

P.R.S.E

Autumn Term



Intent,
Implementation,
Impact

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Year 1 PRSE - Autumn 1 - What is special about me?

1. What am I good at?

Intent	Children will be able to identify aspects and features about themselves they are good at.
Implementation	Discuss the term 'good' and what this means to children and how do they know they are good at something. List skills and answers from the class. Children to have an outline of themselves and add what they are good at to it.

2. What am I like?

Intent	Children will be able to understand the traits and characteristics about themselves.
Implementation	Share the story 'Quick as a Cricket' by Audrey Wood, discuss the features of the animals and list their characteristics. Can the children identify themselves like the animals? Are their traits similar to their family? Children add these to the outline of themselves.

3. What are emotions?

Intent	Children will understand the term 'emotion' and describe what they are and what forms they can take. To recognise that people can show emotions in different ways.
Implementation	Share emoji icons and discuss each meaning. Ask children for examples when they feel a certain emotion. Using scenarios, children to work in pairs and discuss the emotions they would feel. Pairs to share back examples (ensure children see that people can have different emotions when dealing with situations)

4. What can I do when I feel sad?

Intent	Children will know that when they are feeling sad this is a 'normal' emotion and it is important to share how they are feeling.
Implementation	Read 'Where are you Blue Kangaroo?' discuss the emotions Blue Kangaroo is feeling and create solutions he could do to help him. Create a class list of ideas of what you can do when you are feeling sad.

5. What could I get better at?

Intent	Children to understand with help, support and practise they can improve.
Implementation	Children to think of something they are not very good at, discuss feedback. Children to then set themselves a challenge at one aspect they are going to focus on to get better at. Discuss how they are going to do this and what would help them.

6. How am I special?

Intent	Children will understand the qualities about themselves and others, that there are differences and they are all unique and special.
Implementation	Children to look at their outline in which they have been adding to and discuss what they and others have added on to theirs. Children to share with the class why they are special.
Impact	Children will know about their own strengths and qualities; also understanding how everyone is different, unique and special. They will understand and describe emotions and begin to explore how people can react differently in situations.

Year 1 PRSE - Autumn 2 - Who looks after me?

1. What is a family?

Intent	To understand that different people can be in a family and that families look after us.
Implementation	Children will draw a picture of themselves and their family and to label each person. Discuss the children's pictures and celebrate any differences. Children to write down something that they enjoy doing with a member of their immediate family.

2. What are friendships?

Intent	To develop an understanding of the characteristics and importance of good, positive friendships.
Implementation	Children will sort friendship characteristics in order of their importance. Children will sort them into a friendship diamond.

3. How do I recognise people's emotions?

Intent	To learn how other people show their feelings, that people can feel differently to them, and how to show others that they care.
Implementation	Children will discuss how we know that a person is sad. They will discuss in pairs what they could do to make that person feel better. Repeat for other emotions such as anger or worry and discuss when it is important to talk to an adult. Children to label pictures with the name of the emotion that they depict.

4. How do I work with others?

Intent	To begin to understand how friendships can make us feel and the skills needed to work with other people.
Implementation	Children will work in groups to build the tallest tower. They have to work together. Discuss with the children what they had to do to work together. What problems did they encounter?

5. How do I solve friendship problems?

Intent	To begin to understand that friendships can have problems but that these can be overcome.
Implementation	Discuss with the children what types of things can cause a fall out between friends. Role play a problem and demonstrate how it can be overcome. Children choose a problem to role play. Write down some solutions to the problem so children can make a class display.

6. What is a healthy friendship?

Intent	To understand what friendly behaviour is and learning that being friendly to others makes us feel welcome and included.
Implementation	Share the healthy friendship story. Discuss the characters feelings and why they behaved in that way. Children will work in groups of four and each of them will take on one of the roles from the story. Act out what happens at the end of the story.
Impact	Children will be able to identify how families can be different, the characteristics and impact of positive friendships; They will know that issues can be overcome and that people show feelings differently.

Year 2 PRSE - Autumn 1 - What makes a good friend?

1. Are your family your friends?

Intent	Children will understand the behaviours of family members (offering care, love and support) is very similar to friendships.
Implementation	Children to discuss who is in their family and what they give and do for them. Discuss the role of friendships and what they give

2. What is a friend?

Intent	Children will know the qualities of a friend.
Implementation	Children to list their friends and why they are their friends. Discuss and list what qualities their friends have. Children to write a recipe for making a friend.

3. How do we make friends?

Intent	Children to understand the different ways to make friends and how we do this safely.
Implementation	Children to have a scenario of a new pupil starting their class, in pairs children to create ideas of how they can help the new pupil to make friends. Discuss friendships online and the importance of being safe online.

4. What makes a good friend?

Intent	To understand what makes a good friend.
Implementation	Children to have a range of scenarios and discuss whether the scenario promotes a good friend.

5. How do friendships make us feel?

Intent	Children to recognise that issues can arise in friendships.
Implementation	Discuss how friendships can make children feel and list the feelings and examples. Discuss any examples in which children felt angry, sad and upset and what caused the problems and how did they resolve them.

6. Should friends make me feel unhappy?

Intent	Children to recognise that issues can arise in friendships and knowing what to do in these situations.
Implementation	In groups, children to read stories about friendships and answer questions about the story, suggesting solutions to solve the dilemmas.
Impact	Children will know the characteristics of positive friendships and explore friendly behaviours. They will learn that friendships can have problems but that these can be overcome.

Year 2 PRSE – Autumn 2 – Should we keep secrets?

1. What is a surprise?

Intent	Children will explain and understand what a surprise is.
Implementation	Share with the class a box which contains a surprise. Children to discuss what is could be and how they are feeling about it. Share surprise with the class. Discuss with the children what surprises they have had and how they made them feel. List ideas and feelings.

2. What is the difference between a secret and surprise?

Intent	Children will understand the differences between a secret and a surprise.
Implementation	Discuss the difference between a secret and a surprise and explain the two. Share the slide show with the class and discuss each one as to whether the scenario is a secret or a surprise. Explore the different feelings associated with each one and list the feelings for secrets.

3. What is the difference between a secret and surprise?

Intent	Children will understand the differences between a secret and a surprise.
Implementation	Children to recall the differences between a secret and surprise. Complete activity sheet, drawing themselves in each of the frames (surprises and secrets) showing how they feel about secrets and how they feel about surprises.

4. How have things changed for the better since the Internet?

Intent	Children to know what the internet is and how it can help us.
Implementation	Create a list of all the things we use the internet for. Share slideshow with information regards the beginning and making of the internet. Complete Activity: Before the internet - showing images which shows the way things used to be done before the internet was invented. Ask children what we can do now thanks to the internet to make things quicker or easier and compare to original list at the beginning of the lesson.

5. Is everybody kind online?

Intent	Children to begin to know and understand the dangers online and how to stay safe online.
Implementation	Class to watch clip https://www.thinkuknow.co.uk/professionals/resources/lee-and-kim/ and discuss the people Lee and Kim met online and what they thought of them. Pose further questions; in pairs children to answer them and then share answers as a class.

6. Is everybody kind online?

Intent	Children to begin to know and understand the dangers online and how to stay safe online.
Implementation	Class to watch the rest of the clip https://www.thinkuknow.co.uk/professionals/resources/lee-and-kim/ and discuss. Explain that people online don't always tell the truth and can sometimes lie about who they. Children to design and make an online safety poster based on Lee and Kim's story.
Impact	Children will understand the differences between surprises and secrets and the feelings they evoke. If children feel uncomfortable about keeping secrets, there is always someone they can talk to about how they feel. Children will understand the uses of the internet and begin to understand how to stay safe online.

Year 3 PRSE – Autumn 1 – What is a family?

1. Who is in my family?

Intent	Children will understand that families can include a range of people and how they are related to one another.
Implementation	Children to complete their own family tree.

2. What different types of family are there?

Intent	Children will understand that there are different families made up of different people.
Implementation	Read 'The Family Book' by Todd Parr and discuss and list all the different family types in the book. Using the Different Families Poster, answer questions based on the poster.

3. What do my family do for me?

Intent	Children will understand that families are all different and they offer each other support
Implementation	Children to complete a family quiz about who does what job in their family. Share feedback and further discuss what jobs the children do in their family and whether they should have a job to do.

4. What problems might a family have?

Intent	Children will begin to understand that families can have some problems and these can be easily sorted or others may need extra help.
Implementation	Children will work in groups and each group will have a photograph of a family. Write down problems or disagreements the family may have and try to come up with some ideas which might overcome the problems.

