

Barnet Schools Wellbeing Programme

# Emotional Wellbeing and PSHE Framework For Primary Schools

Produced by





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## Introduction

The health and wellbeing of all pupils is at the heart of this scheme of work. Education research is now steeped in studies that demonstrate the positive impact that emotional literacy and pupil resilience have on health and wellbeing, these having been identified as essential elements for emotional adjustment, personal wellbeing, fulfillment and interpersonal relationships. Over the past twenty-five years neurological research has increasingly supported this evidence.

A commitment to developing emotional literacy and resilience in pupils is now known to increase and augment their intellectual and academic potential by enhancing attainment and achievement and by having a positive impact on behaviour at school. In this respect, wellbeing and learning are very much two sides of the same coin, enhancing and enriching the other. As Jenny Fox Eades describes,

*Humans learn - it is part of what it means to be human. We are learning from our first breath until our last. And learning helps us to thrive, to grow, to flourish, it is essential to our wellbeing. Learning helps us to achieve wellbeing and achieving wellbeing helps us to learn (2012).*

The UK education system has, over the past ten years, seen a huge rise in initiatives that prioritise a focus upon pupils' emotional health and wellbeing. The Social Emotional Aspects of Learning (SEAL) initiative now sits alongside a number of other effective programmes aimed at developing resilience and social and emotional skills within all pupils. For example:

- Rights Respecting Schools
- Philosophy for Children (P4C)
- Mindfulness initiatives, such as the Mindfulness in Schools Project and the Mind Up Curriculum
- Relationship building approaches such as R-Time

The number of programmes and resources available is comprehensive and diverse, which is encouraging for schools wishing to develop a health and wellbeing curriculum which can appropriately meet the needs of their pupils within their particular circumstance and demographic.

This *Emotional Wellbeing and PSHE Framework* provides a flexible approach, which schools can follow completely or by which they can be inspired to develop their own curriculum. An extensive resource section of current and practical ideas, session plans and classroom projects are also supplied.

In addition, the Department of Education for Schools has recently (30 January 2014) introduced mandatory timelines for all schools to publish their school curriculum by subject and year group by the Spring term 2014, including their provision of personal, social, health and economic education (PSHE).

To support schools in developing their PSHE curriculum, the PSHE Association has published its own guidance on sex and relationship policies and a suggested programme of study for PSHE education.

We hope that this *Emotional Wellbeing and PSHE Framework* will provide an additional breadth of support for schools in meeting and maintaining this mandatory guideline.

### The national context of health and wellbeing in schools

In addition to the recently introduced mandatory curriculum timelines, as educators we assume both a statutory and ethical responsibility to provide opportunities within which a child's wellbeing can flourish. Part 2, section 10 of The Children Act 2004 places wellbeing within five categories. A positive school experience contributes significantly to each of these.

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution made by them to society;
- social and economic well-being.

The Children Act 2004 also provides Her Majesty's Chief Inspector (HMCI) the statutory responsibility to inspect the contribution of schools to pupil health and wellbeing. The recently updated Ofsted Framework for School Inspection (2014) requires school inspections to identify:

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership in, and management of, the school.
- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.

## A whole school approach

A whole school approach is essential in terms of enriching the total experience of wellbeing in school. This might include: staff health and wellbeing, feeling welcomed, nurturing and supportive relationships, excitement for learning, staff modelling positive behaviours to pupils, feeling safe, having a sense of belonging and celebrating staff and pupils achievements and successes.

While all curriculum subjects are required to provide opportunities to promote pupils' spiritual, moral, social and cultural (SMSC) development, schools must demonstrate how this is achieved and embedded within the whole school ethos, including staff and pupil relationships and extra-curricular activities. A PSHE curriculum provides a strong starting point for supporting SMSC development and developing the health and wellbeing of pupils. Curriculum delivery within a school where every single person is supported to inspire and make a significant contribution to children's self development and wellbeing creates a powerful, positive energy for growing and learning.

The Healthy Schools London (HSL) programme promotes a whole school approach to improve children and young people's wellbeing.

Many Barnet primary schools engaging with HSL and the local support available to achieve an HSL Award report that the process enables them to identify current strengths and good practice, together with planning actions for areas for improvement.

We hope that the information and resources listed will inspire whole school engagement, enabling the health and wellbeing of pupils, staff and families to flourish.

## References

Fox Eades, J. (2012) 'Foreword' in A Wellbeing Framework for Schools, Health Education Partnership.

Ofsted. (2014), The framework for school inspection.  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Children Act 2004,  
[www.legislation.gov.uk](http://www.legislation.gov.uk)

## Within the curriculum

In preparing this *Emotional Wellbeing and PSHE Framework* we recognise that many schools promote the development of emotional health and wellbeing (EHWB) through PSHE, whilst others may use Social Emotional Aspects of Learning (SEAL) as a starting point for planning their PSHE provision.

Our aim here is to provide a flexible approach, which allows primary schools to review current practice and develop a broad and balanced curriculum to meet the health and wellbeing needs of their children, whilst being adaptable as new issues surface. For example, over the last few years new topics have emerged as society and technology have developed and changed:

- Safety – cyber bullying, protecting on-line identity
- SRE – sexting, female genital mutilation (FGM)
- Self esteem – body image, self harm

In the following curriculum modules we have provided links and references to resources that are freely available to schools. We are, of course, aware there are a wide range of commercial resources and schemes of work also available. Whatever your current practice, this Emotional Wellbeing and PSHE Framework will give you the opportunity to undertake a review of the materials you use, their effectiveness and appropriateness, as well as identifying any gaps in provision.

## Further resources and support

There are two online organisations in particular that schools may want to consider joining in order to access a range of practical support and free resources:

- [PSHE Association](#) (£100.00 per annum)
- [The SEAL Community](#) (£75.00 per annum)

## Guide to the curriculum framework

We have based the framework on the PSHE Association's PSHE Education Programme of Study (published in October 2013) with emotional health and wellbeing woven within it.

### Themes and strands

There are three overlapping and linked core themes, and each has two main strands:

1. Health and wellbeing
  - Physical
  - Sex and Relationships
2. Relationships
  - Social
  - Emotional
3. Living in the wider world
  - Economic wellbeing
  - Being a responsible citizen

## Modules

Each strand is divided into 6 modules; one for each year group for Key Stages 1 and 2. We have provided an outline one-page module for every Year group, which is the equivalent of half a term's work.

Every module is divided into six blocks (which could be a lesson or split sessions), each with identified learning objectives and suggested appropriate resources.

### Overview

We have provided an overall grid by strands and year group as outlined above (page 12).

Below we have summarised a number of options for how the curriculum may be delivered.



## Delivery options and principles

When considering your school's Wellbeing and PSHE curriculum you may wish to consider the following delivery options and principles.

### Option 1. Complete package

Follow the scheme as laid down for one session per week.

Some blocks may be more effective if split between two half sessions per week where time may be needed for children to reflect on learning, practice new skills or techniques. e.g. within emotional and social wellbeing strands.

Some modules could be more effectively delivered over a more intensive period of time (such as an off curriculum day or focus week) e.g. Anti-bullying Week; Enterprise Day; My Money Week; SRE fortnight, either across school or for specific year groups.

### Option 2. Combined with SEAL

If SEAL is strong and well embedded, then it may be appropriate to continue with that and drop the core theme of Relationships (emotional and social strands). Then you may cover the other four strands in whatever way best meets the needs of the children, the time available and fits with the school's systems e.g. 3 weeks of SEAL followed by 3 weeks of one of the other strands.

In a school with mixed year groups, it may be more appropriate to alternate SEAL and other strands on an annual basis to avoid repetition.

### Option 3. Topic based curriculum/International Primary Curriculum (IPC)

Match year group modules to the most appropriate topic during the year. See the thematic map showing how the *Emotional Wellbeing and PSHE Framework* can be linked with topics that have been chosen across the whole school curriculum (Appendix 1, page 88).

### Option 4. Pick and Mix

Take modules from this framework to fill gaps or replace weaker areas in your current delivery programme.

### Ten Principles of PSHE Education

The PSHE Association has developed ten principles of good PSHE education that apply across Key Stages 1 to 4 (Appendix 2, page 89). The principles are well worth some study and, if felt useful, sharing with the whole school staff.

## Delivery techniques

We have provided five sheets of ideas and examples of Active Learning Techniques (Appendix 3, page 94). These are adaptable to many curricular situations (not solely in PSHE) and encourage active learning.

## Assessment

Assessment can be thought of as a continuum ranging from assessment for learning (AfL) to assessment of learning (AoL).

The assessment undertaken can be used in a variety of ways. This may be to feedback progress to children and parents/carers, identification of the need for additional support, perhaps to individuals or to the whole group so as to assist with future planning.

Some techniques are suggested here:

- Reflective diaries
- Group work activities
- Self assessment
- Peer assessment
- Ongoing observations
- Questioning
- Feedback to pupils
- Quizzes
- Questionnaire and surveys
- Internal tests.
- “Before and after” activities

There are assessment ideas included in each of the modules.

## Monitoring

One of the key roles of a coordinator is to monitor the work that is being undertaken in the subject across the school. What is important is that whatever method of monitoring is selected, it needs to be effective, user-friendly, not over burdening and quick and easy for both the provider of the information and the user of the information. The way this is done will vary from school to school depending on structure, delivery models and recording systems in use in the school.

- This can be undertaken by looking at teachers’ planning (relatively straight forward if the planning is electronic and accessible).
- A way of monitoring that the planned work is being carried out is to look at outcomes e.g. written work, pictures, displays, assessment activities, photographs, evaluation activities etc.
- The children themselves are a great source of information. Some schools have class blogs where the children themselves report on what they are learning and how. This could of course include some input on the PSHCE/EHWP teaching and learning.
- Some schools use a School Council meeting to discuss PSHCE/EHWP teaching and learning. This is especially useful when the School Council lead is the same as the PSHCE /EHWP coordinator.
- As important as the monitoring itself, is what is done with the information the monitoring provides. It may form part of a report to SLT, the whole staff or to The Governing Body.

## Evaluation

### Children

Children should be encouraged to evaluate their learning and how the resources that they have been given used, so that their views can be incorporated for future delivery. This can be undertaken in a number of ways. For example: A paper questionnaire; a focus group from a class; an on-line questionnaire; via the class council; a hands up survey. Some of the children's feed back may also help inform the review of specific whole school policies too e.g. Drug Education Policy; SRE Policy; Anti-bullying Policy.

### Staff

It is important to remember to ensure that there is an expectation that all staff who are involved in delivery will reflect on the programme that they are expected to deliver, the materials offered and the resources identified. It may be that they realise that the work is not sufficiently stretching the children (perhaps because it repeats, too closely, areas already studied), that it is not age appropriate (for example, menstruation at the end of Year Five to girls who have already experienced their first period) or that the resources suggested are dated (clothing, hair styles, cultural references) and do not engage the children's imagination. If this information is sought at the end of each module, a thorough annual review of the programme can be undertaken by the Lead, fairly speedily and effectively.

Some of the staff feed back may also help inform the review of specific whole school policies too e.g. Drug Education Policy; SRE Policy; Anti-bullying Policy.

## Barnet Emotional Wellbeing and PSHE Framework - Overview

Core Themes:	Core Theme 1: Health and Wellbeing		Core Theme 2: Relationships		Core Theme 3: Living in the wider world	
	Physical	Sex and Relationships	Social	Emotional	Economic Wellbeing	Being a Responsible Citizen
<b>Y1</b>	Keeping safe and healthy	Growing and Caring for Ourselves	Beginning to understand me and others	Knowing what to do	Learning About Money	Taking Part and Belonging
<b>Y2</b>	Keeping myself healthy	Differences	Others and me in my class	Developing Confidence	Keeping Money Safe	Rights and Responsibilities
<b>Y3</b>	Safe and healthy at home, school and locally	Valuing differences and keeping safe	Supporting friends and other people	More about me	Let's Go Shopping	Diversity and Society
<b>Y4</b>	Helping others to keep safe	Growing Up	Who are these people?	Taking more control	Work and Money	The Environment
<b>Y5</b>	Drug Education	Changes at Puberty	Being strong	Moving on with confidence and clarity	Let's Make Money	The Media
<b>Y6</b>	Safe and healthy in the future	Relationships and reproduction	Me and my place in the world	Celebrate the past and welcome the future	Money in my Future	Democracy and Government

## Year 1: Health & Wellbeing - Physical

<b>MODULE: Keeping Safe and Healthy</b>		<b>By the end of this module pupils should be able to: Identify and carry out various actions that they can take to keep themselves in better long-term health, identify where they feel safe and less safe, explain how and where to cross a road safely.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	What do we need to be healthy? Poster activity – cut pictures and stick.
<b>2</b>	I can explain why it is important to keep clean. I understand some basic hygiene routines. I understand some areas in which I can look after myself e.g. dressing and undressing	Hand washing routines: Use glitter/ultra-violet light to show how “germs” are cleaned and transmitted. “Huggly gets dressed” by Ted Arnold
<b>3</b>	I understand the need for keeping my teeth clean I understand the need for rest and sleep	Contact local dental health team for support and ideas. Night-time/ morning-time routines using games, activities, drawings and stories. Link to a parents’ session.
<b>4</b>	I can say what things might be harmful at home. I can say what things can be harmful if not used properly.	“What is it safe for me to have in my bag” sorting game. Use foods, household products, sweets and medicines.
<b>5</b>	I can say where in school I feel safe. I can identify where in the locality I feel less safe and why. (e.g. canal, river, pond, railway, roads,) I can say where and when it is safe to cross the road. Different routes and landmarks on the way to and from school.	Contact local Road Safety Team for ideas: <a href="http://www.barnet.gov.uk">www.barnet.gov.uk</a> If the school has a “lollipop person”, invite them in to class to answer questions and give demonstrations. Invite parents too? (Useful if parking is an issue outside school) School walk with small groups and listen to their comments. (Useful for anti-bullying work) Photographs of locality for discussion.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Wall display of locality with children’s comments about being safe in different places. Display of storyboards of going to bed and getting up. Why do we need exercise?, Why do we need food?, Why do we need sleep?
<b>Links</b>	<b>Previous Learning: EY/FS profile ELGO</b>	

## Year 2: Health & Wellbeing - Physical

<b>MODULE: Keeping Myself Healthy</b>		<b>By the end of this module pupils should be able to explain: how exercise helps them to keep healthy, the food choices can help keep them be healthy, how to keep themselves clean, how to prevent the transfer of infections at a basic level, some things that change as a baby grows into an older person</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Write and draw activity about a more or less healthy person. Talking about pictures of children and adults doing different things.
<b>2</b>	I can feel the effect of exercise on my body I can explain why physical activity is healthy I can say what physical activity I enjoy I can explain what choices I make that are healthy.	Feeling pulse/Counting breathing before and after exercise in class. Write and draw. Walking and climbing (importance of upper body strength as well as legs). “Barnaby Bear finds out about” work book: “Getting Active” section p 6-13
<b>3</b>	I can explain the different kinds of food that I should eat. I can explain how some foods can harm my body (teeth etc) I can make healthy choices in my food.	Sorting exercise of food type (plastic/pictures). Recap tooth cleaning. Different drinks, the Eatwell plate, 5 - a day.
<b>4</b>	I can describe how to look after particular parts of the body. I can explain why it is important to keep clean. I can describe and carry out basic hygiene. I know what to take responsibility for and when to ask for help.	Recap hand washing. Coughs and colds campaigns “Catch it bin it” School nurse for ideas and resources. Discussion about passing “germs” on. Is it a good thing to do? Taking medicines: who can help you?
<b>5</b>	I can explain what things an adult can do that a baby cannot.	Sort pictures (from magazines etc) into a time line. Make own time line (Go-givers). Talk about characters in stories (including older and younger, able and disabled characters) to explore how the needs of individuals vary from person to person and from time to time.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Write and Draw. Spellings of key vocabulary. Sort pictures exercise: either in order or into types. Food types, sneeze routines.
<b>Links</b>	<b>Previous Learning: Physical Year 1</b> <b>Other Learning: PE activities, Science (Animals, including humans) and (Working Scientifically), Numeracy (counting/time).</b>	

## Year 3: Health & Wellbeing - Physical

<b>MODULE: Safe and Healthy at Home, School and Locally</b>		<b>By the end of this module pupils should be able to: Explain to others how they can keep themselves safe and healthy; at school; at home; and in the locality.</b>
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Write a leaflet for younger children explaining safe and healthy behaviours of various sorts. In various situations.
2	I can explain that bacteria and viruses can affect health. I understand that some illnesses are passed on to others whereas other kinds are not.	Link to science curriculum. Remind hand washing, sneeze routines. Vaccinations that they have had. News items about clean water.
3	I can explain terms, 'risk', 'danger' and 'hazard' I can assess risks in different situations. I am able to decide how to manage them responsibly, including sensible road use.	Road Safety Officers or PSCO visit. Scenarios for discussion, linked to locality and local issues.
4	I can explain why our school has rules to keep us safe and healthy. I know some hazards that I should point out to an adult. (Responsibility)	Look at the schools routines for behaviour and actions in a variety of areas. Discuss why these rules are in place e.g. running; water on the floor; smoking in school; cleaning products; medicine policy.
5	I know who to ask for help at home, in school and out in the locality.	Visit from local Police Officer or Police Community Support Officer (PCSO). "Lollipop person". Remind pupils about the role of the Playground Buddies (if your school has them). If any pupils in the class are buddies they might discuss what sorts of things children say to them. "Lost in a Shopping Centre" scenarios/ stories.
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit Work done in Block 1. Agony Aunt/Uncle letter to be replied to.
Links	<b>Previous Learning: Physical Year 1</b> <b>Other National Curriculum Areas: Science (light), (Animals, including humans); Physical Year 2</b>	

## Year 4: Health & Wellbeing - Physical

<b>MODULE: Helping Others to Keep Safe</b>		<b>By the end of this module pupils should be able to: Understand the need to manage risks anywhere, know when it is appropriate to seek emergency help, be aware of basic actions to take in emergency situations e.g. know how to ask for emergency help, know how to undertake basic First Aid.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Write and draw. Sentence starters e.g. “When I think of safety, I think of ………”.
<b>2</b>	I can explain more risks in our locality. I can talk about how to manage those risks	Discussions about the locality: woodlands, ponds, parks, streets, railways, etc. Discuss possible actions. Role plays
<b>3</b>	I understand how to call for emergency aid I can undertake basic first aid procedures. I am confident to undertake them	Rehearse 999 calls in various scenarios. ABC of First Aid: “airways, breathing and circulation”. St John’s or Red Cross or other organisations offering training and certification e.g. Saving Londoners Lives - <a href="http://www.savinglondonerslives.org.uk">www.savinglondonerslives.org.uk</a> Various sorts of free support and certification are available.
<b>4</b>		
<b>5</b>	I can say what is meant by the term ‘habit’. I can explain why habits can be hard to change.	Nail biting and other personal habits. Key is that things would be better if it wasn’t happening. Why don’t they just stop? Discuss “self-control”.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Certification in some cases for First Aid. Revisit sentence starters and/or write and draw activities. Leaflet about a specific hazard locally.
<b>Links</b>	<b>Previous Learning: Physical Year 1</b> <b>Other Learning: Physical Year 3</b> <b>Other National Curriculum Areas: Science (Living things and their habitats) and (Electricity), Physical Year 2</b>	



## Year 5: Health & Wellbeing - Physical

<b>MODULE: Drug Education</b>		<b>By the end of this module pupils should be able to: Know that some substances can alter how people behave and how their body works, know what effect alcohol has on their brain and other parts of their body.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Jugs and Herrings (a child’s mishearing “Drugs and heroine” write an draw activity).
<b>2</b>	Substances: <ul style="list-style-type: none"> <li>• why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety,</li> <li>• that some are legal,</li> <li>• some are restricted and</li> <li>• some are illegal to own,</li> <li>• use and</li> <li>• supply to others</li> </ul>	
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	
<b>Links</b>	<b>Previous Learning: Physical Year 1</b> <b>Other Learning: Physical Year 3 and 4</b> <b>Other National Curriculum Areas: Science (Animals, including humans); Physical Year 2.</b>	

## Year 6: Health & Wellbeing - Physical

<b>MODULE: Safe and Healthy in the Future</b>		<b>By the end of this module pupils should be able to: Feel confident in their knowledge of how they can keep themselves safe and healthy as they move on to secondary schools and adulthood.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module? What areas do pupils feel they need more knowledge?	Sentence starters e.g. “I feel safe when .....”, “When I think of helping others, I think .....”.
<b>2</b>	I have further knowledge and understanding of the effect that food and physical activity can have on health.	More detail of the effect of fats, sugars, and other food types have on the body. Physical activity opportunities during weekends and holidays. New physical activities at their new schools.
<b>3</b>	I have further knowledge and understanding of the ways I can keep myself safe in the locality.	The journey to the new school. TFL and/or support from local Police Officer or Police Community Support Officer (PCSO) may be possible.
<b>4</b>	I have further knowledge and understanding of ways I can help others to keep themselves safe and healthy.	Recap on First Aid routines and additional skills leading to possible additional certification. What to do if I witness an accident of some sort.
<b>5</b>	I have strategies to resist the pressures from others to act in unsafe or unhealthy ways.	Role play of different scenarios.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit Sentence starters form block 1. Celebration of all the learning in whatever format they feel most appropriate: drama, music, written etc.
<b>Links</b>	<b>Previous Learning: Physical Year 1</b> <b>Other Learning: Physical Year 3 and 4</b> <b>Other National Curriculum Areas: Science (Animals, including Humans); Physical Year 2.</b>	

