



# PSHEE & Citizenship Scheme of Work

## Year 6 Summer Term 2018

**Please include at least 1 current affairs lesson during the week. This can be CBBC, newsround, First News etc. Please encourage you pupils to read/watch the news.**

Content	Learning Focus	Resources
<b>General welcome back and target setting</b>	Establish targets for the summer term. Remember 3 SMART targets to be set, including academic and non academic perhaps think about sports day, their trip, swimming gala, music concert.	Tutor booklet  Update tutor boards
<b>Introduction to Mindfulness</b>	To introduce the pupils to the concept of mindfulness and mindful living in order to promote positive mental health.	<b>PKC will be talking to the pupils during break time on Wednesday 3 May.</b> To prepare the pupils, please watch the following BBC videos prior to Paula's talk.  <a href="#">What is a mental health problem?</a>  <a href="#">Inside my Head</a>
<b>Code of Conduct and pupil behaviour on the adventure playground</b>	To foster polite and supportive ethos throughout the school.	Code of Conduct on the classroom wall and behaviour on the adventure playground
<b>Earth Day</b> <i>Earth Day 22 April</i>	To highlight climate change and what we can do to help protect our planet and wildlife	<a href="#">Climate Change Quiz</a> (You will need to print out the quiz) <ol style="list-style-type: none"> <li>1) 20 minute youtube American cartoon clip on climate change: <a href="#">Climate change youtube clip</a></li> <li>2) Satirical climate change cartoons – could be used to stimulate discussion, perhaps the children could then design their own? <a href="#">Climate change cartoons</a></li> <li>3) <a href="#">Great Barrier Reef Damage</a> BBC article about the recent decline of the GBR</li> </ol>
<b>Internet Safety</b>  Follow up work to Safer Internet Day in the Spring Term.	In ICT Yr 6 focus on issues relating to <b>social networking</b> making a particular reference to Facebook. Even though the age of consent for Facebook is 13, we are aware that many children have an account and it is vital that they learn 'in advance' the ways of maintaining privacy and altering settings and a common sense approach to what is	<ol style="list-style-type: none"> <li>1) Play this youtube clip: <a href="#">"Can I be your friend?"</a>, discuss the difference between real and cyberfriends, who can essentially be strangers. It's not the number of "Friends", but their quality that counts!</li> <li>2) The <a href="#">Moral Compass</a> Use this to</li> </ol>

	inadvisable to post.	<p>discuss issues raised about morality and the internet. You will need to print it out.</p> <p>3) Play these <a href="#">Tracey Beaker You choose CBBC</a> films:  “Come Alone, Carmenm”  “Cyberbullying”  “Beg, borrow or steal”  You can choose the outcomes, use to discuss issues raised.</p> <p>4) Look at leaflet issued in ICT lessons on social networking and discuss to ensure they understand.</p>
<b>Current Affairs (ongoing)</b>	To develop the pupils knowledge of the World they live in and debate issues arising	<p>1) First News – Please share these amongst you. There are spares by the sofas in the staffroom</p> <p>2) Guardian Newsdesk</p> <p>3) BBC Newsround (gives great background summaries to stories). You may need to access Newsround through iplayer.</p> <p><i>See Spring term SoW for details.</i></p>
<b>Homelessness in the UK</b>	Following on from our poverty in the UK topic last term, this topic will explore the growing problem of homelessness in the UK, the causes and what help is available.	<p><b>1)</b> Buy Big Issue - please can you encourage all pupils to buy a copy of the Big Issue before they study this topic so you can start by looking at this charity and discussing how they felt and what they should/could do when confronted with someone begging/selling the Big Issue.</p> <p><b>2)</b> Big Issue – please show the pupils copies of the Big Issue Magazine, and discuss the mission of the Big Issue to offer a “hand up, not a hand out”. Please look at the <a href="#">Big Issue</a> website.</p> <p><b>3)</b> You could try using activities described: <a href="#">Active teaching and learning strategies for PSHEE education</a> to consider different appropriate ways of handling a situation.... <b>Suggestions:</b></p> <p><i>a. Statement continuum: “It is OK not to give money to a person begging on the street” An imaginary line is drawn down the room. Students are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Students stand along the continuum according to what they think. Students may discuss their view with someone else nearby, and/or with</i></p>

