changes in their lives.</p> <p>In some situations of change, children may believe that they are at fault for the change (e.g. parental divorce, etc.)</p> <p>Children may believe that they are powerless when dealing with changes in their lives, however, there are strategies available to help them cope.</p>	<p>Slides and resources are on the system.</p> <p>Please ensure that you prepare your children for sensitive material.</p> <p>The lesson begins with children explore different types of changes that happen in their lives. They should then categorise those, whether they believe they are small or large changes. This could prompt some discussions as children may categorise them differently. They may also want to discuss possible changes in their own lives. After this, go through the information about key changes and explore the idea that changes will always happen in our lives and it is normal to make us feel uncomfortable. Here, children may want to share their own experience with change. Dependant on the different types of change that the children come up with, you may want to explore those in more detail. Loss has been given on the slides as an example. Children then read through Melanie's diary entry about her own experience with changes in her life. It is at the teacher's discretion whether they want to read these as a class, as a pair or individual. They should then plot how they think she feels and acts during each day. Feedback from this</p>

			<p>journal. They could also comment how they would react in this situation – whether their feelings would be the same or whether they would feel a different way. On the self-reflection task, children could explain why they feel the way they do. They could explore how they would act if this change occurred. When mapping out their own lives, children should include detailed notes and higher-vocabulary in their journeys.</p> <p><b><u>SEND:</u></b> Children are given a differentiated sheet which explore Melanie’s emotions after each entry, rather than creating the journey as a whole. Children are given a template for their life journeys with suggested possible</p>	<p>Some children may believe that not being able to cope with change is something that is abnormal.</p>	<p>task as a class – discussions could take place about any differing ideas. Children should then complete a self-reflection on how well they cope with changes in their lives. This could be added as an extension if time is tight.</p> <p><b><u>Year 5 and Year 6:</u></b> Should then explore changes that have happened in their own lives and how they felt and acted. This will be differentiated by outcome. Year 6 may want to include advice they would give someone else going through this change, e.g. moving from year 5 to Year 6 – what would they tell the current Year 5 children.</p> <p><b><u>Deepen the moment:</u></b> Children are given a sheet of positive and negative changes. They write down a change which they are going to experience and explore the positive and negative impacts of this change.</p>
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



				changes in their lives. They are given an emotion vocabulary map to help their journey.		
--	--	--	--	-----------------------------------------------------------------------------------------	--	--

Context (big picture learning)

These PSHE resources give children the opportunity to learn more about themselves, their body, their peers, and the world around them. It prepares them for life outside of and beyond school. PSHE lessons also help children to understand different emotions and feelings, that it's important to reach out when they're struggling and that there is always someone who can help. These aspects are vital and in line with the new RSE Statutory Guidance, demonstrating the core aspects and importance of developing and support the 'whole child' in our ever-changing, modern day world. PSHE is a vital subject that enables all children to gain essential knowledge and explore real life concepts, in order to understand the world around us and develop key life skills. This unit allows them to explore prior knowledge (such as road safety and accepting other people's viewpoints) in more depth: personal, social, emotional and health concepts. During this unit of PSHE lessons, learning will focus upon key health and safety knowledge needed in school and their wider community; as well as understanding healthy relationships including boundaries and what is and isn't acceptable. Children will explore puberty and reproduction, which is crucial knowledge for their understanding how their bodies work and how to stay happy and healthy.

Link to resources (<T:\Primaries\Departments\KS2\Year 5 & 6 Curriculum Planning\Cycle B\Summer - Mortal Engines\PSHE>)

Folder name (Summer - Mortal Engines - PSHE)

# PSHE Knowledge Organiser – Summer 1

## Very Important Points (VIPs)

The media does not always portray reality and stories are written to promote certain responses.

Social media is any digital platform that people use to make and share information, images and videos with others.

There are positive and negative impacts on social media.

Not everything that see/read online is reliable. Things can be edited to look/read a certain way.

Body image is how you see yourself when you look in the mirror or when you picture yourself in your mind.

Use of drugs both legal and illegal can be harmful to both mental and physical health, many have side effects.

Risk changes depending on what the drug is, who is using it and the situation.

Physical and emotional changes through puberty are normal and everyone experiences them at different levels and rates, managing these changes is vital.

The fertilised egg develops into an embryo and then a foetus.

Pregnancy lasts 9 months and then the muscles of the uterus push the baby out through the vagina.

## FAT Questions

What messages do we get from the media about our bodies?

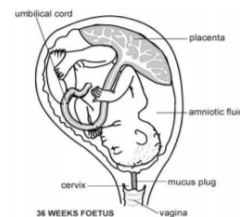
How can we think and feel positively about ourselves?