## Year 1: Health & Wellbeing – Sex and Relationships

<b>MODULE: Growing and Caring for Ourselves</b>		<b>By the end of this module pupils should be able to: Describe their feelings to others, understand the importance of personal hygiene, describe different family members and ways they can help each other.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Revisit Early Learning Goals (ELG). Circle time go-round ‘One thing that is special about my family is...’ or ‘One way to keep clean is..’
<b>2</b>	I can describe good and not so good feelings and ways I can manage them to make me feel better.	Feeling Faces - in a circle, ask pupils to practice putting different feelings on their faces. Use this activity to introduce a story about eg starting school. Teaching SRE with Confidence, Yr1, Lesson 1: <a href="http://www.cwpresources.co.uk">http://www.cwpresources.co.uk</a> Class Survey; Fact File: ‘My Favourite...’. Draw & Write: Best Day/Worst Day.
<b>3</b>	I understand how to keep myself clean. I understand why personal hygiene is important.	Pass the Parcel - pass a bag of keeping clean items round the circle to music. Keeping Clean items and pictures – use as basis for discussion about how to keep clean and why: CWP Teaching SRE with Confidence, Yr 1, Lesson 1. Books: The Smelly Book, Cole; The Boy Who Hated Toothbrushes, Hicks.
<b>4</b>	I can identify similarities and differences between myself and the opposite gender. I know about growing and changing and that babies grow into children and then into adults.	Put together a story bag and describe a visit to the health centre to weigh a child’s baby sister. Use pictures of newborn babies to clarify gender differences. Lifecycle picture cards and words - order cards from youngest to oldest, matching pictures with words: CWP Teaching SRE with Confidence Yr 1, Lesson 2
<b>5</b>	I can describe my family and understand why everyone’s family is special. I can identify which people look after me, who to go to if I am worried and how I can help them to look after me.	Use photos of families to help pupils identify as many different family members as possible. Use a story bag to tell a story about who to ask for help if someone is hurt: CWP Teaching SRE with Confidence Yr 1, Lesson 3. Books: The Family Book, Parr; Happy Families, Ahlberg.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Family Mindmap – add new learning in a different colour. Circle time go-round ‘If I needed someone to help me, I would ask...’
<b>Links</b>	<b>Previous Learning: ELG 05, 06, 07, 08.</b> <b>Other National Curriculum Areas: Science (Animals, including humans); Emotional Year 1; Social Year 1; Physical Year 1.</b>	

## Year 2: Health & Wellbeing – Sex and Relationships

<b>MODULE: Differences</b>		<b>By the end of this module pupils should be able to: Describe the similarities and differences between boys and girls, know the names for the main parts of the body (including private parts), understand that making a new life requires a male and a female, identify some choices for a healthy lifestyle.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Circle time go-round ‘One thing that is different between boys and girls is...’ Wordstorm names for male and female animals.
<b>2</b>	I can describe some of the similarities and differences between boys and girls. I understand that some people have fixed ideas about what boys and girls can do.	Using hoops for a venn diagram marked boys/girls/both ask the class to sort objects and clothes according to who would wear/use them. Discuss choices, explore and challenge gender stereotyping: Teaching SRE with Confidence Yr 2, Lesson1: <a href="http://www.cwpresources.co.uk">http://www.cwpresources.co.uk</a> Books: Princess Smartypants, Cole; Amazing Grace, Hoffman & Binch.
<b>3</b>	I can describe some differences between male and female animals. I understand that making a new life needs a male and a female.	Use photos of male and female animals to identify the difference. Draw and write: Cat feeding her kittens. Ensure the class understand that a male and female are needed to make a new life: CWP Teaching SRE with Confidence Yr2, Lesson 2. DVD: Living and Growing – Alternative Version, Unit 1, Programme 1, Differences: <a href="http://www.channel4.com/learning">http://www.channel4.com/learning</a>
<b>4</b>	I can name the main body parts, including the male and female private parts, with confidence.	Using hoops for a venn diagram marked male/female/both ask the class to sort body parts picture cards including the private parts. Body parts worksheet – matching words to drawings: CWP Teaching SRE with Confidence Yr 2, Lesson 3 Label body parts using a male and a female body outline.
<b>5</b>	I understand it is important to look after my body because that can help me have a healthy lifestyle. I understand that everyone’s body is different and that we celebrate difference.	Sorting activity - use photos of food/drinks/physical activity and sort into three piles Healthy/Not Healthy/Treats. Books: Cinderella’s Bum, Allan; Shaperville, Mills; It’s OK to be Different, Parr.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Circle time go-round ‘One way in which males and females are the same is...’ and ‘One way in which males and females are different is...’.
<b>Links</b>	<b>Previous Learning: Physical Year 1.</b> <b>Other National Curriculum Areas: Science (Animals, including humans), Physical Year 2.</b>	

## Year 3: Health & Wellbeing – Sex and Relationships

<b>MODULE: Valuing Differences and Keeping Safe</b>		<b>By the end of this module pupils should be able to: explain sexual difference between males and females, judge what kind of physical contact is acceptable and how to respond if it is not, recognize when and how to ask for help and to resist pressure to do something that makes them uncomfortable.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Q&A Differences – review learning from Year 2 topics. Families Mindmap. Hand Outline – draw round your hand and write in 5 people you could ask for help.
<b>2</b>	I can tell the difference between male and female babies and children. I can name male and female body parts using agreed scientific words. I understand why males and females have different private parts.	Use photos of clothed babies to discuss whether it is possible to tell if each baby is male or female. Use pictures of babies and children to explain the difference between males and females. Male and female matching cards: Teaching SRE with Confidence Yr 3, Lesson 1: <a href="http://www.cwpresources.co.uk">http://www.cwpresources.co.uk</a>
<b>3</b>	I can identify different types of touch that people like and dislike. I can talk about ways of dealing with unwanted touch.	Wordstorm different types of touch; Problem Page scenarios about uncomfortable situations, giving advice and seeking help from a trusted adult: CWP Teaching SRE with Confidence Yr 3, Lesson 2.
<b>4</b>	I can identify the similarities and differences between different types of families. I understand that it's important to respect the difference between families.	Use pictures to explore different types of families: CWP Teaching SRE with Confidence Yr 3, Lesson 3. Books: The Family Book, Parr; Happy Families, Ahlberg; Tell Me Again About The Night I Was Born, Lee Curtis; Who's in a family?, Skutch.
<b>5</b>	I can identify my special people (family, friends, carers) and what makes them special. I know how my family should care for one another and who we can go to for help and support.	Draw & Write: Special People and how they help me. Use Childline's Write a letter to Sam as the basis for a letter writing activity: <a href="http://www.childline.org.uk">http://www.childline.org.uk</a> Who Can I talk to? – fill in the grid to identify trusted adults, who are able to help: CWP Teaching SRE with Confidence, Yr 3, Lesson 3.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Use Problem Pages to assess responses to different scenarios. Review the choice of people identified in the Hand Outline from Block 1.
<b>Links</b>	<b>Previous Learning: Social Years 1 and 2, Emotional Years 1 and 2, Physical Years 1 and 2.</b> <b>Other National Curriculum Areas: Science (Animals, including humans), Social Year 3, Emotional Year 3, Physical Year 3.</b>	

## Year 4: Health & Wellbeing – Sex and Relationships

<b>MODULE: Growing Up</b>		<b>By the end of this module pupils should be able to: understand the process of growing from young to old and how people's needs change, describe some of the changes that happen at puberty, recognise and care about other people's feelings, understand that puberty is linked to reproduction.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Review knowledge of body parts. Review learning of lifecycles from science. Lifecycles Mindmap. Draw & Write: Growing Up.
<b>2</b>	I can describe the human lifecycle. I can describe some of the changes that happen as we grow up. I can explain how puberty fits into the human lifecycle.	Lifecycle picture cards and words - order cards from youngest to oldest, match pictures with words, identify ages at each stage. What has changed? worksheet – explore how people's needs change at each lifecycle stage: Teaching SRE with Confidence, Yr 4 Lesson 1: <a href="http://www.cwpresources.co.uk">http://www.cwpresources.co.uk</a>
<b>3</b>	I can identify which parts of the body change during puberty. I can describe some of the physical differences between children and teenagers.	Body Part Bingo Picture Cards. Body Changes pictures – identify the differences between the bodies of children and teenagers: CWP Teaching SRE with Confidence, Yr 4 Lesson 2.
<b>4</b>	I understand that going through puberty can affect our bodies and our feelings. I understand that children change into adults so that they are able to reproduce and puberty is a part of this process.	Pass the Parcel - pass a bag of items related to growing up round the circle to music. Discuss each one as they are drawn out of the bag. Read a story to illustrate puberty and how it links to reproduction: CWP Teaching SRE with Confidence, Yr 4 Lesson 3. Books: Hair in Funny Places, Cole; Where Willy Went, Allan; Amazing You!, Saltz.
<b>5</b>	I recognise that becoming more independent can also mean having more responsibility for looking after myself.	'Teenagers' Wordstorm. Write a list of changes that happen as we grow up; sort them into changes that we can control and changes that happen to us. Circle time go-round 'One good thing about getting older is...'
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Body Changes Cards sorting activity. Review 'Growing Up' Draw & Write. Circle time go-round 'One change that happens as we grow up is..'
<b>Links</b>	<b>Previous Learning: Social Years 1, 2 and 3, Emotional Years 1, 2 and 3, Physical Years 1, 2 and 3.</b> <b>Other National Curriculum Areas: Science (Animals, including humans), Social Year 4, Emotional Year 4.</b>	

## Year 5: Health & Wellbeing – Sex and Relationships

<b>MODULE: Changes at Puberty</b>		<b>By the end of this module pupils should be able to: describe how their body and feelings will change as they approach and move through puberty; know when and understand why puberty takes place; and recognise when and how to ask for help and advice.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Circle time go-round ‘One change that happens as a child grows up is...’. Puberty Draw and Write. Puberty Mindmap. Anonymous Questions box.
<b>2</b>	I know when puberty is likely to happen. I can explain the main emotional and physical changes that happen during puberty.	Q&A on changes which happen at puberty (male, female, both); Body Changes Outline (use stickers to mark where changes happen on large male and female outlines on sugar paper): Teaching SRE with Confidence Yr 5, Lesson 1: <a href="http://www.cwpresources.co.uk">http://www.cwpresources.co.uk</a> DVD: Living and Growing, Unit 2, Programme 4, Changes: channel4learning.com
<b>3</b>	I know why puberty happens. I can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen.	Label pictures of adult male & female bodies including the private parts. Puberty True or False card game: CWP Teaching SRE with Confidence Yr 5, Lesson 2. Use website animation of menstrual cycle as the basis for discussion: <a href="http://www.kidshealth.org/teen/your_body/body_basics/female_repro.html">http://www.kidshealth.org/teen/your_body/body_basics/female_repro.html</a>
<b>4</b>	I know that young people can experience puberty differently and at different times. I can describe some of the different emotions young people can have at puberty and how they might manage them.	Read excerpts from a book about puberty written for young people. Use case studies to demonstrate how young people can experience puberty in similar and different ways, and identify strategies for managing these feelings. Books: Everything You Ever Wanted to Ask about Willies and Other Boy’s Bits, Kreitman, Simpson & Jones; Everything You Ever Wanted to Ask about Periods, Kreitman, Finlay & Jones; The Secret Diary of Adrian Mole, Townsend.
<b>5</b>	I know how to stay clean during puberty. I know how to get help and support during puberty.	Kim’s Game – use a bag of objects associated with puberty and hygiene (eg deodorant, shaving foam, bra, spot cream etc.) as the basis for discussion; Problem Pages: CWP Teaching SRE with Confidence Yr 5 Lesson 3.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Circle time go-round ‘One change that happens during puberty is...’. Concept Cartoons or Puberty Mindmap – add new learning in a different colour. Review Anonymous Questions box.
<b>Links</b>	<b>Previous Learning: Social Year 1, 2, 3 and 4, Emotional Year 1, 2, 3 and 4, Physical Year 1, 2, 3 and 4.</b> <b>Other National Curriculum Areas: Science (Living things and their habitats), (Animals, including humans), Emotional Year 5.</b>	

## Year 6: Health & Wellbeing – Sex and Relationships

<b>MODULE: Relationships and Reproduction</b>		<b>By the end of this module pupils should be able to: recognise what constitutes a positive, healthy relationship, be aware of the different types of relationship, including those between friends and families, civil partnerships and marriage, and describe the life process of reproduction in humans.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Circle time go-round ‘One important thing in a relationship is...’. Reproduction Mindmap, Puberty Problem Page, Conception & Pregnancy Quiz.
<b>2</b>	I can label male and female reproductive body parts. I can explain how and why the body changes during puberty in preparation for reproduction.	Puberty Body Part Cards Runaround; Puberty & Reproduction Q&A; Pictures of male and female reproductive organs; Anonymous Questions box: Teaching SRE with Confidence Yr 6 Lesson 1: <a href="http://www.cwpresources.co.uk">http://www.cwpresources.co.uk</a>
<b>3</b>	I understand what makes a positive, healthy relationship. I can discuss different types of adult relationships with confidence. I know what forms of touching are appropriate and inappropriate.	Relationship Pictures – use the photos as a basis for discussion; Diamond Nine Ranking activity about what’s important in a relationship; Different kinds of physical touching: CWP Teaching SRE with Confidence Yr 6 Lesson 2.
<b>4</b>	I can describe some of the decisions that have to be made before having a baby. I know some basic facts about conception and pregnancy.	Relationship Timeline; How does a baby start? sequencing activity; Conception and Pregnancy True or False: CWP Teaching SRE with Confidence Yr 6 Lesson 3. DVD: Living & Growing, Unit 3, Programme 7, How Babies are made: <a href="http://www.channel4learning.com">http://www.channel4learning.com</a>
<b>5</b>	I know when it is appropriate to share personal information in a relationship. I know where and how to get support if an online relationship goes wrong.	Relationship Questions (e.g. what does ‘going out’ mean?); Online Communication Scenarios: CWP Teaching SRE with Confidence, Yr 6 Lesson 4. Video clips Jigsaw and Consequences: <a href="http://www.thinkuknow.co.uk">http://www.thinkuknow.co.uk</a> Keeping Safe Online: SMART rules <a href="http://www.kidsmart.org.uk/beingsmart/">http://www.kidsmart.org.uk/beingsmart/</a>
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Circle time go-round ‘One thing I’ve learned about reproduction is...’. Reproduction Mindmap – add new learning in a different colour. Use Anonymous Questions from first lesson to review learning.
<b>Links</b>	<b>Previous Learning: Social Years 1, 2, 3, and 4, Emotional Years 1, 2, 3, 4 and 5, Physical Years 1, 2, 3 and 4.</b> <b>Other National Curriculum Areas: Science (Animals, including humans), (Evolution and inheritance), Social Year 6, Physical Year 6.</b>	



## Year 1: Relationships - Social

MODULE: Beginning to Understand Me and Others		By the end of this module pupils should be able to: Know the qualities that make a good friend, begin to understand the ways that they are unique, begin to understand that others may be different from them, explore the ideas of “fairness, right and kind”.
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Write and draw.
2	I can describe who a friend is and what a friend does. I can demonstrate some skills needed to make and maintain friendships.	What makes a good friend? Who am I a good friend to? How? Why? Who is a good friend to me? How? Why? <i>Terry Treetop Finds New Friends</i> by T. Carmi.
3	I can describe and begin to value individuality and to recognise and celebrate my emotions, gifts and talents. I can recognise similarities and differences between myself and my peers.	Explore the ideas of individuality. “Mirror in a surprise box” exercise. Use storybooks about difference. What is good about me?
4	I can share my opinions with everyone in the class, one at a time.	Use social games to enable everyone in class to work with every other child one at a time. Help them to get to know each other. Use a talking stick or bear.
5	I can say when I think something is fair or unfair, kind or unkind, right or wrong. I know what to do if I am unhappy with things that happen to me.	Use puppets or other distancing techniques to explore ideas and scenarios. Stories. Introduction to bullying/CP issues. How to tell, Who to tell, When to tell. Child Exploitation & Online Protection Centre (CEOP) website activities: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit write and draw from first block and add to it.
Links	Previous Learning: EY/FS: ELG06/07/08; Emotional Y1/3, 1/5	

## Year 2: Relationships - Social

MODULE: Others and Me In My Class		By the end of this module pupils should be able to: Know who appropriate people are to tell, know how to tell appropriate people, identify groups to which they belong, begin to identify differences across the individuals in the class, school, area, country, world.
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Sentence starters; write and draw.
2	I have strategies that I can use to resolve simple arguments or disagreements through negotiation.	Practical experience of negotiation over tangible items. Did you get what you want? How did it feel? Learning to pause. Stop and breathe.
3	I know and value the different groups to which I belong.	Activities to explore the groups to which I belong. Families, classroom, school, afterschool clubs, sports groups/activities, cultural groups, faith groups.
4	I can identify some of the many differences between children in our class.	Explore ideas of identity – ethnic, cultural, national, faith, height, skin tone, likes. Pictures from magazines or from internet of different people to trigger discussion. About me activity. Class collage. What do we all have in common?
5	I can identify when I am unhappy/uncomfortable. I know how to report experiences that I was not comfortable or happy with at school and at home.	Stories to give scenarios for consideration. CP routines at school as well as anti-bullying. Rehearse telling someone at home and at school. Child Exploitation & Online Protection Centre (CEOP) website activities: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit write and draw or sentence starters used in the first block.
Links	<b>Previous Learning: Emotional Year 1 and Y2/5; Social Year 1;</b>	

## Year 3: Relationships - Social

<b>MODULE: Supporting Friends and Other People</b>		<b>By the end of this module pupils should be able to: Recognise the feelings of others without being told explicitly, know who their friends are and why, act supportively towards victims of bullying, take action when should they witness bullying.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Continuum exercise (agree/disagree) in response to statements. Write and draw. Sentence starters.
<b>2</b>	I can recognise a wide range of feelings in others. I can respond appropriately to a wide range of feelings in others.	Use images of other people to explore feelings and how they manifest themselves without words. How can we respond? Use body language images (or Photographs from SEAL resource). “What might that person be feeling?” What would you say/do?
<b>3</b>	I know how to make and keep friends. I have thought about when it is better to stop being friends with someone.	Stories. Barnaby Bear finds out about DVD. What is a good friend? Poster/class display.
<b>4</b>	I know what to do if I am a witness to bullying.	Must link with the school’s anti-bullying procedures and systems. Consistency of language is important. <a href="http://www.eyesonbullying.org/activities">http://www.eyesonbullying.org/activities</a>
<b>5</b>	I can listen to other children and respond appropriately whether I agree or disagree with that viewpoint.	Discussions between individuals who support different sports teams. Ditto singers, food or television programmes.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit activity undertaken in Block 1.
<b>Links</b>	<b>Previous Learning: Social Y1/2; Y1/4; Y2/1; Y2/3; Y2/4; Emotional Y1, Y2, Y3; Anti-bullying Policy</b>	

## Year 4: Relationships - Social

<b>MODULE: Who Are These People?</b>		<b>By the end of this module pupils should be able to: Understand the various types of relationships in their lives, be clear about ways of keeping safe on line and in other cyber spaces, comment on differences between their lives and the lives of others.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Mind mapping exercise; sentence starters. Write and draw.
<b>2</b>	I have explored different types of relationships.	Circles of friendship exercise. Friends, professional (dentist), close family, neighbour, distant family. Include marriage and civil partnership, adoption, fostering. Who have I spoken to in the past week/month? Vocabulary exercise and family trees (probably needs sensitive handling) or draw one from a story or TV soap.
<b>3</b>	I understand the difference between secrets and surprises: reminders about CP procedures.	Link with CP routines for school
<b>4</b>	Stereotypes: reflecting on what we think about differences. How language can play a part in this.	Vocabulary exercises. Stories: <i>Amazing Grace</i> by Mary Hoffman and Caroline Binch , <i>Happy Families</i> by Allan Ahlberg, <i>Princess Smartypants</i> by Babette Cole, <i>William's Doll</i> by Charlotte Zolotow.
<b>5</b>	Protect yourself against Cyber bullying.	Link to various anti-bullying week exercises form previous years. Remind schools procedures. Keeping information confidential. <a href="http://archive.beatbullying.org">http://archive.beatbullying.org</a> Child Exploitation & Online Protection Centre (CEOP) website activities: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit work undertaken in Block 1 Posters, whole class display about friends and family.
<b>Links</b>	<b>Previous Learning: Emotional Year 1, Year 2</b>	

## Year 5: Relationships - Social

<b>MODULE: Being Strong</b>		<b>By the end of this module pupils should be able to: Be clear about the difference between confidential and secret, give praise and constructive feedback to others, confidently and appropriately challenge when there is a difference of opinion.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Write and draw; sentence starters; mind mapping. Open class discussion about this area of learning.
<b>2</b>	I know the differences between “confidential” and “secret”.	Explore some scenarios with puppets or role-play or stories. Include work about image distribution online, medical conditions and other “personal information”. Child Exploitation & Online Protection Centre (CEOP) website activities: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
<b>3</b>	I am confident to praise and support and to raise any concerns, appropriately.	Opportunities to speak publicly. Formal debates on contentious topics. Giving a feedback sandwich. Talking to friends about things that you wish they would not do. When to break/end friendships. Puppets, role play to distance the feelings.
<b>4</b>	I can handle pressure from others to do what I know to be wrong or unkind or damaging.	Higher level anti-bullying work. Child Exploitation & Online Protection Centre (CEOP) website activities: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
<b>5</b>	I am aware of the nature and consequences of discrimination, teasing, bullying and aggression.	Explore consequences using stories, newspaper articles or TV clips.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit the work form Block 1 to demonstrate progression and learning. Talk to children.
<b>Links</b>	<b>Previous Learning: Social Y1/4; Y3/4; Y4/5; Emotional Y1, Y2, Y3, Y4</b>	

