



Ripley Court School :PSHE & Citizenship Autumn Term Plan :PERSONAL DEVELOPMENT



| TOPIC | WEEK 1:Rules and Manners | WEEK 2:Personal strengths and weaknesses | WEEK 3:Target setting | WEEK 4:Emotional literacy | WEEK 5: Taking responsibility | WEEKS 6 & 7: Making decisions & choices / Moral Values |
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| KEY STAGE 1 | Ch to agree and follow rules for classroom, to understand how rules help us and to recognise how their behaviour affects other people. | Ch to think about themselves and their experiences, and to recognise what they are good at. Ch to identify and respect differences and similarities between each other. | Ch to set personal targets which are to be reviewed on a termly basis. | Ch to recognise and name different feelings. | Ch to realise that people and other living things have needs and that they have responsibilities to meet them. How can we look after people when they feel upset? How can we be helpful citizens? | Discuss what is fair / unfair and right / wrong. Ch to consider social and moral dilemmas that they come across in everyday life. |
| KEY STAGE 2 | Ch to agree upon a set of classroom rules, to discuss why and how rules and laws are made and enforced and why different rules are needed in different situations. | Ch to recognise their worth as individuals by identifying positive things about themselves and their achievements. Ch to understand that everybody has different talents and it is not fair to laugh at other people's mistakes. | Ch to set personal targets which are to be reviewed on a termly basis | Ch to understand that their actions affect themselves and others, to care about other people's feelings and (through role play) to try to see things from different points of view. | Ch to talk about different kinds of responsibilities at home, at school and in the community. | Ch to discuss different problems, and try to resolve differences by looking at alternatives, making decisions and explaining choices. Ch to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. |
| KEY STAGE 3 | Discuss ways in which each pupil can contribute to the life of the school. .Allocate responsibilities (eg prefects, library monitors, assembly monitors). | Ch to reflect on and assess their strengths in relation to personality, work and leisure. Ch to recognise how others see them and to be able to give and receive constructive feedback and praise. | Ch to set personal targets which are to be reviewed on a termly basis | Ch to discuss how to deal positively with the strength of their feelings in different situations. Look at different case studies and learn how to empathise with different people in different situations. Year 7 to focus on divorce / separation, year 8 loss / illness. | Ch to consider social and moral dilemmas. (eg how the choices they make as consumers affect other people's economies and environments) Ch to discuss how and when to make compromises. | |

Autumn Term Plan :STAYING HEALTHY

| TOPIC | WEEK 8: Healthy Eating | WEEK 9: Exercise | WEEK 10: Growing Up | WEEK 11: Hygiene | WEEKS 12 & 13: Safety |
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| KEY STAGE 1 | Discuss simple choices that can improve health and well being. Talk about healthy / unhealthy food and about the importance of a balanced diet. | Talk about the benefits of exercise. Have a P.E. session where ch do different exercises which benefit different parts of the body. | Ch should learn about process of growing from young to old and how people's needs change. | Discuss basic ways to maintain personal hygiene (eg when to wash hands) | Ch to learn that all household products, including medicines, can be harmful if not use properly. Learn about basic road safety. |
| KEY STAGE 2 | Discuss simple choices that can improve health and well being. Talk about healthy / unhealthy food and about the importance of a balanced diet. | Talk about the benefits of exercise. Have a P.E. session where ch do different exercises which benefit different parts of the body. | Ch should learn about process of growing from young to old and how people's needs change | Discuss the fact that bacteria and viruses can affect health and that following simple, safe routines can reduce their speed. | Ch to recognise different risks in different situations and then decide how to behave responsibly, including sensible road use. |
| KEY STAGE 3 | Discuss how to keep healthy and what influences health, including the media | Discuss how an appropriate balance between work, leisure and exercise can promote physical and mental health. | Discuss different ways of coping with stress and adolescence. Talk about developing self-esteem and self-confidence. | Talk about ways to maintain personal hygiene including deodorants etc.. | Discuss basic facts and laws about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs. Ch to recognise and to manage risk and to make safer choices about healthy lifestyles, different environments and travel. |

**Ripley Court School :PSHE & Citizenship
Spring Term Plan :SOCIAL SKILLS**

| <u>TOPIC</u> | WEEK 1: Friends | WEEK 2: Peer group pressure | WEEK 3: Multicultural Understanding | WEEK 4: Disability | WEEK 5: Family |
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| <i>KEY STAGE 1</i> | Discuss what it means to be a good friend. Talk about how to listen to other people and to play and work cooperatively. They should learn to share and to respect the differences between people. | Reiterate the difference between right and wrong. Talk about “feeling left out” and discuss how to deal with situations that may arise in the playground. | Talk about the different nationalities and ethnicities present in class (include children’s friends and family if necessary). Discuss how to identify and respect the similarities and differences between people. | Talk about different disabilities and discuss how we can help: charities, volunteering, being patient / kind to people .Imagine what it would be like to be blind / deaf. | Have a general discussion about families. Look at the different family roles and talk about what having a family means to each child. |
| <i>KEY STAGE 2</i> | Talk about what It means to be a good friend. Encourage children to play with different people. Set up a secret buddy system whereby children pick out the name of someone they’re going to look after for one week. | Talk about playing cooperatively with each other. Think about different ways to deal with peer group pressure. | Discuss the range of national, regional, religious and ethnic identities present in the UK today. Share knowledge of different customs, values and beliefs. Talk about racism and how we should respect others. | In groups, research different disabilities (eg Down’s syndrome, cerebral palsy, autism). Discuss their causes and their main symptoms. Learn some basic sign language. | Look at family trees. Think about how life is different for people in different generations. |
| <i>KEY STAGE 3</i> | Discuss the nature of friendship and how to make and keep friends. Learn how to empathise with people different from themselves. Ch to recognise that goodwill is essential to positive and constructive relationships. | Discuss instances where pressure from others could threaten personal safety. Brainstorm effective ways of resisting pressures and talk about when and where to get help if necessary. | Discuss the effects of stereotyping, prejudice, racism and discrimination and talk about how to challenge them assertively. | Discuss the ways in which society has adapted to cater for different disabilities. Watch excerpt from Paralympics and look at the extent to which disabled sport has progressed. | Discuss role of family in today’s society and how it is changing. Look at the role of marriage and the role of parents/carers. Discuss the value of family life |

**Ripley Court School :PSHE & Citizenship
Spring Term Plan :SOCIAL SKILLS**

| <i>TOPIC</i> | WEEKS 6 & 7: Bullying | WEEK 8: Resolving conflict | WEEK 9: Social Justice | WEEK 10: Finding Help |
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| <i>KEY STAGE 1</i> | Learn that there are different types of teasing and bullying, and that bullying is wrong. Talk about why people bully and how it makes us feel. | Discuss what to do if someone is teasing you at school and how to get help if you're being bullied. Learn how to be confident in these situations and how to rise above it. | Talk about the people who look after us and keep us safe, eg family, doctors, police... | Talk about where to find help for different types of problem eg teacher, parents, police etc. |
| <i>KEY STAGE 2</i> | Discuss the different types of bullying: physical, emotional (eg leaving people out, putting people down) and verbal (eg name calling, teasing). Talk about why people bully (including racism) and how it makes us feel. Play cooperation and communication games. | Look at different case studies and discuss how best to deal with situations where people are being bullied. Make sure that children know the procedure for reporting an instance of bullying at school. | Look at why and how laws are enforced and why different rules are needed in different situations. Discuss the role of the police force. | Look at where individuals, families and groups can get help and support. |
| <i>KEY STAGE 3</i> | Look at the effects of stereotyping, prejudice, bullying, racism and discrimination. Choose one or two case studies to discuss which have highlighted these issues in modern times. | Discuss how to challenge bullying or racism assertively. Look at when and how to make compromises. | Look at the role of voluntary, community and pressure groups. Start to get a basic understanding of what democracy is and about the institutions that it supports nationally. | Discuss where information and advice can be found to deal with problems of bullying / racism etc (eg welfare systems, helplines, the Samaritans) |

