

Edward Peake C of E VC Middle School



PSHCE Planning

Subject: PSHCE	Unit: Living in the Wider World	Term/Duration: Summer 1 / 7 Weeks	Year Group: 5	
<p>Rights & Responsibilities</p> <p>Rules and laws; Respecting and resolving differences</p> <ul style="list-style-type: none"> • Changing rules and laws • Anti-social behaviour • Recognise ways in which the internet and social media can be used positively and negatively • Assess reliability of online sources • How information and data is shared and used online 		<p>Key Vocabulary:</p> <p>Rules, law, democracy, bill, police, Suffragettes, society, moral issues, choices, online safety, anti-social behaviour</p>		
<p>By the end of this unit...</p>				
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • talk and write about my opinions and explain my views on issues that affect me and society • know why and how rules and laws are made and enforced • know why different rules are needed in different situations and how to take part in making and changing rules • face new challenges positively and make responsible choices • recognise the different risks in different situations and then decide how to behave responsibly • recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources • understand the need to keep myself safe • know where I can get help and support from 				
<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • research, discuss and debate topical issues, problems and events • know what a democracy is, and about the basic institutions that support it locally and nationally • research, discuss and debate topical issues, problems and events • realise the consequences on anti-social and aggressive behaviours on individuals and communities • resolve differences by looking at alternatives, making decisions and explaining choices 				
<p>Some pupils will be able to:</p> <ul style="list-style-type: none"> • resolve differences by looking at alternatives, making decisions and explaining choices • reflect on moral and social issues, using my imagination to understand other people's experiences 				
<p>Learning Objectives</p>	<p>Content</p>	<p>Assessment</p>	<p>Resources / Health and Safety</p>	<p>Success Criteria</p>

Edward Peake C of E VC Middle School



PSHCE Planning

1	<p>LO: To identify the need for rules in a given situation, to appreciate that rules are often made for our protection and to apply an understanding of the necessity for rules in other areas of life</p>	<p>Re-establish Ground Rules / Classroom Charter</p> <p>Openness: <i>We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</i></p> <p>Keep the conversation in the room: <i>We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</i></p> <p>Non-judgmental approach: <i>It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</i></p> <p>Right to pass: <i>Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</i></p> <p>Make no assumptions: <i>We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</i></p> <p>Using appropriate language: <i>We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</i></p> <p>Asking questions: <i>We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</i></p> <p>Seeking help and advice: <i>If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</i></p> <p>Starter/Circle Time Games: Ask pupils to think about why we have rules Pupils create a mindmap in their exercise books and write down all their ideas about the question: Why do we have rules?</p> <p>Main: If possible, take the pupils to a hall or playground (use classroom if not)</p>	<p>Baseline Assessment: Pupils mindmap ideas about why we have rules</p>	<p>Ask It Basket</p> <p>PSHE Resource File KS2 Part 1 Lesson 2 page 254</p> <p>A hall, playground or field</p> <p>Games equipment e.g. balls, bibs, baskets, benches, whistles</p> <p>If these resources are not available, use counters, paper, dice, etc. in classroom</p>	<p>I can talk and write about my opinions and explain my views on issues that affect me and society</p> <p>I know how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>I can resolve differences by looking at alternatives, making decisions and explaining choices</p>
2					

Edward Peake C of E VC Middle School



PSHCE Planning

	<p>Place a basket behind a bench at each end of the playing area. (use counters, dice, paper, etc. to make up a game if staying in classroom)</p> <p>Choose a small group (up to 12) to play a game. Ask the others to sit at a safe distance and to watch carefully. Explain that as soon as they whistle is blown those playing must stop.</p> <p>Do not divide the group into sides or give them any instructions about how to play the game, expect to say that they can play however they like, provided a goal is scored by getting the ball into the basket.</p> <p>The aim of this is to make the pupils realise that they cannot play a game unless they have some rules.</p> <p>If they attempt to play straight away, then you will need to be prepared to blow the whistle and stop the game almost immediately to prevent any likelihood of injury.</p> <p>The pupils may want to set out some rules straight away. If this happens, stop the pupils before they start playing the game and praise them for understanding the importance of implementing rules.</p> <p>Stress that we need rules to:</p> <ul style="list-style-type: none">- Ensure safety;- Enable people to be clear on what they are supposed to do;- Be fair and prevent cheating <p>Allow the group of pupils to demonstrate their game for 5 minutes. Then split the class into smaller groups and discuss what rules they would invent for the game.</p> <p><u>Activity: Play the Game (with Rules)</u> Allow 5 minutes for all groups to play their game using the rules they have discussed.</p>			
--	--	--	--	--