## Year 6: Relationships - Social

<b>MODULE: Me and My Place in the World</b>		<b>By the end of this module pupils should be able to: Leave school with confidence in having strategies to thrive in the future.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	What do pupils feel they want to get from this module to complete their experience at primary school?
<b>2</b>	I have given thought to the people I will meet in the future and how I will respond to them.	People in authority over me. People I have positive feelings for. People I have negative feelings for. Rehearse. Role play, puppets, stories and TV dramas
<b>3</b>	I have the skills and confidence to know when to ask for help and who to ask in various situations in the future.	Rehearse asking for help in a variety of situations e.g. at home, at new school, at doctor's, in public. Who would you ask? How would you ask? Child Exploitation & Online Protection Centre (CEOP) website activities: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
<b>4</b>	I have the skills to work cooperatively with others. I have developed strategies to resolve disputes and conflict to benefit others as well as myself.	A longer project to work together with opportunities for conflict resolution skills.
<b>5</b>		
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	A document to keep and remind of strengths and strategies to carry forward. Revisit the suggestions for Block 1.
<b>Links</b>	<b>Previous Learning: Social Y2/2; Emotional Y6/3, 4, 5.</b>	

## Year 1: Relationships - Emotional

<b>MODULE: Knowing What to Do</b>		<b>By the end of this module pupils should be able to: Name some feelings, know who to speak to at home and school if worried, School/Class Rules and routines.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?</p> <p>I understand and can explain the school's/classroom rules for and ways of keeping physically and emotionally safe.</p>	What do they know about routines and systems at school?
<b>2</b>	<p>I have begun to have identified some of my feelings and recognised some of the ways I express them.</p> <p>I recognise how our feelings can influence our friendships.</p> <p>I realise that my words and actions can affect other people.</p>	<p>What do I like? What do I not like?</p> <p>“My favourite things” activity: Using our whole bodies to show emotions i.e. walk like you feel sad, happy, excited.</p> <p>Emotion songs: <a href="http://www.singup.com">www.singup.com</a></p>
<b>3</b>	<p>I can set simple but challenging goals for myself.</p> <p>I can distinguish between good and not so good feelings.</p>	<p>What can I do? What would I like to do?</p> <p>When have you been sad? When have you been happy?</p> <p>Create a happiness tree of leaves with drawings of what makes a child happy on each leaf.</p>
<b>4</b>	<p>I can talk about change and loss and the associated feelings e.g. losing toys, pets or friends.</p>	<p>Barnaby Bear DVD finds out about (inc. DVD).</p> <p>Stories.</p>
<b>5</b>	<p>I can explain how people look after me at home and at school.</p> <p>I have identified family members and friends and the roles that they play.</p> <p>I know who I can talk to at home and at school if I am sad.</p>	<p>Daily routines. Who does what at school/home? Who can I talk to at school if I am sad?</p> <p>Think about different times of day. Photographs of people at school.</p>
<b>6</b>	<p>I know the difference between secrets and surprises.</p> <p>I understand not to keep adults secrets.</p> <p>When to say, 'yes' or 'no'.</p> <p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>Surprise birthday parties; secret touching games that might hurt someone.</p> <p>What are school's systems for CP issues?</p> <p>Discussion in circle time. Or repeat whatever activity was done for the first block and see what changes there have been in knowledge and understanding.</p> <p>Child Exploitation &amp; Online Protection Centre (CEOP) website activities for KS1: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p> <p>Careful individual conversations with children.</p>
<b>Links</b>	<b>Previous Learning: EY/FS profile ELG06 and 07.</b>	

## Year 2: Relationships - Emotional

MODULE: Developing Confidence		By the end of this module pupils should be able to: <b>Understand more about their own feelings and how to manage them.</b>
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Discussion looking at photographs of different emotional reactions (e.g. SEAL pictures). Mind map of feelings.
2	I know what I am good at. I can talk about my feelings.	Making a poster “ME” Language development for feelings words. Stories- ask about how each character is feeling. Use of SEAL pictures to explore language. <i>All kinds of feelings: a lift the flap book</i> by E. Brownjohn.
3	I can talk about change and loss and the associated feelings, including moving home.	Stories. Has anyone in the class moved house, had a different haircut, been to a different country, eaten a new food? Discuss responses.
4	I recognise that choices can have good and not so good consequences I can learn from my experiences. I can explain the new opportunities and responsibilities that increasing independence may bring.	Stories: Good Choices. Bad choices. What could happen if..? What would I do if it happened again? Use of puppets to explore things with bad consequences (distancing techniques).
5	I can talk about my family networks, I know how to attract the attention of people we trust, I can explain ways that I can help other people to look after them. I know that I share responsibility for keeping myself safe.	Family circles pictures. When is it a good time to talk to someone at home? Things I can do to keep myself safe.
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit mind map from first block.
Links	<b>Previous Learning: Emotional Y1/5</b>	



## Year 3: Relationships - Emotional

<b>MODULE: More About Me</b>		<b>By the end of this module pupils should be able to: Explain more about their choices and why they make them despite their preferences, when to listen to emotions, keep personal information safe, resisting pressure from others.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?</p> <p>I know what makes me feel good.</p> <p>I know what makes me feel bad.</p>	<p>When did you last feel good? When did you last feel bad?</p> <p>What things do/might help you feel good/bad?</p> <p>First aid kit activity, packing it with the things that make you feel good.</p> <p><i>Draw on your emotions</i> by M. Sunderland.</p> <p>Images of feelings for discussion.</p> <p>What might be happening to make them feel like that?</p>
<b>2</b>	<p>I can say what food I like.</p> <p>I can explain why I eat other things also.</p> <p>I can make good food choices.</p>	<p>Menu planning for a special occasion for them or for other family members.</p> <p>How does food make you feel? Pictures from magazines. Make a good food collage.</p> <p>“What I like to eat when I feel....” Activity.</p>
<b>3</b>	<p>I can identify and reflect on and celebrate my achievements and strengths.</p>	<p>Peer group members talking about other people’s strengths.</p> <p>How does it feel to be praised? Alliteration name game (Sporty Sam, Kind Kevin). Introducing a friend: “This is ..... , she is good at.....”</p>
<b>4</b>	<p>I know when I need to listen to my emotions.</p> <p>I know the importance of protecting personal information, including passwords, addresses and images.</p>	<p>How do I feel emotions inside?</p> <p>Where do you feel it in your body? e.g. on a rollercoaster, where do you feel it?</p> <p>Your friend says they “don’t want to play with you”, where do you feel it?</p> <p>“Taking a pause” Three mindful breaths activity.</p>
<b>5</b>	<p>Use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>Such pressure may come for people they know as well as others.</p>	<p>Use distancing technique e.g. puppets to ask difficult questions and explore responses.</p> <p>Explore ideas about unhealthy/healthy, comfortable/uncomfortable, right/wrong.</p>
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>Revisit activities from block 1 above.</p>
<b>Links</b>	<p><b>Previous Learning: Emotional Year 1 and Year 2.</b></p>	

## Year 4: Relationships - Emotional

<b>MODULE: Taking More Control</b>		<b>By the end of this module pupils should be able to: Make informed choices, know their areas of strength, be aware of persuasive language, threats and pressure from others, express their feeling in a positive way.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Mind mapping. Sentence starters before the module.
<b>2</b>	I have experience of how to make informed choices <ul style="list-style-type: none"> <li>• what might influence my choices</li> <li>• to recognise that I may experience conflicting emotions</li> </ul>	Examples of times when choices can be made e.g. whether to apply to be a school councillor. Why? Why not? How did you choose who to vote for in the elections? Friend or best person?
<b>3</b>	I have been reminded that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.	What do we mean by pressure in this case? Examples shared (ground rules) perhaps with distancing techniques (puppets, role play activities). Examples from stories already used in class.
<b>4</b>	I can reflect on and celebrate my achievements. I can identify areas for improvement.	Celebrate achievements nominated by others. Target setting. Where will we be in 5 years? 10 years? 20 years? Who do we know who are these ages? Make a life time-line of a historic or fictional person. Make a “Things I am proud of” poster. Personal Target: Identify something they want to get better at. Give each child a pebble or key chain to remind them of that target. Revisit next time and again at future time.
<b>5</b>	I have deepened my understanding of good and not so good feelings,. I have extended my vocabulary to enable me to explain more emotions and feelings.	Vocabulary extension linked to experiences. Use puppets or stories to explore. How would it feel to be a certain character in a story? Feelings Cinquain: Using a feelings poster, identify feelings that they didn’t know before. Write a cinquain using that word.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Add to mind mapping or repeat sentence starters used at start of module.
<b>Links</b>	<b>Previous Learning: People from history; Stories read in class; Emotional: Years 1, 2 and 3.</b>	

## Year 5: Relationships - Emotional

MODULE: Moving On With Confidence and Clarity		By the end of this module pupils should be able to: Be aware of the role of the media and advertising in portrayal of images, be aware of more of their strengths and areas for development, identify issues involved when changing schools and making new friends and keeping old ones.
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Sentence starters to explore some of these issues. Mind mapping exercise.
2	I can look at images and adverts in the media. I can identify what positively and negatively affects my mental and emotional health. I have explored the idea that choices can have positive, neutral and negative consequences.	Barbie exercises (waist v head size etc.). Look at images in age appropriate magazines. Look at real people. Examine motives. Read a story and stop and discuss possible outcomes. “What do I see in the mirror?” activity. Use positive self-affirmations each time you see yourself in the mirror in the classroom.
3	I have reflected on and celebrated my achievements. I can set high aspirations and goals. I have thought about how it feels to not meet my goals and how to respond.	Do child’s opinions match those of others about their strengths? Goal setting. See also year 4 work.
4	I can use vocabulary to enable me to explain both the range and intensity of my feelings to others. I can ask for help clearly from appropriate people should I need to.	Vocabulary work. Matching situations to words. Discussion about what gets in the way of us having conversations about our feelings. What can help us talk to one another?
5	I can identify some of the issues I will face when I change schools I can identify those issues, which I am looking forward to and those, which I am not looking forward to. I have explored how to manage these conflicts.	Mind map of issues for new school routine – journey, subjects, friends, older pupils. Role plays and story boards for possible scenarios. <a href="http://www.upgrade7.com">www.upgrade7.com</a>
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	Mind mapping or sentence starter revisited. Leaflet production about changing schools. Letter to “new school” explaining what you want to find there from an emotional point of view.
Links	<b>Previous Learning: Emotional: Y1/2, Y1/5, Y2/2, Y2/4, Y2/6, Y3/1, Y4/2, Y4/4, Y4/5</b>	

## Year 6: Relationships - Emotional

<b>MODULE: Celebrate the Past and Welcome the Future</b>		<b>By the end of this module pupils should be able to: Recognise their strengths, be aware of those areas with which they may need support, know how to ask for support, know some ways of managing pressure.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Reflective diary throughout the module.
<b>2</b>	I can use simple relaxation techniques Understand the role of exercise in relaxation.	Be shown some simple relaxation techniques as a way of stress reduction (e.g. for SATS or times of personal trouble) to help sleep etc. Practice them. Explore the effect of exercise on the chemicals in the body.
<b>3</b>	I have reflected on and celebrated my achievements. I have thought about the future and have plans for success. I know when I need to ask for help.	Create a celebratory book about time at the school (and at other schools if they have moved) with their visions for the future. "Who am I now?" poster including likes, dislikes, talents, hopes etc.
<b>4</b>	I know how to ask for help I know who is the best person to ask for help.	Write positive comments about other class members for inclusion in their books.
<b>5</b>	I have extended my vocabulary to enable me to explain both the range and intensity of their feelings.	Gallery of assets activity from <i>Draw on your emotions</i> by M Sunderland. Class drama activity for the group on starting secondary school including dilemmas and decisions that might be faced.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	A personal record of their life so far and their ideas for the future.
<b>Links</b>	<b>Previous Learning: Emotional Y1/2, Y1/3, Y2/2, Y3/1, Y3/3, Y4/2, Y4/4, Y4/5, Y5/3, Y5/5</b>	

## Year 1: Economic Wellbeing

<b>MODULE: Learning about Money</b>		<b>By the end of this module pupils should be able to: Recognise common British currency and understand its value, understand the difference between needs and wants and make basic choices about spending</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?</p> <p>I know the value of the coins and notes used in Britain</p> <p>I am beginning to understand the cost of everyday items</p>	<p>Barclays Resources <a href="http://www.barclaysmoneyskills.com">www.barclaysmoneyskills.com</a> - Barclays Money Skills: Ages 4- 7 Resource Pack: Icebreaker (Build a Money Word Wall).</p> <p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - Learning About Money in the Primary Classroom: EYFS Treasure Trove.</p> <p>Barclays Resources <a href="http://www.barclaysmoneyskills.com">www.barclaysmoneyskills.com</a> - Barclays Money Skills: Ages 4- 7 Resource Pack: Activity 2 (value of money).</p>
<b>2</b>	<p>I can recognise and choose the correct value of coins and notes to use</p> <p>I am able to calculate change</p> <p>I have learnt the importance of keeping simple financial records (e.g. record money in my money box)</p>	<p>Paying with Coins game. <a href="http://www.bbc.co.uk/">www.bbc.co.uk/</a></p> <p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - Learning About Money in the Primary Classroom: EYFS Let's Play Shops</p>
<b>3</b>	<p>I am aware of the difference between a need and a want</p> <p>I understand that money is a finite resource and needs to be managed</p>	<p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - Learning About Money in the Primary Classroom: KS1 Buckets, spades and ice cream.</p> <p>Values, Money and Me resource, <a href="http://www.valuesmoneyandme.com">www.valuesmoneyandme.com</a></p>
<b>4</b>	<p>I am able to consider choices and make informed decisions about spending my money</p>	
<b>5</b>	<p>I am beginning to understand the different choices some people make about what to do with their money</p> <p>I appreciate that me and my family may need or want different things</p>	<p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - My Money Week Resources: Moneyfest.</p> <p>Values, Money and Me resource, <a href="http://www.valuesmoneyandme.com">www.valuesmoneyandme.com</a></p>
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>Make a Poster of everyday items (or build on earlier Buckets and Spades. activity), showing how much they cost and coins used to pay for it.</p> <p>Draw a picture of things you want vs. things you need.</p>
<b>Links</b>	<b>Other Learning: This module forms the foundation for future Economic Well Being Modules</b>	

## Year 2: Economic Wellbeing

<b>MODULE: Keeping Money Safe</b>		<b>By the end of this module pupils should be able to: Understand where money comes from, how to keep it safe and know that it can be used for different purposes, including spending and saving</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?</p> <p>Revision of past learning: the value of the coins and notes and cost of everyday items</p> <p>I understand the difference between a need and a want</p>	<p>Draw and Write – where does money come from and how can you keep it safe?</p> <p>Revise coins and value, e.g. use Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - My Money Week Resources: Moneyfesto.</p> <p>Nat West Pocket Money resources <a href="http://teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - Money &amp; Me 1: Wants of Needs.</p>
<b>2</b>	<p>I can describe where money comes from, e.g. earn, win, borrow, find, pocket money, presents</p> <p>I am beginning to understand why we need to work to earn money when we are older</p>	<p>Barclays Resources, <a href="http://www.barclaysmoneyskills.com">www.barclaysmoneyskills.com</a> - Barclays Money Skills: Ages 4- 7 Resource Pack: Activity 1 (Where does money come from).</p>
<b>3</b>	<p>I know I have choices about how I spend my money</p> <p>I can explore choices and make informed decisions about spending my money</p> <p>I am beginning to understand that we might not always be able to have things we want</p>	<p>Barclays Resources, <a href="http://www.barclaysmoneyskills.com">www.barclaysmoneyskills.com</a> - Barclays Money Skills: Ages 4- 7 Resource Pack: Activity 4 (Money choices).</p> <p>Values, Money and Me resource, <a href="http://www.valuesmoneyandme.com">www.valuesmoneyandme.com</a></p>
<b>4</b>	<p>I know that I can keep money in different places and that some are safer than others</p> <p>I can choose different places to keep money safe and explain why</p> <p>I am beginning to understand the consequences of losing money (lost or stolen) and how it might make me feel</p>	<p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - Learning About Money in the Primary Classroom: KS1 Looking after your money.</p> <p>Barclays Resources, <a href="http://www.barclaysmoneyskills.com">www.barclaysmoneyskills.com</a> - Barclays Money Skills: Ages 4- 7 Resource Pack: Activity 3 (Keeping money safe).</p>
<b>5</b>	<p>I know that I don't have to spend my money, I can save it to use later</p> <p>I understand why saving up for something is an appropriate choice to make</p> <p>I am beginning to understand how saving might make me feel</p>	<p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - Learning About Money in the Primary Classroom: KS1 Toys.</p> <p>Values, Money and Me resource, <a href="http://www.valuesmoneyandme.com">www.valuesmoneyandme.com</a></p>
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>In small groups, do a role play showing how you get money, spending choices and how to keep your money safe.</p>
<b>Links</b>	<p><b>Previous Learning:</b> This module builds on Year 1 Economic Well being Module: Learning About Money. Links with work on recognising feelings.</p> <p><b>Other Learning:</b> This module forms a foundation for future Economic Well Being Modules</p>	

## Year 3: Economic Wellbeing

<b>MODULE: Let's Go Shopping!</b>		<b>By the end of this module pupils should be able to: Understand that you can pay for goods in a range of ways, keep simple financial records and recognise influences on choices about spending and saving</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module? Revision of past learning: where money comes from and how to keep it safe</p>	<p>Quiz asking pupils questions linked to previous and current module. This module could be delivered as a virtual spend/save game or project over several weeks/ lessons – whereby pupils make choices, then find out the 'consequences' of such a choice.</p>
<b>2</b>	<p>I know that I can pay for things in a range of ways I can describe other ways of making payments and understand the reasons for them</p>	<p>Nat West Pocket Money resources <a href="https://www.teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - Using Money 1: why we have money and 6: Ways to Pay.</p>
<b>3</b>	<p>I know there are different ways of keeping track of my money I can plan and track my spending and saving by keeping accurate records</p>	<p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - Learning About Money in the Primary Classroom: KS2 A sporting chance. Nat West Pocket Money resources <a href="https://www.teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - Using Money 4: The Right Amount and 5: Check the Change, and Money &amp; Me 6: Spend and Save.</p>
<b>4</b>	<p>I know that the choices I make about spending and saving money can be influenced by and have an impact on other people I am beginning to understand that different people have different attitudes to and feelings about spending and saving money</p>	<p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - Learning About Money in the Primary Classroom: KS2 Controlling the classroom budget, and Learning About Money in the Primary Classroom: KS2 Is it fair?</p>
<b>5</b>	<p>I am beginning to know that some things are better 'value for money' than others I can make choices based on my own needs and resources I understand that it may not be possible to have everything you want, straight away, if at all</p>	<p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - Learning About Money in the Primary Classroom: KS2 Sandwich Challenge. Nat West Pocket Money resources <a href="https://www.teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - Money &amp; Me 7: Value for Money.</p>
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>Assess outcome of 'Spend or Save' game or do a quiz, working our change, value for money etc.</p>
<b>Links</b>	<p><b>Previous Learning: This module builds on Year 1 and 2 Economic Well being Module: Learning About Money. Links with work on peer pressure.</b> <b>Other Learning: This module forms a foundation for future Economic Well Being Modules</b></p>	

## Year 4: Economic Wellbeing

<b>MODULE: Work and Money</b>		<b>By the end of this module pupils should be able to: Understand basic concepts around savings accounts, lending and borrowing, paid employment and work of charities.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?</p> <p>Revision of past learning: where money comes from, spending and saving I know why I might need money in the future</p>	<p>Mind map – what do pupils already know about the module (individually or as a class).</p> <p>Bank of England Teaching Resources (Pounds and Pence) - <a href="http://www.bankofengland.co.uk/education">www.bankofengland.co.uk/education</a></p>
<b>2</b>	<p>I know there is a range of jobs – paid and unpaid I can describe different jobs that I might do to earn money when I am older I understand that some jobs pay more than others</p>	<p>Barclays Resources, <a href="http://www.barclaysmoneyskills.com">www.barclaysmoneyskills.com</a> - Barclays Money Skills: Ages 7- 11 Resource Pack: Icebreaker: Hi – Who Am I?</p> <p>Nat West Pocket Money resources <a href="http://teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - Money for Life 1: Where does money come from and 3: What's a Job worth?</p>
<b>3</b>	<p>I know about a range of different savings accounts and can explain how I might use financial institutions (banks, building societies etc) to make the most of my money I am beginning to understand that managing money is complex and if I need help there are people who can help me</p>	<p>Nat West Pocket Money resources <a href="http://teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - All About Banks section.</p> <p>Barclays Resources, <a href="http://www.barclaysmoneyskills.com">www.barclaysmoneyskills.com</a> - Barclays Money Skills: Ages 7- 11 Resource Pack: Money Rollercoaster Board game.</p>
<b>4</b>	<p>I know that if you don't have enough money you can borrow, but you have to pay it back I understand you can pay for things without having enough money, and this has consequences</p>	<p>Nat West Pocket Money resources <a href="http://teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - All About Banks section.</p>
<b>5</b>	<p>I know what charities are for and how they can help others I understand the benefits of giving to charities – to how I feel and to the charities</p>	<p>Nat West Pocket Money resources <a href="http://teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - Money &amp; Me 8: Charity.</p>
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>Complete a before and after chart.</p>
<b>Links</b>	<p><b>Previous Learning:</b> This module builds on previous Economic Well being Modules. Links with work on goal setting, people who help you</p> <p><b>Other Learning:</b> This module forms a foundation for future Economic Well Being Modules</p>	



## Year 5: Economic Wellbeing

<b>MODULE: Let's Make Money! (Enterprise or Charity Fundraising Project)</b>		<b>By the end of this module pupils should be able to: Plan and manage a budget, calculate profit and loss, recognise value for money and understand financial risks associated with the internet.</b>
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module? Revision of past learning: where money comes from, basic budgeting skills, spending and saving, value for money, difference between a need and a want	Class Discussion covering previous learning and module learning objectives.  Introduce Enterprise (Such as 'Dragon's Den' or 'The Apprentice' type challenge) or Charity Fundraising Project.
2	I know a range of different ways to pay for things; some may involve using 'credit' and going into debt I can plan and manage a more complex budget over time	Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - Learning About Money in the Primary Classroom: Enterprise.
3	I know that people who sell me things try to make a profit I can recognise when people aim to influence my choices I know what is meant by 'value for money' I can make comparisons between prices when deciding what is 'value for money'	Nat West Pocket Money resources <a href="http://teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - Money & Me, All About Banks and Money for Life Sections.  Values, Money and Me resource, <a href="http://www.valuesmoneyandme.com">www.valuesmoneyandme.com</a> - has ideas for Charity Fundraising.
4	I know that there are financial risks associated with the internet and other scams I can describe some ways to keep my money and identity safe when using the internet	
5	I can calculate profit and loss I understand why I should be a critical consumer and that my choices about spending and saving can affect others	
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	Judging of the Enterprise or Charity Fundraising Project.
Links	<b>Previous Learning: This module builds on previous Economic Well being Modules. Links with work on goal setting, safe use of the internet, team work/working with others</b> <b>Other National Curriculum Areas: Maths – financial calculations</b>	