5. What is family life like in other countries?

Intent	Children begin to understand that families are varied in this country and across the world.
Implementation	In pairs, children will research what is family life like in a specific country.

6. What is family life like in other countries?

Intent	Children begin to understand that families are varied in this country and across the world.
Implementation	Pairs will share their research and the most interesting information they have found. Discuss similarities and differences between the different families researched and their own.
Impact	Children will understand that families offer care, love and support. They will understand that families can be made up of different people and that problems can occur in families.

Year 3 PRSE – Autumn 2 – What is an emotion?

1. What emotions are there?

Intent	Children will understand that people can experience a range of emotions and feelings. They will understand that many emotions are related to one another.
Implementation	Children to complete a quiz naming emojis and other age-appropriate representations of emotions.

2. How do people feel in different situations?

Intent	Children will understand that there are different times and reasons that each emotion could be felt.
Implementation	Use clips from 'Inside Out' to work out how Riley feels in each situation and why.

3. How do feelings change?

Intent	Children will begin to understand that feelings can change and how we can make that change a positive one.
Implementation	Watch 'The Owl who was afraid of the dark' on safe YouTube. Children will work in pairs to consider the steps Plop took to change his feelings of the dark. Then to consider what steps would be needed to change their feelings about something.

4. How do our emotions affect our behaviour?

Intent	Children will understand that emotions can make us behave in a certain way.
Implementation	Children will work in groups and each group will have a particular emotion. Write down ways this emotion might make you act and try to come up with some ideas of the problems this could cause.

5. How does our behaviour make other people feel?

Intent	Children begin to understand that their behaviour can make other people feel different emotions.
Implementation	In pairs, children will match pictures of scenarios to emotions they would make them feel. Discuss findings altogether.

6. What is unkind behaviour and what is bullying?

Intent	Children begin to understand what unkind behaviour is and what is bullying. As well as how each make people feel and what strategies they have learnt to deal with each.
Implementation	Pairs will use the Kapow 'Bullying or not?' sheet to decide on the scenarios. Working in small groups, each group will write a letter from the victim for a 'problem page'. The children can then swap letters between groups and discuss possible for advice using the strategy from lesson 3.
Impact	Children will understand what emotions are, how they change and how they can accept them. Children will also know that emotions can affect our behaviour and that can affect others. Children will be able to decide what is unkind behaviour and what is bullying and know what to do about it.

Year 4 PRSE – Autumn 1 – What is my role?

1. What is a role model?

Intent	Children to understand the term 'role model' and what qualities 'role models' have.
Implementation	Children to discuss people they look up to and respect. Discuss the term 'role model' and list the qualities they have and what makes them a good role model.

2. Why do good manners help us?

Intent	Children to develop their understanding of courtesy and manners in a range of situations; why manners matter and the impact they have on people.
Implementation	Children to differentiate what is rude behaviour by listing and organising statements. In groups children to have different scenarios of Zog the alien; they will create advice as to how he should behave in these situations.

3. How can one action affect others?

Intent	Children to understand how their behaviour can impact others
Implementation	Class to watch 'Dominoes Chain Reaction' and describe what happens. Discuss what acts of kindness are and list ideas. Watch https://video.link/w/2zbe 'Kindness Boomerang - One Day' and discuss. Complete Domino sheet on how an act of kindness can then affect others.

4. What is bullying?

Intent	Children to understand what is bullying and the impact it can have on individuals.
Implementation	Discuss the term bullying and what children understand by this - clarify any misconceptions. Children to work in groups and read a story about a situation with a group of friends and answer questions based on the story.

5. What can I do if I witness bullying?

Intent	Children to understand the role of bystanders in witnessing bullying.
Implementation	Working in groups, children to read sections of a story and answer the questions. Feedback to the class their answers and discuss the roles of the bystanders within the story and what they should have done.

6. What is a stereotype?

Intent	Children will understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Implementation	Class to watch https://video.link/w/v6PP Redraw the Balance - Inspiring the future. Discuss the clip and what they notice. Discuss the term stereotype and what it means. Complete toy activity in pairs, where children will look at toys and their adverts. Children to feedback on their findings.
Impact	Children will be able to promote gender equality. They will understand expected courtesy and manners in a range of scenarios. They will understand how their actions and behaviour can affect others; challenge inequality and bullying.

Year 4 PRSE - Autumn 2 - How do I manage my feelings and thoughts and how do I express them?

1. Why is it important for me and to take responsibility for my own happiness?

Intent	Children understand what a positive impact they can have on things that are important to them.
Implementation	Ask children to consider what is important to them (other people's happiness, being good at drawing, having lots of friends, having a tidy room, eating nice food at lunch). Children write or draw images of what makes them happy, but then extend this by recording what they can do to make it happen.

2. What happens if we have a problem with our mental health?

Intent	Children to develop their understanding of the term mental health and know what to do if they or someone they know needs help.
Implementation	Read the book, 'The Colour Thief' by Andrew Fusek & Polly Peters. Discuss that dad visited the hospital, just as he would if it was his physical health that needed attention. Talk about dad getting better. Stress to the children that if they are feeling worried about something that they should talk to someone they trust, e.g. someone at home, someone in school or experts like doctors or Childline.

3. What is bereavement?

Intent	Children know what the term bereavement means. They understand what maybe helpful after a bereavement.
Implementation	Children watch the presentation 'Change and Loss' - Kapow. They consider when the cards may be sent. Children think about the emotions felt when grieving e.g. sadness, anger, guilt. They then listen to phrases that people say when there has been a bereavement. Children grade them on whether they think they are helpful or not.

4. What are emotional boundaries in a friendship?

Intent	Children to understand what the emotional boundaries are in a friendship.
Implementation	Children complete an activity where they stand opposite a friend and give them a signal when they get too close. Discuss physical boundaries and link this to emotional boundaries. Children write down their expectations for friendship, e.g. telling the truth and discuss how it feels when they are lied to. Discuss if it's OK to tell a friend you like something they are wearing (when you don't) to spare their feelings.

5. How do I show respect for others?

Intent	Children to understand the similarities and differences between their family and a family from the wider world.
Implementation	Children complete the family quiz then research family life in another country using the activity 'Families around the world'.

6. How do I show respect for others? cont.

Intent	Children will understand that other families, either in school or the wider world, will look different to theirs. They should know to respect those differences and know that those families are also characterised by love and care.
Implementation	Children share their findings from the previous lesson and celebrate difference. Discuss generalisation and talk about the many different family set ups in our country and around the world.
Impact	Children will be able to understand the role they play in dealing with and managing emotions. They will gain an understanding of what can be done to help themselves and others around them.

Year 5/6 Plan A PRSE - Autumn 1 - Why do we have relationships?

1. What are different types of relationships people can have?

Intent	Children will learn about what the term 'relationship' means and the different types people can have.
Implementation	Discussion of the term 'relationships' and what this means to the children. List the different types of relationships people can have.

2. What are the characteristics of forming and maintaining a positive relationship?

Intent	Children will know the characteristics of forming and maintaining positive and healthy relationships.
Implementation	List the features and discuss whether some are more important than others and provide reasons for choices.

3. Why do we have friends?

Intent	Children to understand how important friendships are in making us feel happy and secure
Implementation	Children to write on post-it-notes a positive feature about everyone in their class, Discuss the feelings evoked and volunteers to share statements. Question did they know who wrote the statements? Discuss

4. How can we repair friendships?

Intent	Children to understand that friendships have 'ups and downs,' that this is normal and that disagreements can be worked out.
Implementation	Children to have a range of scenarios where friends have fallen out; they then discuss strategies in which the disagreement can be overcome.

5. What is marriage?

Intent	Children to understand what it means to get married and the different types of marriages there are.
Implementation	Children to organise information, regarding different traditions of weddings and group them together.

6. How has marriage changed over the years?

Intent	Children to know how the laws of marriage have changed over time and to understand how the law of same sex marriage was seen as giving equal rights to same sex couples.
Implementation	To complete a timeline of laws and discuss each one.
Impact	Children will know the importance and benefits of having and forming relationships. They will understand how friendships will go through disagreements and how these can be repaired. Furthermore, learning what marriage is and that it is a choice people make.

Y5/6 Plan A PRSE - Autumn 2 - What are my aspirations?

1. What are positive attributes?

Intent	Children can identify positive attributes about themselves and their peers.
Implementation	Children to be given the name of a member of their class; write down qualities about that person and share feedback. Each child to have a shield split into categories about themselves (I am good at, I am proud of); children to complete the shield and then share their positive attributes to the class.

