

## Key Stage 2:

Title	Objectives	Description	Citizenship	PSHE	RSE
<a href="#">The Big Vote – Cancer, early prevention and detection</a>	<ul style="list-style-type: none"> <li>To understand what cancer is.</li> <li>To know some simple facts about causes of cancer and treatments.</li> <li>To explore the idea that living a healthier lifestyle may help protect against certain cancers in later life.</li> <li>To encourage others to live a healthier lifestyle.</li> <li>To understand that help and support is available if they have any concerns.</li> </ul>	This lesson has been designed in response to the Big Vote, where children voted on what issues they most cared about. The vote was to mark the ten year anniversary of our <a href="#">Make a Difference Challenge</a> . Out of the top ten issues, cancer won by a significant margin indicating that cancer matters to children in the UK. This lesson gives an age-sensitive overview to the topic and introduces children to some simple social action challenges.	2A, 2E, 3A, 3E, 4G	H1, H2, H3, H4, H5, H6, H7, H10, H14, H46	
<a href="#">Belonging to Groups</a>	During this assembly pupils will identify the groups they belong to. They will reflect on the strength of groups and how the power of a group can be a force for good or bad.		2C, 3F, 4D, 5G	R13, R14, L6, L7	2A, 2B, 2D, 2E, 3C
<a href="#">Being part of a school community</a>	<ul style="list-style-type: none"> <li>To explore what it means to be an active citizen;</li> <li>To reflect on what characteristics are needed to help create positive and active school communities;</li> <li>To develop strategies for supporting one another at school.</li> </ul>	During this lesson pupils recap what we mean by the term active citizen. They consider what qualities and skills an active citizen should have and consider how these skills and qualities can be used to make a positive difference in their classrooms.	1D, 1E, 4A, 5A, 5E	R10, R11, R31, R32, R34	2A, 2B, 2C, 3A, 3B, 3C, 3D, 3E
<a href="#">Brexit: Part 1 – Referendum</a>	<ul style="list-style-type: none"> <li>To understand what the term Brexit means.</li> <li>To know what the EU is.</li> <li>To explore some arguments for and against EU membership.</li> </ul>	In this lesson pupils will be given a brief introduction to the European Union. They will learn about why people’s opinions about the EU are divided and the results of the EU	1A, 2A, 2G	R31, R33, R34	

	<ul style="list-style-type: none"> <li>To understand what the term referendum means, and how referendums are conducted.</li> <li>To know the results of the EU referendum.</li> </ul>	<p>referendum. Through looking at relatable examples, pupils will be asked to reflect on the advantages and disadvantages of membership to an organisation. Pupils will also be led through the process of creating a referendum and campaign materials on a school issue of their choosing.</p>			
<a href="#">Brexit: Part 2 – Negotiations</a>	<ul style="list-style-type: none"> <li>To know how leaders responded to the Brexit result.</li> <li>To know the meaning of the term negotiation.</li> <li>To explore the importance of negotiation.</li> <li>To explore and practice the skills needed to negotiate.</li> </ul>	<p>Through the example of Brexit talks, this lesson introduces pupils to the concept of negotiation and the skills required to succeed in negotiations. Activities are designed to give pupils the opportunity to apply their learning to real life negotiation situations and reflect on the characteristics of strong negotiators. Pupils will also gain an understanding of how some leaders responded to the Brexit result.</p>	1A, 2A, 2G	R31, R33, R34, L30, L32	
<a href="#">Challenging Stereotypes</a>	<ul style="list-style-type: none"> <li>To understand the term stereotype.</li> <li>To identify stereotypes.</li> <li>To consider the negative effects of stereotypes.</li> <li>To challenge stereotypes through research and discussion.</li> <li>To learn from those who have challenged stereotypes.</li> </ul>	<p>This lesson is divided into two parts. In the first section of the lesson pupils will develop an understanding of the term 'stereotype', identify examples of stereotypical opinions and discuss the harm that stereotypes can cause. In the second portion of the lesson pupils will focus on campaigns and advertising regulations in the UK that challenge gender stereotypes.</p>	2A, 4E	H25, R32, R33, R34, L9, L27, L28, L32	3A, 3B, 3E, 3G
<a href="#">Children's Rights</a>	<ul style="list-style-type: none"> <li>To understand that there are specific rights for children.</li> <li>To consider why children need special protections.</li> </ul>	<p>In this lesson pupils will learn that there are specific rights for children which are set out in the United Nations Conventions on the Rights of</p>		R31, L1, L2, L4, L7	1A, 1D, 3A, 3D, 3E

