



|          | Week 1   | Week 2  | Week 3  | Week 4   | Week 5   |
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| PSHE & C | <p><b>Objective:</b> Why do we have rules and laws?</p> <p><b>Outcomes:</b><br/>           Support: Maintain interactions and take turns in a small group with some support (S5)<br/>           Core: Attempt to negotiate with others in group activities, in a variety of situations (S7)<br/>           Extension: Identify and explain how to manage the risks in familiar situations (S11)<br/>           LOtC: Look around school for examples of rules and people following them eg walking in corridors, kind hands etc<br/>           SMSC: Providing a clear moral code for behaviour</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Why do we have rules and laws?</li> <li>Think of examples of school rules?</li> <li>Think of examples of laws? Why do we have these laws? What are they for? To protect people, animals, environment, to ensure fairness, to help things run more smoothly.</li> <li>What would happen if we didn't have them?</li> <li>Who makes rules / laws? Are all all rules / laws fair? What happens if they are broken?</li> <li>Write a new class set of rules.</li> </ul> | <p><b>Objective:</b> Consider how we would react in different situations</p> <p><b>Outcomes:</b><br/>           Support: Combine two elements of communication to express their feelings, needs and choices (S5)<br/>           Core: Identify and explain how to manage the risks in familiar situations (S11)<br/>           OR<br/>           Explain how their actions have consequences for themselves and others (S10)<br/>           Extension: Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and wellbeing (S12)<br/>           SMSC: Build a sense of empathy with others, caring, compassion. Modelling and exploring principles they wish to promote – respect for others.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Discussion points: What would you do if...               <ul style="list-style-type: none"> <li>You saw someone break a school rule?</li> <li>You saw someone break the law?</li> <li>You broke the law eg you wanted 2 CDs but could only afford one and no one was looking</li> <li>You borrowed someone's favourite game / CD without asking and it got broken?</li> </ul> </li> <li>Discuss what you would do in each situation. Give a variety of options to support as required.</li> <li>Discuss whether an action is right and wrong and that sometimes it can be neither.</li> <li>Building the confidence to say no, share their views, role play.</li> <li>Discuss how to report a crime:               <ul style="list-style-type: none"> <li>Emergency dial 999</li> <li>Non-emergency ring or visit police station</li> <li>Minor crime report at <a href="http://www.online.police.uk">http://www.online.police.uk</a></li> </ul> </li> </ul> | <p><b>Objective:</b> To explore what makes something a crime.</p> <p><b>Outcomes:</b><br/>           Support: Join in discussions by responding appropriately to simple questions about familiar events or experiences (S5)<br/>           Core: Show a casic understanding of whatis right and wrong in familiar situation (S8)<br/>           Extension: Explain how their actions have consequences for themselves and others (S10)<br/>           LOtC: Look around school and the community – what effect would it have if someone broke the rules eg running in corridor and hit someone, dangerous driving near a school<br/>           SMSC: Providing a clear moral code for behaviour</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>What does crime mean?</li> <li>Link back to school rules – is it a crime if we break a school rule?</li> <li>Can pupils think of examples of different types of crime?</li> <li>Look at examples of different types of crime – crime cards resource and determine which ones are classed as actual crimes?</li> <li>Support group – give examples of good and bad scenarios and ask them to group accordingly eg handing in a lost purse, taking someone's bag etc.</li> </ul> | <p><b>Objective:</b> To explore consequences of breaking the rules / law.</p> <p><b>Outcomes:</b><br/>           Support: Show an awareness of the results of their actions (S6)<br/>           Core: Understand agreed codes of behavior which helps groups of people work together (S8)<br/>           Extension: Respond to or challenge negative behaviours (S11)<br/>           SMSC: Thinking through the consequences of their actions. Respect for others needs as well as their own.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Introduce the term consequences and discuss what this means.</li> <li>Link back to decision making last week and explore scenarios eg what should happen if someone took your favourite possession without asking and it got broken?</li> <li>Link to Restorative Approaches – what has happened? Who has been affected? How do you feel? What can we do to sort it out?</li> <li>Explore different scenarios – damage to private property, running in school and knocking someone over, stealing a car etc.</li> <li>Pupils have examples of rules/ laws being broken – photos, video clips. What should happen in each situation – sent off field, disqualified, grounded, arrested.