2. What is a 'goal'?

Intent	Children will understand what a goal is and how to set SMART goals.
Implementation	Discuss what is meant by setting a goal and why people set them. Present the acronym of a SMART goal; children to set themselves a SMART goal.

3. What does 'fail' mean?

Intent	Children to understand the purpose of failure and strategies to help with feelings of failure.
Implementation	Share the clip Introducing Perseverance https://video.link/w/UHLH and discuss. Ask the children what they think failure is and how they have felt in those situations and when they have succeeded.

4. How can we learn from our failures?

Intent	Children to understand why failure is helpful and how important it is to learn from failure.
Implementation	Share the slide show 'Famous Failures' feedback on each person, focusing on what they learnt and achieved.

5. What is a career?

Intent	Children to know the vast amounts of jobs and careers there are.
Implementation	Children to research and list the different professions there are; feedback on their findings.

6. Why do we need qualifications?

Intent	Children to understand the different learning experiences and qualifications there are for specific jobs.
Implementation	From the list of careers, children to research the stages leading into that profession. Discuss the different routes and qualifications needed to pursue different careers.
Impact	Children will know why and how to set goals. They will begin to understand failing is an important part of success and ways in managing failure. The variety of career paths that are available and what is required to achieve careers and fulfil their aspirations.

Year 5/6 Plan B PRSE - Autumn 1 - Why do we have relationships?

1. What makes me happy?

Intent	Children will know what makes them feel good and happy.
Implementation	Discuss the term 'happiness' and what this means to the children. List the different factors which make children happy, feedback and focus on the relationships children have and their importance.

2. What makes a relationship unhealthy?

Intent	Children will know the signs and characteristics of what is an unhealthy relationship.
Implementation	Discuss the term 'unhealthy relationship' and what this means. Using slideshow characteristics of an unhealthy relationships.

3. How can we resolve conflict?

Intent	Children to understand what conflict is and strategies in how they can resolve disputes through negotiation and compromise.
Implementation	Watch the clips which discusses conflict http://video.link/w/Nzbe and https://video.link/w/TJ3E . Discuss ways in which conflicts can be resolved. In pairs, design resolution guides which can support negotiations and help to make compromises.

4. What happens when compromises cannot be reached?

Intent	Children to have strategies and techniques when a compromise cannot be reached
Implementation	Children to act out a range of scenarios where conflicts have taken place; they then use the resolution guides to see if a compromise can be reached. Discuss examples when a compromise cannot be reached and what are effective ways in which to deal with these conflicts.

5. Why do people get married?

Intent	Children to understand what it means to get married and the laws of marriage.
Implementation	Children to answer a quiz about marriage and getting married. Discuss answers and further questions children have.

6. What is a 'forced marriage'?

Intent	Children to know that forcing anyone to marry against their will is a crime.
Implementation	Recap the values of marriage. Discuss the term 'forced marriage' and what this means. Share with children facts and information, including support available, regards this topic.
Impact	Children will be able to determine an 'unhealthy relationship.' They will learn that relationships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise. Children will understand that forcing to marry someone is against the law.

Year 5/6 Plan B PRSE – Autumn 2 – Why is self-respect important?

1. What is self-respect?

Intent	Children will learn what self-respect is and its importance.
Implementation	Discuss what the term respect means and how it links to self-respect. Discuss ways in which this can be presented; give examples of 'showing-off' and discuss the differences.

2. Who do we respect?

Intent	Children will understand how everyone deserves to be respected.
Implementation	Children to write down people they respect and why. Volunteers to share their views. Share slide show of different professions and discuss each person, asking who in the class respects them and why.

3. How do we earn respect?

Intent	Children will understand how to be respect and how this can earn respect.
Implementation	In pairs, children to list ideas of how they gain respect from their friends and peers. Share feedback. Pose the same question this time with regards adults. Discuss any similarities/differences.

4. Can respect be lost?

Intent	Children will understand how respect can be lost.
Implementation	Discuss the key question and any examples of when this has happened. In groups, children to act out incidents where someone has lost the respect of another.

5. Can respect be lost?

Intent	Children will understand how respect can be lost.
Implementation	Groups to act out incidents where someone has lost the respect of another to the class. Class to feedback on each groups performance and how respect was lost or regained.

6. How do I want others to show respect for me?

Intent	Children to understand the link between giving and receiving respect.
Implementation	Give each child a body outline and ask them to think about how they would like others to respect them e.g. adults, peers, friends. Share children's views.
Impact	Children will learn what respect and self-respect is and why they are important. They will understand that everyone deserves to be respected but that respect can be lost.

P.R.S.E

Spring Term



Intent,
Implementation,
Impact

Year 1 PRSE - Spring 1 - What do you want to be when you grow up?

1. What are our star qualities?

Intent	To recognise what makes them special and that everyone has different strengths.
Implementation	Discuss and record what a star quality is. Children will have a piece of paper with another child's name on it and they will draw or write that child's star quality. What star quality would they like to improve?

2. What is a positive learning attitude?

Intent	To identify what they are good at, what they like and dislike and how to manage when finding things difficult.
Implementation	Discuss the meaning of a positive learning attitude. Explore the learning that they find easy and the learning that they find more difficult. Children will practice having a positive attitude. Work in groups to make a series of models. Explore how they felt before, during and after the task.

3. What kinds of jobs do people do?

Intent	To understand about some of the strengths and interests someone might need to do different jobs.
Implementation	Children will list the jobs that they know. Select a job flashcard and explain to a partner what they think that job entails. Their partner will then guess what job it is. Children role play different jobs. Discuss the skills and talents that would be needed for each of the jobs. Discuss what job they would like to do.

4. Are some jobs for some people and not others?

Intent	To recognise the ways in which they are the same and different to others and how to talk about and share their opinions on things that matter to them.
Implementation	Share the names of jobs that people they know do. Sort jobs into groups discuss reasons for their groupings. Children to match jobs to the skills and qualities needed to do each job. Discuss who could do each job. Discuss again the job that they would like to do, has it changed?

5. What are our goals for the future?

Intent	To understand some of the things they could achieve in the future.
Implementation	Children identify some of the aspirations in the photographs, money, family, marriage etc Sort goals into order of priority. Compare the groups, are the priorities the same? Discuss that it's ok to have different priorities. Explore how these goals and aspirations can be achieved.

6. How might next year be different from this year?

Intent	To think about changes that might happen and consider how they feel about them.
Implementation	Record all the things they have enjoyed, learnt, and improved during this school year. Share how they are feeling about the things that might be different in next year. Complete a role play of something that they are looking forward to about the next school year, choosing from the given options. Write a text message to Reception offering them advice about Year 1 and giving them lots to look forward to.
Impact	Children will be able to identify star qualities in others; give examples of positive learning attitude statements; identify attributes they have that would suit them to a desired job; challenge stereotypes; discuss their ambitions; identify ways next year will be different and explain why they think this.

Year 1 PRSE - Spring 2 - How can I help the school environment?

1. How can we care for our environment?

Intent	To understand what makes up our environment and the role we play in caring for it.
Implementation	Discuss what is meant by the environment. What is the school environment/home environment? How can we look after it? Children list 5 ways that they can help the planet.

2. What is recycling?

Intent	To understand the different materials that can be recycled and the impact this has on the environment.
Implementation	Discuss the materials that can be recycled and what they may be used for. Children sort materials into the correct recycling groups.

3. How does litter affect our environment?

Intent	To identify the potential dangers, to both animals and humans, of litter in the environment.
Implementation	Discuss the dangers of litter to animals and humans. Children walk around school. Collect litter from the grounds and create a tally chart/bar chart of types of litter found.

4. What is plastic pollution?

Intent	To identify the problems associated with plastic use on the environment.
Implementation	Identify hotspots where we could reduce the amount of plastic that we use. Plastic Hotspots . Children design a poster explaining how we can use less plastic.

5. How can we improve the school environment?

Intent	To understand ways to look after the school environment.
Implementation	Discuss what we like/dislike about our school environment. What things can we do to ensure the school environment is a nice place for everyone. Write some environmental rules for our school. Children to write a sentence or two explaining how they are going to make sure that their school environment is a good place for everyone to be. What could we do in school to help care for the environment? Make posters about keeping equipment tidy, litter, turning off taps/lights using less plastics etc.

6. Who helps us to look after our environment?

Intent	To recognise the role people play in looking after the environment.
Implementation	Discuss with the children the different people that help to make the environment a pleasant place to be, both in school and the wider community. List some of the jobs that people do. Draw pictures of people helping the environment and write a sentence to explain what they are doing.
Impact	Children will be able to identify what is meant by our environment and ways that they could help to look after it: they will be able to identify the effects of litter and plastic pollution and identify what we can do in order to improve this. They will understand the effect that litter has on animals and ways that this can be prevented; they will be able to identify ways in which the school environment can be improved and the different people that help to make this happen.

Year 2 PRSE - Spring 1 - How do I buy what I want?

1. Where does money come from?

Intent	Children will know the different amounts of money: coins and notes and the different ways you can have money.
Implementation	Share images of different amounts of money and check the children know the value of the coins and notes. Discuss ways in which adults get money and record responses. Explain the different ways and vote which is the best way to get money giving reasons for opinions.

2. What are 'wants' and 'needs'?

Intent	Children will understand the difference between needs and wants and that needing something is based on surviving.
Implementation	Discuss what a new-born baby would need to grow and survive. List children's ideas. Repeat task thinking about a puppy. Highlight the similarities and the importance of needs e.g. food for energy. Discuss any wants if arise. In pairs, sort out a range of images in which the children think are wants or needs. Gain feedback.

3. How can I get what I want?

Intent	Children will begin to know the value of saving and the importance of choosing needs rather than wants.
Implementation	Explain to the class a continuum line. Read out a range of items and the children have to decide where they stand, either a need or a want and discuss choices made. Children to write down at least 3 things they really want and discuss how could they get those things, write ideas.

4. How can we save for something we really want?

Intent	Children will begin to know the value of saving.
Implementation	Give a scenario of a child saving pocket money each week to buy a luxury item and discuss the advantages and disadvantages which can occur whilst saving (saving for a long time might just spend the money, something newer comes out, sense of achievement)

5. How can you look after your money?

Intent	Children will understand that banks look after money and the benefits of bank accounts.
Implementation	Discuss with the children names of banks and building societies and if they have heard of them or even have an account with them. In pairs complete the activity, finding out about 5 banks and completing a table about each of them. Discuss which bank is the best at looking after your money.

6. How do people earn money from their jobs?

Intent	Children will understand that having different skills, interests and qualifications will help someone to decide which job they will do.
Implementation	Discuss the job of a teacher and what skills you must have to be a teacher. List other jobs the children know of. In pairs, choose one job to discuss and list the skills needed to perform that job. From the list of jobs, children to then order the jobs in the most important - skills - and then in wage.

Impact	Children will know the difference between wants and needs and that they need to have money in order to ensure they have the things they need and want. Children will know the value of banks and having bank/building society accounts. They will also recognise the need for having a job to be able to earn money to buy needs and wants.
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Year 2 PRSE - Spring 2 - Why is nature special?

1. How can nature make us feel?

Intent	Children will know what nature is and explain how it makes them feel.
Implementation	Discuss the word 'nature' and what it means to the children. Share the slide show of all the different examples of nature. Children to draw their favourite place or activity of a natural setting.

2. How can nature make us feel??

Intent	Children will know what nature is and explain how it makes them feel.
Implementation	Share drawings from volunteers of their favourite natural settings and how it makes them feel. Share images of different natural settings and children to write down their feelings for each one. Volunteers to share their feedback.

3. What does nature give us?

Intent	Children will know what nature provides in order to survive and live.
Implementation	Discuss the key question and list ideas from the class. Share slide show with children highlighting exactly what nature provides; children to write or draw the different aspects nature provides.

4. Why are bees important?

Intent	Children will know why bees are important and begin to understand pollination.
Implementation	Share a picture of a bee and can the children explain what is the role of a bee and why it is important. Share slide show explaining how bees pollinate plants and how this supports other areas which help us e.g. supports making medicines. In groups, children to play a true and false game based on facts about bees.

5. What is compost?

Intent	Children understand that all things that were once living will decay and dead plants and other organic materials can be recycled by nature.
Implementation	Show pictures of an apple core which has been left over time; discuss what has happened to the core. Explain the process of decaying and how compost is made; share the slideshow with the class. Complete activity of what makes up a compost bin.

6. What could be improved about our school environment?

Intent	Children will give practical ideas as to how our school environment can be improved.
Implementation	Class to carry out a nature walk around the school grounds and write down what they notice. Once back in the classroom, share their findings and children to share practical ideas with regards how they can help the environment e.g. have a timetable of litter pickers, gardening club, make a compost bin.
Impact	Children will have a greater knowledge and understanding of nature and their environment; what nature provides them and how it can make them feel. They will be able to offer practical ideas to support and look after their environment and ensure nature continues to grow and be cared for around them.

Year 3 PRSE - Spring 1 - What is a community?

1. What is a community?

Intent	Children will understand that communities can include a range of people and activities for everyone to enjoy.
Implementation	Exploration of the Chase view community, children to make lists of activities, groups, help and support offered by being part of the Chase view community.

2. What buildings are there in my community?

Intent	Children will understand that there are different community buildings within the local area and what they are used for.
Implementation	In pairs, children will research community buildings in Rugeley.

3. Who uses the local community buildings?

Intent	Children will understand that community groups are all different, but they all offer their members support.
Implementation	Children to complete a community quiz about who uses each building within their community.

4. What are the local community buildings used for?

Intent	Children will begin to understand that community buildings can be used for more than just their main purpose and how this offers support to the wider community.
Implementation	Children will work in pairs to research one community building in Rugeley and all its different uses and groups.

5. How do community groups work together and support each other?

Intent	Children begin to understand that community groups are varied in this country and that tolerance and cooperation allow them all to fulfil their roles.
Implementation	Children will find a time when two community groups have worked together and think of the problems they may have had to overcome to do so.

6. Where do I belong in my community?

Intent	Children will look at their own roles within their community and how they belong to different community groups.
Implementation	Children to complete their own shield recognising four ways they are connected to their community. Discuss these communities and any children have learnt about that they feel they could connect to.
Impact	Children will understand that communities offer belonging, opportunities, and support for their members. They will understand that communities can be made up of different people and that people of different genders, races, faiths, and cultures may access different community groups.

Year 3 PRSE – Spring 2 – Why is water important?

1. How much water is there?

Intent	Children will understand that the majority of the Earth is covered in water, but that very little of it can be used by humans.
Implementation	Working in pairs children will decide if there is more water or land on the Earth by looking at a globe. Continuing in pairs children will consider why water must be conserved if there is so much of it. Use physical maths equipment to understand the numbers involved in our world's water.

2. How do we get clean water?

Intent	Children will understand the process of water collection and distribution in the UK.
Implementation	Watch the 'Journey of Water' video from South Staffs Water. Work through 'Discover water's' - 'Treatment and Supply' steps then recreate onto a six step story board.

3. How do we use water?

Intent	Children will understand that much of our water use is for industry and agriculture. They will also explore how they use water.
Implementation	Children to complete a mind-map of all the ways they use water. Discuss these uses adding to their mind-map.

4. How much water do we use?

Intent	Children will begin to understand the amount of water used for each activity and how much water they use in a day.
Implementation	Children will work in pairs to match water amounts to the activities, discuss any surprises that occur from this. Practical examples of water quantities to aid understanding of quantity.

5. What is virtual water?

Intent	Children begin to understand what is meant by virtual water and how they use water virtually.
Implementation	Children will work through the Plan Bee PowerPoint on virtual water and consider the example set. Children will then begin applying this knowledge to another item to try and work out the virtual water uses. Take the Ology virtual water quiz.

6. What is a drought?

Intent	Children will look at the example of the South African drought and the measures taken to survive it. Children will compare their own water usage to that of the people living in South Africa at that time.
Implementation	Children will work through the Plan Bee PowerPoint about the South African drought and watch the video of methods they employed. Using the water usage cards from lesson 4 children will try to calculate first living with only 100 litres of water and then with 50 litres.
Impact	Children will understand where water comes from and how it gets to their homes. They will also begin to understand how much water we use, whether physically or virtually, and also how some people have to live with a lot less.

Year 4 PRSE - Spring 1 - What are Human Rights?

1. Why do we have human rights?

Intent	Children understand why there was a need to have human rights introduced.
Implementation	Watch the video link 'We are all Born Free' https://video.link/w/Iv4U Discuss what happened after WWII and talk about why the United Nations was set up.