		<p>someone who has a different view...Discuss, then repeat, have you changed your mind?</p> <p>b. "You should always buy a Big Issue" Similar to the Continuum except there is no middle ground. Students have to decide to agree or disagree with a statement. They then discuss their opinion with someone on the same or the opposite side.</p> <p>c. A girl is walking past a homeless person, begging. Students act out a scenario. The audience can rewind the action, fast-forward, and explore different consequences and decisions. They can also 'spotlight' certain characters and question them in role.</p> <p>You could also try these Continuum Statements: <a href="#">Homelessness continuum statements</a></p>
<b>Exam Preparation &amp; Study Skills</b>	To help the pupils prepare for their summer exams	<p>Use the activities in the study skills booklets to help pupils work out the best way they can prepare for their exams.</p> <p>Prepare a revision timetable, factoring in time for relaxing, activities and other non-revision activities <a href="#">Telegraph article - making a revision timetable</a></p>
<b>Different, but normal...</b>	<p>To understand what "disability" is – physical and mental</p> <p>The resources here are to be used as and when you need them.</p>	<p>1) "Wonder" – 2 chapters from a book with a boy with a facial deformity – first: <a href="#">Wonder - Chapter 1</a> to use as an introduction to the topic, second: <a href="#">Wonder - the halloween chapter</a> is a chapter about what happens to him on Halloween night when he is in disguise – a great stimulus for discussion on disability and bullying/teasing... and its effects.</p>
<b>Safety at Sea</b>	<p>In preparation for their trip to the UKSA, pupils are encouraged to consider safety at and around water.</p> <p>Our chosen charity this term is the RNLI.</p>	<ol style="list-style-type: none"> <li>1) Booklet from the Citizenship Day from for RNLI. Please work through and discuss the activities and scenarios</li> <li>2) <a href="#">RNLI Shorething</a> website contains games and scenarios to work through – maybe take your tutor group to a computer room.</li> <li>3) <a href="#">RNLI website</a> with resources and tips on keeping safe</li> </ol>
<b>Trips Week Preparation</b>	Provide the pupils with the opportunity to explore concerns and apprehensions relating to their impending UKSA trip	On a scale of 1-10 how do you feel about the UKSA trip – pupils line up, use this as a trigger for discussion of the concerns pupils have such as homesickness, water fear, being cold. Also talk about how they can

		support each other before and during the trip.
<p><b>Friendships</b> To be used before the trip to investigate true friendship</p>	<p>A book extracts that tutors can use to read with the pupils, each will have their own copy, perhaps go outside and read it together... then use as a stimulus for discussion</p>	<p><b>1) Firestarter by Catherine Forde</b> (<i>extracts in literature for PSHE booklet</i>) <u>Points for discussion:</u></p> <ul style="list-style-type: none"> <li>• What is a “mate” is it the same as a “true friend”</li> <li>• Is Reeca a “mate”?</li> <li>• What does Keith feel about Reece – he seems intrigued but wants nothing to do with him. Can you think of other examples of people you might want as friends, but know they may not be the right friends for you?</li> <li>• What can/should you expect from a friend?</li> </ul> <p>2) Child Abuse – What to do if you think a friend (or you) is in trouble: Talk about who someone should go to to talk – parents, teachers, adults they trust... childline – give number in their diaries 0800 1111, show the website: <a href="#">Childline</a> (as discussed above), “Beyond the Boundary” DVD on the Danes Hill Media system under Citizenship</p>
<p><b>Target Review &amp; Moving on</b></p>	<p>Review targets set at the start of term. Consider to what extent they have been achieved and discuss why. Think about moving into Year 7. Discuss what challenges they will face, talk about older siblings and how they handled it try to discuss in the 3<sup>rd</sup> person as pupils find this much easier.</p>	<p>Tutor Booklets</p>