What habits do we have a society? What do you believe we need to change in order to ensure sustainability?

How does the media encourage our use of common substances?

Puberty is the most important time in our lives. How far do you agree with this statement?

How much does the development of new technology impact on human reproduction?



## Curriculum intent:

To understand that not everything that is on the internet is reliable; images can be altered which can lead to a negative mind-set and body image.

To understand that habits are categorised into healthy and unhealthy habits, and unhealthy habits are not easily changed.

To understand how our bodies develop when we reach puberty and the process of reproduction works.

## Key vocabulary

**Social Media:** are interactive Internet-based applications.

**Edited/filtered/Photo shopped:** changing/altering an image

**Reliability:** the quality of being able to be trusted or believed

**Body image:** is the way you feel about your body. Children who have a healthy/positive body image feel good about their bodies.

**Self-confidence:** a positive attitude about your skills and abilities

**Media:** the main means of mass communication (broadcasting, publishing, and the internet) regarded collectively.

**Unconscious decision making:** being able to make decisions without putting thought into it.

**Compulsive habit:** performing an action persistently and repetitively without it necessarily leading to an actual reward or pleasure.

**Restricted drugs:** are a selection of medicines that can be purchased from a pharmacist without a doctor's prescription.

**Illegal substances:** are drugs which a person is not allowed to own or use. The law says a person cannot own a controlled drug without permission.

**Peer pressure:** influence from members of one's peer group.

**Puberty:** the period during which adolescents reach sexual maturity and become capable of reproduction.

**Genitals:** a person's or animal's external organs of reproduction.

**Fertilising/conception:** when a male's sperm enters a female's ovum (egg).

**Surrogacy:** is a method of assisted reproduction where someone else, not the mother, carries the baby.

# PSHE Knowledge Organiser – Summer 2

## Very Important Points (VIPs)

When thinking about physical contact, consider the three Cs – choice, control and consent.

Your body is your own. It belongs to you and no one else. You can decide what does and does not happen to your body.

Being road smart means we can recognise and assess any hazards and the dangers they might cause, allowing us to make sensible choices.

We all have a responsibility to keep ourselves safe when we are near roads and when we are in vehicles.

An entrepreneur is a person who sets up a business or businesses, taking on financial risks in the hope of profit.

Our VIPs include our family, our friends and other adults we know and trust. These relationships should make us feel happy and safe.

We all have a right to live a happy and safe life.

A healthy boundary is knowing that you need to control your behaviour to make sure you are safe; physically, mentally and emotionally.

There are different types of change: positive (which creates good feelings) and negative (which create bad feeling or can make us feel upset).

## FAT Questions

Why is touch so important and valued by humans and other animals?

How can we stay safe in unfamiliar environments?

What does it take to be a successful entrepreneur?

How far do you believe that having boundaries is extremely important to live a happy and healthy life?

Change in our lives is inevitable; acceptance is the only way to keep a healthy mind-set. How far do you agree with this statement?



## Curriculum intent:

I can understand how to stay safe on the road and within the environment, understanding the potential hazards and risks involved.

I can understand what kind of physical contact is acceptable or unacceptable and how to respond; I can understand personal boundaries, identifying what they are willing to share with their most special people: friends, classmates and others. To know that we all have rights to privacy.

I can understand what it takes to be a good entrepreneur and to show that I can work well as part of a team. To successfully use persuasive devices to pitch my business idea.

## Key vocabulary

**Choice:** The act of picking between two or more possibilities.

**Control:** To command, restrain, or manage.

**Consent:** Permission for something to happen or agreement to do something.

**Autonomy:** Freedom from external control or influence; independence.

**Hazard:** This describes anything that can cause harm (such as fire, electricity, a chemical and so on).

**Dangers:** This describes the situation where an individual might be exposed to risk.

**Risk:** This describes how great the chance is of being harmed by a hazard.

**Profit:** To get some good out of something (making more money than you are spending in your business).

**Stock:** Items that your company will sell.

**Revenue:** The money the business earns, without considering expenses.

**Budget:** The amount of money a business has available to spend in a set period of time.

**Pitching:** A presentation of a business idea to potential investors.

**Boundaries:** Personal boundaries are the limits and rules we set for ourselves within relationships.

**Physical contact:** The act of touching physically; something which impacts on us physically.

**VIPs:** People in our lives who are really important to us and who we trust.

**Transition:** An act or the process of passing from one state, stage, place, or subject to another; change.

**Positive change:** Changes in our lives which make us feel good; improving our lives.

**Negative change:** Changes in our lives which make us feel bad; making our lives worse.