	<ul style="list-style-type: none"> <li>▪ To think about children's rights at school.</li> <li>▪ To learn about individuals and groups that campaign for and support children's rights.</li> <li>▪ To take action in support of children's rights.</li> </ul>	<p>the Child. Pupils will learn about the evolution of these rights through studying the life and works of Eglantyne Jebb who was the founder of Save the Children and author of the first declaration of children's rights.</p> <p>Pupils will then consider how their rights are met at school and how they can contribute to a culture in which children's rights are valued and upheld.</p>			
<a href="#">Citizenship and the wider world</a>	<ul style="list-style-type: none"> <li>▪ To explore how we are connected to other people and places around the world; To explore how our actions can have an impact on others, both locally and all over the world;</li> <li>▪ To consider how our actions can help to bring about change.</li> </ul>	<p>During this lesson pupils consider what it means to be a global citizen and what rights and responsibilities come with this. They consider a range of global issues analysing the potential cause, effects and solutions of these issues. Finally, pupils are introduced to the Sustainable Development Goals and consider how they can contribute towards them.</p>	1A, 2A, 2D, 2E, 4A, 4B, 5A, 5G	R34, L3, L4, L5	
<a href="#">Conflict Part 1 – Reacting to Conflict</a>	<ul style="list-style-type: none"> <li>▪ To explain the term conflict.</li> <li>▪ To suggest helpful and unhelpful reactions to a conflict.</li> <li>▪ To reflect on whether their reactions to conflict are helpful or unhelpful and how their responses to conflict could be improved.</li> </ul>	<p>In this lesson pupils will take part in discussions relating to situations of conflict. Pupils will consider actions which provoke conflict and actions which can help to calm conflict. They will reflect on their own responses to conflict and identify their personal areas for development. Activities are designed to help pupils improve their self-awareness, equipping them with</p>	1C, 2C, 2F, 4A, 5A, 5F, 5G	H18, H20, H24, R10, R17, R33, L30	2B, 2D, 2E, 3A, 3B, 3C

		simple strategies for responding proactively to confrontation.			
<a href="#">Conflict Part 2 - Mediation</a>	<ul style="list-style-type: none"> <li>To explain the term mediation.</li> <li>To use simple mediation strategies to resolve differences.</li> <li>To consider different points of view.</li> </ul>	In this lesson pupils will discuss the principles of simple mediation strategies and apply these in role play scenarios to explore how people can voice and resolve their differences. The activities are designed to develop the pupils' communication skills and empathy as they engage in mediation talks which require them to walk in someone else's shoes.	1C, 2C, 2F, 4A, 5A, 5F, 5G	H18, H20, H24, R10, R17, R33, L30	2B, 2D, 2E, 3A, 3B, 3C
<a href="#">Climate Change Parts 1-4</a>	<ul style="list-style-type: none"> <li>To understand the terms greenhouse effect, climate change and fossil fuels.</li> <li>To explore the impact of climate change both locally, nationally and internationally.</li> <li>To explore what the Government and other organisations are doing in response to climate change.</li> <li>To explore different ways that they can personally take responsibility for tackling climate change.</li> </ul>	<p>The unit has been split into four parts. Not all parts need to be delivered if time is limited. You may like to deliver each area in a separate lesson.</p> <ul style="list-style-type: none"> <li><b>Part 1:</b> What is climate change?</li> <li><b>Part 2:</b> What are the causes of climate change?</li> <li><b>Part 3:</b> What is the impact of climate change?</li> <li><b>Part 4:</b> What can we do? This section focuses on what governments all over the world are doing to tackle climate change and also challenges the class to consider what they can do.</li> </ul>	1A, 1C, 2A, 2J, 5A	H4, L4, L5, L7, L19	
<a href="#">Conflicting Rights</a>	<ul style="list-style-type: none"> <li>To understand what is meant by rights being in conflict.</li> </ul>	'Conflicting rights' is designed to be taught as a follow up lesson to the	2D, 5G	L1, L2, L3	