2. What are human rights?

Intent	Children to develop their understanding of what human rights are and that all humans are entitled to have them.
Implementation	Children recall the Human Rights from the video. They discuss the importance of these rights and consider how different life would be without them. Look at the Unicef website https://www.unicef.org/child-rights-convention/what-are-human-rights which highlights key vocabulary.

3. What are my human rights?

Intent	Children know what their human rights are.
Implementation	Children work in small groups to discuss and record what rights they think they have. They then watch the presentation, 'Amnesty International - We are all Born Free' and see if their ideas are included.

4. What are my rights in school?

Intent	Children gain an understanding of what rights they have in school.
Implementation	Children draw up a class charter, similar to the one on the Amnesty International website https://www.amnesty.org.uk/resources/learning-about-human-rights-primary-school-resource-pack

5. How are Human Rights protected?

Intent	Children to understand there are people in authority who are there to protect our human rights.
Implementation	Children make a list of who they think protect our human rights. They discuss ideas then check to see if they have missed anyone out.
Impact	Children will be able to understand what human rights they have. They will gain knowledge about who is there to protect these rights.

Year 4 PRSE - Spring 2 - What choices do I have?

1. How do I look after my teeth?

Intent	Children understand why they need to look after their teeth. They gain an understanding of how to do this. Children understand that as they get older, it will be their choice whether to care for their teeth.
Implementation	In small groups record why it is important to look after their teeth, considering what would happen if they didn't. Next, write down ideas on how to care for teeth. Present thoughts to the other groups.

2. What do people do with their money?

Intent	Children to develop their understanding of the difference between needs and wants.
Implementation	Children create a mind map of what people spend their money on. Together, as a class, they decide whether people need them or want them and separate them on a table.

3. What does value for money mean?

Intent	Children know what is meant by the term value for money.
Implementation	Children look at the continuum statements on Kapow. They consider different factors before deciding whether an item is value for money.

4. Why do we want to do the jobs we are interested in?

Intent	Children understand that choices about careers can be influenced by a number of factors.
Implementation	Children discuss what job they would like to do when they are older. They consider the reasons for this, e.g. skills they have, interests, money. Children sort the influence cards (Kapow) into positive and negative influences.

5. How do we overcome negative influences when choosing a career?

Intent	Children to understand how to deal with negative influences when making a choice.
Implementation	Watch the video 'Breaking Down Career Stereotypes' https://video.link/w/C5mwb Discuss if anything in the video has made them think differently or has surprised them.
Impact	Children will understand that, as they get older, they will have more choices to make. They will know that these should be based on information that will help them to make the right choices.

Year 5/6 Plan A PRSE - Spring 1 - What is a democracy?

1. What is freedom of expression?

Intent	Children will understand the term freedom of expression; the right and importantly the responsibilities which come within this term.
Implementation	Recap Human Rights and what these are. Discuss the term freedom of expression and what this means. Highlight examples in which individuals have been persecuted for this. In groups, create rules which will help people share their ideas without causing problems for others.

2. What contributions have individuals made to society?

Intent	Children will understand how we recognise and value the contribution people make to society.
Implementation	Discuss examples of individuals who have made an impact to the community and what they have done. Share examples of figures children may know e.g. Sir Tom Moore, Greta Thunberg In pairs, children to research prominent figures globally and the contributions they have made.

3. What contributions have individuals made to society?

Intent	Children will understand how we recognise and value the contribution people make to society.
Implementation	Continue research of prominent figures and share findings of their contributions to society.

4. What are pressure groups?

Intent	Children will recognise the role of pressure groups in society.
Implementation	Discuss the term pressure groups and the connotations surrounding this - negative/positive view; and can the children think of any examples. Share 'Keep Britain Tidy' campaign and the history behind the group. Question: is it still relevant today? Is there anything in school and our community in which we could do to support this campaign. List ideas and propose suggestions to Head teacher.

5. What is a parliament?

Intent	Children will explain what the parts of parliament are and it's role within the UK
Implementation	Show an image of the Houses of Parliament and discuss what children know about the building. Watch the clip An Introduction to Parliament https://safeshare.tv/x/ss5f6387806a01f#edit Complete a quiz based on the information from the clip and share answers.

6. How does parliament work?

Intent	Children will understand how parliament works and how we are a democratic country.
Implementation	In groups, the children are going to play a game: 'UK Parliament: Around the Houses game, https://assets-learning.parliament.uk/uploads/2019/12/Discover-the-UK-Parliament-Booklet.pdf while they are playing, they are going to write down things they have found out. Discuss what they have found out.
Impact	Children will understand how the UK is a democratic society and the importance of parliament. They will understand what freedom of expression is and how this can be demonstrated to support change. Children will know prominent figures who have impacted on society to enforce and campaign for positive changes.

Year 5/6 Plan A PRSE – Spring 2 – What is social media?

1. What should I share online?

Intent	Children to know and understand what is appropriate to share online.
Implementation	Discuss the difference between an acquaintance and a friend. Class to complete a survey entitled - sharing - which asks the children what they would share with different people. Discuss results. Add an extra column 'People online' and to complete the boxes with what they might share online; discuss responses.

2. What are the dangers online?

Intent	Children to be aware of the dangers online and understand the impact sharing information can have.
Implementation	Watch Lucy and the boy http://video.link/w/XIde Ask pupils to share their thoughts from the video and their understanding of online dangers and how to avoid or overcome issues.

3. What are the different types of cyberbullying?

Intent	Children will know the different types of cyberbullying there are and the implications cyberbullying can have.
Implementation	Discuss the term cyberbullying. List the different types and explain the meaning of each and the effects it can have.

4. How influential is social media?

Intent	Children will understand the effect social media can have and the age requirements social platforms have.
Implementation	Quiz the class on all the different social media platforms and the legal ages to access the services.

5. How can I keep myself safe online?

Intent	Children will understand how they can keep themselves and others safe online.
Implementation	Introduce the THINK acronym: T - is it true? H - is it helpful? Helping someone or a situation to improve. I - is it inspiring? N - is it necessary? K - is it kind. Being thoughtful towards somebody and treating them nicely. And discuss the message it portrays. In pairs, children to create a poster, acronym, rap, poem or other means to promote online safety.

6. How can I keep myself safe online?

Intent	Children will understand how they can keep themselves and others safe online.
Implementation	Finish online safety work and share with the class.
Impact	Children will develop an understanding of how to ensure relationships online are safe and recognise an increasing number of online risks and ways to stay safe online.

Year 5/6 Plan B PRSE – Spring 1 – What is wealth?

1. What does the term 'wealth' mean?

Intent	Children will understand the traditional view of wealth and question the importance of this.
Implementation	Discuss what the term wealth means and what images does this conjure. List ideas. Share the meaning of wealth and discuss whether they agree with this. Look at the distribution of wealth around the world and whether this is fair.

2. Are there other types of 'wealth'?

Intent	Children to be aware of different types of wealth.
Implementation	Discuss if there are different types of 'wealth.' Share slides depicting different examples and what each means.

3. What is important to me?

Intent	Children can explain their own opinions of the value of different types of wealth.
Implementation	Recap different types of wealth. Children to use a scale for each type of wealth and rank how important each one is to them. Volunteers to share their views and opinions.

4. Who is the wealthiest?

Intent	Children to infer how an abundance or lack of these different types of wealth might make other people feel.
Implementation	In pairs have scenario cards and discuss: In what ways is this person wealthy, and why? How happy do you think this wealth is making them? As a class vote for which person from the scenario cards they believe is the wealthiest of them all and discuss reasoning.

5. In what ways can wealth be shared?

Intent	Children to understand how money-based wealth and other types of wealth can be shared to the benefit of others.
Implementation	Share slide show looking at different ways in which wealth can be shared. In pairs, for each character decision card given create answers you would give to each person to enable them to share their wealth. Volunteers to share their ideas.

6. How can we increase our wealth?

Intent	Children will know how they can increase their wealth and the wealth of others.
Implementation	Share slide show giving different examples of activities which can increase 'wealth' e.g. a family walk, joining a club. In pairs, children to organise ideas as to how each one increases wealth. Share ideas.
Impact	Children will know that there are different types of wealth and the importance and value of each one. They will know how different types of wealth can benefit themselves and others and can be shared.

Year 5/6 Plan B PRSE – Spring 2 – Why are stereotypes harmful?

1. What are stereotypes?

Intent	Children to understand gender stereotyping and how this can portray a negative influence.
Implementation	Share statements with the class which reinforce stereotypes and discuss. Children to write down characters they know from films and books and organise them into categories e.g. brave, adventurous, scared and what they notice. Discuss how this might influence children, particularly if the majority of characters they have discussed do reinforce stereotypes.

