

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Who Helps Us Stay Healthy And Safe?	<ul style="list-style-type: none"> Explain how different people in the school and local community help them stay healthy and safe. Define what is meant by 'being responsible'. Describe the various responsibilities of those who help them stay healthy and safe. Suggest ways they can help the people who keep them healthy and safe. 	<p>Show photos of different occupations e.g. doctor, police officer etc. Discuss how these people help us to stay healthy and/or safe?</p> <p>Ask the children what is meant by being responsible for something? Using this definition of responsible, as a whole class, discuss these questions:</p> <p>What is this person responsible for? What are their responsibilities? What or who do they look after? What important duties do they have? What makes them reliable and trustworthy?</p> <p>Activity - Working in groups, with each group having one of the job roles, write down this person's responsibilities. How can we help this person to do their job? How can we make their job easier? Who or what do they look after? How do they look after themselves? What important duties or jobs do they do?</p> <p>Children share their completed pictures from the activity with others in the class. Review that there are different people in our community that help us to be safe and/or healthy.</p>	<p>Being responsible Reliable Trustworthy</p>
2	It's Your Right	<ul style="list-style-type: none"> Understand that humans have rights and also responsibilities. Identify some rights and also responsibilities that come with these. 	<p>Begin by explaining that rules and laws are there to protect everybody and keep us all safe and healthy. Ask:</p> <p>What sort of rules can you think of in school that help to keep everyone safe and healthy? What rules and laws do you know about that help to keep everyone safe and healthy in our country? How do those rules keep everyone safe?</p> <p>Do different countries all have the same rules and laws? Why not?</p> <p>Introduce the children to the United Nations who have agreed a list of rights for children (anyone under the age of eighteen). What is a right? Rights for children can be described as things that every child should have or be able to do in order to them be healthy, safe and happy. Explain that happiness is an important part of our overall health.</p> <p>Explain that the United Nations have agreed that children should have special rights and that all the countries of the United Nations have to do their best to make sure that children in their country have their rights protected. That is why we have laws in this country that protect children's rights.</p>	<p>Safe Healthy Rules Laws Rights Responsibility United Nations</p>

			<p>Children look at the following statements and decide whether the statement is a right - something to which they are entitled – or not.</p> <p>Children have a right to play outside Children have a right to go to bed when they feel like it Children have a right to eat a healthy diet Children have a right to be treated by a doctor when they are ill Children have a right to be safe at all times Children have a right to go to school</p> <p>After they have discussed each statement, go through them, together. Did everyone agree on which statements were rights and which were not? Decide and agree together as a class which of the statements were actually children’s rights. Now ask the children to discuss how in this country those rights are protected and provided for. Activity- Children to create a poster to show the different ways that children’s rights are protected and provided for in this country. Explain that these rights exist for all children in this country and the other countries of the United Nations, even though each country has its own laws and customs. Explain that with rights, come responsibilities. What do we mean by ‘responsibility’? For example, it could be defined as having a duty to do a job or look after something or somebody. For each right, can they think of a responsibility that goes with it? For example, if children have the right to play outdoors, then they have the responsibility to play safely and kindly so that others can enjoy playing outside too.</p>	
3	How Do We Make A Difference?	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the reason we have rules. <input type="checkbox"/> Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council). <input type="checkbox"/> Recognise that everyone can make a difference within a democratic process. 	<p>Discuss:</p> <p>What are our class rules? What are our school rules? Why do we have class and school rules? Why do we have rules about things we do online? What should happen if someone breaks the rules? What would happen if people didn’t keep to the rules? Is it ever OK to break a rule?</p> <p>Try and draw out from the discussion the idea that rules are there to protect people, keep them safe and happy. They help everybody get the most out of school. How do we make a difference?</p> <p>Ask the class how rules are made. Who decides the rules in the following places: school, home, at a swimming pool, at a railway station, online etc.</p>	Rules Democracy