	<ul style="list-style-type: none"> <li>To think about how we can find resolution when rights are in conflict.</li> </ul>	<p>Go-Givers resources ‘Rights and Responsibilities’ and ‘What Are Human Rights?’</p> <p>In this lesson pupils will revisit their knowledge of human rights to consider situations in which people’s rights may appear in conflict with one another. Pupils will debate how they would resolve issues arising from conflicting rights in school and think about how they can be more rights respecting.</p>			
<a href="#">Cultural Diversity in the UK</a>	<ul style="list-style-type: none"> <li>To understand the term ‘cultural diversity’.</li> <li>To research historical events that have contributed to the diverse population of the UK.</li> <li>To appreciate how diversity has enriched British culture.</li> <li>To learn from a range of cultures.</li> </ul>	<p>In this lesson pupils will be learning about cultural diversity in the UK and some of the historical factors that have contributed to the diversity of the UK population. Pupils will explore a range of cultures through learning activities and personal research.</p>	2I, 4B, 4F	H25, R32, R33, L6, L7, L8, L10	3A, 3B, 3E
<a href="#">Democracy – Part 1</a> <a href="#">Democracy – Part 2</a> <a href="#">Democracy – Part 3</a>	<ul style="list-style-type: none"> <li>To understand what democracy means.</li> <li>To know how a general election works.</li> <li>To explore the role of central and local government, the Prime Minister, Members of Parliament and the justice system.</li> <li>To know what we mean by a political party, and the names of the main political parties.</li> </ul>	<p>Pupils explore the meaning of ‘democracy,’ and the ways in which citizens can participate in democratic life in Britain.</p> <ul style="list-style-type: none"> <li><b>Part 1:</b> The role of the Prime Minister, Members of Parliament and political parties, and how a general election works.</li> <li><b>Part 2:</b> Pupils learn about the function of central and local</li> </ul>	1A, 2B, 2G, 2H, 2K, 3A, 4B, 5C	R30, R31, R33, R34, L6, L7, L16	

	<ul style="list-style-type: none"> <li>To explore how we can find out about the views of politicians, and why this is important.</li> <li>To examine the historical and political significance of the Suffragette Movement.</li> <li>To understand what the rule of law is.</li> <li>To explore how laws are made.</li> <li>To explore how they can take part in democracy.</li> </ul>	<p>government and the difference between MPs and councillors. Pupils explore the job of Parliament, taking a look at the roles of the House of Commons and the House of Lords.</p> <ul style="list-style-type: none"> <li><b>Part 3:</b> Pupils learn about the rule of law. They discover the different roles of parliament, government and the justice system and explore why we need laws and how they are made.</li> </ul>			
<a href="#">Dilemmas</a>	<ul style="list-style-type: none"> <li>To consider the consequences of actions.</li> <li>To develop reasoning skills.</li> <li>To take part in a discussion.</li> </ul>	Over a series of short sessions, pupils will have the opportunity to consider ethical dilemmas which may arise in day to day life. Pupils will be encouraged to make decisions by first considering all their options and the consequences of taking each potential action. In group discussions, pupils will be able to practise articulating their views and respond to views that are in contrast to their own.	2E, 2F, 5G	H19, H24, R30, R31, R33, R34	
<a href="#">Discrimination</a>	<ul style="list-style-type: none"> <li>To understand the term discrimination.</li> <li>To be able to describe and identify examples of discrimination.</li> <li>To explore the impact of discrimination on individuals and society.</li> </ul>	In this lesson pupils will develop their understanding of the term 'discrimination'. Pupils will consider what makes them unique and learn which characteristics are protected under the Equality Act. Pupils will examine different acts of discrimination and discuss how these	2E, 4D	H25, R21, R30, R31, R32, L10	3A, 3B, 3E

	<ul style="list-style-type: none"> <li>To learn about the Equality Act and its protections.</li> </ul>	acts impact upon individuals and society.			
<a href="#">Fake News</a>	<ul style="list-style-type: none"> <li>To understand what is meant by 'fake news'.</li> <li>To learn techniques to identify 'fake news'.</li> </ul>	In this lesson pupils will learn what is meant by 'fake news' and the risks that it poses to them and society. Pupils will be introduced to the concept of bias and will think about how they can critically examine news articles.	2A, 2K	R34, L11, L12, L13, L15, L16	4D, 4E
<a href="#">Family Life</a>	<ul style="list-style-type: none"> <li>To explore what it means to be part of a family;</li> <li>To think of ways in which we can all contribute positively to family life.</li> </ul>	<p>In this lesson pupils will think about what it means to be part of a family and how pupils can make a positive difference in their family life.</p> <p>Pupils will be introduced to families of a variety of different structures and backgrounds. Through discussion they will reflect on positive aspects of family life and think about how families thrive when family members have caring and supportive relationships.</p> <p>Pupils will identify different ways in which families can care for one another and think about the most appropriate and valuable contributions family members can make in different situations.</p>	4A, 4B, 4C	R6, R7, R8, R33, L4	1A, 1B, 1C, 1D
<a href="#">The Gift of Hope</a>	During this assembly pupils reflect on how hope can sustain us through difficult times.		2C	H29	

<a href="#">Go-Givers Community Centre</a>	<ul style="list-style-type: none"> <li>To consider and plan for the needs of others.</li> <li>To understand that there are organisations that care for the needs of a community.</li> </ul>	<p>In this lesson pupils will consider the varying needs and interests of the Go-Givers and design a community centre and activity programme that matches their requirements. Pupils will also produce a leaflet that should attract users to their community centre and compose a set of rules that users must follow. This project concludes with the opportunity for pupils to present and evaluate their classmates' designs.</p>	<p>2J, 3A, 3E, 4F</p>	<p>H2, H3, R32, R33, L6, L8</p>	
<a href="#">Homelessness</a>	<ul style="list-style-type: none"> <li>To reflect on the importance of having a home.</li> <li>To consider some of the causes of homelessness.</li> <li>To consider some of the problems caused by homelessness.</li> <li>To learn about some of the organisations that support people who are homeless.</li> <li>To identify ways in which the homeless can be helped.</li> </ul>	<p>In this lesson pupils think about what home means to them through writing a poem inspired by the line 'Home is where the heart is'. They will consider the reasons why someone may become homeless and the realities of life on the streets or in temporary accommodation.</p>	<p>1A, 2A, 2J</p>	<p>H2, H15, H16, H23, R33</p>	
<a href="#">How Can I Make a Difference?</a>	<ul style="list-style-type: none"> <li>To work with a team to plan and conduct a social action project.</li> <li>To evaluate the success of a social action project.</li> </ul>	<p>In this lesson pupils will think about how they can plan a social action project. They will be led through key steps by following the example of the Go-Givers. This resource is designed to be taught over a series of lessons, giving pupils the time to research, plan, prepare and evaluate a social action project. It could be used when</p>	<p>1B, 1C, 5C, 5D</p>	<p>H28, R34, L25, L30</p>	<p>3B</p>



		working towards the <a href="#">Make a Difference Challenge</a> and is supported by a <a href="#">free online CPD course</a> on teaching social action.			
<a href="#">How Should We Farm?</a>	<ul style="list-style-type: none"> <li>To understand the term free range.</li> <li>To understand the term intensive farming.</li> <li>To understand the term organic farming.</li> <li>To consider the advantages and disadvantages of different farming methods.</li> <li>To identify labels that indicate farming methods.</li> </ul>	In this lesson pupils will learn about different farming methods. They will consider the advantages and disadvantages of these methods and learn how to identify labels that indicate how food has been farmed.	2A, 2J, 5D	R34, L18, L19, L20	
<a href="#">Identities</a>	<ul style="list-style-type: none"> <li>To understand the term identity.</li> <li>To explore our sense of identity.</li> <li>To develop self-esteem through sharing our sense of identity.</li> <li>To creatively express aspects of our identity.</li> <li>To gain an appreciation and respect for the diversity of identities within a community.</li> </ul>	In this lesson pupils will develop an understanding of what is meant by the term 'identity'. They will explore their own sense of identity and share this with others, appreciating the diversity of identities that make up their class and community.	2E, 2I, 4F	H25, H27, R31, R32, R33	1C, 2C, 3A, 3B, 3D, 3E
<a href="#">Inspirational People</a>	<ul style="list-style-type: none"> <li>To understand what it means to be inspirational.</li> <li>To reflect on how you can use your knowledge and skills for good.</li> </ul>	<p>In this lesson pupils will learn about what it means to be inspirational. They will develop their understanding of the term through looking at real life examples in the media.</p> <p>Pupils will also gain a breadth of language with which to describe the qualities and skills of an inspirational</p>	1B, 4B, 5B	L4, L5, L7, L25	

		<p>person. They will use this learning to reflect on the qualities and skills of their peers in an exercise designed to promote self-esteem and highlight how everyone has their part to play in taking social action.</p> <p>This lesson is supported by a range of PowerPoints outlining the lives and achievements of some 'inspirational people.'</p>			
<a href="#">Magna Carta</a>	<ul style="list-style-type: none"> <li>▪ Explain what the Magna Carta is and how it helped to shape the laws we have today;</li> <li>▪ Describe what 'fairness' and 'justice' mean and how these can be demonstrated in everyday life;</li> <li>▪ Describe what a 'fair trial' is and why it is an important part of the rule of law.</li> </ul>	<p>During this lessons pupils will look at the history of the Magna Carta and consider how it has helped shape the laws we have today.</p> <p>Pupils consider what '<b>fairness</b>' and '<b>justice</b>' mean by taking on the role of head teacher at a new school, deciding what rules the school should have. The lesson concludes with pupils exploring what is meant by the following clause from the Magna Carta, '<b>no free man shall be imprisoned, or stripped of his rights or possessions ... except by the lawful judgement of his peers</b>' and how this is put into practice in today's justice system.</p>	2b, 4b	L1	
<a href="#">Martin Luther King</a>	<ul style="list-style-type: none"> <li>▪ To know who Martin Luther King was and the impact he had.</li> </ul>	<p>During this lesson pupils explore the life of Martin Luther King and the impact he had on civil rights in the USA. The subsequent activities</p>	1A, 2A, 2B, 2C, 2D, 2E, 2I, 4A, 4B, 5G	R21, L7, L8, L10	

	<ul style="list-style-type: none"> <li>To understand the term discrimination, how to recognise it and the impact it can have.</li> </ul>	challenge pupils to think about how and why we judge people and how it feels when people are not treated equally.			
<a href="#">Mary Seacole &amp; Florence Nightingale</a>	This assembly tells the story of how Mary Seacole and Florence Nightingale overcame prejudice to help others and explores how discrimination can prevent people from making a full contribution to society. It could be run in conjunction with the lesson 'Inspirational People'.		2E, 4B,4F	R21, L7, L8, L10, L27	3A
<a href="#">Migration</a>	<ul style="list-style-type: none"> <li>To understand the term 'migration'.</li> <li>To consider reasons why people migrate.</li> <li>To think about the benefits of migration to a country.</li> <li>To learn about the experiences of migrants.</li> </ul>	In this lesson pupils will gain an understanding of the term 'migration' and some of the reasons why people migrate. They will consider the benefits of migration for a country and learn about the experiences of migrants from first-hand accounts.	2I, 4B, 4F, 5A	R32, R33, L6, L7,L8	
<a href="#">My Community</a>	<ul style="list-style-type: none"> <li>To describe what we mean by the word community;</li> <li>Explore the different roles within my local community and what support they provide;</li> <li>Investigate a variety of community spaces within their local geographical area.</li> </ul>	<p>During this lesson pupils consider what we mean by the word community and are challenged to think about all the different community groups they belong to and how it feels to belong to a community.</p> <p>Pupils go on to explore a variety of different key roles within the community and the support they provide. The lesson concludes with pupils taking part in a scavenger hunt (either physical or virtual) where they discover the range of spaces</p>	1A, 1E, 2D, 2H, 2I, 4G, 5E, 5H	L6, L7, L8, L26	5H

		and facilities available within their local community.			
<a href="#">Nelson Mandela</a>	This assembly explores Mandela's fight against apartheid in South Africa. It considers different points of view about famous people in history and concludes that struggles for freedom are not necessarily peaceful. It could be run in conjunction with the lesson 'Inspirational People'		2E, 4B, 4F	R21, R32, L7, L10	3A
<a href="#">The NHS</a>	<ul style="list-style-type: none"> <li>Explore the history and aims of the NHS;</li> <li>Find out about the services and jobs in the NHS;</li> <li>Research public opinions on the NHS.</li> <li>Consider the ways various people can support the NHS.</li> </ul>	<p>During this lesson pupils will learn about the founding of the NHS and the guiding principles upon which it was established to treat all people at the point of service, with funding from taxation.</p> <p>Pupils will explore a variety of scenarios in which someone might use the NHS and identify the different services which are offered in these circumstances. They will then have the opportunity to explore case studies of NHS employees, gaining an appreciation for the different skilled positions and firsthand accounts of working for the organization.</p>	1A, 1E, 2A, 4G, 5E, 5H	H14, L6, L7, L26, L28	
<a href="#">Our Class</a>	<ul style="list-style-type: none"> <li>To learn more about my classmates.</li> <li>To suggest solutions to problems in the class.</li> <li>To identify the qualities and behaviours of a good classmate.</li> </ul>	<p>In this lesson pupils will take part in icebreaker activities that encourage them to consider the views and experiences of their classmates. They will discuss common problems that can arise within the class and playground setting and discuss means of resolution. Pupils will go on</p>	2F, 4A, 5F	H25, H26, L4, L7, L8	2A, 2B, 2C, 3A, 3B, 3C, 3E

		to identify the qualities and behaviours that they value in classmates and develop a weekly nominations scheme in which they can celebrate the positive contributions of their peers.			
<a href="#">Preventing infectious diseases</a>	<ul style="list-style-type: none"> <li>Understand what is meant by the term vaccination.</li> <li>Understand that some infectious diseases can be prevented by vaccinations;</li> <li>Learn about how everyday hygiene routines can limit the spread of infection.</li> </ul>	In this lesson pupils will recap their knowledge of infectious diseases from the lesson 'What is an infectious disease.' They will then compare their homework research into public health pioneers, identifying the contributions of these famous figures in developing vaccinations, antibiotics and better hygiene practices. Building on their findings, pupils will order statement cards to learn about the process of vaccinations. They will use picture clues to identify some of the different ways which infections are spread and discuss simple measures that can be taken to prevent further infection.	1A, 2A, 2E, 3B, 4A	H9, H10, L4	11E, 11F
<a href="#">Relationships and the Law</a>	<ul style="list-style-type: none"> <li>Describe what a marriage and a civil partnership is;</li> <li>Examine how the law relating to marriages and civil partnerships has changed throughout history.</li> </ul>	<p>During this lesson pupils explore the concept of marriage and civil partnerships focusing on the fact that they are a legal commitment between two people and what this means.</p> <p>Pupils examine how the law surrounding marriages and civil partnerships has changed since the 18<sup>th</sup> century and what impact this</p>	2B, 4C	R1, R3, R4, R7, L1	1C, 1E, 3A

		might have on a set of fictional couples.			
<a href="#">Protecting Local Habitats</a>	<ul style="list-style-type: none"> <li>To understand the term endangered species.</li> <li>To understand threats to local habitats.</li> <li>To research a local habitat.</li> <li>To get involved in local habitat renewal.</li> </ul>	In this lesson pupils will learn about endangered British species and the threats to their habitat. Pupils will be guided through ways in which they can take action against habitat loss by developing the habitats in their local area.	2J, 5A, 5E	L4, L5, L19	
<a href="#">Raising awareness</a>	Pupils reflect on how social media can be an important platform for raising awareness of issues that are important to pupils through the example of Martha Payne's school dinner blog.		1A, 1C, 2A, 3A	H1, H3, L7, L11	3E, 4E, 7A
<a href="#">Representation</a>	During this assembly pupils consider the importance of equal representation through learning from the example of Marley Dias and her campaign for better representation of black girls in literature.		1A, 1C, 2A, 2E, 4F	H25, H27, R31, R32, L7, L8, L11	3B, 3D, 3E, 4E, 7A
<a href="#">Respect</a>	<ul style="list-style-type: none"> <li>To understand what the word respect means.</li> <li>To explore how our behaviour and actions may affect how other people feel.</li> <li>To describe a number of ways they can act respectfully.</li> </ul>	In this lesson pupils explore what the word respect means and consider different types of behaviour and whether they are respectful or not.	1B, 3A, 4A	H3, H4, R10, R11, R30, R31, R32, R33, L25	2A, 2B, 2C, 2D, 3A, 3B, 3C, 3E, 3H, 5A
<a href="#">Rights and Responsibilities</a>	<ul style="list-style-type: none"> <li>To understand the terms 'rights' and 'responsibilities'.</li> <li>To appreciate how rights are balanced against responsibilities.</li> <li>To prepare and agree to a class charter that reflects my rights and responsibilities as a pupil.</li> </ul>	In this lesson pupils will develop an understanding of the terms 'rights' and 'responsibilities' and how they balance one another. They will then discuss and prepare a class charter that reflects their rights and responsibilities as pupils.	2D, 4A, 5A	L1, L3, L4, L5, L7	3A, 3B, 3C, 3E

<a href="#">Rules</a>	<ul style="list-style-type: none"> <li>▪ To understand the concept of rules.</li> <li>▪ To be able to explain why we need rules.</li> <li>▪ To suggest a number of rules that should be used in their classroom.</li> </ul>	<p>Pupils explore what rules are, why we need them and create a set of rules for their classroom. Ideally this activity will take place at the start of the school year. A number of different ideas for how rules can be agreed upon have been included.</p>	<p>2D</p>	<p>H37, R11, R30, R31, R32, L1, L30</p>	<p>3A, 3B, 3C, 3E, 3H, 5A</p>
<a href="#">Strong Societies</a>	<ul style="list-style-type: none"> <li>▪ To understand the term society.</li> <li>▪ To consider the benefits of living in a society.</li> <li>▪ To identify roles that are essential to a strong society.</li> <li>▪ To research a career of their choice and reflect upon how this role supports a strong society.</li> </ul>	<p>In this lesson pupils will consider the benefits of living in a society rather than isolation. They will identify roles that are essential to a strong society and reflect on how they might contribute to their community in their future career.</p>	<p>1E, 2E</p>	<p>R10, R13, R32, L4, L6, L7, L8, L26</p>	<p>1A, 1D, 2B, 3A</p>
<a href="#">The G7</a>	<ul style="list-style-type: none"> <li>▪ Explain what the role of the G7 is and who the seven member countries are.</li> <li>▪ Identify some of the key achievements of the G7.</li> <li>▪ Examine what sort of global topics the G7 discusses and the influence they have on these.</li> <li>▪ Present their own ideas on the global issue of climate change at a mock G7 Summit.</li> </ul>	<p>During this lesson pupils explore the history and function of the G7 and are introduced to the sort of discussions held at the annual G7 Summit. They learn about the role of the member countries and explore some of the key achievements of the G7.</p> <p>Pupils have the opportunity to represent a group or country as they explore the topic of climate change. Working together they look at challenges, opportunities and solutions around climate change and present these ideas as 'interventions' at a class Summit meeting.</p>	<p>1a, 1c, 2a, 2e, 2j, 5a, 5c, 5d, 5g</p>	<p>L5</p>	

