

Subject: PSHE	Year group: KS2 Year 3 Year 4	Topic: Living in the Wider World	Initiation & activation activities:
<p>Children will know: what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and wellbeing, how to manage risks to physical and emotional health and wellbeing, ways of keeping physically and emotionally safe, about managing change, including puberty, transition and loss, how to make informed choices about health and wellbeing and to recognise sources of help with this, how to respond in an emergency, to identify different influences on health and wellbeing</p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people's lives 8. a basic understanding of enterprise 		<p>Vocabulary:</p> <p>Trust, rules, law, consequences, human rights, responsibility, community, on-line safety, fair-trade, single-use plastics, environment, aspirations, stereotypes, communication, teamwork, negotiation</p>	<p>See Question-based model for questions to initiate discussions</p>
<p>Programme of Study: H- Health and Wellbeing, R- Relationships, L- Living in the Wider World and implementation</p> <p>Pupils should have the opportunity to learn:</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community.</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>			

- L13.** about some of the different ways information and data is shared and used online, including for commercial purposes
- L14.** about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16.** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- L17.** about the different ways to pay for things and the choices people have about this
- L18.** to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L19.** that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L20.** to recognise that people make spending decisions based on priorities, needs and wants
- L21.** different ways to keep track of money
- L22.** about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23.** about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24.** to identify the ways that money can impact on people's feelings and emotions
- L25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L26.** that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27.** about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28.** about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29.** that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- L31.** to identify the kind of job that they might like to do when they are older
- L32.** to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Impact –lesson sequence:

Evaluations and assessments: