

### Curriculum for Excellence Second Level:

Title	Objectives	Description	Health and Wellbeing	Social Science
<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>	<p>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.</p>	<p>HWB 2-07a HWB 2-15a HWB 2-16a HWB 2-27a HWB 2-28a HWB 2-33a HWB 2-38a HWB 2-41a HWB 2-43a</p>	
<a href="#">Being a citizen online</a>	<ul style="list-style-type: none"> <li>▪ Identify and describe the rights and responsibilities they have as digital citizens;</li> <li>▪ Explain how social media and online apps can be used as a power for good,</li> <li>▪ Identify and explain some of the laws that govern what people can and cannot do online.</li> </ul>	<p>Pupils consider their rights and responsibilities as digital citizens, focusing on how the online world can be used as a force for good. They consider what skills, attitudes and attributes citizens need in order to make a positive contribution to their communities and how this can be applied online.</p> <p>The lesson concludes by challenging pupils to consider how the law is applied in a range of online scenarios.</p>	<p>HWB 2-09a HWB 2-13a</p>	<p>SOC 2-16c SOC 2-17a</p> <p>This lesson also supports technologies TCH 2-03a</p>

<a href="#">Belonging to Groups</a>	<p>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.</p>		<p>HWB 2-11a HWB 2-12a HWB 2-13a HWB 2-44a HWB 2-44b HWB 2-45a</p>	<p>SOC 2-16a</p>
<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>	<p>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.</p>	<p>HWB 2-09a HWB 2-11a HWB 2-12a HWB 2-13a HWB 2-23a HWB 2-25a</p>	<p>SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a</p>
<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> <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>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 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>	<p>HWB 2-09a HWB 2-11a HWB 2-13a</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> </ul>	<p>Through the example of Brexit talks, this lesson introduces pupils to the concept of negotiation and</p>	<p>HWB 2-09a HWB 2-11a HWB 2-13a</p>	

	<ul style="list-style-type: none"> <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>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>		
<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>	<p>HWB 2-10a HWB 2-11a HWB 2-13a HWB 2-44a</p>	<p>SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a</p>
<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> <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>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 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>HWB 2-09a HWB 2-13a</p>	<p>SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a</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.		
<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>	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.	HWB 2-10a HWB 2-12a HWB 2-13a HWB 2-20a HWB 2-23a	SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a
<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>	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 simple strategies for responding proactively to confrontation.	HWB 2-01a HWB 2-13a HWB 2-45b HWB 2-44b HWB 2-45a	
<a href="#">Conflict Part 2 - Mediation</a>	<ul style="list-style-type: none"> <li>To explain the term mediation.</li> </ul>	In this lesson pupils will discuss the principles of simple mediation strategies and apply these in role	HWB 2-01a HWB 2-13a	

	<ul style="list-style-type: none"> <li>▪ To use simple mediation strategies to resolve differences.</li> <li>▪ To consider different points of view.</li> </ul>	<p>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.</p>	<p>HWB 2-45b HWB 2-44b HWB 2-45a</p>	
<p><a href="#">COP26 – climate action</a></p>	<ul style="list-style-type: none"> <li>• Explain what the COP26 is;</li> <li>• Describe what the four goals of the COP26 are and explain why they are important;</li> <li>• Identify a number of actions that the Government is currently taking to tackle climate change and consider how effective these are;</li> <li>• Design a 'school of the future' which will help to tackle climate change;</li> <li>• Choose at least one idea from the school of the future which could be put in place now.</li> </ul>	<p>Pupils explore what governments and citizens all over the world are doing to tackle climate change.</p> <p>In November 2021, the COP26 took place in Glasgow. This lesson explores what the COP is and what it aims to achieve. Pupils are introduced to David Attenborough's role as the People's Advocate. They examine what actions he recommends and the impact these actions could have.</p> <p>The lesson concludes with pupils being challenged to design a school of the future that will help to tackle climate change and meet the aims of the COP26.</p>		
<p><a href="#">Climate Change Parts 1-4</a></p>	<ul style="list-style-type: none"> <li>▪ To understand the terms greenhouse effect, climate change and fossil fuels.</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>	<p>HWB 2-13a HWB 2-16a</p>	<p>SOC 2-07a SOC 2-07b SOC 2-08a SOC 2-08b SOC 2-09a</p>