<a href="#">The Value of Trees</a> <a href="#">Parts 1-3</a>	<ul style="list-style-type: none"> <li>To understand the role that trees play in supporting life on Earth.</li> <li>To understand the importance of trees to human lives.</li> <li>To research deforestation and its effect on the world.</li> <li>To involve students in forestry renewal campaigns.</li> </ul>	<p>In this lesson pupils will learn about the role trees play in supporting life on Earth and their importance in our daily lives. They will examine the effects of deforestation and learn how they can help to renew forests.</p>	2J, 5A, 5E	H3, L5, L19	
<a href="#">Times of Need</a>	<ul style="list-style-type: none"> <li>To consider the consequences of inequality.</li> <li>To think about times of need in life.</li> <li>To learn about some of the ways the Government helps in times of need.</li> <li>To reflect on how life in the UK might be without government help.</li> </ul>	<p>During this lesson pupils will consider how inequality can affect a person's chances to succeed in life. Pupils will learn about the founding of the modern welfare state in the UK in the aftermath of World War II and consider its intended purpose. They will then look at what welfare services are provided today and consider situations in which someone might need to access those services. Lastly, they will reflect on what life might be like without the support offered by the welfare state.</p>	1A, 2J, 4G	H21, L7, L17, L20, L24	3B
<a href="#">Understanding Cancer</a>	<ul style="list-style-type: none"> <li>To understand what cancer is and some simple facts about it.</li> <li>To know that a range of healthcare professionals can support our health journey throughout life.</li> <li>To understand that people undergoing treatment for cancer may need additional support.</li> </ul>	<p>In this lesson pupils will gain an understanding of what cancer is with an opportunity to look at some facts about cancer. They'll have a chance to think about how we take care of our physical and mental health throughout our lives and which healthcare professionals can support that journey. They'll also think about</p>	1A, 1E, 2A, 2E, 2K, 4G	H1, H2, H3, H4, H5, H6, H7, H10, H14, H46	



		the needs of someone who is undergoing treatment for cancer and how to support them.			
<a href="#">Using Technology for Good</a>	<ul style="list-style-type: none"> <li>To consider the ways in which technology can benefit people.</li> <li>To learn about innovators who have helped others with their inventions.</li> <li>To try to design a technology that will solve a problem.</li> </ul>	<p>In this lesson pupils will consider the multiple uses of technology and how technology can be used to solve problems. Pupils will have an opportunity to design and build a model which will help a member of their school.</p> <p>Pupils will also reflect on how inequalities can arise when some people have access to technologies and others do not.</p>	2E	H3, H4, L4, L7, L11	7A
<a href="#">Water: Our Most Precious Resource</a>	<ul style="list-style-type: none"> <li>To understand that water is essential to life on Earth.</li> <li>To understand the importance of clean water for human health.</li> <li>To understand the threats to our water sources.</li> <li>To involve students in water saving activities.</li> </ul>	<p>In this lesson pupils will learn about the qualities of water and why it is vital to life on Earth. They will consider the problems facing people who cannot access clean water and the pressures that have been placed on our water supply due to climate change and population growth.</p> <p>Finally, through the example of Cape Town's water crisis, pupils will reflect on the implications of water shortages before learning about how they can take action in their own lives to save water.</p>	2J, 5A		
<a href="#">What Are Human Rights</a>	<ul style="list-style-type: none"> <li>To understand the term 'human rights'.</li> <li>To learn that we all have human rights which are set out in the</li> </ul>	In this lesson pupils will explore what human rights are. They will examine individual human rights and discuss	1A, 2D	L2, L3, L4	

	<p>Universal Declaration of Human Rights.</p> <ul style="list-style-type: none"> <li>To examine individual human rights and discuss why they are important to all people.</li> </ul>	<p>why they are of primary importance to all people and society. Pupils will be given a basic overview of the United Nations Declaration of Human Rights and how the law in the UK protects all citizens' human rights.</p>			
<a href="#">What is a Charity?</a>	<ul style="list-style-type: none"> <li>To identify reasons why charities are created.</li> <li>To understand the features of charity.</li> <li>To understand the range of work done by charities.</li> </ul>	<p>In this lesson pupils will learn about the reasons why charities are created. They will be introduced to the main features of a charity and have the opportunity to research the work of a charity of their choice. They will consolidate their learning by designing a charity of their own, which takes into account the charity's purpose, promotion, actions and funding.</p>	2H, 4B	L4, L6, L7	
<a href="#">What is a Citizen?</a>	<ul style="list-style-type: none"> <li>To develop an understanding of the terms 'citizen' and 'citizenship';</li> <li>To identify ways to be an active citizen who makes a positive difference.</li> </ul>	<p>In this lesson pupils will be encouraged to think of themselves as citizens with the potential to make a positive difference in society. Pupils consider what is meant by the terms citizen and citizenship. Pupils examine a child's diary entry and reflect how in an ordinary day the actions of this young person have positively impacted on their family, friends, school and the wider world.</p>	1B, 4A	L4, L7	3A, 3E
<a href="#">What is an infectious disease?</a>	<ul style="list-style-type: none"> <li>To understand the term infectious agent</li> <li>To explore how infectious agents such as bacteria, viruses,</li> </ul>	<p>In this lesson pupils consider how infections can spread rapidly through a population by participating in a simple activity where biodegradable</p>	1A, 2A, 2E, 3B, 4A	H9, L4	11E