</li> <li>Activities could include role play of conferences, discussion work with pupil led consequences or suggested outcomes for some.</li> </ul> | <p><b>Objective:</b> To find out more about the police and how they help us – week 1</p> <p><b>Outcomes:</b><br/>           Support: I can maintain interactions and take turns in a small group with some support (S5)<br/>           Core: I can join in a range of activities in small or large groups (S8)<br/>           Extension: I can demonstrate that I recognise the worth of others (S11)<br/>           LOtC: Building links with the community – guest speakers<br/>           SMSC: Ability to adjust to a range of social contexts - appropriate and sensitive behaviour</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Thought shower – what do pupils already know about the police – look at their roles, how they can help us, uniforms and why they need specific clothes, transport etc. This can be done as a discussion or pupils can work in pairs to record their thoughts on paper.</li> <li><a href="https://www.youtube.com/watch?v=ignN_iwE5us">https://www.youtube.com/watch?v=ignN_iwE5us</a> Watch the You Tube clip (approx. 3 minutes). Does this agree with what they previously thought?</li> <li>Use the powerpoint to highlight the main roles and responsibilities of the police force.</li> <li>Explain that a community support officer is going to come in and speak to the class. Prepare questions to ask them during their visit?</li> </ul> |
|          | <p><b>Week 6</b></p> <p><b>Objective:</b> To find out more about the police and how they help us – week 1</p> <p><b>Outcomes:</b><br/>           Support: I can maintain interactions and take turns in a small group with some support (S5)<br/>           Core: I can join in a range of activities in</p>   | <p><b>Week 7</b></p> <p><b>Objective:</b> To explore how a court works</p> <p><b>Outcomes:</b><br/>           Support: Show an awareness of the results of their actions (S6)<br/>           Core: Understand agreed codes of behavior which helps groups of people work together (S8)</p>  | <p><b>Week 8</b></p> <p><b>Objective:</b> To recognise a range of emotions and words which describe feelings</p> <p><b>Outcomes:</b><br/>           Support: Combine two elements of communication to express their feelings (S5)<br/>           Core: Be sensitive to the needs and feelings of others (S8)</p>  | <p><b>Week 9</b></p> <p><b>Objective:</b> To recognise that emotions can affect us physically.</p> <p><b>Outcomes:</b><br/>           Support: Communicate feelings and ideas in simple phrases (S7)<br/>           Core: Identify and respect differences and similarities between people (S10)</p>   | <p><b>Week 10</b></p> <p><b>Objective:</b> To consider how events can affect our emotions</p> <p><b>Outcomes:</b><br/>           Support: Respond to others in groups situations, working in a small group cooperatively (S6)<br/>           Core: Express their views confidently and</p>   |



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| <p>small or large groups (S8)<br/>Extension: I can demonstrate that I recognise the worth of others (S11)<br/>LOtC: Building links with the community – guest speakers<br/>SMSC: Ability to adjust to a range of social contexts - appropriate and sensitive behaviour</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Invite a community support officer into school to discuss the role of the police and how they help us in society.</li> <li>Pupils ask questions from previous week.</li> </ul>   | <p>Extension: Respond to or challenge negative behaviours (S11)<br/>SMSC: Understand how societies function and are organized in structures</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Discuss what happens to someone after they have been arrested. Introduce terms: Justice – being fair, treating people fairly<br/>Injustice – not being fair, treating people unfairly</li> <li>Look at the court system and the roles of different people in this.</li> <li>Have an example of a crime – this could be linked to a literacy text or alternatively a story from a local or national newspaper could be used.</li> <li>Hold a mock trial with pupils taking on roles and acting out the court case (pupils who are less confident could be members of the jury)</li> <li>Decide whether the accused is found guilty or not guilty based on the arguments of the prosecution and defence as well as what their punishment should be.</li> </ul> | <p>Extension: Demonstrate that they recognise their own worth and that of others (S11)<br/>SMSC: An understanding of feelings and emotions and their likely impact</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Think of as many different feeling words as possible. Talk about is it a good or a bad feeling? What events or experiences can make people feel like that?</li> <li>What do these feelings look like? How can we recognise them in ourselves and others? Pupils have a mirror and practice making happy, scared, sad, angry faces etc. Take photos of these for a display and to help any pupils who find it difficult to recognise facial expression.</li> <li>Emotional literacy - Make word webs to demonstrate how different words can be used to describe different emotions.</li> <li>Extend to body language as a whole – introverted / extroverted.