	<ul style="list-style-type: none"> <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>	<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>		<p>SOC 2-12a SOC 2-15a</p>
<a href="#">Conflicting Rights</a>	<ul style="list-style-type: none"> <li>To understand what is meant by rights being in conflict.</li> <li>To think about how we can find resolution when rights are in conflict.</li> </ul>	<p>‘Conflicting rights’ is designed to be taught as a follow up lesson to the 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>	<p>HWB 2-09a HWB 2-10a HWB 2-13a</p>	
<a href="#">Cultural Diversity in the UK</a>	<ul style="list-style-type: none"> <li>To understand the term ‘cultural diversity’.</li> </ul>	<p>In this lesson pupils will be learning about cultural diversity in the UK and some of the historical factors</p>	<p>HWB 2-09a HWB 2-10a HWB 2-13a</p>	<p>SOC 2-16a SOC 2-16b SOC 2-16c</p>

	<ul style="list-style-type: none"> <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>that have contributed to the diversity of the UK population. Pupils will explore a range of cultures through learning activities and personal research.</p>		SOC 2-17a
<p><a href="#">Democracy – Part 1</a>  <a href="#">Democracy – Part 2</a>  <a href="#">Democracy – Part 3</a></p>	<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> <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>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 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.</li> <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>	<p>HWB 2-09a          HWB 2-11a          HWB 2-13a</p>	<p>SOC 2-15a          SOC 2-16a          SOC 2-16b          SOC 2-16c          SOC 2-17a          SOC 2-18a          SOC 2-19a</p>

<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>	<p>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.</p>	<p>HWB 2-04a HWB 2-09a HWB 2-10a HWB 2-45b HWB 2-45a</p>	
<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> <li>▪ To learn about the Equality Act and its protections.</li> </ul>	<p>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 acts impact upon individuals and society.</p>	<p>HWB 2-09a HWB 2-10a HWB 2-11a HWB 2-12a</p>	<p>SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a</p>
<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>	<p>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.</p>	<p>HWB 2-09a HWB 2-11a HWB 2-37a</p>	<p>SOC 2-15a SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a SOC 2-18a SOC 2-19a</p>
<a href="#">Family Life</a>	<ul style="list-style-type: none"> <li>▪ To explore what it means to be part of a family;</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</p>	<p>HWB 2-05a HWB 2-44b HWB 2-44a</p>	



	<ul style="list-style-type: none"> <li>To think of ways in which we can all contribute positively to family life.</li> </ul>	<p>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>	<p>HWB 2-44b HWB 2-45a HWB 2-51a</p>	
<a href="#">The Gift of Hope</a>	<p>During this assembly pupils reflect on how hope can sustain us through difficult times.</p>		<p>HWB 2-02a HWB 2-07a HWB 2-08a HWB 2-45b</p>	
<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</p>	<p>HWB 2-10a HWB 2-12a</p>	<p>SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a</p>

		concludes with the opportunity for pupils to present and evaluate their classmates' designs.		
<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>	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.	HWB 2-10a HWB 2-13a	SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a
<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>	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 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.	HWB 2-10a HWB 2-13a HWB 2-20a	SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a
<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> </ul>	In this lesson pupils will learn about different farming methods. They will consider the advantages and disadvantages of these methods	HWB 2-16a HWB 2-30a HWB 2-33a HWB 2-34a	SOC 2-07a SOC 2-07b SOC 2-08a SOC 2-08b