			<p>Who makes decisions in our school? The government? The governors? The head teacher? The teachers? Other staff? What about the children? Do the children have their say?</p> <p>Activity- ‘How do we make a difference?’ activity sheet - children look at different rules and consider: Who do you think makes the rules? Is it possible to help make or change the rules and if so how would you go about doing it?</p> <p>Discuss how children have a say in school e.g. school council.</p> <p>Children go around the circle and each add a word to make a sentence. Explain that each child had a chance to contribute to the final sentence. They have the opportunity to contribute to other things too e.g. class rules, ideas for clubs etc.</p>	
4	In The News!	<ul style="list-style-type: none"> □ Define the word influence. □ Recognise that reports in the media can influence the way they think about a topic. □ Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. 	<p>Ask:</p> <p>What sort of choices do we make every day about our health?</p> <p>Who or what helps and supports us with those choices?</p> <p>What choices are made for us?</p> <p>Who or what influences our choices? What do we mean by ‘influence’?</p> <p>Explain that in today’s lesson the children are going to be thinking how a story in the news might influence someone’s opinion about an issue.</p> <p>Activity- Children to read two online news articles related to increasing children’s activity levels.</p> <p>Ask the following questions:</p> <p>What do you think the writers of the articles thought about the scheme?</p> <p>Did both articles agree with each other?</p> <p>Why did one article report on what a small group of parents said and the other did not?</p> <p>Did your view of the scheme change after reading the second article?</p> <p>How might people be influenced by the two different articles?</p> <p>Activity- Children choose one of the articles and write a letter to the online news site saying why they agree or disagree with the scheme. Explain that they need to make their points clearly and use respectful, courteous language, stating exactly why they have their opinion.</p>	<p>Influence</p> <p>Opinion</p> <p>Respectful</p> <p>Courteous</p>

5	Safety in numbers	<p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions</p>	<p>Ask children to share some positive things that other people have done for them in the last week, either at home or school. Thank them for their comments and explain that today we’re going to think about some positive things that people can do for each other especially if they are experiencing some not so positive behaviour from other people.</p> <p>Happy and sad feelings -In table groups, ask the children to take their large piece of paper and place it in ‘portrait’ mode and draw a line down the centre, dividing it into two roughly equal parts. At the top of one side draw a smiley face and a sad face on the other side. Ask the children to discuss in their groups, what behaviours would make someone feel happy and what would make someone feel sad. Ask them to write their ideas under the corresponding face. Have your own large piece of paper with a large circle drawn in the centre. Ask the groups to feedback their examples of behaviour that would make someone feel happy. Try to link their ideas to examples from the class e.g. “Last week when Zak fell over, Rohan helped him. End this section by stating that there are so many ways that we can make someone feel happy or good about themselves and you do lots of these every day.</p> <p>Now think about the negative behaviours, ask the groups to share. Don’t discuss the behaviours but write them in the circle on your sheet. Explain that these are all examples of 'anti-social' or aggressive behaviours. This can include bullying behaviours. We’re going to think what we can do if we witnessed this sort of behaviour. (Examples may include: teasing, name-calling, spiteful, unkind or cruel behaviour, including leaving people out.)</p> <p>Safety in numbers</p> <p>Draw 5 or 6 crosses around the edge of the circle. Ask the children to imagine that these are all people who see or hear this behaviour taking place. We can call them witnesses. Psychologists refer to these as bystanders. The behaviour of bystanders has a huge impact on the outcome of bullying behaviour, whether they are passive (do nothing when witnessing the behaviour) or active (stick up for the person being bullied). This activity explores bystander behaviour and practising being active bystanders.</p> <p>Ask the children how the witnesses might feel if they saw the negative anti-social or bullying behaviour taking place. Acknowledge that it can be frightening or upsetting to witness such behaviour and that it can be difficult to know what to do but that when a group works together it</p>	Feelings influence
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		<p>is very powerful. Write 'no' next to each cross to demonstrate the 'witnesses' expressing their disapproval.</p> <p>Place the sheet with the circle on the floor and ask the children to stand around it in a circle. Join the circle yourself. Explain that as you are all standing looking at the circle (with the list of anti-social behaviours) you're going to imagine that you are witnesses to that behaviour taking place and that by watching or listening without doing anything, you're actually making it worse because you're giving attention and therefore power to the perpetrator (the person being unkind).</p> <p>Now explain that humans like to feel part of a group and that they've got people on their side. Often, it doesn't take much to put a stop to unkind or anti-social or bullying behaviour, especially if lots of people act together.</p> <p>Ask for a volunteer who is happy to start the action. Tell that person that they are going to say, "Stop doing that" in a quiet voice over and over. Explain that when you pat someone on the shoulder, then they should join in, repeating "Stop doing that" and that you'll carry on until everyone is included and you'll see what happens. Naturally the group will usually get louder, not only because of the number of voices but that each individual will get louder as they feel supported by others.</p> <p>After the activity, ask the children how they felt. Explore the 'safety in numbers' theory and explain that often the fastest way to stop bullying is by the class making it clear that they do not approve and that they want it to stop: isolating the person/people who are showing the bullying behaviour. Ask how they think the 'bully' would feel if they knew that most people didn't approve of their behaviour?</p> <p>Summing up</p> <p>Ask the children to sit back in their places. Acknowledge that sometimes they may be the only witness or for some reason they might feel afraid to stand up against the behaviour. What could they do then? (Find a trusted adult, at school or home.)</p> <p>Encourage the children to think about who they could talk to if they felt worried or unsafe or if they thought someone else was feeling worried or unsafe. Use the 5 fingers of one hand to make a list of 5 generic people for the whole group eg teacher, parent, dinner supervisor, etc.</p>	
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6	<p>Harold's Expenses Optional</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Define the terms 'income' and 'expenditure'. <input type="checkbox"/> List some of the items and services of expenditure in the school and in the home. <input type="checkbox"/> Prioritise items of expenditure in the home from most essential to least essential. 	<p>Ask children to look around the classroom at all the items that have been bought by the school to help the children learn and make a list. Ask:</p> <p>Which do they think is the most expensive item? How much do they think it is worth? Which is the cheapest item? What impact on the environment do the purchases have? Were any bought from suppliers that produce sustainable items? How much do they think the total cost of all the items in their classroom would be?</p> <p>Ask the children where they think the school gets the money to pay for all the items in the classroom and the school. Explain that the government gives each school money to spend on the things they need to run the school. The school then has to decide how to spend that money. The money they receive is called their 'income' and the money they spend is called their 'expenses'. Sometimes the PTA raises funds for equipment or school trips.</p> <p>Can the children think of anything else the school has to spend money on other than items that they can see?</p> <p>Activity 1 - In pairs, children write all the items that have to be bought for each room of a household.</p> <p>How many items in total can the class think of? Which room do they think would need to have the most items? Why?</p>	<p>Income Expenditure Essential</p>