## Year 6: Economic Wellbeing

<b>MODULE: Money in My Future</b>		<b>By the end of this module pupils should be able to: Understand that finance plays an important role in people's lives and can recognise links between learning, the world of work and future economic wellbeing.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?</p> <p>Revision of past learning: spending and saving, range of jobs, basic financial products</p>	Write and Draw – what role finance plays in people's lives.
<b>2</b>	<p>I know that good qualifications can lead to a more fulfilling and better paid job</p> <p>I can describe how having a job will allow me to achieve certain goals in my life</p> <p>I know that money is deducted from my earnings to provide things we all need</p>	<p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - Learning About Money in the Primary Classroom: KS2 The world of work and My Money Primary Toolkit, Year 6.</p> <p>Nat West Pocket Money resources <a href="http://teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - Money for Life 1: Where does money come from and 3: What's a Job worth?</p>
<b>3</b>	<p>I can describe some ways in which the government uses my money to provide for my needs and my local community</p> <p>I am beginning to understand pensions and can describe why having a pension is important later in life</p>	<p>Nat West Pocket Money resources <a href="http://teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - Money for Life 4: Public Services.</p> <p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> - My Money Primary Toolkit, Year 6.</p>
<b>4</b>	<p>I know how to keep and interpret basic financial statements (eg bank statement)</p> <p>I know the difference between a manageable and unmanageable dept</p> <p>I can explain the difference between credit, debt, borrowing and saving</p>	Nat West Pocket Money resources <a href="http://teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - All About Banks section.
<b>5</b>	<p>I know money has different values in different countries</p> <p>I can calculate exchange rates</p> <p>I can describe why insurance is important</p> <p>I understand the impact of not being insured if bad things happen</p>	<p>Planning to Holiday Aboard activity, including concept of Travel Insurance.</p> <p>Nat West Pocket Money resources <a href="http://teachers.natwest-pocketmoney.com">teachers.natwest-pocketmoney.com</a> - All About Banks section and Money for Life 6: Money Abroad.</p>
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	Make a Poster or Advice leaflet – the role of money in people's lives.
<b>Links</b>	<p><b>Previous Learning: This module builds on previous Economic Well being Modules</b></p> <p><b>Other Learning: Democracy and Government module (Citizenship). Links with work on goal setting, planning for the future, transition to adulthood.</b></p>	

## Year 1: Being a Responsible Citizen

<b>MODULE: Taking Part and Belonging</b>		<b>By the end of this module pupils should be able to: Name some feelings, Know who to speak to at home or school if worried, Know school rules and routines.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?</p> <p>I am beginning to see how everyone contributes to the life of the classroom I know what my responsibilities are as part of the class (eg take turns, share, return things that have been borrowed)</p>	<p>Draw and Write – how to be nice to others. Recap of class rules – why they are important. Archived Citizenship Scheme of Work: Unit 1 Taking part - developing skills of communication and participation. Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a> Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a>, Theme: Making a Contribution.</p>
<b>2</b>	<p>I can identify various groups that I belong to I recognise that everyone is part of the community I know ways that everyone is the same and different</p>	<p>Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a>, Themes: Diversity and Cohesion, making a Contribution and Friendship and Care. Archived Citizenship Scheme of Work: Unit 5 Living in a Diverse World. Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a></p>
<b>3</b>	<p>I understand how basic rules (in school and community) protect myself and others I am beginning to understanding of how rules are made</p>	<p>Archived Citizenship Scheme of Work: Unit 1 Taking part - developing skills of communication and participation. Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a></p>
<b>4</b>	<p>I am aware of some basic things that people can do to improve or harm the local community and environment</p>	<p>Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a>, Theme: Rights and Responsibilities (e.g. Litter, the Picnic or Expedition to Planet Blueball).</p>
<b>5</b>	<p>I am beginning to know what is meant by respect – for self and others I am beginning to know what is meant by ‘bullying’ and the consequences of this, for both ‘victim’, ‘bully’ and wider community</p>	<p>Archived Citizenship Scheme of Work: Unit 1 Taking part - developing skills of communication and participation. Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a> Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Theme: Anti-bullying week.</p>
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>Make a Poster showing three things I have learnt this module.</p>
<b>Links</b>	<p><b>Previous Learning: Links with making class and group rules</b> <b>Other Learning: This module forms a foundation for future Being A Responsible Citizen Modules</b> <b>Other National Curriculum Areas: English (listening)</b></p>	

## Year 2: Being a Responsible Citizen

<b>MODULE: Rights and Responsibilities</b>		<b>By the end of this module pupils should be able to: Understand that everyone has rights and responsibilities as members of families and the wider community.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module? Revision of past learning: rules, responsibilities and being a member of communities.	Class Mind Map – showing what they already know about the module. Recap – what rules they know. Discuss – what makes for a happy class (with optional follow up written or drawn work).
<b>2</b>	I know that people and other living things have needs I understand the difference between a need and a want	Archived Citizenship Scheme of Work: Unit 03: Animals and us and Unit 07: Children's rights - human rights. Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a>
<b>3</b>	I know about The United Nations Convention on the Rights of the Child (UNCRC) I am aware of some basic rights for children and young people	Teaching Resources for UNCRC (lesson ideas and activities): <a href="http://www.unicef.org.uk/">www.unicef.org.uk/</a> <a href="http://www.uncrcletsgetitright.co.uk">www.uncrcletsgetitright.co.uk</a>
<b>4</b>	I am aware of the need to protect children's rights in other countries and societies I know that childhood looks different for many children in other parts of the world	Archived Citizenship Scheme of Work: Unit 07: Children's rights - human rights. Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a> Cafod have free resources on Global Citizenship themes <a href="http://www.cafod.org.uk">www.cafod.org.uk</a> - Live Simply Images and Food Films for Children.
<b>5</b>	I have a beginning awareness of my responsibilities as a member of the class, my family and the wider community	Archived Citizenship Scheme of Work: Unit 03: Animals and us Unit 07: Children's rights - human rights. Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a> Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Theme: Rights and Responsibilities.
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Make a poster showing their rights and responsibilities.
<b>Links</b>	<b>Previous Learning: This module builds on Year 1 Being A Responsible Citizen Module: Taking Part and Belonging</b> <b>Other Learning: This module forms a foundation for future Being A Responsible Citizen Modules</b>	

## Year 3: Being a Responsible Citizen

<b>MODULE: Diversity and Society</b>		<b>By the end of this module pupils should be able to: Understand that a diverse range of people make up our community and the importance of respecting equality.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module? Revision of past learning: communities I belong to. Rights and responsibilities</p>	<p>Draw a map showing the nationality/birthplace of the class. Everyone to write a short piece about where they came from. Recap of Rights and Responsibilities.</p>
<b>2</b>	<p>I know the groups that make up the community I live in I know what religious and ethnic identities live throughout the UK</p>	<p>Build on Block 1, look at religious and ethnic breakdown of local area and compare with the rest of the UK. Statistics can be found at: <a href="http://www.ethnicity.ac.uk">www.ethnicity.ac.uk</a>, <a href="http://www.ons.gov.uk">www.ons.gov.uk</a> and <a href="http://en.wikipedia.org/wiki/Ethnic_groups_in_the_United_Kingdom">en.wikipedia.org/wiki/Ethnic_groups_in_the_United_Kingdom</a> Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Theme: Diversity and Cohesion.</p>
<b>3</b>	<p>I know about a variety of institutions that support communities, locally and nationally I know what can improve and harm the community</p>	<p>Archived Citizenship Scheme of Work: Unit 04: People who help us - the local police Unit 09: Respect for property. Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a></p>
<b>4</b>	<p>I realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p>	<p>Archived Citizenship Scheme of Work: Unit 05: Living in a diverse world and Unit 09: Respect for property. Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a> Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Theme: Diversity and Cohesion.</p>
<b>5</b>	<p>I can think about the lives of people living in other places, and people with different values and customs I can see and respect other people's points of view</p>	<p>Archived Citizenship Scheme of Work: Unit 05: Living in a diverse world Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a> Cafod <a href="http://www.cafod.org.uk">www.cafod.org.uk</a>, search under poverty and wealth. Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Theme: Diversity and Cohesion.</p>
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>Carousel Interview or End of Work review.</p>
<b>Links</b>	<p><b>Previous Learning: This module builds on Year 1 and 2 Being A Responsible Citizen Modules</b> <b>Other Learning: This module forms a foundation for future Being A Responsible Citizen Modules</b></p>	

## Year 4: Being a Responsible Citizen

<b>MODULE: The Environment</b>		<b>By the end of this module pupils should be able to: Understand the importance of respecting and protecting the environment.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module? I have a greater understanding of the term ‘environment’ and see how this applies to both local and global communities</p>	<p>Mind Map – what do we mean by The Environment? Fill in ‘Before’ Column (Before and After sheet). Look at images of local and global communities, thinking about similarities and differences (include some images of Environmental issues).</p>
<b>2</b>	<p>I know a range of factors that improve or harm the natural environment I am aware of a variety of institutions that support the environment</p>	<p>Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Themes: News (e.g. oil disaster in the gulf of Mexico) and Global Issues. Cafod <a href="http://www.cafod.org.uk">www.cafod.org.uk</a>, search under climate change &amp; environment and water.</p>
<b>3</b>	<p>I am beginning to understand that resources are allocated in different ways and that economic choices affect the sustainability of the environment</p>	<p>Personal Finance Education Group <a href="http://www.pfeg.org">www.pfeg.org</a> Learning About Money in the Primary Classroom: KS2 Is it Fair? Cafod <a href="http://www.cafod.org.uk">www.cafod.org.uk</a>, search under Trade and Fairtrade.</p>
<b>4</b>	<p>I am aware of a range of different environmental concerns, both locally and globally I am able to research, discuss and debate issues related to the environment</p>	<p>Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Themes: News and Global Issues.  Over these two blocks, pupils could research and debate an environmental issue.</p>
<b>5</b>	<p>I am able to research and discuss my recommendations for improving the environment I am able to look at alternatives and explain my choices</p>	
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>In small groups, do a short presentation/poster display on the best ways to respect and protect the environment. Fill in ‘After’ Column (Before and After sheet).</p>
<b>Links</b>	<p><b>Previous Learning: This module builds on previous Being A Responsible Citizen Modules, builds upon concepts of choice and consequences in other modules, Walk to school or similar work regarding transport</b> <b>Other National Curriculum Areas: Geography or science</b></p>	

## Year 5: Being a Responsible Citizen

<b>MODULE: The Media</b>		<b>By the end of this module pupils should be able to: Discuss and debate topical issues concerning health and well being and critique views presented by the media</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module? I know what is meant by the term ‘media’ I am aware of a range of different types of media, including social networking</p>	<p>Draw a Person – write all the things that impact on that person’s health and well being. Mind map everything known about the term ‘Media’. Do a graph – how many people use which types of media? (could compare to past generations).</p>
<b>2</b>	<p>I am able to research issues, problems and events concerning health and well being I am able to look at alternative views and opinions</p>	<p>Over these 4 blocks pupils could have an in-depth exploration covering:</p> <ul style="list-style-type: none"> <li>• issues impacting on health and well being (using various media)</li> <li>• how the media presents information</li> <li>• how the media influence people</li> <li>• peer pressure (including online)</li> <li>• keeping safe online</li> </ul> <p>This could lead to a find week of debates on these issues. Topics could include – Body Image, Size ‘0’ models, Celebrity culture etc.</p> <p>Archived Citizenship Scheme of Work: Unit 11: In the media - what's the news? And Unit 02: Choices. Available from <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a></p> <p>Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Theme: News.</p>
<b>3</b>	<p>I am beginning to understand how the media influences peoples choices and decisions I am aware that people can feel pressured by media, including social networking I know how to keep myself safe and protect my personal identity online</p>	
<b>4</b>	<p>I am able to present information and offer recommendations concerning health and well being I am able to explore and critique how the media present information</p>	
<b>5</b>	<p>I am able to research, discuss and debate issues concerning health and well being I am able to see and respect alternative views and opinions</p>	
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>Written piece outlining what students learnt in the module (poster, advice leaflet, sentence starters etc.).</p>
<b>Links</b>	<p><b>Previous Learning: This module builds on previous Being A Responsible Citizen Modules, links with work on media in ‘Let’s Make Money’ and keeping safe online. Health and wellbeing strand (i.e. knowledge about health and well being)</b></p> <p><b>Other National Curriculum Areas: Literacy, ICT</b></p>	

## Year 6: Being a Responsible Citizen

<b>MODULE: Democracy and Government</b>		<b>By the end of this module pupils should be able to: Have a basic knowledge of the UK democratic system of Government and how individuals and communities contribute to this.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<p><b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module? Revision of past learning: rules and how they are made</p>	<p>Mind map – what do pupils know about the term democracy? Quiz – questions related to past learning (could do in style of ‘Who wants to be a Millionaire?’).</p>
<b>2</b>	<p>I know why and how rules and laws that protect me and others are made and enforced I understand why different rules are needed in different situations I know how I can take part in making and changing rules</p>	<p>Archived Citizenship Scheme of Work: Unit 08: How do rules and laws affect me? Unit 09: Respect for property. <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a></p>
<b>3</b>	<p>I am beginning to understand how the UK is governed I know about local and national elections I know how pressure groups work and their role in a democratic society</p>	<p>Archived Citizenship Scheme of Work: Unit 10: Local democracy for young citizens and Unit 12: Moving on. <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a> Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Theme: Making a Contribution.</p>
<b>4</b>	<p>I am aware that there are different rules in different communities and countries I am able to see and respect others points of view</p>	<p>Archived Citizenship Scheme of Work: Unit 08: How do rules and laws affect me? Unit 09: Respect for property. Unit 10: Local democracy for young citizens. <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a> Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Theme: Making a Contribution. Cafod <a href="http://www.cafod.org.uk">www.cafod.org.uk</a>, search under peace and conflict.</p>
<b>5</b>	<p>I understand that there are different systems of government I am able to research and present information on rules and systems of government</p>	<p>Archived Citizenship Scheme of Work: Unit 10: Local democracy for young citizens and Unit 12: Moving on. <a href="http://webarchive.nationalarchives.gov.uk">webarchive.nationalarchives.gov.uk</a> Go-Givers <a href="http://www.gogivers.org">www.gogivers.org</a> - Theme: Making a Contribution.</p>
<b>6</b>	<p><b>Assessment of Learning</b> – what did pupils learn in this module?</p>	<p>Write a Manifesto – if you were elected, what rule(s) would you change or introduce and why?</p>
<b>Links</b>	<p><b>Previous Learning:</b> This module builds on previous Being A Responsible Citizen Modules. Links with work on who helps us. <b>Other Learning:</b> Democracy and Government module (Citizenship). Planning for the future, goal setting, transition to adulthood. <b>Other National Curriculum Areas:</b> Geography, History</p>	



## Wellbeing and PSHE outside the curriculum

### School Ethos

A school's ethos underpins the total experience of being in school. It encompasses the physical, spiritual, moral and emotional environment that cannot be achieved or experienced through the curriculum delivery alone and has an impact on pupils, staff and families. It includes being welcomed, positive relationships, excitement for learning, positive modelling of behaviours from staff to pupils, feeling safe, having a sense of belonging and celebrating staff and pupils achievements. The types of interactions the children and young people will experience while at school, from their relationships with each other to those with all members of staff have a significant contribution to their maturation and state of wellbeing.

Key components of a positive school ethos include:

- Strong leadership with high expectations of pupils and staff
- Staff modelling good practice to peers and pupils
- A commitment to equality and tackling discrimination and promoting inclusion
- An environment where staff and pupils feel safe
- Family involvement
- Opportunities to develop social and emotional competencies
- The views of staff, pupils and families inform school developments
- Community cohesion
- Celebrating successes and aspirations
- Participation in healthy activities
- A clear relationship between 'taught' and 'non-taught' aspects of learning

In this section we have provided additional information and example ideas to support a positive school environment and ethos.

## Leadership

School leadership provides the whole school community with direction and motivation, sets a vision for the school and can create an environment in which staff, pupils and parents are able to flourish and contribute to the achievements of the school and development of its culture.

### Ideas

- Create a vision and ethos for wellbeing
- Agree core values with the staff, pupils and community
- Embed the values and make them live by threading them through all school activities- the curriculum, assemblies, behaviour management, reward systems, liaison with families
- Find out the signature strengths of the pupils and teachers in the school and work towards having a strength based school

## School Environment

The school environment consists of the physical, aesthetic and psychosocial elements of the school. The physical and aesthetic environment includes the school building, contents, surrounding grounds and how they look and appeal to the senses, such as proportions, scale, rhythm, light, materials, noise, temperature, odours and colours. The psychosocial environment comprises the feelings, attitudes and values of pupils, staff and parents/carers, together with the school's procedures for developing and implementing policies, and making decisions.

Local factors can also affect the school environment, including: social, cultural and religious influences of the nearby communities, geography, socioeconomic status of families and the political make up of the local authority.

### Ideas

- When visiting other schools notice how easy it is to find, how easy it is to get in, and how welcoming it is. Bring back your experience to your own school and see what improvements, if any, could be made.
- Independent research on behalf of the School Food Trust into the impact of dining spaces on pupils has suggested that lunchtime is the key period during the school day which governs whether a child feels "happy" in school or not. Simple things such as changing the layout of the dining room furniture, for instance separate long rows of tables into smaller groups or adding finishing touches such as tablecloths, jugs of water and flowers can all help create a pleasant and relaxing environment.

- Teaching outdoors can provide a stimulating and enriched learning experience for pupils. For example: measuring and shapes in mathematics, light and temperature in science, and investigating environmental change in geography.
- Create active play areas - colour coded zoned areas for a range of different team and individual activities e.g. football, basketball skipping, hoops etc.
- Put markings in the playground to help children develop movement fluency and coordination e.g. hopscotch, pathways, circles, stepping-stones etc.
- Encourage rest and relaxation by creating a quiet seating area, with some shade, within the school grounds. This could also be used as an outdoor classroom.
- Run regular surveys with both pupils and staff to identify issues and then set up focus groups to assist in identifying solutions.
- Designate an area to set up a growing club. With good planning even a small space can be transformed using containers, grow bags and hanging baskets.

## Staff wellbeing

Staff wellbeing is a complex concept involving emotional, physical and spiritual resilience within the adult. It is important in maintaining motivation and overcoming other challenges involved when working with children and young people both within and beyond the classroom. Staff wellbeing is essential to pupil wellbeing.

### Ideas

- Ensure all current support systems are promoted to all staff (for example via a staff notice board, mail out, staff newsletter or in the staff handbook, confidential helpline numbers on the Union Notice Board).
- Encourage healthy lifestyles for staff by organising physical activities for staff one afternoon after school. Pupils who have gained sports leaders' awards could deliver the sessions.
- Provide space for teachers to think about their own values and wellbeing, and to consider their relationship to the values of the school, in a safe and secure environment. The Philosophy for Children method of enquiry is also a great process to generate thoughts from adults - consider using it in a staff meeting to talk through a particular issue or topic.
- Make a space in the staff room, or another area, which is a quiet, comfortable 'work free' space where staff can unwind, without interruption if required.
- Consider a taster staff INSET on relaxation activities, which can be applied to enhancing both personal and school life, for example, mindfulness.

- Allocate a regular time slot to celebrate staff work and success in staff meetings.
- Write thank you notes or send postcards to staff to acknowledge a particular piece of work, detailing its strengths and the positive impact it has had.
- Consider having a Wellbeing Officer at school to lead on and promote initiatives around staff wellbeing.

## Pupil Voice

Pupil voice is a process of actively involving all children and young people in their education. It is not a prescriptive methodology, but allows schools the opportunity to develop creative and engaging ways of encouraging pupils' participation in accordance with their strengths and unique characteristics. An effective pupil voice seeks to include the voices of all children and young people and develop their strengths, skills and interests and is much more than just a school council body. It is an inclusive process and ethos which values and responds to pupil opinions and enhances the life of the school.

## Ideas

- Give a group of pupils some cameras to photograph and highlight areas in the school that may need improving.
- Develop a team of Health Ambassadors who promote healthy messages to staff and pupils. Give them responsibility for leading on assemblies, managing an eye catching health notice board and seeking views of staff, pupils and parents.
- Give your Schools Council elections a higher profile. Try running them like a general election, either from this country or use this as an opportunity to learn about election processes in other countries. This enables more pupils to be involved than just those standing for election.
- Go beyond simple surveys. Train a group of children and young people on creative methods for consulting with their peers.
- Remember that such resources as "Worry" or "Suggestion" boxes are simple and effective ways of gathering pupil feelings and ideas.

## Family Involvement and Support

Family involvement refers to a child's parents or carers taking responsibility for their role in their child's education, working in collaboration with the school to achieve what is best for their child and having the opportunity to share their views and wishes with the school. This includes supporting their child's education at home and providing them with a stable, caring environment in which to grow and develop. It can also include family members being actively involved in the life of the school, for example, as a school governor, reading support or helping at school events. Schools are able to provide a range of opportunities and initiatives that support and enable family involvement.

### Ideas

- Is it mainly mothers who are involved in your school? Set up a weekly club for fathers and their children to do activities together. The Family SEAL resources could support structuring this.
- Does your school have a proportion of parents whose second language is English? Set up a language group for parents to attend where they will not only develop their language skills, but encourage peer support and identify needs.
- Consulting with parents doesn't always have to be a big event. Communicate via a schools website or notice board. Something as simple as inviting comments on a particular issue or policy through jotting ideas on post it notes and sticking them on the board can be helpful.
- If you want to encourage a group of parents to come into the school for a consultation or information sharing event, plan a

small pupil presentation or music event to happen prior to encourage them to attend.