	<ul style="list-style-type: none"> <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>	and learn how to identify labels that indicate how food has been farmed.	HWB 2-35a HWB 2-36a	SOC 2-09a SOC 2-12a SOC 2-15a
<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.	HWB 2-01a HWB 2-02a HWB 2-10a HWB 2-19a HWB 2-45b HWB 2-20a HWB 2-44a HWB 2-44b	SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a
<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>	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.  Pupils will also gain a breadth of language with which to describe the qualities and skills of an inspirational person. They will use this learning to reflect on the qualities and skills of their peers in an exercise designed to promote	HWB 2-05a HWB 2-11a HWB 2-12a HWB 2-13a HWB 2-19a	SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a

		<p>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="#">The internet: A power for good</a>	<ul style="list-style-type: none"> <li>Identify and explain different methods used in campaigns;</li> <li>Identify and explain how the internet has improved the success of these campaigns;</li> <li>Consider how the internet could have improved the success of a historical campaign.</li> </ul>	<p>In this lesson pupils consider how the internet can be a power for good and support active citizenship. Pupils explore a range of case studies before being challenged to identify an issue that they believe is important and analysing how the internet could be used to overcome this. Finally, pupils consider how the internet could have been used to enhance a historical campaign.</p>	<p>HWB 2-12a HWB 2-13a</p>	<p>SOC 2-15a SOC 2-16a</p> <p>This lesson also supports technologies TCH 2-03a</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</b></p>	<p>HWB 2-09a HWB 2-05a HWB 2-45b</p>	<p>SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a SOC 2-06a SOC 2-15a SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a SOC 2-18a SOC 2-19a</p>

		<b>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.		
<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> <li>To understand the term discrimination, how to recognise it and the impact it can have.</li> </ul>	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 challenge pupils to think about how and why we judge people and how it feels when people are not treated equally.	HWB 2-05a HWB 2-09a HWB 2-10a HWB 2-12a HWB 2-45b	SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a SOC 2-06a
<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'.		HWB 2-09a HWB 2-11a	SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a SOC 2-06a
<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.	HWB 2-09a HWB 2-10a	
<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> </ul>	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	HWB 2-10a HWB 2-12a HWB 2-13a HWB 2-20a	SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a

	<ul style="list-style-type: none"> <li>Investigate a variety of community spaces within their local geographical area.</li> </ul>	<p>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 and facilities available within their local community.</p>		
<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'	HWB 2-09a HWB 2-11a	SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a SOC 2-06a	
<a href="#">Online Opinions</a>	<ul style="list-style-type: none"> <li>To describe why people see different results when searching for information online;</li> <li>To explain what a filter bubble is;</li> <li>To consider what impact filter bubbles could have on their thoughts and opinions;</li> <li>To explore why it is important to seek a range of views before making decisions.</li> </ul>	During this lesson pupils explore why people see different results when searching for information online. Pupils find out about filter bubbles and consider what impact these have on peoples thoughts and opinions. They consider why it is important to seek a range of views on an issue before making up their minds and explore a number of strategies for bursting filter bubbles.		This lesson also supports TCH 02-02a and TCH 2-03a from Technology
<a href="#">Our Class</a>	<ul style="list-style-type: none"> <li>To learn more about my classmates.</li> </ul>	In this lesson pupils will take part in icebreaker activities that	HWB 2-05a HWB 2-09a	SOC 2-16a SOC 2-16b

	<ul style="list-style-type: none"> <li>To suggest solutions to problems in the class.</li> <li>To identify the qualities and behaviours of a good classmate.</li> </ul>	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 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.	HWB 2-10a HWB 2-45b HWB 2-44a HWB 2-44b HWB 2-45a	SOC 2-16c SOC 2-17a
<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.	HWB 2-15a HWB 2-16a HWB 2-33a	
<a href="#">Relationships and the Law</a>	<ul style="list-style-type: none"> <li>Describe what a marriage and a civil partnership is;</li> </ul>	During this lesson pupils explore the concept of marriage and civil	HWB 2-09a HWB 2-05a	

