

PSHE and Citizenship in
the Primary School
for children aged 5-11

I am,
I know,
I can



Skills for the
Primary School Child



Contents



Introduction section

Introduction

Planning tables:

key stage one, (purpose of each lesson) 5-7 year olds

key stage two, (purpose of each lesson) 7-11 year olds

Planning chart

Ideas: Some teaching and learning activities

Setting the climate section:

Me and my school

Lesson A What do we want in this class?

Lesson B We need to work together

Lesson C Keeping safe at school

Lesson cards for key stage 1: 5-7 year olds

SECTION 1 Developing confidence and responsibility

- Lesson 1 What do you think?
- Lesson 2 Listen to me
- Lesson 3 Feeling good, feeling bad
- Lesson 4 One more step along the way
- Lesson 5 Ready, Steady, Shoot!

SECTION 2 Citizenship

- Lesson 6 It's good to talk
- Lesson 7 It's good for you, or is it?
- Lesson 8 What to do?
- Lesson 9 Making connections
- Lesson 10 Give a little
- Lesson 11 Joining the beads
- Lesson 12 Taking action
- Lesson 13 Pieces in a jigsaw
- Lesson 14 The magic penny

SECTION 3 Developing a healthy, safer lifestyle

- Lesson 15 Healthy or not?
- Lesson 16 Keeping clean
- Lesson 17 Coughs and sneezes...
- Lesson 18 Growing older
- Lesson 19 What are these bits called?
- Lesson 20 Things that can harm us
- Lesson 21 Keeping safe

SECTION 4 Developing good relationships and respecting differences

- Lesson 22 How do you think they feel?
- Lesson 23 How can we help each other?
- Lesson 24 Are we all the same?
- Lesson 25 These are special people to me
- Lesson 26 No more bullying please

I am, I know, I can

Lesson cards for key stage 2: 7-11 year olds

SECTION 1 Developing confidence and responsibility

Lesson 27	How can I make myself heard?
Lesson 28	I am what I am
Lesson 29	Face up to it!
Lesson 30	All change
Lesson 31	People do different things
Lesson 32	Save your money or spend?

SECTION 2 Citizenship

Lesson 33	Let's talk about this
Lesson 34	Rules are rules are rules
Lesson 35	Please don't do that!
Lesson 36	Let's work together
Lesson 37	We're different but we're the same!
Lesson 38	We can work it out!
Lesson 39	Living in a democracy
Lesson 40	We're here to help
Lesson 41	United we stand!
Lesson 42	Don't ruin everything!
Lesson 43	Headline news

SECTION 3 Developing a healthy, safer lifestyle

Lesson 44	A picture of health
Lesson 45	Don't spread it!
Lesson 46	Still changing
Lesson 47	What's a drug?
Lesson 48	Is it all risky?
Lesson 49	Do what you want to do!
Lesson 50	Rules are us!

SECTION 4 Developing good relationships and respecting differences

Lesson 51	Think about others' feelings
Lesson 52	People are people
Lesson 53	Relationships
Lesson 54	I really don't like that!
Lesson 55	Are they all like that?
Lesson 56	Difference and sameness
Lesson 57	Help, I need somebody!

Workshops

- 1 A whole school approach to PSHE and Citizenship education in the primary school
- 2 Promoting self-esteem
- 3 Please listen to me (communicating with children)

Templates

lesson 26

No more bullying please

PURPOSE

To appreciate that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

OBJECTIVES

- To understand the difference between teasing and bullying.
- To recognise the effects on feelings and well-being that bullying can have and that it is wrong to bully anyone.
- To know what to do when in bullying situations, and how to get help.

WORD BOX

powerful isolated one of the gang
 humiliated threaten/threatening
 hurt ashamed courageous
 unafraid nervous confident
 stand up to/for insult
 name calling uncomfortable
 pleased ask for help assertive
 firm good and bad secrets

CORE ACTIVITY

- Ask the children as a group to think quietly about an occasion when someone teased them playfully. Who did it? When? How did it feel? Then think about an occasion when someone teased them unkindly. Repeat the questions. What made it different? Draw out from the children the difference in effects between the two, and the way in which some teasing, e.g. name calling, can easily become a form of bullying.
- Children to consider why unkind teasing and bullying are wrong and to draw up a class code of acceptable behaviour towards others.
- Explore with the children what they can do if they are involved in a bullying situation - for themselves or for others. Divide the class into groups of four and five. Ask each group to design and demonstrate a role play scenario involving bullying in which some one goes for help. Use puppets or dolls if more appropriate. Talk with the whole group about their role plays and identify and record simple strategies for prevention.

LITERACY FOCUS

Stop picking on me
 by Pat Thomas and
 Lesley Harker

Bully
 by Childs Play International

REFLECT AND REVIEW

- Children to reflect upon how they felt about bullying before they came to the lesson and how they feel now - and record in personal notebooks.
- Construct a personal contract of one way in which they can work to prevent bullying.

We're different but we're the same!

PURPOSE

To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.

OBJECTIVES

- To explore similarities and differences between people from different cultures and countries.
- To begin to understand that differences can enrich the lives of others.
- To develop an appreciation of tolerance and respect for differences.

WORD BOX

culture tolerance respect
prejudice ignorance
understanding diversity religion
tradition patience welcome
positive belonging sharing
helping together acceptance
encouragement difference
similarity



CORE ACTIVITY

● Ask the children to work in pairs and talk with their partner about three things that are different, such as hair colour or hobbies, and three things that they have in common. Share some of these with the class.

● Explain to the children that you are going to take them on a journey. Ask them to close their eyes. Tell them the following story, pausing at each 'imagine' so that they can focus upon what they can visualise:

'You are dropped by parachute into a country far away. Imagine: Is it hot or cold there? Is it sunny, cloudy, raining, windy?

In front of you is a large area where there are no people. Imagine: What is it like? Is it grass, desert, trees, mixed?

You walk on until you come to some buildings, a village or a small town. You walk around looking at the buildings. Imagine: what do the buildings look like? What are they made from? What shapes are they? What colours are they?

Suddenly you walk round a corner. In front of you stands a group of people. Imagine: What ages are they? What do they look like? What are they wearing? What colour are their clothes?

You walk towards them. They turn to look at you. Imagine: What are their faces like? What is their hair like? Are they wearing any jewellery, and what is it like?

You walk around the local market. Imagine: What types of fruit and vegetables do they sell?

What other products are for sale?

Put the whole picture together. Focus upon some of the things that are the same as in this country, and some of the things that are different to this country. Wake up! Open your eyes!

● Working in pairs, children to describe their imaginary trip and the things they saw there.

● Each pair or small group to read out one of the main differences, and one of the main similarities between the country that they visited and this country.

LITERACY FOCUS

The World Population
by David Lambert

Brother Sun, Sister Moon
by Margaret Mayo and Peter Malone

REFLECT AND REVIEW

- Each child is to say how different people can make this world a better place.
- Develop a class book of stories, poems and pictures from different parts of the world.
- Write about their 'imaginary' country in their notebook.