2. What is gender equality?

Intent	Children to understand that attitudes and laws around gender equality have changed over time.
Implementation	Children to complete a true or false quiz based on attitudes and laws on gender equality. Discuss each statement in detail and children's opinions.

3. What stereotypes exist about race and religion?

Intent	Children will understand how stereotyping can be harmful.
Implementation	Share photographs of different people (ages, race, gender, religion) children to fill in information about them and share their results. Discuss the term 'you can't judge a book by its cover' and the point of the exercise. Explain that stereotyping people in this way, or any way, causes issues and often leads to discrimination, which can be negative and destructive.

4. What is racism?

Intent	Children to understand the term racism and that it is illegal to treat people differently because of their race and culture.
Implementation	Share PPT to the class outlining what racism is. Discuss where children have heard or seen information about this. Show pictures of people who have fought against and been linked to racism

5. What is ADHD?

Intent	Children to know what ADHD stands for and that it is a medical condition.
Implementation	Share information with children regards ADHD and what they have perceived it to be. Discuss the character Billy Bramble for our whole class reading and what traits he depicts with having ADHD. Children to answer quiz questions.

6. What does it mean to be autistic?

Intent	Children will begin to understand the term autism and different traits associated with being autistic.
Implementation	List children's views of what it means to be autistic. Share clips of children talking about being autistic. Discuss if there are differences/similarities as to what they first thought.
Impact	Children will learn how stereotypes can be unfair, negative, destructive and discriminatory. They will begin to understand how ADHD and autism can affect people.

P.R.S.E

Summer Term



Intent,
Implementation,
Impact

Year 1 PRSE - Summer 1 - How do I look after my health and well being?

1. Why do I need to be active?

Intent	To understand the benefits of physical activity and the positive effects of exercise.
Implementation	Discuss the benefits of exercise. Children develop their own exercise circuit. They will design energetic exercises that they could do using the equipment provided. Children can change the activity until they are happy they have a fun, yet energetic circuit.

2. What is a healthy diet?

Intent	To understand what it means to have a healthy diet and the consequences of a poor diet.
Implementation	Explore food groups and the amount of each that we should have to maintain a healthy diet. Children to make their own healthy food pyramid.

3. Why do I need to go to bed?

Intent	To understand the benefits of physical activity and rest.
Implementation	Discuss the reasons why sleep is important to keeping them healthy. Discuss the positive benefits. Act out their bedtime routine. Children to identify what they are doing. Create a set of instructions for a good bedtime routine.

4. Why do I need to wash my hands?

Intent	To begin to understand how germs are spread and how we can stop them spreading.
Implementation	Children to have glitter put on their hand prior to the lesson. Identify what has happened to the glitter. Discuss how germs spread. Tell pupils that there are different types of germs, such as bacteria and viruses. These are so small that you can't see them without a microscope. Children to explore the handwashing sequence.

5. How do I keep safe in the sun?

Intent	To begin to understand the risks associated with the sun.
Implementation	Discuss the types of things they enjoy doing on a sunny day. Explain how we need to keep safe in the sun. Discuss the Five S's Slip - on a t shirt, slop - on the sun cream, slap - on a hat, shade and sunglasses. Children will design a sun safe poster.

6. What is an allergy?

Intent	To begin to understand allergies
Implementation	Discuss different types of allergy and why they happen. Children will explore a range of food packaging and identify some of the allergens.
Impact	Children will have an understanding of the positive benefits of being active and the role of exercise; understand the importance of a healthy balanced diet understand the impact of sleep and relaxation on physical and mental wellbeing; the importance of washing hands and sun protection and identifying and dealing with allergic reactions.

Year 1 PRSE - Summer 2 - How do I keep myself safe?

1. Who can I talk to in school when I need help?

Intent	To know how to respond to adults in a safe and familiar context.
Implementation	Play guess who game with the children using photographs of school staff (from the website). Discuss what school does to keep children safe. Children discuss a range of scenarios and decide what they would do in that situation.

2. Which adults can I talk to outside school?

Intent	To understand how to respond to adults in a range of situations.
Implementation	List adults they may meet outside school, focus on the places and times the children meet adults, for example, family, clubs, shops, when playing outside, places of worship. Play the circle game. Name a person, children step closer to centre of the circle if they can trust that person back if not. Discuss what a stranger is. Explore a range of scenarios

3. What should I do if I get lost?

Intent	To understand what to do if you get lost.
Implementation	Discuss feelings when the loose something. Discuss how they would feel if they got lost. Explore the places where the children could get lost and what they should do to avoid getting lost. Children to sequence the things they should do if they get lost.

4. How do I make an emergency phone call?

Intent	To know what an emergency is and to make a phone call if needed.
Implementation	Discuss what an emergency is. Identify the different emergency services and which one they should use for different emergencies. Role play making a phone call to the emergency services.

5. What is appropriate contact?

Intent	To begin to understand the difference between acceptable and unacceptable physical contact
Implementation	Define what we mean by physical contact. Draw a picture of themselves and write labels for physical contact that they like. Share their ideas. Children to identify physical contact that they don't like. Discuss why they don't like this type of contact.

6. How do I stay safe at home?

Intent	To begin to understand what is safe to put into or onto our bodies (medicines) To understand that there are dangers at home and how these can be avoided.
Implementation	Children to sort pictures of substances into safe and unsafe. Children to be hazard detectives, identifying a range of hazards that they may encounter in their home.
Impact	Children will be able to respond to adults in different situations; distinguish appropriate and inappropriate physical contact; understand what to do if lost and how to call the emergency services and identify hazards in the home.

Year 2 PRSE - Summer 1 - How can I have a healthy lifestyle?

1. How does physical activity make you feel?

Intent	Children will begin to understand how exercise releases hormones that make them feel good.
Implementation	List ideas of different physical activities the children take part in. Show different images of sports which they may do. Outside carry out a range of physical activities which increases their heart rate and to music. Discuss what they notice when they carry out these activities and how hormones lift their mood.

2. What can we do to relax?

Intent	Children will describe how relaxation makes them feel and how it affects the body.
Implementation	Discuss different ways in which we relax; how it makes us feel and what happens to our bodies. List children's ideas. Carry out 'breathing activities' and/or watch http://video.link/w/dzbe discuss again with the class how it made them feel and what happened to their bodies. Compare and discuss against initial thoughts.

3. What are the different food groups?

Intent	Children will begin to recall the different food groups and name some foods which are in each group.
Implementation	Show the class two different images of food; children to name foods in each image and then discuss the difference between the two pictures. Watch the clip regarding eating healthily and discuss. Explain each type of food that we eat and drink and how it can help our body in different ways. Show the food plate explaining each food group, children to have a copy of this.

4. How much of the different food groups should we eat?

Intent	Children will begin to recall the different food groups and name some foods which are in each group
Implementation	Quick fire quiz on previous lesson and the different food groups. Share image of the food pyramid, can children explain why it is a pyramid and the importance of food on the lower level. Share slide show of different meals and how they can be broken down into the different food groups and what is a healthy meal.

5. What are the consequences of a poor diet?

Intent	Children will describe the consequences of a poor diet.
Implementation	Show pictures to the class of different scenarios associated with poor diet. In pairs, and using diagrams of a healthy plate and food pyramid, children to explain what has happened in the picture and what food groups could be missing from the diet or they are having too much of; discuss answers.
Impact	Children will understand the importance of exercise and its effect on the body and know relaxation techniques can be useful and learning breathing exercises to aid relaxation. Furthermore, what constitutes a healthy diet and the characteristics of a poor diet and risks associated with unhealthy eating.

Year 2 PRSE - Summer 2 - How do I look after my body and keep safe?

1. What does private mean?

Intent	Children will begin to understand the concept of privacy and the correct vocabulary for body parts
Implementation	Complete activity sheet naming body parts and discuss areas of the body - ensuring correct terminology. Discuss areas in which we call 'private parts' and why they are called private.

2. What is the PANTS rule?

Intent	Children will understand what the PANTS rule means and safe/unsafe touches.
Implementation	Using guidance from the NSPCC (https://learning.nspcc.org.uk/research-resources/schools/pants-teaching) share with children the film clip Pantosaurus https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/?gclid=aw.ds&gclid=EAIaIQobChMIIN-M67LI6QIVh7PtCh033AXIEAAYASAAEqI1pfD_BwE&gclid=aw.ds discuss the clip and ensure children understand the PANTS rule.