Edward Peake C of E VC Middle School



PSHCE Planning

		<p>Plenary: Ask the groups to describe their game. Let one group demonstrate their game if time allows, according to their rules.</p>			
2	<p>LO: To understand how laws are passed by Parliament</p>	<p>Re-establish Ground Rules / Classroom Charter Starter/Circle Time Games: Ask the pupils to distinguish between rules and laws Pupils can discuss or write a sentence</p> <p>Main: Explain: In many areas of life we have to follow rules, but we do not refer to them as laws – for instance, in school, it is wrong to be late for a lesson or to be disrespectful to a teacher, but we wouldn't expect to be taken to court for behaving this way. By contrast, laws are laid down by Parliament on behalf of society as a whole. In Parliament, laws start their existence in the form of bills – when they are passed, they are known as laws; they become legally binding. The status of a law is therefore much greater than the status of a rule. Laws are like the legal version of rules. Both rules and laws are developed to make life better, fairer and safer, but there are more serious consequences for disobeying the law. You might end up in court and receive a fine, or even imprisonment.</p> <p>Watch the video clip – stop after the section on law-making. Watch the video clip – How laws are made Read through the booklet – Parliament, laws and you</p> <p><u>Activity</u> Distribute copies of the Resource sheets R&L11a: How laws are made and Resource sheets R&L11b: The eleven stages of a bill's passage through Parliament, as well as the Activity sheet R&L11c: A bill's progress.</p>		<p>Ask it Basket</p> <p>Resource sheet R&L11a: How laws are made</p> <p>Resource sheet R&L11b: The eleven stages of a bill's passage through Parliament</p> <p>Activity sheet R&L11c: A bill's progress</p> <p>www.parliament.uk/education</p> <p>Parliament's Education Service – 'Inform, Engage, Empower' – is involved in connecting schools and young people to Parliament.</p> <p>An Introduction to Parliament video: https://learning.parliament.uk/en/resources/introduction-to-parliament-primary-video/</p> <p>How laws are made video:</p>	<p>I can talk and write about my opinions and explain my views on issues that affect me and society</p> <p>I can research, discuss and debate topical issues, problems and events</p> <p>I know why and how rules and laws are made and enforced</p> <p>I know what a democracy is, and about the basic institutions that support it</p>

Edward Peake C of E VC Middle School



PSHCE Planning

		<p>Read through the resource sheets first and then ask the pupils to work in pairs to answer the questions on the activity sheet.</p> <p>Plenary: Ask the pupils to put forward their suggestions of laws which they would like to see introduced. Then highlight the benefits and difficulties of the laws they suggest.</p>		<p>https://learning.parliament.uk/en/resources/how-laws-are-made/</p> <p>Parliament, Laws and You booklet</p> <p>LCP KS2 PSHE & Citizenship Resource File R&L Lesson 11 page 273</p>	<p>locally and nationally</p>
3	<p>LO: To think about new laws which might seem desirable and whether they would work in practise</p>	<p>Prepare the law cards and place them in the container before the lesson</p> <p>Re-establish Ground Rules / Classroom Charter</p> <p>Starter/Circle Time Games: In pairs, pupils discuss last lesson and how laws are made</p> <p>Main: Point out that before bills are presented to Parliament, the ideas involved have been discussed with interested individuals and organisations; for example, a bill on road safety will have been discussed with motoring organisations, the police and RoSPA.</p> <p>The activity sheet: Good law or bad law? Will guide the pupils to consider the following:</p> <ul style="list-style-type: none"> - Why it might be difficult to enforce particular laws - What makes a law good or bad - Who should be consulted in the process of law-making <p><u>Activity 1: Laws</u> Organise the pupils into groups of 3. Distribute the activity sheet (one per group)</p>		<p>Ask It Basket</p> <p>LCP KS2 PSHE & Citizenship Resource File R&L Lesson 12 page 276</p> <p>A container for the law cards</p> <p>Resource sheet R&L12a: Law cards</p> <p>Activity sheet R&L12b: Good law or bad law?</p>	<p>I can talk and write about my opinions and explain my views on issues that affect me and society</p> <p>I can research, discuss and debate topical issues, problems and events</p> <p>I know why and how rules and laws are made and enforced</p>