- Be patient building the confidence and trust of working with some parents. Try first an initial home visit, then some follow up support visits, then an invitation to a coffee morning at the school. Take some of their child's work or certificates with you to show them what they are achieving.
- Have a stack of cards in reception and invite parents to write down any skills or interests they have that they may be interested in using within the school.
- Are you able to organise a crèche for parent events? Looking after small children is sometimes a key reason why parents are unable to attend school events.
- Welcoming, familiar faces can make a huge difference. Staff consultations have shown that meeting and greeting parents at the gate each morning and afternoon can help build positive relationships between staff and parents.
- Regular "coffee morning" for parents/carers can be a vehicle for engagement with families. Some schools then invite a guest (often a professional) to each session e.g. school nurse to talk about what ever issue is current.

## Anti-Bullying

Bullying is a subjective experience and can take many forms. However for the purpose of a shared definition, the [Anti-Bullying Alliance Statement of Purpose](#) explains bullying as, the intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have harmful effect on the victim.

### Ideas

- Use Anti Bullying week not only to raise awareness of bullying and to promote positive messages but also to celebrate the positive relationships and inclusive initiatives pupils and staff have engaged in over the past year.
- Ensure all staff fully understand the school's Anti-Bullying policy. Deliver a group staff activity where staff discuss bullying scenarios and find responses to them within the policy. This is also a good way to consult with staff on the content of the document and check in with how confident staff actually feel in responding to bullying.
- Issue pupils with cameras and ask them to photograph areas of the school they may not feel safe in. Work with pupils to develop these as safe areas.
- Buddy Bus Stops in the playground will ensure children always have someone to play with and build positive peer relationships.

## Community Cohesion

A school's contribution to community cohesion can be grouped under the three following headings:

1. **Teaching and learning:** teaching pupils to understand others, debate and promotion of common values and diversity, challenging prejudice and stereotyping.
1. **Equity and excellence:** removing barriers to access and participation, offering equal opportunities to all pupils to succeed at the highest level possible.
2. **Engagement and ethos:** providing opportunities for all pupils and families to interact with each other.

### Ideas

- Ask the pupils in your class to map what cultural events are important to them throughout the year and mark them on a large yearly calendar. Invite pupils to talk about them to the class as they occur.
- Have story telling in assemblies and in lessons that focus on stories from different cultures. Reflect and focus on the strengths that each story demonstrates.
- Enrich the curriculum programme through fieldwork, visits and meetings with members of different communities.
- Work with key members of the community, or local voluntary and community groups to develop the range of activities they could offer to your pupils, such as mentoring schemes.
- Consider a pupil-led research project into the types of differences they celebrate, tolerate or find difficult. The

findings could be presented at local and/or national events or conferences.

- A school twinning project to another town, either in the UK or abroad (or both), which encourages interaction of pupils of different backgrounds through emails, letters, visits, sports, arts and celebrating religious festivals.

### Healthy activities: physical activity, healthy eating and emotional health

Healthy activities are the regular exercise and nourishment of both body and mind. They encompass physical activity, healthy eating and emotional health and wellbeing. All three are interrelated and directly impact on each other.

#### Ideas

- Encourage your staff to sit with the children at mealtimes, choose from the same food selection, and encourage appropriate social skills at the dining table. This will help your pupils to develop confidence in eating with other people.
- When planning a school menu, start by carrying out a survey with the pupils to get their views and ideas. You could also devise a competition to design a healthy school lunch. Giving the children ownership of a school menu will generate interest in the school meal and have a positive effect on school meal uptake
- When you introduce new menu ideas hold a tasting event for the children to sample the different flavours and textures. Tasting can take place in the dining room, either by giving

children a small taster of the day's new dish in the queue, setting up a table on the way into the dining room where children can taste the daily special, or at parent/carer events.

- Organise a taste-a-thon in a healthy eating week, when children can taste a variety of different foods. Parents can also be involved especially if the event is arranged at the start or end of the school day.
- Involve your pupils in growing activities and give them the chance to experience the rewards of growing first-hand. This can also help to develop an understanding of healthy diets, raise awareness of where food comes from and how we rely on plants for food. This can include windowsill herbs started at school and then taken home.
- Try a new team sports with a class e.g. kickball, which is a bit like rounders with feet instead of bat. Team sports provide an excellent opportunity to form and develop classroom bonds.
- Provide extracurricular classes that promote physical activity and also appeal to children who are not interested in the regular team sports e.g. hiking, yoga, dance or cycling.

## The Arts

The arts include theatre, dance, music, visual arts, literature and culinary arts. All are an important part of culture and provide a means for people to creatively express their ideas, emotions, and beliefs, together with celebrating their achievements.

### Ideas

- Work creatively with themes, stories and literature. For example, ask the pupils to visually create the landscape or street the story is set in, get them to role play key characters in the story and hot seat them.
- Start a school choir for parents and teachers.
- Work with an artist or group of artists to create an area or celebrate an event within the school grounds i.e. relaxation corner, mural depicting achievements within the school community.

## Spirituality

Ofsted has offered guidance for schools on encouraging pupils' spiritual development and provided the following definition:

*“Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil’s ‘spirit’. Some people may call it the development of a pupil’s ‘soul’; others as the development of ‘personality’ or ‘character’.”*

Ofsted. (2004). Promoting and evaluating pupils' spiritual, moral, social and cultural development. Ofsted (HMI 2125).

### Ideas

- Play calm, beautiful music and give the children drawing materials to draw whatever comes into their minds.
- Make time at the beginning of lessons to allow the pupils to settle and centre themselves and allow time at the end of the lesson for quiet reflection.
- Use a lesson for your pupils to go on a silent walk in the school grounds. Give them space and time to really notice their surroundings. This could lead to an interesting piece of reflective homework.
- Allocate a silent space/room in school, which allows strong silence and deliberate stillness.
- Free dancing or free running is a great example to use for discussion and experience with your pupils to explore how being totally absorbed in an activity can produce spiritual awareness.
- Create a calm, reflective environment through ritual. For example, by lighting a candle at the beginning of a session, and using sound from a Tibetan bowl to signal the beginning and end of an activity.



## Directory of organisations and websites that support teaching and learning in Emotional Wellbeing and PSHE

We have sorted the organisations and websites under the following headings:

- Anti-Bullying
- Citizenship
- Domestic Violence and Abuse
- Emotions and Feelings
- Mindfulness
- Personal, Social, Health and Economic education (PSHE)
- Philosophy for Children
- Safety
- Social and Emotional Aspects of Learning (SEAL)
- Spirituality
- Sustainability and Environment
- The Arts
- Worry, loss, grief and bereavement

### Anti-Bullying

#### Anti-bullying Alliance

The stated objectives of the Anti-bullying Alliance are:

- To raise the profile of bullying and the effect it has on the lives of children and young people
- To create a climate in which everyone agrees that bullying is unacceptable
- To make sure that teachers, youth practitioners, parents, carers, children and young people have the skills and knowledge to address bullying effectively.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

#### Beatbullying

This site contains lots of teaching resources for primary schools, including lesson and assembly plans, activities and information.

[www.beatbullying.org](http://www.beatbullying.org)

#### BullyingUK

Lots of information and resources on bullying.

[www.bullying.co.uk](http://www.bullying.co.uk)

#### Kidscape

Kidscape is a UK charity established to prevent bullying and child sex abuse. A number of resources, including posters, information booklets and research on the long-term effects on bullying are available to download.

[www.kidscape.org.uk](http://www.kidscape.org.uk)

## Citizenship

### **Association for Citizenship Teaching (ACT)**

ACT is the subject association for Citizenship representing teachers and others involved in Citizenship education. It was founded in 2001 by Professor, Sir Bernard Crick and set up as a registered charity.

Their mission is to support the teaching of high quality Citizenship and to promote wider public understanding of the subject. They also promote research into the participation of young people in society. They do this by offering: membership services and education programmes that develop and promote Citizenship education; professional development, training and networking opportunities; advocacy for the subject, research and strategic policy advice; and high quality teaching materials including their journal 'Teaching Citizenship'.

[www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)

### **Think Global**

Think Global is a membership based charity that works to educate the public on global issues. The site has a section devoted to schools which includes information on curriculum development.

[www.think-global.org.uk](http://www.think-global.org.uk)

### **Rights Respecting Schools**

A good source on information and inspiration for possible citizenship projects. It links schools to the UN rights of the child.

[www.unicef.org.uk/rrsa](http://www.unicef.org.uk/rrsa)

### **Schools Linking Network**

The Schools Linking Network facilitates links between schools in England to help children and young people explore their identity, celebrate diversity and develop dialogue. On this website you will find details of training for staff, case studies and resources for primary schools.

[www.schoolslinkingnetwork.org.uk](http://www.schoolslinkingnetwork.org.uk)

### **Schools Online**

Formerly, Global Gateway, Schools Online is a wonderful citizenship resource to encourage pupils to develop an awareness of their role as global citizens, including lesson plans for primary schools.

[www.schoolsonline.britishcouncil.org](http://www.schoolsonline.britishcouncil.org)

### **Seal and the Global Dimension**

Seal and the Global Dimension provides pathways and appropriate resources for embedding the Global Dimension within the SEAL programme, engaging school pupils in global and development issues. There are a number of resources to download to support teaching about the global community and our role within it.

[www.sealgd.org.uk](http://www.sealgd.org.uk)

## Domestic Violence and Abuse

### Kidscape

Kidscape is committed to keeping children safe from abuse. Kidscape is the first charity in the UK established specifically to prevent bullying and child sexual abuse. Kidscape believes that protecting children from harm is key. Kidscape works UK-wide to provide individuals and organisations with practical skills and resources necessary to keep children safe from harm. Kidscape staff and trainers equip vulnerable children with practical non-threatening knowledge and skills in how to keep themselves safe and reduce the likelihood of future harm. Kidscape works with children and young people under the age of 16, their parents/carers, and those who work with them. Kidscape provides:

A Helpline offering support and advice to parents of bullied children.

- Confidence building sessions for children who are bullied.
- Advice for Parents & Carers, Professionals and Young People themselves.
- A national comprehensive training programme on child safety and behaviour management issues.
- Booklets, literature, posters, training guides and educational videos on bullying, child protection, and parenting.

<http://www.kidscape.org.uk/>

### The Hideout (Domestic Violence)

*“Women’s Aid have created this space to help children and young people to understand domestic abuse, and how to take positive action if it’s happening to you.”*

[www.thehideout.org.uk](http://www.thehideout.org.uk)

### Victim Support

Victim Support has produced an Education Resource Pack: Key Stage 2 Personal Safety (including bullying, healthy relationships, street crime and hate crimes)

[www.victimsupport.org.uk/are-you-ok](http://www.victimsupport.org.uk/are-you-ok)

## Emotions and Feelings

### Dove Self Esteem Project

The project aims to improve the self-esteem of more than 15 million young people by 2015. The website (from Dove soap, part of Unilever) has sections for parents teachers and mentors in the areas of friendships and relationships; teasing and bullying; growing up and body image; boosting self esteem; and the role of the media.

[www.selfesteem.dove.co.uk](http://www.selfesteem.dove.co.uk)

## Mindfulness

### **Bounceback**

An Australian based programme, a number of UK schools are now implementing its Wellbeing and Resilience Programme. All details are available of the website.

[www.bounceback.com.au](http://www.bounceback.com.au)

### **The Hawn Foundation**

Established by the actress, Goldie Hawn, who is well known for her advocacy of mindfulness in schools, The Hawn Foundation has developed a Mind Up Curriculum, which teaches social and emotional learning skills that integrates cognitive neuroscience, positive psychology and mindful awareness training.

[www.thehawnfoundation.org/mindup](http://www.thehawnfoundation.org/mindup)

### **The Mindfulness in Schools Project (MISP)**

Includes research on the benefits of mindfulness for children and young people. Offers a teachers' training programme to enable teachers to teach an eight-week mindfulness curriculum called .b (stop, breath and be). Teachers' own established mindfulness practice and completion of an eight-week course is a pre-requisite for the training. Has now launched a primary schools project called paws .b.

[www.mindfulnessinschools.org](http://www.mindfulnessinschools.org)

### **Mindful Schools**

Based in the US, Mindful Schools provides online courses to learn mindfulness and to move onto learning to teach children. They also offer regular training courses in the UK. It has a very informative

website in mindfulness for children. Currently there is also a link to a 40 minute film called Healthy Habits of Mind, looking at how mindfulness has been integrated into a primary schools in California which is really worth a watch.

[www.mindfulschools.org](http://www.mindfulschools.org)

### **Susan Kaiser Greenland.**

Again, based in the US, but full of inspiration and relevant information, author of The Mindful Child, Susan Kaiser Greenland has established the Inner Kids Foundation which teaches mindfulness skills to children in deprived schools and neighbourhoods in Los Angeles. Her website is full of information on recent research on mindfulness with children.

[www.susankaisergreenland.com](http://www.susankaisergreenland.com)

## Personal, Social, Health and Economic education (PSHE)

### Go Givers

Go Givers is a PSHE and Citizenship programme for primary schools to develop caring and concerned citizens with the skills and confidence to make a positive difference to their communities. The web site give free access to a great deal of material that teachers will find useful; lesson plans across KS1 and 2 as well as planning and other tools. They also organise their “Make a difference” challenge.

[www.gogivers.org](http://www.gogivers.org)

### Health Education Partnership Ltd.

A team of advisors who can provide free support to Barnet primary schools as part of the Barnet Schools Wellbeing programme. Advice available for emotional wellbeing and PSHE, healthy eating and physical activity. Can also assist schools wishing to renew Healthy School Status. Website has various free resources available to download.

[www.healtheducationpartnership.com](http://www.healtheducationpartnership.com)

### Health for Life

Health for Life has a series of teaching materials for primary and secondary schools. Lessons explore essential issues including self-esteem, gangs, relationships, emotional literacy, personal safety, medicines and drugs and sexual health.

[www.health-for-life.org.uk](http://www.health-for-life.org.uk)

### National Children’s Bureau

The National Children’s Bureau website has a variety of useful free resources relation to PSHE delivery.

[www.ncb.org.uk](http://www.ncb.org.uk)

### Personal Finance Education Group (pfeg)

pfeg is the UK's leading financial education charity. It provides resources and lesson plans, help and advice to anyone teaching children and young people about money. pfeg organizes training (often free to schools) and events such as “My money week”. For full details visit their website.

[www.pfeg.org](http://www.pfeg.org)

### The PSHE Association

The subject association for this area of work, the PSHE association is a membership organisation which supports many aspects of PSHE. Membership fees and all other details are available on their website.

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

### Strengths Gym

Strengths Gym provides an educational course that enables students and teachers to work together to learn about, recognise, build upon, and use their strengths more in the classroom, at home, and in life.

[www.strengthsgym.co.uk](http://www.strengthsgym.co.uk)

### TES Connect

Hundreds of downloadable PSHE lesson plans for primary schools.

[www.tes.co.uk/teaching-resources/](http://www.tes.co.uk/teaching-resources/)

### Teaching Ideas

This is a web site that informs readers of significant dates/events across the Year. It is a mix of religious, social, cultural and special

interest events. It is fairly thorough and is a good place to look for ideas to link school events to.

<http://www.teachingideas.co.uk/events/>

### **Upgrade 7**

Transport for London have worked in partnership with a number of London boroughs and created a variety of transition resources, including lesson plans and travel guides.

[www.upgrade7.com](http://www.upgrade7.com)

## **Philosophy for Children**

### **Philosophy for Children**

P4C.com is an online resource for primary schools. There are a number of free resources relating Philosophy for Children enquiries to different subject areas, including SEAL and PSHE. There is also opportunity to subscribe for greater access.

[www.P4C.com](http://www.P4C.com)

### **Society for Advancing Philosophical Enquiry and Reflection in Education**

There are currently three levels of P4C courses validated by the Society for Advancing Philosophical Enquiry and Reflection in Education (SAPERE) with analogous handbooks published as a guide for each level. For more information on P4C and SAPERE courses visit the website.

[www.sapere.org.uk](http://www.sapere.org.uk)

### **The Philosophy Man**

Sign up to this site to receive great free resources and ideas to support your classroom enquiries.

[www.thephilosophyman.com](http://www.thephilosophyman.com)

## Safety

### **British Red Cross: Life: Live it resources**

This online resource, aimed at 6-11 year olds, has four areas: What is First Aid?; Stay safe; Help save lives; Emergency Action.

Each section has quizzes, videos, games and information areas which are engaging and easy to use. It is found on the “What we do” section of the website.

[www.redcross.org.uk](http://www.redcross.org.uk)

### **Child Exploitation & Online Protection Agency - CEOP**

CEOP works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account. We protect children from harm online and offline, directly through NCA led operations and in partnership with local and international agencies.

CEOP's Thinkuknow programme provides a range of free educational resources - films, lesson plans, presentations, practitioner guidance, games and posters - to professionals working with children and young people. Through the use of our educational materials you can help to empower and protect young people from the harm of sexual abuse and exploitation, both online and off.

[www.ceop.police.uk](http://www.ceop.police.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### **Saving Londoners Lives**

Saving Londoners' Lives (SLL) is a partnership project aiming to increase the number of people in the capital with emergency life

support (ELS) skills. ELS is the set of actions needed to keep someone alive until professional help arrives. Whether someone has had a heart attack, is choking or bleeding, the prompt action of a bystander can make the difference between life and death.

It is never too early to start learning ELS. School is an ideal environment in which to learn ELS within the existing curriculum. The ELS programme can be carefully tailored to the individual requirements of each school, and enables schools to establish flexible delivery of ELS skills to their pupils.

Teachers and other school staff receive free instructor training in ELS from St John Ambulance equipping them to deliver the British Heart Foundation's (BHF) Heartstart UK programme to their pupils. They are supported by medical students from the 5 London medical schools who are specially trained by the London Ambulance Service NHS Trust.

[www.savinglondonerslives.org.uk](http://www.savinglondonerslives.org.uk)

## Social and Emotional Aspects of Learning (SEAL)

### **SEAL**

This is a body of work that was first published in 2005, with a range of materials for primary schools. It was available free of charge to all primary schools. It consists of booklets for each year group on each of the seven themes, as well as sets of photographs, booklets for family work and small group work. Most schools have a copy of this, either as the CD ROM, Box File or both. If not, it can be found at:

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009>

### **The SEAL Community**

Set up and supported by leading experts in the field, the SEAL Community is a not-for-profit organisation offering education professionals with an interest in SEAL the opportunity to join a network of like-minded individuals, schools and organisations.

The SEAL Community aims to promote, share and develop the excellent SEAL work that so many schools and settings have been engaged in over the past few years. Joining is quick and easy, and you can pay a yearly subscription by cheque or online. Currently it costs £30 for individuals and £50 for schools.

[www.sealcommunity.org](http://www.sealcommunity.org)

## **Spirituality**

### **The Association for Children's Spirituality**

The Association for Children's Spirituality seeks to promote and support research and practice in relation to children's spirituality within education and wider contexts of children's care and wellbeing. A good source of information, including a poems & quotes page.

[www.childrenspirituality.org](http://www.childrenspirituality.org)

## **Sustainability and Environment**

### **Action Renewables**

This site is packed with information and activity sheets for all key stages, although there is more available for primary schools - a great resource.

<http://www.actionrenewables.co.uk/services/education/educational-resources/>

### **Captain Splosh**

This is Anglian Water's educational website and is a fantastic resource for primary schools. There is a very good downloadable education pack for Key Stage 2 teachers. There are also downloadable songs and videos to use in the classroom. The interactive student site is great for children to explore and learn more about water.

[www.captainsplosh.co.uk](http://www.captainsplosh.co.uk)

### **Eco Schools**

Eco Schools is an international award programme that supports schools develop a framework to help embed sustainable principles and practice in school life. The website has lots of information for schools, including how to get involved, competition and case studies of inspiring practice.

[www.keepbritaintidy.org/ecoschools](http://www.keepbritaintidy.org/ecoschools)

### **Sustainable Schools Alliance**

The Sustainable Schools Alliance aims to provide support to all schools in the UK to enable them to put sustainability at the heart of what they do. Its Working Group is composed of NCB, SEEd and



Think Global. They link agendas around education for sustainable development, development education and health and wellbeing. The site has a wealth of information and useful links to explore.

[www.sustainable-schools-alliance.org.uk](http://www.sustainable-schools-alliance.org.uk)

### **NCB/One Step One World Challenge**

The National Children's Bureau has developed the One Step One World Challenge that aims to engage children and young people in learning about taking action in sustainable living. This document is an engaging Leader Pack for the Challenge, which provides information and practical ideas for staff.

[www.ncb.org.uk/sustainable-lifestyles/one-step-one-world](http://www.ncb.org.uk/sustainable-lifestyles/one-step-one-world)

## **The Arts**

### **Creative Partnerships**

This is an organisation, which brings together artists of different genres and backgrounds to work in schools and inspire pupils through the arts.

[www.creative-partnerships.com](http://www.creative-partnerships.com)

### **Sing up**

Sing Up's mission is for every school in England to become a singing school, which puts singing at the heart of school life. Visit their website to find out about their award scheme for schools, teacher training and download free songs and resources.

[www.singup.org](http://www.singup.org)

### **Random Acts of Kindness**

This website has some inspiring arts and crafts lesson plans to develop acts of kindness through creativity.

[www.randomactsofkindness.org](http://www.randomactsofkindness.org)

## Worry, loss, grief and bereavement

### Child Bereavement UK

Child Bereavement UK believes that all families should have access to the support and information they need when a child grieves or when a child dies. Through understanding their grieving process and receiving help in dealing with bereavement from appropriately trained professionals, families can learn to live with their grief and begin rebuilding their lives.

[www.childbereavement.org.uk](http://www.childbereavement.org.uk)

### Childhood Bereavement Network

*“The Childhood Bereavement Network (CBN) is the hub for those working with bereaved children, young people and their families across the UK. We underpin our members’ work with essential support and representation: bringing them together across localities, disciplines and sectors to improve bereavement care for children.*

*Collectively, we share a vision that all children and young people in the UK, together with their caregivers, can easily access a choice of high quality local and national information, guidance and support to enable them to manage the impact of death on their lives.”*

[www.childhoodbereavementnetwork.org.uk](http://www.childhoodbereavementnetwork.org.uk)

### Cruse Bereavement Care

Many children and young people experience the death of a parent, caregiver, sibling or grandparent. Even very young children can be deeply affected by the death of someone close. Children and young people react differently depending on their age and understanding but all should be supported to understand and express their grief.

[www.cruse.org.uk](http://www.cruse.org.uk)

### Grief Encounter

*“Our vision is that every bereaved child in the UK, and their family, receives access to quality support to help alleviate the pain caused by the death of someone close.”*

[www.griefencounter.org.uk](http://www.griefencounter.org.uk)

### Winston’s Wish

*Every 22 minutes a child in Britain is bereaved of a parent; this equates to 24,000 newly bereaved children each and every year. “The death of a parent or sibling is one of the most fundamental losses a child will ever face. At Winston’s Wish, we believe that bereaved children need support to make sense of death and rebuild their lives – and that is why we exist.”*

[www.winstonswish.org.uk](http://www.winstonswish.org.uk)

## Directory of books that support teaching and learning in Emotional Wellbeing and PSHE

We have sorted the books under the following headings:

- Bullying
- Cruelty
- Difference and Diversity
- Domestic Violence and Abuse
- Emotions and Feeling
- Friendship
- Mindfulness
- Worry, loss, grief and bereavement

### Bullying

#### **Big Bad Bun**

Willis, Jeanne and Ross, Tony. Anderson. 2010.

There never was a rabbit as bad as Big Bad Bun. Or so you'd think if you read the letter which he left on his bed after school one day...but it turns out Big Bad Bun (whose real name is actually Fluff) might not be as bad as he makes out. His school report aside, that is!

#### **Is it because?**

Ross, Tony. Anderson. 2006.

A little boy is wondering why he is bullied by his classmate Peregrine Ffrogg. And the questions he asks leads him to a greater understanding of himself and the bully.

#### **Laura's Secret**

Baumgart, Klaus. Little Tiger Press, 2004.

When Laura and her little brother Tommy make a kite they can't wait to watch it fly as high as the stars. Are Laura and Tommy brave and bold enough to ignore the horrible boys who laugh at their homemade kite?

#### **Leave me Alone**

De Bode, Ann, Tulip Books. 2013.

Peter is excited about moving to a new house, although he has to leave his best friend behind. But at his new school he soon comes up against Jack, the class bully, who makes Peter's life a misery.

### **Leave me Alone**

Gray, Kes and Wildish, Lee, Hodder. 2012

A young boy struggles to stand up to his bully until his friends show him that eight loud voices are stronger than one!

### **Little big mouth: mix and match the monsters!**

Willis, Jeanne and Monks, Lydia. Walker. 2013.

It's Blue Monster's first day at Monster Academy and Little Green Monster thinks it's really funny to call him rude names. Children will learn an important lesson as to why you shouldn't call names, as well as having fun mixing and matching the monster body parts.

### **Mine's bigger than yours**

Willis, Jeanne and Reynolds, Adrian. Anderson. 2009.

Little Hairy Monster is sitting on a rock licking a lollipop, when along comes Scary Monster. "I'm bigger than you!" says Scary Monster. "Give me your lollipop!" But Little Hairy Monster won't, no matter how much he tries to bully her, and Scary Monster is in for a big surprise...

### **Smelly Bill: Love Stinks**

Postgate, Daniel, Albert Whitman. 2010.

### **Who's Afraid of the big bad bunny?**

Smallman, Steve and Pedler, Caroline. Little Tiger Press. 2012

A funny story about a big, bad bunny, and how to stop bullies like him!

### **Why can't I play?**

Hawkins, Elizabeth and Bolton, Bill, Tamarind. 2010.

It's the summer holidays, and a new girl arrives at the park. She's mean and bossy. She boasts about her house, with its lake full of boy-eating crocodiles, its dungeon towers and worse hazards. When the new girl's mother hands out party invitations, the children are naturally not so keen. Their parents think the party is a lovely idea and they agree to take the children. The new girl's house does not have any horrible hazards, and the party is great fun. When it comes to blowing out the candles, the new girl makes a wish... that she can play with the children.

### **Willy the Champ**

Browne, Anthony, Walker 2008

Willy is different. He likes to read books and listen to music; he's no good at sports, although he tries; and wherever he goes he gets laughed at. But when he's threatened by the horrible Buster Nose he really comes into his own.

### **Willy the Wimp**

Browne, Anthony, Walker 2008

Willy is kind and gentle, and bullied by the suburban gorilla gang who call him "Willy the Wimp". Desperate to do something about his situation, Willy answers a bodybuilding advert and grows big and strong, determined no one will ever call him "wimp" again.

## Cruelty

### **A Terrible Thing Happened**

Holmes, Margaret and Pillo, Cary. American Psychological Association, 2000.

Sherman Smith saw the most terrible thing happen. At first he tried to forget about it, but soon something inside him started to bother him. This gently told and tenderly illustrated story is for children who have witnessed any kind of violent or traumatic episode, including physical abuse, school or gang violence, accidents, homicide, suicide, and natural disasters such as floods or fire.

### **Willow Pattern Story**

Drummond, Allan. North-South Books, 1995.

The story involves Koong Shee, a young Chinese woman who is imprisoned in a garden and who is promised to an old trader called Ta Jin. She falls in love with a young man called Chang, who is able to see her each day whilst dealing with her father's affairs. The two communicate with each other using the birds as messengers. Koong and Chang manage to flee before the wedding takes place and are happy for a while until they are found, brought back and imprisoned under the pagoda, depicted in the pattern. It is there that they eventually perish but are then transformed into the two doves.

## Difference and Diversity

### **ABC: A Family Alphabet Book**

Combs, Bobbie, Keane, Desiree and Rappa, Brian . Two Lives Pub, 2001 (0967446813, 978-0967446813).

It's family fun from A to Z in this alphabet book that shows kids and their parents laughing, playing and enjoying family life. All of the brilliant watercolors depict families headed by gays and lesbians.

### **And Tango Makes Three**

Richardson, Justin, Parneel, Peter and (Illustrator) Cole, Henry. Simon & Schuster Children's Publishing, 2005 (0689878451, 978-0689878459).

EY/FS - year 3-This tale based on a true story about a charming penguin family living in New York City's Central Park Zoo will capture the hearts of penguin lovers everywhere. Roy and Silo, two male penguins, are "a little bit different." They cuddle and share a nest like the other penguin couples, and when all the others start hatching eggs, they want to be parents, too.

### **Anna Ray and the O-Ring**

Wickens, Elaine. Alyson Publications Inc., U.S. (1555832520, 978-1555832520).

### **Asha's Mums**

Elwin, Rosamund, and Paulse, Michele. Women's P.of Canada, 1990 (0889611432, 978-0889611436).

For ages 4-8. When Asha's lesbian mums become an issue for the teacher and the curiosity of classmates, Asha responds that having two mums is not a big deal. They are a family.

### **Bill's New Frock**

Fine, Anne. Egmont, 2007

Bill Simpson wakes up to find he's a girl, and worse, his mother makes him wear a frilly pink dress to school. How on earth is he going to survive a whole day like this? Everything just seems to be different for girls . . .

### **Daddy's Roommate**

Willhaite, Michael. Alyson Publications Inc.,U.S., 1991 (1555831184, 978-1555831189). A young boy discusses his divorced father's new living situation, in which the father and his gay roommate share eating, doing chores, playing, loving, and living.

### **Feather Boy**

Singer, Nicky. Collins, 2002 (0007120265, 978-0007120260).

Nicky Singer's Feather Boy is more than just a story about bullying. It's about finding your voice, shouting from the rooftops about something you believe in, refusing to back down, helping a friend and never giving up. It's enormously uplifting, accomplished and satisfying. (Age 10 and over).

### **Felicia's Favorite Story**

Newman, Lesléa and, and Adriana Romo. Two Lives Pub, 2002 (0967446856, 978-0967446851).

EY/FS - Year 1. In a story set in a loving family with two women as parents, a little girl asks for her favourite bedtime story - the tale of how she became part of the family.

### **Giraffes Can't Dance**

Andreae, Giles, and Parker-Rees, Guy. Orchard Books, 2001 (1841215651, 978-1841215655).

A lovely story, wittily illustrated by Guy Parker-Rees and told in rhyme by the award-winning author Giles Andreae, it has a stealth and humour that makes it perfect for reading aloud. (Ages 3 to 5 years).

### **Gloria Goes to Gay Pride**

Newman, Lesléa. Alyson Publications Inc.,U.S, 1991.

Gloria begins her narrative with a description of some of the events that occur during such celebrations as Valentine's Day, Halloween, Chanukah and Mother's Day. She then recounts the events, colours, people and families who make up Gay Pride Day (ages 3 – 7).

### **Heather Has Two Mommies**

Newman, Lesléa, and (Illustrator) Souza, Diana. Alyson Publications Inc.,U.S., 1995 (155583180X, 978-1555831806).

When Heather goes to playgroup, at first she feels bad because she has two mothers and no father, but then she learns that there are lots of different kinds of families and the most important thing is that all the people love each other.

### **Hello Sailor**

Sollie, Andre, and (Illustrator) Godon, Ingrid. Macmillan Children's Books, 2004 (0333992903, 978-0333992906).

Matt lives in a lighthouse. He watches the sea every day for ships and for his friend, Sailor. Rose and Felix say Sailor is never coming back, but Matt won't give up hope. Surely Sailor will come back for

Matt's birthday? This gentle story of hope and friendship complemented by Ingrid Godon's subtle illustrations will charm every parent and child.

**How It Feels to Have a Gay or Lesbian Parent: A Book by Kids for Kids of All Ages**

Snow, Judith E. Harrington Park Press Inc., U.S., 2004 (1560234202, 978-1560234203).

This book gives voice to the thoughts, feelings and experiences of children, adolescents and young adults who have a gay or lesbian parent. The one-on-one interviews illustrate the effects of homophobia on family life. These are stories of acceptance and understanding.

**Inventing Elliot**

Gardner, Graham. Orion Children's Books, 2004 (1842552082, 978-1842552087).

Inventing Elliot is a chilling but fully believable story about a boy who is violently bullied at his school, recommended it to all those in the 13 to infinity age bracket.

**It's Perfectly Normal: Changing Bodies, Growing Up, Sex & Sexual Health**

Harris, Robie H, and (Illustrator) Emberley, Michael. 10 ed: Candlewick Press (MA), 2004 (0763624330, 978-0763624330).

Visually, the book is in colour throughout, has enjoyable pictures and is not afraid of using nudity in pictures. The attitudes expressed are excellent, beginning with the bird and bee characters expressing different feelings about learning about sexuality; the attitudes towards (for example) homosexuality, non-nuclear families, race,

and masturbation demonstrate an acceptance of difference, a respect for others, and a positive attitude to it all.

**Jump**

Magorian, Michelle, and (Illustrator) Ormerod, Jan. Walker Books, 2002 (0744589614, 978-0744589610).

Every Saturday Steven watches his sister at her ballet class - jumping and dancing - and he longs to join in. But his mother says that real boys don't dance; they play games like basketball. However, there's one skill that you need for both ballet and basketball - and, fortunately for Steven, it's the thing that he loves doing best!

**King and King**

De Haan, Linda, and Nijland. Stern. Berkeley, CA: Tricycle Press, 2002 (1582460612, 978-1582460611).

When a grouchy queen tells her layabout son that it's time for him to marry, he sighs, "Very well, Mother" Princess Madeleine and her brother, Prince Lee appear in the doorway. The hero is smitten at once. "What a wonderful prince!" he and Prince Lee both exclaim. First-time co-authors and artists de Hann and Nijland matter-of-factly conclude with the royal wedding of "King and King," the pageboy's blushing romance with the leftover princess and the assurance that "everyone lives happily ever after." Ages 6-up.

**King and King and Family**

De Haan, Linda, and Nijland. Stern. Berkeley, CA: Tricycle, 2004.

Join newlyweds King Lee and King Bertie on their journey into the noisy jungle. As they float down a river, wild animal families turn out to greet them but the royal travellers suspect something more significant awaits them in the trees. The illustrious pair soon

discover that there is no adventure more wonderful than starting a family.

### **Long Live Princess Smartypants**

Cole, Babette. Puffin Books, 2005 (0140569626, 978-0140569629).

This is a modern fairy tale for the twenty-first century and a second adventure for the irrepressible and highly popular Princess Smartypants. Princess Smartypants has decided she'd like to have a baby but doesn't want the husband to go with it.

### **Man's work (all in a day)**

Kubler, Annie. Child's Play International, 1999

A word free picture book for early years. (One of a whole series)

### **Molly's Family**

Garden, Nancy, and (Illustrator) Wooding, Sharon. Farrar Straus Giroux, 2004 (0374350027, 978-0374350024).

EY/FS to Yr 2. When Molly draws a picture of her family for her class, Tommy jeers at her that no one has two mommies. At first she is angry and hurt, but with the support of her teacher and her loving parents she comes to accept her family. Wooding's warm, soft-textured colored-pencil pictures show Molly in her lively classroom and in her happy, nurturing home.

### **Mommy, Mama and ME**

Newman, Lesléa. Tricycle Press 2009 (1582462631, 978-1582462639)

Rhythmic text and illustrations with universal appeal show a toddler spending the day with its daddies. Share the loving bond between same-sex parents and their children.

### **Mummy Never Told Me**

Cole, Babette. Red Fox, 2004 (0099407132, 978-0099407133).

What are tummy buttons for, and how do they get there? Why do grown-ups have hair in their ears but sometimes none on their heads? Why do some women prefer to fall in love with other women, and some men with other men? Babette Cole explores these questions and many more with her wonderfully sharp text and riotously funny illustrations.

### **My Boy: A Two Mom Story**

Considine, Kaitlyn Taylor. Emma and Meesha. Xlibris Corp, 2004 (1413416004, 978-1413416008).

An illustrated book about twins with two mothers.

### **My Brother Bernadette**

Wilson, Jacqueline, and (Illustrator) Roberts, David. Egmont Books, 2001 (0749742232, 978-0749742232).

Sara tries to take care of her younger brother when he is teased and called Bernadette at summer camp, but he finds an activity that he enjoys and that gives him the chance to shed his new nickname for good.

### **Oliver Button Is a Sissy**

de Paola, Tomie. Harcourt Publishers Ltd, 1990 (0156681404, 978-0156681407).

Oliver B. doesn't like basketball, or volleyball, or any kind of ball. So he ends up going to tap dance classes. Well, after a lot of teasing there is a talent show in which he loses!



### **One Dad, Two Dads, Brown Dad, Blue Dad**

Valentine, Johnny, and (Illustrator) Sarecky, Melody. Alyson Publications Inc., U.S., 2004 (1555838480, 978-1555838485).

Two children - one with blue dads and one from a more traditional family - compare notes in this light hearted, easy-to-read book about parents who are different. In the end, of course, they discover that blue dads aren't really that different from other dads. Except for one thing.

### **Pass It, Polly**

Garland, Sarah. Puffin Books, 1995 (0140555218, 978-0140555219).

Belmont Primary is to field a football team - and Polly and Nisha are completely humiliated as the only girls in the practice match. Trying to do something to improve their skills isn't easy, until they discover that Nisha's grandfather used to play football. On with the coaching! Appropriate football vocabulary is used; Polly and Nisha get stuck in and the boys have to learn respect.

### **Prince Cinders**

Cole, Babette. Puffin Books, 1997 (0140555250, 978-0140555257).

Prince Cinders leads a hard life, he spends all his time cleaning up after his three brothers who bully him. One night, Prince Cinders' luck changes as a small, dirty fairy falls down the chimney and promises that his wishes shall come true. However, not all the fairy's spells turn out as planned.

### **Priscilla and the Pink Planet**

Hobbie, Nathaniel. Little Brown and Company, 2004 (0316735795, 978-0316735797).

Priscilla lives on a planet where everything is pink, dreams of seeing the world in other colours and ends up teaching the Great Queen of Pink that diversity leads to true beauty. Told in lyrical verse, here is a clever read-aloud book.

### **Pugdog**

U'Ren, Andrea. Farrar Straus Giroux, 2001 (0374361495, 978-0374361495).

This is the fawn-brown, muscular Pugdog, who drools incessantly and loves romping in the dirt. Pugdog looks tough and always wants to play. One day at the vet's, Pugdog didn't whimper once as the vet removed a long splinter. 'He's such a good boy!' said owner Mike proudly. 'He?' asked the vet. 'She! Pugdog's a she! See?' " Mike's attitude toward his pet quickly changes. Pugdog finds her black spiked collar replaced by ribbons and a leash when what she really wants is to be a "big, slobbering mess" at the park. Ages 3-6.

### **Something Else**

Cave, Kathryn, and (Illustrator) Riddell, Chris. New ed: Puffin Books, 1995 (0140549072, 978-0140549072).

This story gently helps children understand how people can be different and shows them a way to accept others who are different to them.

### **Spacegirl Pukes**

Watson, Katy, and (Illustrator) Carter, Vanda . Onlywomen Press, 2006 (0906500877, 978-0906500873).

Young space girl is especially lucky to have two mothers and a very curious cat nearby when rocket troubles and nausea begin.

### **The Boy Who Cried Fabulous**

Newman, Lesléa. Berkeley, CA: Tricycle, 2004 (1582461015, 978-1582461014).

To Roger, the world is a wonder, full of details that one just simply can't rush by. But his parents have an entirely different view, and they expect Roger to see things the way they do.

### **The Daddy Machine**

Valentine, Johnny, and (Illustrator) Schmidt, Lynette. 2nd ed: Alyson Publications Inc., U.S., 2004 (1555838464, 978-1555838461).

In a fantasy reminiscent of Dr. Seuss, two kids with lesbian mothers fantasize about what it would be like to have a father. When their mothers go away for the day, the kids make themselves a daddy machine, and soon they get their wish: they turn on the machine, and a dad pops out. Then comes another, and another, and another.

### **The Different Dragon**

Bryan, Jennifer. Two Lives Pub, 2006 (0967446864, 978-0967446868).

A story for the entire primary sector about different dragons and different families.

### **The Duke Who Outlawed Jelly Beans and Other Stories**

Valentine, Johnny. 2004 (1555838472, 978-1555838478).

A collection of five fairy tales about children with gay parents.

### **The Family Book**

Parr, Todd. Magan Tingley Books, 2004 (0316738964, 978-0316155632).

This book shows all sorts of families - big /small, animal /people, single /two parent, with just one page on same sex parents i.e. part of the wider picture. It shows differences but emphasises the things, which are the same about all families.

### **The Lion Who Wanted to Love**

Andreae, Giles, and (Illustrator) Wojtowycz, David . New ed: Orchard Books, 2007 (1846162726, 978-1846162725).

All Leo wants is to love and hug his fellow lions, but his mother tells him that if he can't learn to hunt he has no place in the pride. So Leo is all alone until out in the wide world he meets lots of animals who appreciate his love, hug and help. Soon he has a whole pride of his own, made up of all his friends.

### **The Night Pirates**

Harris, Peter & Allwright, Deborah. Egmont 2007

One night, young Tom is awoken by noises outside his house. He peeps out of the window and what should he see but PIRATES. And stranger still – they're GIRL PIRATES stealing the front of his house!

### **The Princesses Have a Ball**

Bateman, Teresa. Reprint ed: Albert Whitman & Company, 2005 (0807566284, 978-0807566282).

Years 1-4. Bateman's verse uses wordplay and offers a fresh look at the story. Cravath's cartoon pictures add amusing anachronistic features such as an airplane advertising a big reward while men in tights and women in ball gowns frolic below. A fun look at classic tales and their retreads.

### **The Princess Knight**

Funke, Cornelia & Meyer, Kerstin. Chicken House. 2004

Violet is a young princess who wishes she could show the world that she is just as brave and strong as her brothers. But her strict father insists that she get married, and her brothers only mock her when she wants to be included in their fun. So Violet decides to use her intelligence and bravery to show everyone--once and for all--what she's made of.

### **The Sissy Duckling**

Fierstein, Harvey, and (Illustrator) Cole, Henry. Simon & Schuster Inc, 2002 (0689835663, 978-0689835667).

A heart-warming tale about learning to embrace the special qualities we possess. Instead of building forts and playing sports like other boy ducklings, Elmer wants to bake cakes and put on the halftime show. He is great a big sissy. But when his father is wounded by a hunter, Elmer proves that the biggest sissy can also be the greatest hero.

### **The Strongest Girl in the World**

Gardner, Sally. Orion Children's Books, 1999 (1858816491, 978-1858816494).

What happens when a small girl finds she can lift something as big as a bus?

### **Too Far Away to Touch**

Newman, Lesléa. Houghton Mifflin, 1998 (0395900182, 978-0395900185).

Zoe's favorite uncle Leonard takes her to a planetarium and explains that if he dies he will be like the stars, too far away to touch.

### **Totally Joe**

Howe, James. Aladdin Paperbacks, 2007 (0689839588, 978-0689839580).

Year 6-8. Joe's teacher asks his class to write an alpha-biography throughout the year, presenting themselves and their lives in entries from A to Z. Joe's essays begin and end with friends, from Addie, a long-time pal and confidant, to Zachary, a new student who, like Joe, has a unique approach to life. Over the year Joe comes to grips with his sexuality, questioning gender expectations and traditional roles as he realizes he is gay.

### **Two Left Feet**

Stower A.

Two Left Feet tells the story of Rufus, a monster who loves to dance despite his two left feet. Written and illustrated by Adam Stower, the book is aimed at children four and up.

### **Two Weeks with the Queen**

Gleitzman, Morris. Puffin Books, 2003 (0141314559, 978-0141314556).