3. How can I keep safe when there is traffic around?

Intent	Children can explain rules to keep safe when near roads and traffic.
Implementation	Discuss how the class travelled to school and how they kept themselves safe (car - seat belt, car seat, child lock) Share images of different scenes with traffic and in pairs children to explain how they can keep themselves safe; share ideas.

4. What can I do to keep safe on the way to school?

Intent	Children to identify potential hazards around school and suggest safety rules.
Implementation	Class to walk around the school grounds and note down hazards. Once back in the classroom, suggest road safety rules and make posters.

5. How can we be safe with medicines?

Intent	Children will understand when to take medicines.
Implementation	Show the children a range of medicines with and without labels. Children to discuss which are safe to take and which are not, providing reason for the answers. In pairs, children to devise a true and false game based on what they have learnt from the discussions.

6. How might you feel moving to a new class?

Intent	Children will understand that change can cause mixed feelings and people will feel differently about change.
Implementation	Read a story about children moving classes into Year 3. In pairs, complete activity sheet noting down what the children are looking forward to and worries they have. Gain feedback of responses. Discuss what the class are looking forward to in Year 3.
Impact	Children will understand the concept of privacy and naming the private parts of their body; developing an understanding of being safe near roads and spotting potential hazards and learning to be safe around medicines.

Year 3 PRSE - Summer 1 - How do I keep myself safe?

1. How do I keep myself safe by the road?

Intent	Children will know how to keep themselves safe by the road.
Implementation	Children will watch 'Think! Road ready: Expect the unexpected' video and discuss the dangers the children put themselves in. Children will also watch the Kapow 'Road safety rules' presentation and design posters to highlight their understanding of the Stop, Look, Listen and Think slogan.

2. How do I keep myself safe by the railway?

Intent	Children will know how to keep themselves safe by the railway lines.
Implementation	Children will watch 'Network Rail's - Safety on the railway video for Primary schools' as well as the 'See Track think Train' video and discuss the dangers of the railways. Children will design posters to highlight their understanding of the See Track, Think Train! Slogan.

3. How do I keep myself safe by the water?

Intent	Children will know how to keep themselves safe by the water.
Implementation	Children will be read 'Chris's story' from the water explorers and in small groups decide on the best way to help him, acting these out for the rest of the class. In pairs children will use what they learnt from the story to fill in the game cards and play the accompanying water safety game.

4. What do I do in an emergency?

Intent	Children will understand how important it is to keep themselves safe in the event of an emergency. They will know how to assist in an emergency by correctly calling for help and know the information they need to give to emergency services.
Implementation	Children will watch the St John Ambulance video 'Coping in an emergency'. In small groups children will recreate emergency scenarios considering how to keep themselves safe and best help the casualty. Children will brainstorm examples of which emergency service to call and then begin to practice and recall what to say to them.

5. How do I keep my photos safe?

Intent	Children will know about the dangers of photo sharing.
Implementation	Children will watch the Think U Know animation on photo sharing and discuss. Children will take part in a physical photo sharing activity, a conscience alley activity and complete a worksheet advising people what to do if they want to safely share photos with friends.

6. How do I keep myself safe online?

Intent	Children will know the dangers of playing video games online.
Implementation	Children will watch the Think U Know animation of playing online video games and discuss. Children will conduct a treasure hunt for hidden personal information around the room, identify feelings of worry and complete a matching activity to identify manipulative behaviours within the game messages from the animation.
Impact	Children will understand how to keep themselves safe in a variety of real-life settings and know what to do in an emergency. They will also know how to identify dangers in an online world and know how they can protect themselves from harm or upset.

Year 3 PRSE - Summer 2 - How do I keep fit?

1. What do different food groups do for our bodies?

Intent	Children will be able to name the different food groups and know why our body needs a balance of each group.
Implementation	Children will work in pairs to match images of food to the food group labels and advantages to our bodies. Children will watch the 'Operation Ouch - fuelling the body' video and discuss why balance is important.

2. What type of food do we need when we are very active?

Intent	Children will know how to choose healthy food for high energy activity.
Implementation	Children will design a day's food for a particular Olympic sports person and explain why they would need those foods.

3. What does exercise do for my body?

Intent	Children will be able to name different forms of exercise and understand that each one is good for our body in a different way.
Implementation	In pairs, children will identify as many forms of exercise as possible. Choosing one form of exercise per pair they will research the effects on their body and relay this information back to the class via a short presentation.

4. What does relaxation do for my body?

Intent	Children will understand how important it is to keep themselves calm and relaxed, as well as have strategies to do so.
Implementation	Children will take part in a relaxing yoga session and then practice the poses with use of flash card images. The children will map feelings that came from the yoga, onto a body map.

5. What does sleep do for my body?

Intent	Children will understand how important the correct amount of sleep is.
Implementation	Children will study a graph of required sleep hours and work out how much sleep they need for their age, along with the people within their family. Children will watch 'Operation Ouch - Science of sleep' and complete a healthy practices quiz.

6. How does medicine help or harm me?

Intent	Children will know how medicine helps to heal or help their bodies. Children will know the dangers of the wrong or incorrect dosage of medicines.
Implementation	Working in pairs, children will name as many drugs as they can and then divide them into groups of illegal drugs and legal medicines. Children will work through the 'Immune system and vaccines' PowerPoint and then complete a quiz on the content. Working in small groups children will respond to scenario cards and decide on the best course of action for each of the patients.
Impact	Children will understand how to keep themselves fit, what their bodies need and why. They will also know how to identify dangers in a lack of balance for each of these factors.

Year 4 PRSE - Summer 1 - What is first aid?

1. Why is first aid important?

Intent	Children understand why it is important to have an understanding of first aid.
Implementation	Children look at the statements on the Red Cross PowerPoint and decide whether statements are true or not. https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/

2. Why might people need first aid?

Intent	Children to develop their understanding of the difference between needs and wants.
Implementation	In small groups, children draw on an outline of person, where they may need first aid, e.g. a graze on the knee, a bump on the head. Draw a line from the injury to a description of possible treatment that could be given.

3. How should I act in a first aid situation?

Intent	Children know what to say in a first aid situation. They understand how to stay calm.
Implementation	Children share what has been said to them if ever they have been hurt. Discuss whether these helped the situation or made it worse. Children record calm, positive, kind things to say in a first aid situation.

4. What can I do if someone is bleeding?

Intent	Children know what to do to help if they come across someone who is bleeding.
Implementation	Children share experiences of what happened if they've ever been bleeding, to reassure others that a first aid situation can be dealt with successfully. Look at the steps on the Red Cross website. https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/bleeding/

5. What can I do if someone has broken a bone?

Intent	Children know what to do to help if they come across someone who has broken a bone.
Implementation	Children share experiences of what happened if they've ever had a broken bone, to reassure others that a first aid situation can be dealt with successfully. Look at the steps on the Red Cross website. https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone/

6. What can I do if someone has been burned?

Intent	Children know what to do to help if they come across someone who has been scolded or burned.
Implementation	Children share experiences of what happened if they've ever had a scold or burn, to reassure others that a first aid situation can be dealt with successfully. Look at the steps on the Red Cross website. https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burns/

Impact	Children gain an understanding of how to act in a first aid situation. They will know when it is safe to help or not safe. They will gain a basic understanding of what to do if someone is hurt.
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Year 4 PRSE - Summer 2 - Why do bodies change?

1. How have I changed physically?

Intent	Children understand what changes have happened to their bodies since they were a baby.
Implementation	Children look at a photo of the teacher when they were a baby - can they guess who it is? In what ways do they look different now? Hair, height etc. Children consider how they have changed since they have started school. Think about things such as being able to read, run faster etc,

2. How will things change as I become an adult?

Intent	Children to develop their understanding of what changes occur as they get older.
Implementation	What is an adult? 18 and over. What do children think they will be able to do then that they can't do now e.g. drive a car. How will they look different? Children draw a picture of what they think they may look like as an adult.

3. How do I feel about growing up?

Intent	Children acknowledge positive and negative thoughts about growing up and understand it is OK to feel like that.
Implementation	Children write something positive about growing up and something challenging. Explain that change can be exciting but also a bit scary and that it is OK to feel like that.

4. What is puberty?

Intent	Children know what basic things happen to a male and a female during puberty.
Implementation	Children look at the presentation 'People' (Kapow). Recap changes they recognise. Then watch the video 'Introducing Puberty' (Kapow). Answer any questions.

