

PSHE SRE						
	<u>Friendships</u>	<u>Anti-bullying</u>	<u>Being safe</u>	<u>Internet safety and relationships</u>	<u>Mental well-being/ citizenship</u>	<u>Families and people who care for me</u>
Tues 9.00 – 9.30 Year 3 Picture News	1. <i>What rules do we need to follow to have a good discussion?</i> 2. <i>What are the roles we need to take on to have a good discussion?</i> 3. Why do we want friends? 4. How do we choose friends? 5. What do we mean by a 'healthy' friendship? <i>Last session present findings to a wider audience/debate</i>	1. What are the key characteristics and forms of bullying? 2. Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people? 3. Do I understand how bullying affects the way we think, feel and behave? 4. How can I keep myself safe if I am being bullied? 5. How might bystanders intervene and help someone who is being bullied? 6. What is the theme for anti-bullying week this year and what does it mean for our school?	1. Is it always right to keep secrets? 2. How do we know the difference between appropriate and inappropriate contact? 3. How do we keep ourselves safe around strangers? 4. How are roads risky and how can I reduce the risk? 5. What action is it OK for me to take in an emergency? <i>Last session present findings to a wider audience/debate</i>	1. Is the internet a good part of life? 2. What is a sensible amount of time to spend online? 3. Why do we have age restrictions on some games? 4. Do violent games make children violent? 5. How might the internet have changed in 20 years' time? <i>Last session present findings to a wider audience/debate</i>	1. What language do we have to express our feelings? 2. How can we be kind to ourselves? 3. Is it normal to feel lots of different feelings? 4. Who can support us when we are worried about what we are feeling and thinking? 5. What are my responsibilities at school and what are other people responsible for? <i>Last session present findings to a wider audience/debate</i>	1. What makes a good listener? 2. Which is better – a large family or a small family? 3. What makes a happy family? 4. What can we do if we feel unhappy or unsafe within our families? 5. How is my school like a family? <i>Last session present findings to a wider audience/debate</i>
Weds 9.00 – 9.30 Year 4 Picture News	1. <i>What rules do we need to follow to have a good discussion?</i> 2. <i>What are the roles we need to take on to have a good discussion?</i> 3. Loyalty, truthfulness or kindness – which is the most important quality in a friendship? 4. What causes problems in friendships and how can we deal with this? 5. Can I be friends with someone who is very different to me? <i>-Last session present findings to a wider audience/debate</i>	1. What are the key characteristics and forms of bullying? 2. Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people? 3. Do I understand how bullying affects the way we think, feel and behave? 4. How can I keep myself safe if I am being bullied? 5. How might bystanders intervene and help someone who is being bullied? 6. What is the theme for anti-bullying week this year and what does it mean for our school?	1. How is fire risky and how can I reduce the risk? 2. How is water risky and how can I reduce the risk? 3. What other risks are there to my safety and what worries me most? 4. Where can I seek advice from? 5. How do I report concerns? <i>-Last session present findings to a wider audience/debate</i>	<u>Working together/using positive mid-set</u> 1. How well can I listen to other people? 2. How do I ask open questions? 3. How can I persevere and overcome obstacles to my learning? 4. How can I work well in a group? 5. How do I give constructive feedback and receive it from others? <i>-Last session present findings to a wider audience/debate</i>	1. What changes have I already experienced and how did I cope with that? 2. How do I cope with being separated from a special person? 3. How can I manage my feelings and calm down when necessary? 4. What might my family have to spend money on? 5. How important is money in achieving happiness? <i>Last session present findings to a wider audience/debate</i>	1. What makes a good listener? 2. What responsibilities do I have at home? What responsibilities do my carers have at home? 3. What rules do my family have and what makes a good 'rule'? 4. What is a democratic decision and how does this work at school? 5. What might our school be like in 20 years' time and how could we work towards these changes? <i>Last session present findings to a wider audience/debate</i>

PSHE SRE	<u>Friendships</u>	<u>Anti-bullying</u>	<u>Being safe</u>	<u>Rights, rules and responsibilities</u>	<u>Mental well-being</u>	<u>Families and people who care for me</u>