</li> </ul> | <p>Extension: Identify some factors which affect emotional health and well-being (S12)<br/>LOtC: Activity could be done elsewhere in school for space – playground, hall etc<br/>SMSC: An understanding of feelings and emotions and their likely impact</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Re-cap range of emotions from previous week.</li> <li>Drawings of different body parts on floor – head, heart, stomach, skin etc.</li> <li>Give pupils scenarios and ask them to move to which area of their body they might 'feel' that feeling.</li> <li>Highlight how everyone is different and feels emotions in different ways. Ask pupils to explain their choices.</li> <li>Body outlines - draw where in their bodies they feel specific emotions and what this feels like eg butterflies in tummy, cold hands etc.</li> <li>Create a drawing or painting that represents a specific feeling – could be done individually or in groups on large sheet of paper<br/>Questions to consider: <ul style="list-style-type: none"> <li>What makes it different to other feelings?</li> <li>How big is it?</li> <li>What colour is it? Could link to phrases – I saw red, feeling blue, black mood etc</li> <li>What texture would you describe it as?</li> </ul> </li> <li>Sensory group – materials and colours available to make choices to demonstrate different feelings.</li> </ul> | <p>listen to and show respect for the views of others (S10)<br/>Extension: Identify some factors which affect emotional health and well-being (S12)<br/>LOtC: Talk to other students and staff about what makes them happy / sad etc<br/>SMSC: Build a sense of empathy with others, caring, compassion. Modelling and exploring principles they wish to promote – respect for others.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Feelings collages</li> <li>Range of magazines, newspapers etc</li> <li>Give individuals or pairs a specific feeling and ask them to create a collage demonstrating this.</li> <li>Draw together learning points from previous weeks – facial expression, body posture, colours and textures.</li> <li>Pupils could include scenarios which may evoke that feeling although they should be aware that this may vary for individuals – a big party may be exciting to some pupils but could create high levels of anxiety in others.</li> </ul> |
| <b>Week 11</b>   | <b>Week 12</b>  | <b>Week 13 <i>Death &amp; Dying</i></b>  | <b>Week 14 <i>Death &amp; Dying</i></b>  | <b>Additional Notes</b>   |
| <p><b>Objective:</b> Identifying people who can help us</p> <p><b>Outcomes:</b><br/>Support: Make purposeful relationships with others (S7)<br/>Core: Make simple choices about some aspects of their health and well-being (S10)<br/>Extension: Make judgements and decisions around issues affecting their health and well-being (S12)<br/>LOtC: Pupils speak to people around school and let them know if they are named on their support networks<br/>SMSC: An ability to reflect and learn from this reflection</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Pupils think about people who are</li> </ul> | <p><b>Objective:</b> Looking at ways to support our own emotions</p> <p><b>Outcomes:</b><br/>Support: Show an awareness of the results of their own actions (S6)<br/>Core: Demonstrate that they can manage some feelings in a positive and effective way (S10)<br/>Extension: Pupils can explain how to stay mentally healthy (S13)<br/>LOtC: Explore different ways to 'feel better' eg go for a walk outside, visit a friend etc<br/>SMSC: An ability to reflect and learn from this reflection</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Play a clip from 'Happy' by Pharrell Williams. How does it make pupils</li> </ul>   | <p><b>Objective:</b> Learning about how people can be affected by grief</p> <p><b>Outcomes:</b><br/>Support: Show concern for others (offering sympathy or concern) (S6)<br/>Core: Demonstrate that they can manage some feelings in a positive and effective way (S10)<br/>Extension: Identify factors which affect emotional health and well-being (S12)<br/>SMSC: An opportunity to understand human feelings and emotions, the way they affect people and how understanding them can be helpful</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>The next 2 lessons use activities suggested by Child Bereavement</li> </ul>   | <p><b>Objective:</b> Looking at ways to remember people we have lost</p> <p><b>Outcomes:</b><br/>Support: Show concern for others (offering sympathy or concern) (S6)<br/>Core: Demonstrate that they can manage some feelings in a positive and effective way (S10)<br/>Extension: Can explain how to stay mentally healthy (S13)<br/>SMSC: An opportunity to understand human feelings and emotions, the way they affect people and how understanding them can be helpful</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Recap similarities between elephants and humans. Introduce</li> </ul>   | <p><b>Please note that these groups of lessons can be done in any order depending on which fits best with the half term theme.</b></p> <p>Literacy Text – Gangsta Granny discussed the subject of cancer and death. This would be a good starting point to explore the topic in PSHE lessons.</p> <p>The PSHE theme also provides the opportunity for pupils to explore the scale of 5 thermometer to demonstrate how they are feeling. They could choose individual emotions such as anger, anxiety etc and devise their own scale. This could also be extended to consider what would help them at each stage to feel calmer / better.</p> <p style="text-align: center;"><b>Suggested Home Learning</b></p>  |