	<p>fungi and other parasites can affect health;</p> <ul style="list-style-type: none"> <li>To learn about the body's natural defences.</li> </ul>	<p>glitter is passed through the class from one source through the action of shaking gloved hands. Pupils are then be introduced to the different infectious agents that cause disease (bacteria, viruses, fungi and parasitic organisms) through scavenging for information to complete a fact file on each. Pupils are also introduced to some of the body's natural defences and play a game that simply models some of these defence mechanisms. The lesson culminates with setting a homework task in which pupils research the contributions of pioneers in the field of infection prevention and treatment as preparation for the next lesson in this series, 'Preventing infectious diseases.'</p>			
<p><a href="#">What is Philanthropy?</a></p>	<ul style="list-style-type: none"> <li>To understand the meaning of the word philanthropy.</li> <li>To consider the importance of philanthropy.</li> <li>To examine examples of philanthropy in action.</li> </ul>	<p>In this lesson pupils will learn about the meaning of the word philanthropy through looking at real life examples. They will consider why philanthropy is important and what motivates philanthropists.</p>	<p>1B, 2J,4B, 5B</p>	<p>L4, L6, L7</p>	
<p><a href="#">Where Do You Stand?</a></p>	<ul style="list-style-type: none"> <li>To consider two sides of an argument.</li> <li>To share your views and opinions.</li> </ul>	<p>Over a series of short sessions, pupils will have the opportunity to consider topical issues related to their school life. Pupils will consider the strength of arguments for and against different school policies before</p>	<p>1A, 2A</p>	<p>R30, R31, R32, R33, R34</p>	

		sharing and comparing their own opinion with that of their peers.			
<a href="#">Who Keeps Us Healthy?</a>	<ul style="list-style-type: none"> <li>To discuss the benefits of caring for the health of the population;</li> <li>To identify those who play a role in keeping populations healthy;</li> <li>To support healthy lifestyles amongst your class.</li> </ul>	In this lesson pupils consider what being healthy means and who plays a role in keeping the population healthy. The coronavirus pandemic is given as an example of populations taking shared responsibility for their health. Pupils are asked to discuss the types of measures that were taken by themselves as well as those in positions of authority.	2J, 3A, 5A,		
<a href="#">Why Do We Have Rules</a>	<ul style="list-style-type: none"> <li>The different roles of parliament, government and the justice system.</li> <li>What the rule of law means.</li> <li>How laws are made.</li> <li>How they can participate in our democracy.</li> </ul>	During this lesson pupils will explore why we need laws and how they are made. They will learn about the different roles of parliament, government and the justice system and consider what part they can play within democracy.	2B, 2G, 5C	L1, L3, L6,	
<a href="#">Why Do We Pay Taxes? – Part 1</a> <a href="#">Why Do We Pay Taxes? – Part 2</a>	<ul style="list-style-type: none"> <li>To understand what the word tax means.</li> <li>To learn about what taxes fund in the UK.</li> <li>To learn about different ways that tax is collected in the UK.</li> <li>To understand that councils make local spending decisions.</li> </ul>	Part 1 - During this lesson pupils will learn that public services are largely funded through the payment of taxes to the government. Pupils will learn that taxes are paid on income as well as goods and services. Through case studies on the recent adoption of the sugar tax and the campaign to end taxation on female	1A, 2A, 2J	R34, L19, L20	

	<ul style="list-style-type: none"> <li>▪ To learn that council tax raises extra money for local services.</li> <li>▪ To consider how taxes would be best spent in your local area.</li> </ul>	<p>sanitary products, pupils will consider how governments change their taxation strategies in response to issues in society.</p> <p>Part 2 - During this lesson pupils will learn that councils are responsible for local spending decisions and can raise additional funds for public services through council taxes. Pupils will survey residents in their area to identify the key concerns of their neighbourhood. The findings of the class will inspire a piece of artwork and/or a letter to their local council that reflects how the community want taxes to be spent in their area.</p>			
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