<p>Thurs 9.00 – 9.30 Year 5 Picture News</p>	<p>1. <i>What rules do we need to follow to have a good discussion?</i></p> <p>2. <i>What are the roles we need to take on to have a good discussion?</i></p> <p>3. What do I do if a friendship is making me unhappy or uncomfortable?</p> <p>4. How can I develop more respectful friendships?</p> <p>5. Boys are more respectful than girls – discuss... <i>Last session present findings to a wider audience/debate</i></p>	<p>1. Can I define bullying?</p> <p>2. Do I understand why a person or group of people may feel the need to have power over another person or group of people?</p> <p>3. Can I respond to bullying and seek help where necessary?</p> <p>4. How can bullying affect people's behaviour and well-being?</p> <p>5. How might people's responses to bullying improve or worsen a situation?</p> <p>6. Can I identify ways of preventing bullying in school and the wider community? What is the theme for anti-bullying week this year and what does it mean for our school?</p>	<p>1. When might it be good to take risks?</p> <p>2. How can I stay safe on the road as a cyclist?</p> <p>3. How can I stay safe as a pedestrian?</p> <p>4. How can I stay safe near railways?</p> <p>5. Who do I go to for help and advice?</p> <p><i>-Last session present findings to a wider audience/debate</i></p>	<p>1. What might our lives be like if we didn't live in a democracy?</p> <p>2. What is a debate and how can we make sure a debate runs smoothly?</p> <p>3. If I were to run for school council, what would be the change I would offer to make?</p> <p>4. What does the process of campaigning involve?</p> <p>5. How can might group effectively prepare our election speech? <i>Last session run mock election based on policies not personalities!</i></p>	<p>1. What do we mean by 'my identity'?</p> <p>2. What would you say your identity is? Does knowing your identity help your mental well-being?</p> <p>3. What do we mean by 'stereotyping'? How does this affect your mental well-being?</p> <p>4. What do we mean by 'the media'? What exposure do you think you have to the influence of the media?</p> <p>5. What are the ways in which we can combat stereotypes? <i>Last session present findings to a wider audience/debate</i></p>	<p>1. What makes a good listener?</p> <p>2. What do I feel most proud of about myself? Who feels proud of me and why?</p> <p>3. 'We always hurt the ones we love' – what does this mean and is it true?</p> <p>4. What can I do when I realise I'm in a bad mood?</p> <p>5. Where can we go for help if we feel unhappy or unsafe within our families?</p> <p><i>Last session present findings to a wider audience/debate</i></p>
<p>Fri 9.00 – 9.30 Year 6 Picture News</p>	<p>1. <i>What rules do we need to follow to have a good discussion?</i></p> <p>2. <i>What are the roles we need to take on to have a good discussion?</i></p> <p>3. Mutual respect, trustworthiness, generosity – which quality matters most in a friendship?</p> <p>4. 'Just ignore them or hit them back' – is this good advice?</p> <p>5. What do we mean by permission-seeking and giving in a relationship and why is this important? <i>- Last session present findings to a wider audience/debate</i></p>	<p>1. Can I define bullying?</p> <p>2. Do I understand why a person or group of people may feel the need to have power over another person or group of people?</p> <p>3. Can I respond to bullying and seek help where necessary?</p> <p>4. How can bullying affect people's behaviour and well-being?</p> <p>5. How might people's responses to bullying improve or worsen a situation?</p> <p>6. Can I identify ways of preventing bullying in school and the wider community? What is the theme for anti-bullying week this year and what does it mean for our school?</p>	<p><u>Economic well-being</u></p> <p>1. If you could be somebody else, who would you be and why?</p> <p>2. What is your best strength and how do you know this?</p> <p>3. What would be your dream job and why?</p> <p>4. What do adults have to pay for?</p> <p>5. What is your plan for getting where you want to be by the time you are 25?</p> <p><i>Last session present findings to a wider audience/debate</i></p>		<p><u>Mental well-being</u></p> <p>1. What do you think is the biggest threat to people's mental well-being?</p> <p>2. Some drugs are good for you but some are not. Why do you think people take drugs that are not good for them?</p> <p>3. What does the term 'assertive' mean? How could being assertive help us with our mental well-being?</p> <p>4. 'It's good to talk'. What does this mean? Do you agree or disagree?</p> <p>5. What support networks are there for people who can't stop an addiction? <i>Last session present findings to a wider audience/debate</i></p>	<p><u>Transition to school</u></p> <p>1. What are the strengths, weaknesses, opportunities and threats surrounding transition to a new school?</p> <p>2. What skills do I need to be able to develop new friendships and maintain existing ones?</p> <p>3. What changes will happen to me during puberty?</p> <p>4. How might my relationships change with e as I get older?</p> <p>5. How are babies made and what might adults need to consider before deciding to have a baby?</p>