			<p>Can they think of anything else that has to be paid for but which isn't an item? Now ask the children to think of how a household get their money to pay for all these items. They may have jobs which pay them a weekly or monthly amount, or if they are unable to work they may get some money from the government. Activity 2- Children work in groups to decide what the most important things that have to be paid for are, and place these cards at the top, and the least important things that have to be paid for at the bottom. After completing the task, discuss how easy or hard it was to arrange the cards. Compare the different groups' top and bottom cards. Were they the same?</p>	
7	Why Pay Taxes?	<ul style="list-style-type: none"> <input type="checkbox"/> Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. <input type="checkbox"/> Understand how a payslip is laid out showing both pay and deductions. <input type="checkbox"/> Prioritise public services from most essential to least essential. 	<p>Explain to the children that when someone is paid for their job, they do not get all of the money they earn. Why do the children think that is? Explain that money is deducted (taken away) from pay for taxes or National Insurance: Income Tax: money, which is used to pay for public services like hospitals, police, education, libraries and so on. National Insurance: money, which is used to pay for state pension and other benefits. Everybody receives a National Insurance number. VAT. This means Value Added Tax. A tax that is paid when people buy certain items that are seen as being less essential than other items. Display an example of a payslip. Explain to the children the various elements of the payslip and what they mean, making sure the children understand the difference between gross pay and net pay. Ask: Who pays taxes? Explain that pretty much everyone who is in employment will pay taxes, although some people who earn under a certain limit do not have to pay any taxes. As a class brainstorm a list of public services that are paid for through our taxes. This might include; hospitals and health care, education, emergency services. Libraries, parks and roads. Activity- Children work in groups to decide what the most important services that have to be paid for are, and place these at the top, and the least important services that have to be paid for are placed at the bottom. Why are some public services more important than others? Compare the different Diamond Nine configurations. Was there any difference of opinion? If so, why? Now ask children to remove the card at the bottom of their Diamond Nine. Discuss what life would be like if that service wasn't available to the public. How would it impact on people's lives? Repeat for the next card. Explain that all these services are important to the public and although some are more important than others and need to be prioritised, if any of these services didn't exist, then people would suffer as a result.</p>	Income tax National Insurance VAT Deductions Public services