When his brother Luke is diagnosed with cancer, Colin is sent to London to stay with his aunt. Determined to find the Best Doctor In The World he visits The Best Cancer Hospital In London. There he meets Ted whose lover, Griff, has AIDS. The ever resourceful Colin helps his new friends when circumstances threaten to separate them and, in supporting Ted through his grief, is able to come to terms with his own.

### **Up on Cloud Nine**

Fine, Anne. Corgi, 2006 (0552554650, 978-0552554657).

This is the story of a deep friendship between two boys, Stolly and Ian. The pair are introduced to the reader at the point where the accident-prone Stolly is lying unconscious in a hospital bed having survived a rather spectacular plummet to the ground from a very high window. Age 9 and over.

### **While You Were Sleeping**

Burks, Stephanie, and Kelli Bienvenu (Illustrator). Trafford Publishing, 2004 (1412028531, 978-1412028530).

While You Were Sleeping, is a story that describes the day that two women learn that a birthmother has chosen them to adopt a newborn baby boy.

### **Who's in a Family?**

Skutch, Robert. Tricycle Press, U.S., 1998 (0552554650, 978-0552554657).

This book describes different types of families: single parents, lesbian and gay parents, grandparent carers, step families and multi-race families. These are interspersed with different types of animal families.

### **William's Doll**

Zolotow, Charlotte. HarperCollins Publishers, 1972 0060270470, 978-0060270476).

An oddly tender tale about a boy and his desire to own a doll of his own.

## **Domestic Violence and Abuse**

### **Clover's Secret: Helping Kids Cope with Domestic Abuse**

Winn, Christine. Fairview Press. 2001.

This story is set in an imaginary land where people can fly. Two young girls form a friendship that helps one of them deal with the problems she faces at home.

### **Dizzy**

Cassidy, Cathy. Puffin. 2011.

Dizzy's mum left when she was small. But every year, on her birthday, something arrives in the post - a present or a card with her mum's loopy writing on it. Dizzy has kept everything. This year is different. Nothing comes in the post, but something amazing is about to arrive on Dizzy's doorstep. Something that will whisk her away - and put Dizzy's world in a spin. Will her secret birthday wish come true?

### **Farmer Duck**

Waddell, Martin. Walker Books 1995.

A gluttonous, lazy farmer spends all day in bed, leaving all his work to his poor duck. One day the duck collapses and is comforted by the chickens who hatch a plan.

### **Hansel and Gretel**

Browne, Anthony. Walker 2008.

Hansel and Gretel is perhaps the darkest and greatest of the fairytales from the Brothers Grimm. This extraordinary book brings the classic childhood tale to a new generation courtesy of one of the

world's greatest picture book artists, Hans Christian Andersen  
Award-winner Anthony Browne.

### **The Illustrated Mum**

Wilson, Jacqueline. Yearling 2007

Star and Dolphin are two young sisters who act as carers for their alcoholic and manic depressive mum.

### **It's My Body**

Freeman, Lory. Parenting Press. 1982

This book enables children to learn appropriate responses to physical assault, in a manner that is sensitive and doesn't provoke damaging guilty feelings. It contains phrases for the children to practice saying, should they ever feel uncomfortable about any kind of touch.

### **Sundae Girl**

Cassidy, Cathy. Puffin. 2011.

Jude's family are crazy, quirky, bizarre . . . her mum brings her nothing but trouble and her dad thinks he's Elvis! Nothing seems to go Jude's way, until she realizes the floppy-haired boy from school could be her knight on shining Rollerblades. Will shy girl Jude ever share her secrets?

### **The Princess and the Secret**

Dhami, Narinder.

A short story which introduces themes of alcoholism and emotional abuse in the family and is told from the perspective of a young girl who feels responsible for her alcoholic mother's welfare. Suitable for children aged 9-11.

## **Emotions and Feelings**

### **Angry Arthur**

Oram Hiawyn & Kitamura Satoshi, Anderson 2008

Once there was a boy called Arthur, who wanted to stay up and watch TV, but his mother wouldn't let him. "I'll get angry," said Arthur, and he did. Very, very angry...

### **Everybody feels .... Happy**

### **Everybody feels... Angry**

### **Everybody feels ... Sad**

### **Everybody feels ... Scared**

Bingham, Jane. Crabtree Publications, 2007.

This series of books talks to children about feelings .

### **The Bad-tempered Ladybird**

Carle Eric, Puffin 2010

The bad-tempered ladybird picks fights with every animal he meets, but soon learns the importance of friends and turns into a far nicer, happier bug.

### **The Good Mood Hunt**

Oram, Hiawyn & Partis, Joanne. Oxford University Press, 2003.

Hannah wakes up so happy that everyone around her catches her good mood... until she remembers something that makes her good mood crumble away. So she sets out on a good mood hunt - and as she searches under stairs, inside pockets and in the garden shed, she finds all the ingredients for a perfectly wonderful day!

### **When Sophie Gets Angry-Really, Really Angry**

Bang, M G. Scholastic Press, 2008.

A young girl is upset and doesn't know how to manage her anger but takes the time to cool off and regain her composure.

## **Friendship**

### **A home for Mr Tipps**

Percival, Tom. Harper Collins, 2011.

It's a hard life for Mr Tipps, a frightened stray cat who lives under an old dustbin - until he meets a lonely boy and a wonderful friendship is formed. But one day, the boy doesn't come to play and Mr Tipps finds himself lost and in danger. Will the two friends ever see each other again?

### **A secret worth sharing**

Emmett, Jonathan and Cabban, Vanessa. Walker, 2012.

One hot summer's day, when Mole is out exploring, he discovers a newcomer to the forest – a newcomer called Mouse! The two quickly become friends, but Mole isn't keen to introduce Mouse to the other forest animals. Meanwhile, Rabbit, Squirrel and Hedgehog are wondering why they haven't seen Mole for so long. When they finally discover his secret, they're so pleased to meet Mouse that Mole realizes it's much nicer for everyone to be friends.

### **Dandy Lion**

Finlay, Lizzie. Red Fox Picture Books, 2009.

When the 'delightfully different, bright yellow and rather scruffy' Dandy Lion joins Miss Gardener's neat and tidy class, chaos and fun

follow. But after one messy incident too many he's told to go home - he just doesn't fit in. It doesn't take long, however, for everyone to realise that too much neatness and order isn't always a good thing and everyone's desperate for Dandy Lion to return!

### **Fox Tale**

Foreman, Michael. Anderson, 2007.

A young fox cub is just emerging from the safety of the den. His father takes him and the other cubs to the railway station to meet a kind man, who feeds them. But one day a group of rowdy boys jostle the man, and he has to be taken to hospital. The cub is very wary of the boys, but he is also very hungry, so when one of the boys comes back bringing food, the cub risks eating it. It is the start of an unusual friendship!

### **Gilbert the Great**

Clarke, Jane and Fuge, Charles. Simon and Schuster, 2006.

'From the time Gilbert the Great White Shark was a tiny pup, Raymond the Remora stuck to him like glue...' Then one day, Gilbert wakes up to discover that Raymond has gone. Mrs Munch does everything she can to help her little shark come to terms with his loss and - slowly but surely - Gilbert learns to smile a wobbly smile through his sadness. He knows that Raymond will always be in his heart and, when mum takes Gilbert to the wreck, a chance meeting helps him find happiness once more.

### **Grub in Love**

Burlingham, Abi & Warburton, Sarah. Piccadilly, 2011.

Grub is a mucky pup. What happens when Tilly moves in next door?

### **I don't want to be a pea!**

Bonwill, Ann and Rickerty, Simon. Oxford University Press, 2012.

Hugo is in no doubt as to what he and Bella should go as to the Hippo-Bird Fancy Dress Party. They will go as the princess and the pea and he will be the princess. She has a better suggestion - they will go as a mermaid on a rock and she will be the mermaid. They just can't decide on a costume and things reach a crisis when they both flounce off saying they don't want to go to the party at all. After time to consider, both Hugo and Bella calm down and (privately) both choose to dress as a pea as a gesture of making it all up to each other. So when they both arrive at the party as peas, Hugo and Bella announce proudly that they are 'two peas in a pod, just as it should be' underlining the message of the book that friendship is all about give and take.

### **Itchy Itch Itch**

Bergman, Mara & Bolam, Emily. LZS, 2012.

'Itchy Itch Itch' is an amusing story about a Buffalo with an itch that no-one can scratch - that is, until little Bird comes along. She doesn't seem like she can do the job, when Elephant couldn't with her long trunk and Monkey couldn't with his long arms. Surprisingly though not only does little Bird do the job perfectly she now has Buffalo as a friend for life.

### **Mine!**

Oram, Hiawyn & Rees, Mary. Hodder and Stoughton, 1992.

Poor Isabel! It's hard to play with Claudia because Claudia simply will not share any of her toys: not the rocking horse, not the carrot-topped doll, not the shiny new tricycle. All Claudia can do is shriek

"Mine!". This witty, droll tale provides the perfect opportunity for parents and young children to discuss friendship and sharing.

### **My Big Brother Boris**

Pichon, Liz. Scholastic, 2008.

Little Croc and his big brother, Boris, used to be best friends. But lately Boris has turned into a grumpy teenage croc - all he does is eat, sleep and listen to loud music. Worst of all, he doesn't spend time with Little Croc anymore... What's a little brother to do?

### **Poddy and Flora**

Metcalfe, Paula. MacMillan, 2010.

. . . like jelly and ice cream, like buckets and spades, and like Flora and her dog Poddy. But when Flora goes to visit Gran, Poddy has to stay at home and nothing is much fun. And then Poddy realises it's not just Flora he's missing, but his tail seems to have disappeared too! When will Flora come home, and where on earth is Poddy's tail?

### **Toot & Puddle: Top of the world**

Hobbie, Holly. Little, Brown and Co., 1997.

Toot and Puddle are the best of friends. But when Toot leaves Woodcock Pocket to travel and see the world, Puddle chooses to stay at home. Just when Puddle begins to miss his old friend, he embarks on some of his own adventures-right at home. Finally, after Toot returns from his year-long trip, the two discover that true friendship knows no boundaries.

### **What Lola Wants Lola Gets**

Salariya, David and Scrace, Carolyn. Scribblers, 2010.

This unique picture book for children uses original torn-paper illustrations to tell the fun-filled story of the glamorous Lola the Leopard, who is incredibly vain, and her friend Monty the Meerkat, whose clumsy antics don't add up to the perfection Lola is looking for.

### **You Can Be My Friend (Charlie & Lola)**

Child, Lauren. Grosset and Dunlop, 2008.

Lola is excited because she is going to spend the afternoon with Morten, the little brother of Charlie's best friend. Lola has planned out the entire afternoon with fun and games, but her hopes are dashed when she discovers that Morten is so shy he won't even speak! Lola tries everything she can think of to get Morten to break out of his shell, but nothing does the trick. How will Lola and Morten have fun?

## **Mindfulness**

### **A Pebble for my Pocket**

Nhat Hanh, Thich. Plum Blossom Books. 2010.

Introduces the basic principles of mindfulness, and includes practices that children can do by themselves or with others.

### **Each Breath a Smile**

Nhat Hanh, Thich. Parallax Press. 2002.

Each Breath a Smile introduces preschool-aged children to mindful breathing. Through beautiful color illustrations, children learn to connect with their breathing to help them experience calmness and enjoy a deeper relationship with their friends and family. Illustrations of trees, frogs, crickets, and birds remind them of the many simple joys available in the world around them.

### **Mindful Monkey Happy Panda**

MacLean, Kerry Lee. Wisdom. 2011

Mindful Monkey, Happy Panda This wonderful picture book for children and parents alike introduces the powerful practice of mindfulness in a fun and exciting way. With the delightful characters Mindful Monkey and his mindful friend Happy Panda guiding readers to a calm and focused mind

### **Moody Cow Meditates**

MacLean, Kerry Lee. Wisdom. 2009

Peter the cow is having a BAD day. After missing the bus and wiping out on his bike he loses his temper and gets in trouble. And to make matters worse all the other kids are teasing him, calling him Moody Cow. Peter's day just seems to get worse until his grandfather comes



over and teaches him how to settle his mind and let go of his frustration through a simple and fun exercise. This vibrant and funny children's book is a playful and hilarious way to introduce children to the power of meditation.

### **No Ordinary Apple**

Marlowe, Sarah. Wisdom. 2013

On an otherwise ordinary day, Elliot discovers something extraordinary: the power of mindfulness. When he asks his neighbor Carmen for a snack, he is at first disappointed when she hands him an apple he wanted candy! But when encouraged to carefully and attentively look, feel, smell, taste, and even listen to the apple, Elliot discovers that this apple is not ordinary at all.

### **Peacefully Piggy Meditation**

MacLean, Kerry Lee. Albert Whitman Prarie Books. 2006.

Peacefully Piggy Meditation How do young piggies find a peaceful place in a frustrating world? They meditate. They find a quiet spot, a special place with a few simple things, and just breathe.

### **Planting Seeds: Practicing Mindfulness with Children**

Nhat Hanh, Thich. Full Circle Publishing. 2012.

Each chapter of Planting Seeds begins with an overview of a topic, including mindful breathing, meditation, compassion, nature, suffering, healing, age, and death. After the overview, each chapter includes stories, sample activities, and guided meditations that adults can use to explore these themes with children.

## **Worry, Loss, Grief and Bereavement**

### **BOOKS FOR CHILDREN UNDER THE AGE OF 5**

#### **Can't You Sleep, Little Bear?**

Waddel, M & Firth, B. Walker Books, 2005.

Little Bear is afraid of the dark, and just cannot go to sleep. Big Bear tries everything, and soon their cave shines with the light of three lanterns. But what about the dark outside?

#### **Dear Grandma Bunny**

Bruna, Dick. 1996 (ISBN: 978-1405219013)

Suitable for very young children this book tells the story of what happened and how Miffy felt and coped when Grandma died.

#### **Goodbye Mousie**

Harris, Robie H. & illustrated by Ormerod, Jan. Aladdin Paperbacks; Reprint edition, Nov 2004 (ISBN 978-0689871344).

This beautifully illustrated picture book tells the story of a little boy who's told that his pet mouse has died. At first he doesn't believe it, thinking it is just asleep, but by asking lots of questions and with the help of his family he begins to accept Mousie's death. This is a great story and would be very helpful to introduce death to young children and a starting point to discuss what happens after someone dies and the different feelings one may have.

#### **Heaven**

Allan, Nicholas. Red Fox, 2006 (ISBN: 978-0099488149).

Dill, the dog, knows his time is up, so he packs his case and tells Lily, his owner, that he's off "up there". "Can I come too?" asks Lily.

"Er...not yet," replies Dill. While he is waiting for the angels to collect him, Dill explains to Lily what he thinks heaven is like: hundreds of lampposts to pee against, lots of whiffy things to smell and bones everywhere - with meat on them! But, Lily completely disagrees; she thinks heaven is quite different. Luckily, they agree to disagree just in time for a fond, and very poignant, last goodbye.

### **I Miss You: A First Look at Death**

Thomas, Pat & illustrated by Harker, Lesley. Barron's Educational Series, 2001 (ISBN: 978-0764117640).

This bright and colourful picture book very simply talks about life and death. It briefly covers a range of issues such as why people die, how you may feel when someone dies and what happens afterwards. It includes questions for the reader to answer about their own experiences and a section at the back for adults on how to best use the book.

### **Oh The Things You Can Think!**

Dr. Seuss. Random House, 2009.

The possibilities are endless in Dr. Seuss's classic Beginner Book! Young readers will delight in Oh, the Things You Can Think! which celebrates the imagination and encourages young readers to think . . . about thinking! "Think left and think right and think low and think high. Oh, the Things you can think up if only you try."

### **Owl Babies**

Waddel, M. Walker books, 1994

Three baby owls, Sarah, Percy and Bill, wake up one night in their hole in a tree to find that their mother has gone. So they sit on a branch and wait. Darkness gathers and the owls grow anxious,

wondering when their mother will return. But, at last, she does, and they bounce up and down with joy, welcoming her home.

### **Tell Me Something Happy Before I Go To Sleep**

Dunbar, J & Gliori, D. Harcourt Books

Little bunny Willa is scared to go to sleep, just in case she has a bad dream. She asks her older brother Willoughby for help. Wise Willoughby knows that she just needs to think of all happy things that will be waiting for her in the morning...

### **The Bear Under the Stairs**

Cooper, Helen. Corgi Picture Books

William is scared of the place under the stairs. He is absolutely sure there's a great big and probably hungry grizzly bear lurking there. He is utterly convinced that the bear will gobble him up if he doesn't feed it, so every day he carefully opens the door, throws in some food and slams it shut quickly - wham, bang, thump!

Find out what happens when a nasty smell pervades the house and Mum and William decide to investigate . . .

### **The Frog Who Longed For The Moon To Smile**

Sunderland, M. Speechmark publications, 2001

A story for children who yearn for someone they love. Frog is very much in love with the moon because she once smiled at him. So now he spends all his time dreaming about her. He waits and waits for her to smile at him again. One day a wise and friendly crow helps frog to see how he is wasting his life away. All the time he has been facing the place of very little, he's had his back to the place of plenty.

### **The Park in the Dark**

Waddel, M & Firth, B. Walker Books, 2002

When the sun goes down and the moon comes up, the toy monkey and his friends, Loopy the elephant and Little Gee the dog, creep softly out of the bedroom, down the stairs and through the dark hall on their way to the deserted park. The park's an exciting place to be after dark, though a little bit scary - especially when the Thing (a night train) hurtles out of the darkness, seeming to chase them.

### **The Red Woollen Blanket**

Graham, Bob. Candlewick Press, 1996 (ISBN: 978-1564028488).

Even before Julia was born she was given a red woollen blanket that she used "right from the start." PW said, "Graham's colourful paintings show a humorous, tender regard for a preschooler's inexplicable attachment to a particular object." Ages 2 to 4.

### **Tiger, Tiger, is it true?**

Bryon, K. Hay House, 2009

### **When Uncle Bob Died (Talking it Through)**

Althea & illustrated by Kopper, Lisa. Happy Cat Books Ltd, 2001 (ISBN: 978-1903285084).

A young boy talks about death and about Uncle Bob who died from an illness. It clearly explains some basic facts such as what 'dead' means and what a funeral is. It also talks about feelings and memories. This small picture book would be a good starting point for very young children with lots of opportunity for further discussion.

## **Worry, Loss, Grief and Bereavement**

### **BOOKS FOR AGE 5 TO 8 YEARS**

#### **A Birthday Present for Daniel, A Child's Story of Loss**

Rothman, Juliet & illustrated by Gish, Louise. Prometheus Books, 2001 (ISBN: 978-1573929462).

Told by a young girl whose brother, Daniel, has died, she talks about how things have changed in the family. She also talks about the things she does when she is sad and how these differ from other members of her family.

#### **Always and Forever**

Durant, Alan & illustrated by Gliori, Debi. 2003, (ISBN: 978-0552548779).

Otter, Mole and Hare miss Fox when he falls ill and dies. They stay at home and don't want to talk about him because it makes them sadder. Then Squirrel visits and reminds them of all the fun times they had together. They all find a way to remember Fox and get on with their lives.

#### **Badger's Parting Gifts**

Varley, Susan. Picture Lions, 1992 (ISBN: 978-0006643173)

Badger is old and knows he is going to die soon. When he does, the other animals think they will be sad forever, but they begin to talk about the memories they have of the things Badger taught them and learn to cope with his death.

#### **Drop Dead**

Cole, Babette. Red Fox, 1998 (ISBN: 978-0099659112).

A humorous book with comic-like pictures, two 'bald old wrinklies' tell their grandchildren about their life growing up and how one day they will just drop down dead. It is a light-hearted book about life that emphasises the normality and inevitability of dying. It is very direct and some readers may not like its style.

### **Flamingo Dream**

By Napoli, Donna Jo & illustrated by Felstead, Cathie. Greenwillow Books, 2003 (ISBN: 978-0688167967).

In this bright and colourful book, a young boy tells the story of his Dad who is seriously ill and dies soon after a trip to Florida to see the place where he grew up. The collage style illustrations capture the things the boy collects to remind him of his Dad. A sensitive but honest book that emphasises the importance of memories.

### **Fred**

Simmonds, Posy. Red Fox, 1998 (ISBN: 978-0099264125).

A light-hearted book with detailed illustrations about Fred, Nick and Sophie's lazy cat that dies. After burying him in the garden, they wake up at night to find all the cats in the area have come to say goodbye to Fred, the famous singer! This funny and touching story would be useful to introduce death to children.

### **Grandpa – The Book of the Film**

Based on the story by John Burningham. Ladybird Books Ltd, 1991 (ISBN: 978-0721414768).

This beautifully detailed picture book has very few words but tells the story of a little girl's relationship with her Grandpa. It takes the reader through many happy times they spent together playing

games, telling stories and on outings. On the last page, Grandpa's chair is empty, signifying that he has died.

### **Heaven**

Allan, Nicholas (ISBN: 978-0099488149)

Dill, the dog, knows his time is up, so he packs his case and tells Lily, his owner, that he's off "up there". "Can I come too?" asks Lily. "Er...not yet," replies Dill. While he is waiting for the angels to collect him, Dill explains to Lily what he thinks heaven is like: hundreds of lampposts to pee against, lots of whiffy things to smell and bones everywhere - with meat on them! But, Lily completely disagrees; she thinks heaven is quite different. Luckily, they agree to disagree just in time for a fond, and very poignant, last goodbye.

### **The Huge Bag of Worries**

Ironside, Virginia & illustrated by Rodgers, Frank. Hodder Wayland, 1996 (ISBN: 978-0340903179).

Jenny begins to worry about lots of different things and these worries build up and get out of control. She just can't get rid of them, until she meets the old lady next door who helps her feel better. A lovely story with fun illustrations encourages children to talk about their worries.

### **Saying Goodbye: A Special Farewell to Mama Nkwelle**

Onyefulu, Ifeoma. Frances Lincoln, 2002 (ISBN: 978-0711217010).