5. Why is good personal hygiene important?

Intent	Children understand why it is important to have good personal hygiene and how to achieve it.
Implementation	Recap what will happen to hair, sweat and skin during puberty. Children come up with 'top tips' for hygiene e.g. wash hair every day.

6. How will I change emotionally?

Intent	Children have an understanding of the changes that will affect them emotionally as they grow.
Implementation	Children recap what a hormone is. Remind children that these changes happen over a period of time and these changes happen at different times for different people. Get children to write a list under the heading - It is normal. Children list things that will happen to them, e.g, it is normal for people to feel sad during puberty, it doesn't last forever!
Impact	Children gain an understanding of some of the changes that happen to them during puberty. They understand that everyone goes through these changes but will be different ages and the time it takes will differ for everyone.

Year 5/6 Plan A PRSE – Summer 1 – What is adolescence?

1. Why do we need sleep?

Intent	Children will understand the benefits of sleep and why it is important.
Implementation	Watch the clip 'Animals trying to stay awake' https://video.link/w/yO5H and discuss what the children notice. Make notes from the 'Studying Sleep' clip https://video.link/w/sQ5H , in pairs children to create their own quiz based on facts about sleep.

2. What helps us to sleep well?

Intent	Children will understand the benefits of sleep and affects sleep.
Implementation	Quiz the children on facts about sleep using the quizzes they made from the previous lesson. Watch the clip from the NHS Guidance about 'Sleep and Tiredness' https://www.nhs.uk/live-well/sleep-and-tiredness/how-much-sleep-do-kids-need/ Create a Helpful Hints poster about Sleep.

3. Why is it important to relax?

Intent	Children will begin to develop their knowledge about yoga, know yoga poses and breathing exercises to help them relax; to understand why it is important to relax.
Implementation	Discuss what causes children to worry and stress and what they do to help them ease their concerns. Share the video 'The Science of Yoga' http://video.link/w/Lzbe Demonstrate and model Yoga poses and techniques.

4. What do we know about growing up?

Intent	Year 5 - To develop an understanding of the main aspects of changes during puberty. Year 6 - To understand the changes involved in puberty.
Implementation	Year groups to split up and discuss and carry out activities focusing on the physical changes involved in puberty. (Objectives will be appropriate for each year group and will include Science objectives)

5. What other changes happen during puberty?

Intent	Year 5 - To develop an understanding of the main aspects of changes during puberty. Year 6 - To understand the changes involved in puberty.
Implementation	Year groups to split up and discuss and carry out activities focusing on the physical and emotional changes involved in puberty. (Objectives will be appropriate for each year group and will include Science objectives)
Impact	To understand the benefits of sleep and developing greater responsibility for ensuring good quality sleep. To understand the relationship between stress and relaxation and exploring yoga as a technique for relaxation. Children will begin to develop and understand the changes which happen during puberty.

Year 5/6 Plan A PRSE – Summer 2 – What can I do in an emergency?
How do I deal with grief?

Lessons and resource plans taken from St John Ambulance

1. What is asthma?

Intent	Children to understand how to help someone with asthma.
Implementation	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-asthma-first-aid-lesson-plan-and-teaching-resources/

2. How can I help someone who is choking?

Intent	Children to recognise when someone is choking and understand how to give first aid,
Implementation	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-choking-first-aid-lesson-plan-and-teaching-resources/

3. How can I stop different types of bleeding?

Intent	Children will learn how to administer first aid when someone is bleeding.
Implementation	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bleeding-first-aid-lesson-plan-and-teaching-resources/

4. What is the recovery position?

Intent	Children to know what to do when a casualty is unresponsive and how to place someone in the recovery position.
Implementation	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/

5. When is it necessary to give CPR?

Intent	Children to know when a casualty is unresponsive and when CPR is needed to be given.
Implementation	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/

6. What is grief?

Intent	Children to begin to understand the process and emotions relating to grief.
Implementation	Show the video of Sad by Michael Rosen https://video.link/w/SBsD and discuss. In groups, give scenarios of Loss and ask the children to discuss them using the questions given. Groups to feedback on the scenarios
Impact	Children will know how to react and what to do to help in different First Aid situations including asthma attacks, bleeding, choking and unresponsive casualties. Children will also understand the term grief and be able to explain some of the associated emotions; how this can vary from person to person and in different experiences.

Year 5/6 Plan B PSRE – Summer 1 – What are the 'teenage years?'

1. What do our bodies need to be healthy?

Intent	Children will understand the importance of diet, exercise, oral hygiene and rest and relaxation on our bodies and for our mental health.
Implementation	Children to watch a montage about keeping healthy: https://www.bbc.com/education/clips/z26w2hv discuss key elements under the four categories and explain the importance of each one. Children to complete an exercise looking at how they keep healthy. Using the four categories and what they could do to improve each one; children to set themselves a target e.g. eat at least one piece of fruit a day, got to bed half an hour earlier each night.

2. What are good and bad habits?

Intent	Children will understand what is a habit and differentiate between a good and a bad habit.
Implementation	Discuss improvements the class wanted to make from previous lesson; how they are managing them and whether they are still able to continue with them. Discuss good and bad habits and list ideas and the consequences.

3. How can we relax?

Intent	Children will understand the importance for relaxation.
Implementation	Class to share ways in which they relax. Discuss why relaxation is important. From a list of given relaxation techniques, children to choose examples and demonstrate and practise in class.

4. What are the changes during puberty?

Intent	Year 5 – To develop an understanding of the main aspects of changes during puberty. Year 6 – To understand the changes involved in puberty.
Implementation	Year groups to split up and discuss and carry out activities focusing on the physical changes involved in puberty. (Objectives will be appropriate for each year group and will include Science objectives)

5. What problems might people have during puberty?

Intent	Year 5 – To develop an understanding of the main aspects of changes during puberty. Year 6 – To understand the changes involved in puberty.
Implementation	Year groups to split up and discuss and carry out activities focusing on the physical and emotional changes involved in puberty. (Objectives will be appropriate for each year group and will include Science objectives)
Impact	Children will understand they have a responsibility to look after their overall health, including, diet, oral hygiene, physical activity, rest and relaxation They will know the factors which contribute to their physical and mental health and know a variety of relaxation techniques to help them. Children will begin to develop and understand the changes which happen during puberty.

Year 5/6 Plan B PSRE - Summer 2 - How do I make the right choices?

1. What and who makes choices for me?

Intent	Children will understand why choices are made for them and how this can and will change as they become older.
Implementation	Watch the clip Would you rather..? https://video.link/w/m4tD Discuss what they would choose to do. Ask the class to list 5 things they would choose to have or do if there were no limits. (The only rule is that they can only have one type of each thing.) Discuss the choices and how reasonable they are and do their choices impact on someone else providing it for them or purely it is a choice they can make themselves. Discuss what choices they are looking forward to as they get older.

2. Is drinking dangerous?

Intent	Children to begin to understand the risks associated with alcohol.
Implementation	Children to work in pairs to organise a list of statements into true or false. Discuss each statement.

3. What are drugs?

Intent	Children will understand the term drugs and begin to know what drugs are.
Implementation	Discuss the term drugs and what the class already know about drugs, write all the children's ideas as a mind map. Share drugs PPT with children and discuss each one. Discuss any misconceptions which may come up. Refer back to the mind map and add or change it where appropriate.

4. Why are some drugs classified?

Intent	Children will understand what drugs are, identify drugs and begin to know the effects drugs can have on the body.
Implementation	In pairs identify different drugs (photographs) and the effects they have on the body. Children to then organise the photographs into illegal and legal drugs; discuss the different classification of drugs and the reasons why people take drugs.

5. What happens when someone breaks the law?

Intent	Children will understand what happens when someone breaks the law and can explain the process of a trial.
Implementation	Discuss and explain how laws are made and share the slideshow which shows the process when someone breaks the law Carry out a mock trial, using different scenarios.

6. Who are 'influencers'?

Intent	Children will begin to understand the influence others have on them and how they can make their own decisions.
Implementation	Ask the children to think about the people who influence their choices and decisions and discuss how they can change as they get older. Discuss the term peer pressure and examples when this can happen. Complete Making decisions activity listing what the characters should do and the for and against for each argument. Discuss answers.
Impact	Children will explore that people and things can influence them and they need to make the right decision for themselves. To understand the influence others can have on them and learning strategies to use to overcome pressure from others. To understand more about drugs and the risks involved with drugs and alcohol.