	<ul style="list-style-type: none"> <li>Examine how the law relating to marriages and civil partnerships has changed throughout history.</li> </ul>	<p>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 might have on a set of fictional couples.</p>	<p>HWB 2-44a HWB 2-44b HWB 2-45a HWB 2-51a</p>	
<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>	<p>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.</p>	<p>HWB 2-11a HWB 2-13a</p>	<p>SOC 2-07a SOC 2-07b SOC 2-08a SOC 2-08b SOC 2-09a SOC 2-12a SOC 2-15a</p>
<a href="#">Raising awareness</a>	<p>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.</p>		<p>HWB 2-09a HWB 2-10a HWB 2-12a HWB 2-13a</p>	<p>SOC 2-07a SOC 2-07b SOC 2-08a SOC 2-08b SOC 2-09a SOC 2-12a SOC 2-15a</p>
<a href="#">Representation</a>	<p>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.</p>		<p>HWB 2-10a HWB 2-11a HWB 2-13a HWB 2-14a HWB 2-20a</p>	<p>SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a</p>
<a href="#">Respect</a>	<ul style="list-style-type: none"> <li>To understand what the word respect means.</li> </ul>	<p>In this lesson pupils explore what the word respect means and</p>	<p>HWB 2-02a HWB 2-04a</p>	<p>SOC 2-16a SOC 2-16b</p>



	<ul style="list-style-type: none"> <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>	consider different types of behaviour and whether they are respectful or not.	HWB 2-05a HWB 2-10a HWB 2-45b	SOC 2-16c SOC 2-17a
<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.	HWB 2-09a HWB 2-10a HWB 2-11a HWB 2-13a HWB 2-20a	SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a SOC 2-15a SOC 2-18a SOC 2-19a
<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>	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.	HWB 2-09a HWB 2-45b	
<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>	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.	HWB 2-09a HWB 2-10a HWB 2-12a HWB 2-13a HWB 2-20a HWB 2-23a HWB 2-24a	SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a SOC 2-15a SOC 2-18a SOC 2-19a

<p><a href="#">The Value of Trees</a> <a href="#">Parts 1-3</a></p>	<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>	<p>HWB 2-11a HWB 2-15a HWB 2-16a</p>	<p>SOC 2-07a SOC 2-07b SOC 2-08a SOC 2-08b SOC 2-12a SOC 2-15a</p>
<p><a href="#">The G7</a></p>	<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>A shortened version of this lesson is also available in the form of an assembly.</p>	<p>HWB 2-11a HWB 2-12a HWB 2-13a</p>	<p>SOC 2-08a SOC 2-15a</p>

<a href="#">The Queen – Platinum Jubilee</a>	<ul style="list-style-type: none"> <li>▪ Explain who the Queen is;</li> <li>▪ Describe some of the different roles that she has;</li> <li>▪ Explain why the Platinum Jubilee is such a special event.</li> </ul>	<p>During this lesson pupils discover who the Queen is and what her role involves. They learn about the Platinum Jubilee and explore some of the celebrations that will be taking place.</p> <p>Pupils consider whether they would like to be a King or Queen before being challenged to plan their own special event to celebrate the jubilee.</p>		
<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>	HWB 2-05a HWB 2-10a HWB 2-06a HWB 2-07a HWB 2-08a	SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a
<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</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</p>	HWB 2-15a HWB 2-16a HWB 2-07a HWB 2-08a HWB 2-27a HWB 2-28a	

	<p>support our health journey throughout life.</p> <ul style="list-style-type: none"> <li>To understand that people undergoing treatment for cancer may need additional support.</li> </ul>	<p>health throughout our lives and which healthcare professionals can support that journey. They'll also think about the needs of someone who is undergoing treatment for cancer and how to support them.</p>	<p>HWB 2-33a HWB 2-38a HWB 2-41a HWB 2-43a</p>	
<p><a href="#">Using Technology for Good</a></p>	<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>	<p>HWB 2-09a HWB 2-10a HWB 2-11a HWB 2-12a HWB 2-13a HWB 2-37a</p>	
<p><a href="#">Water: Our Most Precious Resource</a></p>	<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>	<p>HWB 2-11a HWB 2-13a HWB 2-16a</p>	<p>SOC 2-07a SOC 2-07b SOC 2-08a SOC 2-12a SOC 2-13a</p>