This book has large bright colourful photos and follows a little boy, Ikenna describing what happens at the ceremony after his great-grandmother's funeral. It gives ideas of different ways to remember someone and an insight into Nigerian culture.

### **Saying Goodbye to Daddy**

Vigna, Judith. Albert Whitman & Company, 1991 (ISBN: 978-0807572535).

Clare's Dad died in a car accident and this book looks at changes in the family, difficult feelings, funerals and memories through the eyes of Clare. It would also be a good book to help parents understand the child's perspective. It gives good examples of how adults can answer children's questions, emphasising the need to be clear and honest.

### **The Lonely Tree**

Halliday, Nicholas. Halliday books.

Universally praised and beautifully written and illustrated, 'The Lonely Tree' follows the first year in the life of a lone evergreen growing in the heart of the ancient oak woodland of the New Forest. The evergreen is befriended by the oldest oak who has lived for hundreds of years. When winter arrives all the oak trees must go to sleep, but of course evergreens never sleep. Finally, after a long, cold and lonely winter, spring brings both sadness and joy to the little tree.

### **There's NO Such Thing as a Dragon**

Kent, Jack. Happy Cat Books (ISBN: 978-1899248957)

There's No Such Thing as a Dragon (1975) by Jack Kent, part of the Family Storytime series, relates the charming tale of Billy Bixbee, who awakens to find a dragon "about the size of a kitten" sitting on his bed. The dragon grows by leaps and bounds, until Billy dares to pet the attention-seeking creature and it shrinks back down into an adoring little lap dragon.

### **The Sunshine Cat**

Moss, Miriam and illustrated by Flather, Lisa. Orchard Picturebooks (ISBN: 978-1841215679).

Sunny the cat is loved by all his human family, but one day there is a knock at the door - Sunny has been killed in an accident. A sensitive story that aims to help children come to terms with death.

### **The Tenth Good Thing About Barney**

Viorst, Judith & illustrated by Blegvad, Erik. Prentice Hall & IBD, 1987 (ISBN: 978-0689712036).

A young boy's cat dies and his parents suggest that he could think of ten good things about Barney to tell at the funeral. But he can only think of nine, until he talks to his Father about what happens to someone after they have died, and he discovers the tenth. A carefully written book with black and white pictures, that sensitively deals with death and lets the reader make his or her own decisions about what happens after the funeral.

### **When Dinosaurs Die: A Guide to Understanding Death**

Krasny, Laurie & illustrated by Brown, Marc. Time Warner Trade Publishing, 1998 (ISBN: 978-0316119559).

This factual picture book uses cartoon dinosaurs to illustrate the text and comment on what is said. It is a bright and colourful book that explains death in a simple and unthreatening way. It covers many issues including 'why does someone die?', 'feelings about death' and 'saying goodbye'.

## Worry, Loss, Grief and Bereavement

### BOOKS FOR AGE 9 –12 YEARS

#### **Beginnings and Endings with Lifetimes in Between, A beautiful way to explain life and death to children**

Mellonie, Bryan & Ingpen, Robert. Belitha Press, 1997 (ISBN: 978-1855617605).

This thought provoking book has large pictures complemented with small sections of text. It clearly explains about life and death focussing on plants, animals and insects before moving on to people. It emphasises that death is part of the life cycle and is natural and normal whenever it occurs.

#### **Death: What's Happening?**

Bryant–Mole, Karen. Hodder Wayland, 1994 (ISBN: 978-0750213790).

This factual book has clear text and large photos. It uses stories of young people to discuss issues surrounding death such as feeling frightened, the funeral and the future. It includes advice on how to feel better and cope with difficult situations after someone has died.

#### **Explaining death to children**

Chapman, Geoffrey. New Ed edition, 1997 (ISBN: 978-0264674414).

This pocket size booklet with small black and white pictures is based on a fable, associating death with a water bug's transformation into a dragonfly. It portrays the mystery around death but may need an adult to explain the analogy and help a child relate it to their own experience. It uses Christian beliefs with a focus on life after death and also contains advice for parents.

#### **Losing Uncle Tim**

Jordan, Mary Kate & illustrated by Friedman, Judith. Albert Whitman & Company, 1999 (ISBN: 978-0807547564).

This picture book for slightly older children explains how a young boy finds out his Uncle Tim has AIDS and is going to die. It is a serious and sensitive book covering many of the issues, changes and difficult feelings that can occur when someone has a serious illness.

#### **Michael Rosen's SAD BOOK**

Rosen, Michael & illustrated by Blake, Quentin. Walker Books, 2004 (ISBN: 978-1406313161).

We all have sad stuff, but what makes Michael Rosen most sad is thinking about his son who died. This book is a simple but emotive story. He talks about what sad is and how it affects him and what he does to cope with it. In true Michael Rosen style, this book manages to make you smile as well.

#### **Milly's Bug Nut**

Janey, Jill. Winston's Wish, 2002 (ISBN: 978-0-9539123-4-6).

A short, simple story with black and white pictures, of a young girl who's Dad has died. It talks about the ups and downs of family life and how things slowly get easier as time goes. Milly misses her Dad and things are just not the same anymore. She knows when people die, they can't come back but she still keeps a wish to see her Dad one more time.

#### **The Best Day of the Week**

Cole, Hannah & illustrated by Prater, John. Walker Books, 1997 (ISBN: 978-0744554670).

This storybook tells of two young children who spend Saturdays with their Grandparents when Mum is at work. It has three chapters, with stories of three different Saturdays. The first is a happy day; the second is at the hospital and sad as Granny dies, the third at the theatre. It is a lovely story that gives an important message that it is still okay to have fun after someone dies.

### **The Cat Mummy**

Wilson, Jacqueline & illustrated by Sharratt, Nick. Corgi Children's, 2002 (ISBN: 978-0440864165).

Verity's Mum died the day she was born but she rarely talks about her. Verity doesn't want to upset her Dad or Grandparents. This humorous but sensitive story mainly focuses on Verity's missing cat Mabel but reveals some of the misunderstandings and anxieties children can have about death. It also shows it can be good to be open, honest and to talk about difficult issues.

### **The Ghost of Uncle Arvie**

Creech, Sharon. Macmillan Children's Books, 1997 (ISBN: 978-0333656327).

This fun and humorous book is about Danny, an ordinary nine-year-old boy. However, once or twice a year a ghost visits him. This time it is the ghost of his Uncle Arvie who follows him, persuading him to make his three wishes come true. This book has some important messages and talks about death in an open way, but is primarily fun and imaginative.

### **The Mountains of Tibet**

Gerstein, Mordicai. Barefoot Paperbacks, 1989 (ISBN: 978-1898000549).

Based on Tibetan teachings, this book tells of a small boy who grows up to be a woodcutter. When he dies, he discovers there is a chance to live again but first he must make a number of choices. A simple tale with deep meaning but the theme of reincarnation could be confusing.

### **What on Earth Do You Do When Someone Dies?**

Romain, Trevor. Free Spirit Publishing Inc, 2003 (ISBN: 978-1575420554).

This book for older children is a factual guide, answering questions such as 'why do people have to die?', 'is it okay to cry?' and 'what is a funeral/memorial service?' It is written in a straightforward way, with practical tips, advice and information about different faiths and beliefs.

### **Ways to Live Forever**

Nicholls, Sally . Marion Lloyd Books, 2008 (ISBN: 978-1407104997)

If I grow up," 11-year-old Sam informs readers, "I'm going to be a scientist." He says "if" because he has acute lymphoblastic leukaemia and knows he probably won't. With the encouragement of his tutor, he starts to write a bit about himself, then more, until he is using his writing to sort out his death. Interspersed with Sam's lists, questions and odd bits of mortality facts on notebook paper, his narrative proceeds in short, candid chapters that reveal a boy who, though he's not ready to die, nevertheless can confront the reality with heartbreaking clarity.

## Appendix 1: Thematic Map

(how the *Emotional Wellbeing and PSHE Framework* can be matched across the whole school curriculum for schools using a topic/thematic based approach).

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<b>BEARS</b>	<b>CELEBRATIONS</b>	<b>TRANSPORT</b>	<b>ANIMALS</b>	<b>HOMES</b>	<b>OUR SCHOOL</b>
	Knowing what to do ( <i>Emotional</i> )	Beginning to Understand Me and Others ( <i>Social</i> )	Keeping Safe and Healthy ( <i>Physical</i> )	Me and My Family ( <i>Sex and Relationships</i> )	Learning About Money ( <i>Economic Wellbeing</i> )	Taking Part and Belonging ( <i>Being a Responsible Citizen</i> )
Y2	<b>LONDON</b>	<b>FAMOUS PEOPLE</b>	<b>TALES FROM AROUND THE WORLD</b>		<b>NATURAL WORLD</b>	<b>SEASIDES</b>
	Keeping Myself Healthy ( <i>Physical</i> )	Developing Confidence ( <i>Emotional</i> )	Rights and Responsibilities ( <i>Being a Responsible Citizen</i> )	Others and Me in my Class ( <i>Social</i> )	More About Differences ( <i>Sex and Relationships</i> )	Keeping Money Safe ( <i>Economic Wellbeing</i> )
Y3	<b>ANCIENT EGYPT</b>	<b>CHRISTMAS</b>	<b>SENSORY GARDEN</b>	<b>VIKINGS</b>	<b>OUR WORLD</b>	
	More About Me ( <i>Emotional</i> )	Supporting friends and other people ( <i>Social</i> )	Let's Go Shopping ( <i>Economic Wellbeing</i> )	Safe and Healthy at home, school & locally ( <i>Physical</i> )	Diversity and Society ( <i>Being a Responsible Citizen</i> )	My Special Self ( <i>Sex and Relationships</i> )
Y4	<b>ROMANS</b>	<b>CHRISTMAS</b>	<b>VICTORIANS</b>		<b>INDIA</b>	
	Helping others to Keep Safe ( <i>Physical</i> )	Taking more Control ( <i>Emotional</i> )	Who are these people? ( <i>Social</i> )	Work and Money ( <i>Economic Wellbeing</i> )	Knowledgeable and Confident Adult ( <i>Sex and Relationships</i> )	The Environment ( <i>Being a Responsible Citizen</i> )
Y5	<b>TUDORS</b>		<b>H2O</b>	<b>POND &amp; CHANGES</b>	<b>ANCIENT GREEKS</b>	<b>SPACE</b>
	Being Strong ( <i>Social</i> )	The Media ( <i>Being a Responsible Citizen</i> )	Let's Make Money ( <i>Economic Wellbeing</i> )	Knowing Myself ( <i>Sex and Relationships</i> )	Drug Education ( <i>Physical</i> )	Moving on with confidence and clarity ( <i>Emotional</i> )
Y6	<b>RAINFORESTS</b>		<b>WORLD WAR TWO</b>		<b>MOVEMENT &amp; HARMONY/TRANSITION &amp; HEALTHY LIFESTYLES</b>	
	Money in my Future ( <i>Economic Wellbeing</i> )	Me and My place in the World ( <i>Social</i> )	Democracy and Government ( <i>Being a Responsible Citizen</i> )	Celebrate the past and welcome the future ( <i>Emotional</i> )	Safe and Healthy in the Future ( <i>Physical</i> )	Parenthood ( <i>Sex and Relationships</i> )



## Appendix 2: PSHE Association's Ten Principles of PSHE Education

To find out more visit: <http://www.pshe-association.org.uk/>

**The PSHE Association has developed the following ten principles of good PSHE education that apply across Key Stages 1 to 4:**

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach, which does not attempt to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

## Appendix 3: Ideas and examples of Active Learning Techniques

Active learning technique	Description and purpose	KS1 example	KS 2 example
<b>Warm-up Activities</b>	Good approach for ice-breaker, getting pupils used to talking in large group and also mixing with pupils outside their immediate friendship group	<ul style="list-style-type: none"> <li>• Naming games</li> <li>• Introduce a friend</li> <li>• Alliteration activities</li> </ul>	<ul style="list-style-type: none"> <li>• Find someone who....</li> <li>• Three things that....</li> <li>• Guess the code.</li> </ul>
<b>Agreement of Ground Rules</b>	Important to clarify the rules of discussion to ensure all pupils are aware of confidentiality and the teacher is secure in disclosure procedures.	<ul style="list-style-type: none"> <li>• Brainstorming with few prompts</li> <li>• Agree a charter</li> <li>• Paired work – four word build (see below)</li> </ul>	<ul style="list-style-type: none"> <li>• As KS 1 examples</li> </ul>
<b>Four word build</b> (This can also be used as an assessment and/or evidence of progress activity- before and after completion of a piece of curriculum)	Pupils given a subject and asked to think of four words/phrases that are important to the subject. Then join with another pupil and agree on four words from the eight. Once four words are agreed upon, then join two pairs together and repeat. Continue until a class consensus of four words is agreed upon.	<p>There may be some issues for KS1 children, but the option of drawing can be added to extend inclusivity.</p> <ul style="list-style-type: none"> <li>• Things that make me happy</li> <li>• Best thing about this class/school</li> <li>• What I would like to eat at lunch time</li> </ul>	<ul style="list-style-type: none"> <li>• Key issues at puberty</li> <li>• Class rules</li> <li>• Dangers of drug use</li> <li>• Key components of friendship</li> <li>• What do we know about HIV/AIDS?</li> </ul>
<b>Puppets</b>	Another effective distancing technique for sensitive issues. Can be used with individuals as well as groups.	Animal finger puppets based on “A kiss like this” by Lawrence and Catherine Anholt, dealing with good and bad touches.	Cut out heads from magazines, develop a play for tackling specific issues relating to friendships or relationships.
<b>Story Books</b>	They are a great source of ideas and offer anonymity to discuss key issues, such as loss and separation that could be difficult to approach.	See separate list.	See separate list.
<b>Use of pictures and drawings as an impetus for discussion</b>	A collection of pictures/photographs is a good resource to use for a range of topics that provide distancing and anonymity when dealing with sensitive and/or controversial issues. Can also be used to introduce subjects, getting pupils into group and organise pictures. The SEAL resource disc has some excellent images for the white board.	<ul style="list-style-type: none"> <li>• Putting pictures of young and old into age order</li> <li>• Food groups</li> <li>• Are they happy or sad?</li> <li>• Story starter</li> </ul>	<ul style="list-style-type: none"> <li>• What can a photo tell us?</li> <li>• Addressing stereotypes</li> <li>• Advertising –what are they using to sell things to us?</li> </ul>

Active learning technique	Description and purpose	KS1 example	KS 2 example
<b>Case Studies</b>	Another useful distancing techniques. Pupils have the opportunity to consider consequences of the action of the characters, how things could have been done differently and how it relates to their own experience	<ul style="list-style-type: none"> <li>Amazing Grace – discussions prompt on stereotypes</li> <li>Six Dinner Sid –discussion prompt on community living</li> </ul>	<ul style="list-style-type: none"> <li>Using character/scenario from a soap/other TV show (age appropriate)</li> <li>Books –e.g. ‘Holes’ – should Stanley have confessed to a crime he did not commit?</li> </ul>
<b>Circle Time</b>	Approach to work out class or playground issues and also suited to PSHE related activities. Pupils sit in a circle, giving a sense that everyone is equal. They all get the opportunity to speak if they choose to. An artefact is passed around from person to person as an indication of the right to contribute or pass.	<ul style="list-style-type: none"> <li>I like food because....</li> <li>I am .... and I feel.....</li> <li>My friend is a good friend because.....</li> <li>In the playground, I feel..... because.....</li> </ul>	<ul style="list-style-type: none"> <li>Assessment – how do you feel about discussing puberty (before and after)</li> <li>Pupils state something about their names, e.g. who they are named after, what their name means.</li> </ul>
<b>Continuums</b>	Aim to hear and understand a range of views. Having listened to a statement, pupils asked to physically place themselves along a line that best reflects their opinion i.e. completely agree/disagree. Participants can explain why they are where they are. Offer the chance to move position having heard other arguments.	<ul style="list-style-type: none"> <li>Likes/dislikes of different foods</li> <li>A friend should....</li> <li>It is safe to.....</li> <li>Book: Two Monsters – should they have retaliated?</li> </ul>	<ul style="list-style-type: none"> <li>Carrying a mobile phone increases your personal safety</li> </ul>
<b>Drama Activities</b>	Opportunities for pupils to express themselves either personally or “in character”. It gives opportunities for pupils to express feelings in a safe way, It also develops confidence and self-esteem.	Act out favourite book Read the first part of a story; pause and ask children to act out their ideas of how it unfolds. Movement to show feelings	Arguments with siblings at home Assertiveness as opposed to aggressive discussions Re-enact TV scenario with a different out come
<b>Chat show/debates</b>	This is a controlled way of discussing issues. Can link with drama (above) being in role. Allows children to research and develop rational argument. With more able, ask the individual’s opinion and then ask them to debate for the opposite point of view.	<ul style="list-style-type: none"> <li>Link to local/National politics/elections</li> <li>Link to school council issues for discussion</li> <li>Debate local environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>Link to local/National politics/elections</li> <li>Link to school council issues for discussion</li> <li>Debate local environmental issues</li> </ul>

Active learning technique	Description and purpose	KS1 example	KS 2 example
<b>Collages/Posters/Drawings</b>	To illustrate or re-iterate a theme. Eg family. Posters for specific issues/rules/good practice Group drawings are a good way of encouraging children to work closely together	<ul style="list-style-type: none"> <li>• Collage of people who help us in school</li> <li>• Advertising 5-a-day</li> <li>• Naming of the body parts</li> </ul>	<ul style="list-style-type: none"> <li>• e-safety posters</li> <li>• Link to persuasive writing – warning posters</li> <li>• Playground improvements</li> </ul>
<b>Draw and write</b>	Can be used effectively before and after a topic as a way of recording and assessing progress and development. Use of a different colour on the same paper before and then after shows that development clearly. Also it gives the teacher an understanding of the where the children are starting from e.g. in drug education “Jugs and Herrings” exercise.	<ul style="list-style-type: none"> <li>• Things I know about my body</li> <li>• Unsafe things around us</li> </ul>	<ul style="list-style-type: none"> <li>• Scene depicting true friendship</li> <li>• Things I know about puberty</li> </ul>
<b>Games</b>	Board games are a good way of developing cooperation and turn taking. Depending on the game, other skills are practiced too. An extension of this is for them to make up their own game with rules. Discussions of fairness etc	<ul style="list-style-type: none"> <li>• Simon says</li> <li>• Snap</li> <li>• Matching pairs</li> <li>• Top Trumps</li> <li>• Ludo etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Scrabble</li> <li>• Scruples</li> <li>• Card games</li> </ul>
<b>Mind Maps and Brainstorming/Thought showers</b>	Children are asked to provide words they think of in response to a specific subject. Can be used like Write and Draw as an assessment tool before and after a set of teaching.	Read “Ruby” by Maggie Glenn. Put the word “special” in the middle of the paper. Children then draw or write things that are special to them. These can then be put into categories, e.g. people, items etc.	Slit class into four. Each group has a sheet of paper with a question on it. They spend two minutes brainstorming their responses to that question. The papers are moved from table to table until all groups have had an input into all questions.
<b>Role-play/scenarios (see also Drama)</b>	Provides a way of discussing sensitive issues in an indirect and less challenging way. Effective distancing technique. Encourages speaking and listening.	<ul style="list-style-type: none"> <li>• Act out relationship between two characters in a book.</li> <li>• Give a good and bad ending to a given scenario. E.g. a new child alone in the playground</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a positive outcome to a drug related scene. e.g. in the park and offered a smoke by a friend.</li> <li>• Head to Head debates. Two children respond to one another’s comments.</li> </ul>

Active learning technique	Description and purpose	KS1 example	KS 2 example
<b>Number/time/sequencing lines</b>	Children mark on a line, things that they could do at different stages in their lives. Or give cards with ability on and ask individual to put it on a time line. Good for history; also literacy – cards have events from a story and the line represents the story. Sequencing skills.	Pictures of child as a baby through to age 6. In pairs or groups add to the time line, things they could do at certain ages.	Ask children to map out 5 things that they have learned between the ages of 0 and 10 and 5 things that may happen between 10 and 16.
<b>Diamond Nine (or Four)</b>	Detailed in Assessment and Evaluation for SRE (The Purple) Book. Statements on card are discussed and put in a diamond shape with the agreed most important at the top and the least at the bottom. Give less cards, and ask for some statements to be written. Give more cards and ask for some to be agreed to be ignored.	<ul style="list-style-type: none"> <li>• Drawings can be used in place of cards with words at KS1</li> <li>• Prioritise favourite food</li> <li>• Healthiest foods</li> <li>• Things that make me happy</li> </ul>	<ul style="list-style-type: none"> <li>• What I need to know about SRE</li> <li>• Key issues about growing up</li> <li>• Qualities of friendships</li> <li>• Main elements of a book</li> </ul>
<b>Story Telling</b>	Use of books as a means of exploring sensitive issues. Consider alternative endings. Consider a story from someone else's point of view.	Read half of a book or up to a suitable stopping place. Ask children in pairs or groups, to discuss what they think is going to happen next. Read more and repeat. Then complete the rest of the story and discuss whether the original or their suggested alternative is the better ending.	Teacher provides a scenario e.g. my dad had to go away. Mum won't explain why. Children are then given a few minutes to think how the story is going to develop. Then in groups they develop a story using their ideas.
<b>Saying "No"</b>	Pupils work in pairs. 'A' tries to persuade 'B' to do something against their will e.g. to eat a bar of chocolate. 'B' tries to resist without using the word "No". Chose a pair to show. Then reverse the roles so 'A' becomes 'B'. Develops language, skills in resisting pressure and deals with problems of keeping secrets.	Persuade and resist <ul style="list-style-type: none"> <li>• Eating something you do/ do not want to</li> <li>• Playing a game</li> <li>• Reading a book</li> </ul>	<ul style="list-style-type: none"> <li>• Having a cigarette</li> <li>• Having an alcoholic drink</li> <li>• Holding hands</li> </ul> Also the KS1 examples can be used and pupils have to work out why they are doing the activity – sticking to their own rules of behaviour and not bowing to the will of others.