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|  | <p>special to them. Can they explain what makes them special? Is it something they do or say which makes them special?</p> <ul style="list-style-type: none"> <li>• Discuss big feelings – pupils may require prompts such as frightened, petrified, sad etc.</li> <li>• Link in to previous learning points around what facial expression and body language.</li> <li>• Discuss what might cause some people to feel like this eg turning off a light if you are afraid of the dark, getting lost.</li> <li>• Pupils create a helping hand support network of people to help them with big feelings. This is a Protective Behaviours activity. See resource sheet.</li> <li>• Pupils draw round their hands and write one person on each finger from each of the following settings – home, friend at school, adult at school, adult out of school eg sports coach / scout leader, adult from the community.</li> <li>• People on the list can be anyone provided they are 'safe' people for the pupils.</li> <li>• Is it good to talk about our feelings? Why/why not? How can we ask for help?</li> </ul> | <p>feel? Can they think of words to describe the music and how it makes them feel?</p> <ul style="list-style-type: none"> <li>• Give pupils feelings and ask them to act them out. This could be done as a whole group or as a game of charades.</li> <li>• Consider the following questions as you discuss each feeling:             <ul style="list-style-type: none"> <li>- Is this a feeling we like or not?</li> <li>- When might someone feel like this?</li> <li>- If it's an uncomfortable feeling, how could we stop ourselves feeling this way?</li> </ul> </li> <li>• Brainstorm strategies which pupils use to help themselves feel better. Ideas may include – talking to someone about it, writing it down, listening to music, playing outside, doing sport. Some approaches may help the problem to go away and others may be an avoidance technique.</li> </ul> | <p>UK – Elephants Tea Party. Full resources for these are available on the server.</p> <ul style="list-style-type: none"> <li>• Introduce the fact that elephants share a lot in common with humans – family groups, touching trunks with others and flapping ears, meeting at water holes.</li> <li>• Share video clip of elephant's grieving<br/><a href="https://www.youtube.com/watch?v=C5RiHTSxK2A&amp;feature">https://www.youtube.com/watch?v=C5RiHTSxK2A&amp;feature</a></li> <li>• Discuss how the elephants may have felt when losing a member of their family and link this to how we might feel if we lost someone or something important to us.</li> <li>• Grief can affect people's emotions, thoughts, behaviours and physical sensations.</li> <li>• What do pupils think they might be able to do if they knew someone who was grieving – how could they offer to help? Explore how it affects everyone differently – one person may want to talk about it whilst another would not and this is okay. Note: There are some suggestions for this in the resource pack.</li> </ul> | <p>phrase 'An elephant never forgets'.</p> <ul style="list-style-type: none"> <li>• Discuss what pupils may 'never forget' to do – eat, brush teeth etc.</li> <li>• Why is it important to have a good memory? How would we be affected if we couldn't remember?</li> <li>• Explain how memories can help us remember people or animals who are special to us after they've died. There may be feeling linked to these memories which make us happy or sad.</li> <li>• How can we help remember people / animals we have lost? Keepsakes, photos etc</li> <li>• Make a memory picture or a memory tree. Pupils draw round hands. Write the person or animal's name and a memory about them. Display as a tree (refer to lesson 2 secondary resource pack for full description).</li> <li>• Note: If the pupil's have not experienced loss or find it too difficult to complete this activity from personal experience then it can be linked to a character from a book or a famous person they admired etc.</li> <li>• There are suggested book list on the server.</li> </ul> | <p><b>1<sup>st</sup> half term</b></p> <ul style="list-style-type: none"> <li>- Share the scenarios from week 2 with home to promote discussion – what would you do if...</li> <li>- Share Restorative Approaches resources with home for discussion.</li> <li>- Discuss a newspaper article based on petty crime. What do pupils think would be appropriate consequences if found guilty?</li> </ul> <p><b>2<sup>nd</sup> Half Term</b></p> <ul style="list-style-type: none"> <li>- Parents read a story about grief with their child and discuss what this means to them. Share recommended booklists with home.</li> <li>- Share helping hand network with the people named on it. This can be used as a starting point for talking about feelings and / or worries with a safe adult.</li> <li>- Talk about what individuals do to make themselves feel better when they are feeling down.</li> </ul> |
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