Ripley Court School :PSHE & Citizenship
Summer Term Plan :LIVING IN THE COMMUNITY & CARING FOR THE ENVIRONMENT

| TOPIC | WEEKS 1 & 2: Political Literacy | WEEKS 3 & 4: Money & Charity | WEEKS 5 & 6: Recycling & Packaging | WEEK 7 :Sustainability |
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| KEY STAGE 1 | Ch to take part in discussions (eg, talking about topics of school, local, national, European, Commonwealth and global concern, such as “where our food and raw materials from industry come from”). Ch to talk about simple political issues. | Ch to talk about how to spend and save money sensibly and to realise that money comes from different sources and can be used for different purposes. Ch to understand that on a global scale, they are very fortunate. Find out what ch know about different charities. Ch to research a particular charity and to organise a small fundraising event (eg cake sale, bring and buy, sponsored walk) to raise money for it. | Ch to take responsibility for looking after the school environment. Ch should learn what can be recycled and how to do it. Have a go at making own recycled paper. Look at objects that have been produced from recycled materials eg fleeces made from recycled bottles. | Ch to understand that we have to care for our environment and to think about ways in which they can do this eg recycling, saving electricity, water |
| KEY STAGE 2 | Ch to research, discuss and debate topical issues, problems and events. Ch to learn what democracy is (perhaps through a mini class based election), and about the basic institutions that it supports.Ch to learn key words: councils, parliaments, government, voting. Ch to think about how the media present information. | Discuss benefits of saving. Ch to understand that on a global scale, they are very fortunate. Ch to research a particular charity and to organise a small fundraising event (eg cake sale, bring and buy, sponsored walk) to raise money for it. | Ch to take responsibility for looking after the school environment. Ch should learn what can be recycled and how to do it. Have a go at making own recycled paper. Look at objects that have been produced from recycled materials eg fleeces made from recycled bottles. | Ch to understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. |
| KEY STAGE 3 | Ch to learn about the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people. | Ch to understand the difference between central and local government, the public services they offer and how they are financed, and the opportunities to contribute | Ch to look at the key characteristics of parliamentary and other forms of government. Ch to talk about the electoral system and the importance of voting. | Ch to talk about the electoral system and the importance of voting. |

Ripley Court School :PSHE & Citizenship
Summer Term Plan : LIVING IN THE COMMUNITY & CARING FOR THE ENVIRONMENT

| TOPIC | WEEKS 8 & 9: Pollution | WEEKS 10 & 11: Conservation & Endangered Animals | WEEK 12: Review of year & Preparation for future |
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| KEY STAGE 1 | Ch to look at what harms their local, natural and built environments and about some of the ways people look after them. Discuss different types of pollution eg air, water, noise | Ch to look at what harms their local, natural and built environments and how this affects some animals. Ch to read about animals that are endangered and those that have become extinct. Ch to find out about conservation programmes and schemes to protect animals in danger. Ch to think about what they can do to help (eg collecting litter, raising money / awareness) | Ch to prepare for change (e g transferring to a different class, year or school). Ch to assess their own progress and achievements and to talk about positive / negative memories of the year. |
| KEY STAGE 2 | Ch to look in more depth about what harms their local, natural and built environments. Ch to brainstorm some of the ways people look after them and to look at their own responsibilities in caring for the environment. Discuss different types of pollution eg air, water, noise as well as other big environmental issues that affect us today (eg global warming) | Ch to look at what harms their local, natural and built environments and how this affects some animals. Ch to read about animals that are endangered and those that have become extinct. Ch to find out about conservation programmes and schemes to protect animals in danger. Ch to think about what they can do to help (eg collecting litter, raising money / awareness) | Ch to prepare for change (e g transferring to a different class, year or school). Ch to discuss range of jobs carried out by people and to understand how they can develop skills to make their own contribution in the future. |
| KEY STAGE 3 | Ch to learn about the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union , the Commonwealth and the United Nations. | Ch to look at what influences how we spend or save money. Ch to look at how choices they make as consumers can affect other people's economies. | Ch to assess their personal strengths and aptitudes and make realistic targets for next year. Ch to prepare for new styles of learning. |