Edward Peake C of E VC Middle School



PSHCE Planning

		<p>Allow one pupil from each group to put their hand into the container and pick out a law card. The group use the chosen card to answer the questions on the activity sheet.</p> <p><u>Activity 2: House of Lords role play</u> Each group to then read out their law card and hold a class vote to see if the bill should become law OR: Pupils could role play the House of Lords to pass or dismiss each law card. Choose a Speaker to read the law card. If pupils want the bill to become a law they say 'aye' and put their hand up. If pupils do not want the bill to become a law they say 'nay' and put their hand up. One child can count the aye votes; one can count the nay votes. One child to play the Queen – all bills that become laws can be passed to this child who can read them out.</p> <p>Plenary Do the groups of pupils think the idea suggested on their card is a good one?</p>			<p>I can reflect on moral and social issues, using my imagination to understand other people's experiences</p> <p>I know what democracy is and about the basic institutions that support it locally and nationally</p>
4	LO: To understand the nature and vocabulary of crime	<p>Re-establish Ground Rules / Classroom Charter</p> <p>Starter/Circle Time Games: Ask the pupils: What is a crime? At what age are you old enough to commit a criminal offence? Would you report a crime if you saw one taking place? To whom?</p> <p>Main: Explain what a crime is <i>A breach of the criminal law</i> And there are many types of crimes. Some might be described as misdemeanours (minor non-indictable wrongdoings), whereas more serious ones are indictable offences, known as felonies.</p> <p>Ask the pupils to give you as many examples of different types of crime as they can – they can do this on Graffiti Walls or large pieces of paper in pairs.</p>	<p>Before the lesson, pupils answer the questions in the starter</p> <p>Come back to the questions at the end of the lesson; do pupils need to amend (in a different colour) their answers?</p>	<p>Ask It Basket</p> <p>LCP KS2 PSHE & Citizenship Resource File R&L Lesson 13 page 278</p> <p>Activity sheet R&L13a: Crime</p> <p>Useful vocabulary page 246</p> <p>Large pieces of paper (1 between 2)</p> <p>Prison Me No Way Trust: www.pmnw.co.uk</p>	<p>I can talk and write about my opinions and explain my views on issues that affect me and society</p> <p>I can research, discuss and debate topical issues, problems and events</p>

Edward Peake C of E VC Middle School



PSHCE Planning

	<p>Ask if anyone in the class has ever seen a crime being committed. Make the point that it doesn't have to be a 'serious' crime, so that dropping litter, or speeding, are crimes that may not be considered as serious as some other offences.</p> <p>Explain that, among the wide range of crimes, those involving violence get the most attention, in newspapers and on television – yet they are only a small part of the whole.</p> <p>Display the types of theft. Most crime (about 80%) is some sort of theft, in the broadest sense of taking what does not belong to you. Types of theft range from burglary (often known as 'breaking in', the act of illicitly entering a building in order to commit an offence) to robbery (theft through the use of threat of force), from embezzlement (fraud) to newer forms of electronic theft, such as identity theft.</p> <p>Make the point that simple theft (also known as larceny) is a type of crime that involves unlawfully taking or using property that belongs to another person or organisation. Such petty theft (theft of property that is worth a minimal amount of money) is particularly common, though if it is something like a mobile phone, the value in money, and to the person, can be considerable.</p> <p>A less well-known crime, that of stealing intellectual property rights (situations in which the owner of some discoveries or artistic works such as music, painting or literature have their creation protected as it represents their intellectual property).</p> <p><u>Activity 1: What is a crime?</u> Ask the pupils if they know what constitutes a crime. Point out that some acts that people commit are obviously crimes, such as burglary or murder. Then ask the pupils whether they think that the following are crimes: - Claiming too much money by way of expenses</p>		<p>Teacher Background Information on Crime and Anti-social Behaviour: http://www.thegrid.org.uk/learning/pshe/ks3_14-19/resources/publications/documents/crime_teachers_resource_pack_05-08.pdf</p> <p>Answers to the Activity sheet: Crime</p>	<p>I know why and how rules are made and enforced, why different rules are needed in different situations</p> <p>I realise the consequences on anti-social and aggressive behaviours on individuals and communities</p>
--	---	--	---	---

Edward Peake C of E VC Middle School



PSHCE Planning

		<ul style="list-style-type: none"> - Taking home a pencil or pen from school or place of work - Breaking the speed limit on the way home <p>Ask the pupils to work in pairs to examine the situations described on the activity sheet.</p> <p>Plenary Go through their ideas and answers, ensuring that they have a clearer idea about the nature of crime and why certain behaviour is wrong.</p>			
5	LO: To understand the role of the police and some of the issues surrounding their operations	<p>Re-visit Ground Rules and remind pupils of the Ask It Basket</p> <p>Starter/Circle Time Games: Ask the pupils to think about: What do the police do? What powers do they have?</p> <p>Main: Discuss the work of the police and their role in the community, inviting the views of the pupils on the sort of things that the police do. They may use references to TV police dramas like <i>Cuffs</i>, <i>Death in Paradise</i>, <i>Lewis</i>, <i>Midsummer Murders</i>.</p> <p>Make the points that police officers play a central role in our law enforcement system. We have a police force to:</p> <ul style="list-style-type: none"> - Keep us safe, by patrolling the streets on foot or in cars, and by regulating traffic at peak times - Monitor criminal activity and catch criminals - Investigate crimes and testify in court - Respond to emergency 999 calls from the public <p>Explain that:</p> <ul style="list-style-type: none"> - The police have several powers to help them in their work: powers of investigation, detention and questioning, search and arrest and charging 		<p>Ask It Basket</p> <p>LCP KS2 PSHE & Citizenship Resource File R&L Lesson 14 page 280</p> <p>Resource sheet R&L14a: Playscript – The Police</p> <p>Activity sheet R&L14b: The role of the police</p>	<p>I can talk and write about my opinions and explain my views on issues that affect me and society</p> <p>I know about the range of jobs carried out by people I know</p> <p>I understand how I can develop skills to make my own contribution in the future</p>

Edward Peake C of E VC Middle School



PSHCE Planning

	<ul style="list-style-type: none"> - There isn't one national police force, but actually 43 forces in England and Wales, such as West Midlands Police, North Yorkshire Police, Metropolitan Police Service - There are about 125,000 policemen and women in England and Wales, and also a number of Police Community Support Officers and Special Constables <p><u>Activity 1 – Role play</u> Organise pupils into groups of 6 Explain that each child should take on the role of a named character in the playscript, The Police. Tell the groups to spend 20-25 minutes reading/carrying out the play and discussing the issues raised at the three discussion points.</p> <p><u>Activity 2 – Role of the police</u> Ask pupils to fill in the activity sheet individually or in pairs.</p> <p>Answers: Police 'on the beat' ABI Detectives BEF Motor cycle patrols CD Patrol cars ACD Mounted police CG Dog handlers ABEG Helicopter tracking CEG Motor boat patrol BI Diving unit H Armed unit BEI</p> <p>Plenary Ask pupils to write or draw a short story or create a storyboard scenario based around the theme of a person needing police help, the units or officers who were sent to help and how they helped.</p>			<p>I know how rules and laws are made and enforced</p> <p>I realise the consequences of anti-social and aggressive behaviours on individuals and communities</p> <p>I know where individuals, families and groups can get support and help</p>
--	---	--	--	--

Edward Peake C of E VC Middle School



PSHCE Planning

		e.g. a beach incident may require assistance from a marine unit; a lost or missing person from a dog unit and emergency response unit			
6	LO: To understand the importance of the Suffragettes and the means to which they felt it necessary to resort in order to convey their demands to the rest of society	<p>Re-visit Ground Rules and remind pupils of the Ask It Basket</p> <p>Starter/Circle Time Games: Ask the pupils why most people obey the law and why is it important to do so</p> <p>Explain that it is important to obey the law and that most people do so most of the time. Include the following key points:</p> <ul style="list-style-type: none"> - People generally obey the law, if laws are seen to be just and necessary - They recognise that the law is there to protect our rights and freedoms - They fear that if they do not observe the law they might be caught and then punished - They know that to disobey the law might involve some loss of public esteem or friendship. They want to be seen as peaceful law-abiding citizens who do 'the right thing'. <p>Main: Point out that at times some people do not obey the law and that this may be:</p> <ul style="list-style-type: none"> - Because of reasons of conscience. Campaigners who wish to protect animals from cruel practises are among those who resort to illegal – sometimes even violent – measures. They might argue that the law is not fair or just, because it allows practises of which they disapprove - Because they feel that the issues involved are so important that they have to carry on with a campaign to change the law; even if their activities may involve law –breaking and violence. <p>Explain that law-breaking is a serious matter. The 'slippery slope' argument is often used against it – i.e. when the right to break the law is accepted for one person, it cannot easily be denied to another. If people can pick and choose the laws they wish to obey, then order in society breaks down.</p>		<p>Ask It Basket</p> <p>LCP KS2 PSHE & Citizenship Resource File R&L Lesson 15 page 283</p> <p>Resource sheet R&L15a: suffragette posters</p> <p>Chromebooks</p>	<p>I can talk and write about my opinions and explain my views on issues that affect me and society</p> <p>I know why and how rules and laws are made and enforced and how to take part in making and changing rules</p> <p>I can reflect on moral and social issues using imagination to understand other people's experiences</p>

Edward Peake C of E VC Middle School



PSHCE Planning

	<p>Ask the pupils whether they think that people have a right to break a law if they believe passionately that the law is wrong or unjust.</p> <p>Talk to the pupils about the Suffragettes. Explain that these were women who fought hard to get the vote for women at the beginning of the twentieth century. There had been campaigners on votes on women before that time, but they adopted peaceful methods such as holding meetings and distributing pamphlets; they had failed in their endeavour. In 1903 the Women's Social and Political Union (WSPU) was formed to advocate the cause; they are the people usually known as the Suffragettes.</p> <p>Tell the pupils:</p> <ul style="list-style-type: none"> - At the time most men were allowed to vote but no women. Many women thought this was unjust. - Most men believed that women should stay at home to look after their husbands and families – they should not get involved in politics. - Initially the Suffragettes protested peacefully – marching and writing letters to MPs. - When this had no effect they tried other methods such as slashing paintings and chaining themselves to railings. They did this to get publicity and make people notice them and their cause. - Many were imprisoned and treated very harshly – when they were in prison and chose to go on hunger strike they were force-fed in a very brutal way. - On November 18th 1910, (which became known as Black Friday) there was a big march in London. Women were treated with terrible brutality by the police. - After that, everything became more violent, there were no more peaceful demonstrations. Mrs Pankhurst, the leader of the Suffragettes, told the women, 'Be militant in your own way' – and they were. They took acid on to golf courses and they used it to burn away grass so that it spelled 'Votes for Women'. - On March 2nd 1912, hundreds of women came to London with hammers and they smashed shop windows. Mrs Pankhurst threw 			
--	---	--	--	--

Edward Peake C of E VC Middle School



PSHCE Planning

		<p>stones and broke the windows of the Prime Minister's house. And bombs were planted at the homes of MPs.</p> <ul style="list-style-type: none"> - In 1913, the government fought back by passing the Cat and Mouse Act and at a famous race called the Derby, a young woman called Emily Davison died when she threw herself under the hooves of the King's horse. - In 1914 the activities of the WSPU were suspended and some women were eventually given the vote in 1918. <p><u>Activity 1: Suffragette posters</u> Distribute Resource sheet RL15a: Suffragette posters around the class. Seek the pupils' reactions and discuss the meanings of the suffragette posters. Invite them to put forward the arguments for women being allowed to vote.</p> <p>Ask the pupils to think about the following questions:</p> <ul style="list-style-type: none"> - Is it ever right to break the law? - Do you think it was right that the Suffragettes broke the laws for their beliefs? <p><u>Activity 2: Research</u> Pupils to research the following:</p> <ul style="list-style-type: none"> - What was 'The Cat and Mouse Act'? - Why did Mrs Pankhurst suggest that the suffragette movement should stop for a while in 1914? <p>Plenary Discuss the issues raised. Ask the pupils whether it was right for the Suffragettes to use illegal – and sometimes forceful – methods in order to obtain the vote for women.</p>			
7	LO: To discuss the use of the internet, the dangers it can	<p>Re-visit Ground Rules and remind pupils of the Ask It Basket</p> <p>Starter/Circle Time Games: Pupils to make a list of what they use the internet for. Make a whole-class list on the board.</p>		Ask It Basket	I can face new challenges positively and make

Edward Peake C of E VC Middle School



PSHCE Planning

<p>present and ways of staying safe online</p>	<p>Main: Ask:</p> <ul style="list-style-type: none"> - How do you access the internet most of the time? - What other means of accessing the internet do you sometimes use? - Do you use social media sites? - Do you text? <p>Talk to the class about the benefits of the internet and social media and using it to communicate. Draw attention to its advantages, such as how it:</p> <ul style="list-style-type: none"> - Can give children access to information (enabling those who use it well to develop a fund of knowledge that equips them to tackle schoolwork, homework etc. – helping them to delve deeply into a subject); - Provides social contact, giving opportunities to discuss things of mutual interest; - Offers a means of staying connected with friends and family, as well as meeting children online, and making new friendships with others from a variety of backgrounds. <p>Give the pupils a few minutes to jot down a typical day's diary about how, and how much, they use the internet. Hear and discuss some of the findings. This is a useful way of monitoring usage and detecting any danger signs of behaviour that may put children at risk.</p> <p>Ask the pupils:</p> <ul style="list-style-type: none"> - Are there worries you have about using the internet? - Are you aware of any dangers about using it? if so, what precautions do you or your family take? <p>Draw up a second list with the class, this time of any concerns raised by the discussion of internet use. Look for the following: Cyberbullying, gambling, grooming, inappropriate content, pornography, use of games that incur costs, trolling, etc.</p>		<p>LCP KS2 PSHE & Citizenship Resource File R&L Lesson 15 page 283</p> <p>Resource sheet F&R6a: Ten safety tips for using social media</p> <p>https://www.free-for-kids.com/internet-safety-posters.shtml</p> <p>https://www.safetypostershop.com/category/internet-safety-posters/</p> <p>Plain paper</p> <p>Writing and drawing materials</p>	<p>responsible choices</p> <p>I can resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>I can recognise the different risks in different situations and then decide how to behave responsibly</p> <p>I recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources</p> <p>I understand the need to</p>
--	--	--	--	--

Edward Peake C of E VC Middle School



PSHCE Planning

	<p>Point out that a recent study found that:</p> <ul style="list-style-type: none"> - Nine out of ten teens post pictures of themselves online or use their real names on their profiles - Eight out of ten reveal their birthdates and interests - Seven out of ten post their school name and the town where they live <p>Explain that actions like this can make them easy targets for anyone who wishes to do or cause them harm. Ask the class to suggest ways they can use the internet safely.</p> <p><u>Activity 1</u> Share the Resource sheet F&R6a. Discuss some of the suggestions on the posters particularly those raising issues, worries or dangers mentioned by the pupils such as:</p> <ul style="list-style-type: none"> - Being very wary of revealing any personal data - Thinking carefully about what you post and to whom it is sent, especially when dealing with photos - Precautions when meeting friends you've made online <p>Exchange ideas and suggestions of regulations or supervision mentioned by members of the class.</p> <p><u>Activity 2</u> Explain to the pupils that they are going to create their own checklist for being safe online. They can develop their own suggestions for responses to inappropriate or potentially dangerous communications – a chance for them to highlight areas that they regard as particularly important or may be troubled about. Pupils could work independently or in pairs. Pupils can use the plain paper to present their work however they wish – a list, pamphlet, pictures, poster</p> <p>Plenary Pupils share their work under the visualiser</p>			<p>keep myself safe</p> <p>I know where I can get help and support from</p>
--	--	--	--	---

Edward Peake C of E VC Middle School

PSHCE Planning



Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time