<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 Universal Declaration of Human Rights.</li> <li>To examine individual human rights and discuss why they are important to all people.</li> </ul>	<p>In this lesson pupils will explore what human rights are. They will examine individual human rights and discuss why they are of primary importance to all people and society.</p> <p>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>	<p>HWB 2-09a HWB 2-10a HWB 2-11a</p>	<p>SOC 2-15a SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a SOC 2-18a SOC 2-19a</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>	<p>HWB 2-03a HWB 2-10a HWB 2-11a HWB 2-13a</p>	
<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</p>	<p>HWB 2-09a HWB 2-10a HWB 2-11a HWB 2-12a HWB 2-13a HWB 2-20a</p>	<p>SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a SOC 2-15a SOC 2-18a SOC 2-19a</p>

		impacted on their family, friends, school and the wider world.		
<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, fungi and other parasites can affect health;</li> <li>To learn about the body's natural defences.</li> </ul>	In this lesson pupils consider how infections can spread rapidly through a population by participating in a simple activity where biodegradable 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.'	HWB 2-15a HWB 2-16a HWB 2-17a HWB 2-33a	
<a href="#">What is Philanthropy?</a>	<ul style="list-style-type: none"> <li>To understand the meaning of the word philanthropy.</li> </ul>	In this lesson pupils will learn about the meaning of the word philanthropy through looking at real	HWB 2-10a HWB 2-11a HWB 2-12a	

	<ul style="list-style-type: none"> <li>To consider the importance of philanthropy.</li> <li>To examine examples of philanthropy in action.</li> </ul>	life examples. They will consider why philanthropy is important and what motivates philanthropists.	HWB 2-13a	
<a href="#">Where Do You Stand?</a>	<ul style="list-style-type: none"> <li>To consider two sides of an argument.</li> <li>To share your views and opinions.</li> </ul>	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 sharing and comparing their own opinion with that of their peers.	HWB 2-01a HWB 2-02a HWB 2-05a HWB 2-07a HWB 2-10a HWB 2-45b HWB 2-20a	
<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.	HWB 2-06a HWB 2-15a HWB 2-16a HWB 2-17a HWB 2-44b HWB 2-27a HWB 2-28a HWB 2-30a HWB 2-33a HWB 2-41a HWB 2-51a	
<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 place within democracy.	HWB 2-09a HWB 2-11a HWB 2-13a	SOC 2-15a SOC 2-17a SOC 2-18a SOC 2-19a

<p><a href="#">Why Do We Pay Taxes? – Part 1</a> <a href="#">Why Do We Pay Taxes? – Part 2</a></p>	<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> <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>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 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>	<p>HWB 2-09a HWB 2-13a</p>	<p>SOC 2-15a SOC 2-17a SOC 2-19a</p>
<p><a href="#">World female ranger day</a></p>	<ul style="list-style-type: none"> <li>• Identify the continent of Africa and describe some of its wildlife;</li> </ul>	<p>Pupils will explore where the continent of Africa is and learn about its unique wildlife, and why it needs protecting and conserving.</p>	<p>HWB 2-20a</p>	



	<ul style="list-style-type: none"><li>• Explain some of the reasons why Africa's wildlife is under threat;</li><li>• Discuss the important role of the female wildlife rangers and the vital part they play in the conservation of Africa's wildlife;</li><li>• Describe how they can make a difference by supporting female rangers.</li></ul>	<p>They will explore the role of rangers, considering what skills and qualities a ranger needs.</p>		
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