

# pulling it together

**Scheme of Work**

**for Personal, Social, Health and Citizenship Education**



**the learning trust**  
the future for education in Hackney

**February 2005**

# Contents

<b>Acknowledgements.....</b>	<b>2</b>
<b>Key Stage 1 .....</b>	<b>3</b>
Overview.....	4
Year Plan: Reception.....	5
Year Plan: Year 1 .....	6
Year Plan: Year 2 .....	7
Breadth of Opportunities .....	8
Units of Work .....	9
<b>Key Stage 2 .....</b>	<b>27</b>
Overview.....	28
Year Plan: Year 3 .....	29
Year Plan: Year 4 .....	30
Year Plan: Year 5 .....	31
Year Plan: Year 6 .....	32
Breadth of Opportunities .....	33
Units of Work .....	34
<b>Key Stage 3 .....</b>	<b>61</b>
Overview.....	62
Year Plan: Year 7 .....	63
Year Plan: Year 8 .....	64
Year Plan: Year 9 .....	65
Breadth of Opportunities .....	66
Units of Work .....	67
<b>Key Stage 4 .....</b>	<b>93</b>
Overview.....	94
Year Plan: Year 10 .....	95
Year Plan: Year 11 .....	96
Breadth of Opportunities .....	97
Units of Work .....	98
<b>PSHE and Citizenship Resources .....</b>	<b>112</b>
<b>Key Stage 1 &amp; 2 Resource Contacts ...</b>	<b>124</b>
<b>Key Stage 3 &amp; 4 Resource Contacts ...</b>	<b>127</b>

SCHEME OF  
WORK

for PSHE

# Acknowledgements

---

## Edited by ■

- Nicola Baboneau, Assistant Director, Children's Services
- Kirsten Jowett, Independent Consultant
- Paula Power, Independent Consultant

---

## Contributors ■

Thank you to the following people who contributed to this revised edition:

- |                     |  |
|---------------------|--|
| ■ Rebecca Atherfold | William Patten Primary School                              |
| ■ Julie Beling      | Colverstone Primary School                                 |
| ■ Angela Bowyer     | Downsview School   |
| ■ Francesca Haimes  | Jubilee Primary School                                     |
| ■ Caroline Glaser   | The Learning Trust, (former Healthy Schools Co-ordinator), |
| ■ Mary McKoy        | Northwold Primary School                                   |
| ■ Adrian Mullis     | Hackney Free & Parochial C of E Secondary School           |
| ■ Mary Murphy Malik | Amherst Primary School                                     |
| ■ Shane Wilkie      | Shacklewell Primary School                                 |

# KEY STAGE 4

*The following description describes the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the Key Stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation.*

## PSHE

*During Key Stage 4, pupils use the knowledge, skills and understanding that they have gained in earlier Key Stages and their own experience to take new and more adult roles in the school and the wider community. They develop the self-awareness and confidence needed for adult life, further learning and work. They have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions. They learn to understand and value relationships with a wide range of people and gain knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.*

## Citizenship

*Pupils have a comprehensive knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; and the criminal and civil justice, legal and economic systems. They obtain and use different kinds of information, including media, to form and express an opinion. They evaluate the effectiveness of different ways of bringing about change at different levels of society. Pupils take part effectively in school and community based activities, showing a willingness and commitment to evaluate such activities critically. They demonstrate personal and group responsibility in their attitudes to themselves and others.*

(NC2000)

SCHEME OF  
WORK

for PSHCE

## PSHE & Citizenship Overview Key Stage 4

Year	Society	Physical Health	Safety	Relationships	Emotional Health	Citizenship
10	Work Experience	<b>Body Image</b> Sc2/2a,2l (single) Sc2/2a,2m (double)	<b>Domestic Violence</b> En2/5 RE/AT2/Level 6	<b>Parenting</b> RE/AT2/Level 6	<b>Stress and Depression</b> Sc2/2 (single and double) PE/4 RE/AT2/Level 6	<b>Sustainable Development</b> Gg/3b, 3e, 5a, 5b, 6f, 6 h-6k Sc2/4b, 4c (single) Sc2/5b, 5c (double) ICT/1
11	Preparation for Adult Life	<b>Sexual Health</b>	<b>Consequences of Substance Use and Misuse</b> Sc2/2m, 2q (single and double) PE/4	<b>Leaving Home</b>	<b>Exam Preparation</b>	<b>Diversity in the UK</b> RE/AT2/Level 6

NB RE links are taken from the QCA non-statutory assessment scale for National Expectations in RE (Levels 1-8)

## Year Group: Year 10

### Theme: Society

#### Unit: Work Experience

- 1h the rights and responsibilities of employers and employees
- 3d to work co-operatively with a range of people who are different from themselves;
- 3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully;
- 3k to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities;

### Theme: Physical Health

#### Unit: Body Image

- 2a to think about the alternatives and long and short-term consequences when making decisions about personal health;
- 2b to use assertiveness skills to resist unhelpful pressure;
- 2d about the link between eating patterns and self-image, including eating disorders;
- 2e about the health risks of different food choices and sunbathing, and about safer choices they can make.

### Theme: Safety

#### Unit: Domestic Violence

- 3b to be aware of exploitation in relationships;
- 3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully;
- 3j to know about the statutory and voluntary organisations that support relationships in crisis.

### Theme: Relationships

#### Unit: Parenting

- 1e to use a range of financial tools and services, including budgeting and saving, in managing personal money;
- 3g about the nature and importance of marriage for family life and bringing up children;
- 3h about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life;
- 3i about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances.

### Theme: Emotional Health

#### Unit: Stress and Depression

- 1a to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals;
- 1b to have a sense of their own identity and present themselves confidently in a range of situations;
- 1c to be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience;
- 2c the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management.

### Theme: Citizenship

#### Unit: Sustainable Development

- 1j the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21;

## Year Group: Year 11

---

### Theme: Society ■

#### Unit: Preparation for Adult Life

- 1g to use the careers service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills, and prepare and put into practice personal action plans;
- 1h The rights and responsibilities of consumers
- 1e how the economy functions, including the role of business and financial services
- 1f about the options open to them post-16, including employment and continuing education and training, and about their financial implications;
- 1e to use a range of financial tools and services, including budgeting and saving, in managing personal money;
- 4d make real choices and decisions (for example, about their priorities, plans and use of time; about their choices post-16, with regular review and support).
- 1d the importance of playing an active part in democratic and electoral processes;

---

### Theme: Physical Health ■

#### Unit: Sexual Health

- 2f in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices;
- 2g to seek professional advice confidently and find information about health;
- 2a to think about the alternatives and long and short-term consequences when making decisions about personal health;
- 2b to use assertiveness skills to resist unhelpful pressure;
- 1d to recognise influences, pressures and sources of help and respond to them appropriately.

---

### Theme: Safety ■

#### Unit: Consequences of Substance Use and Misuse

- 2a to think about the alternatives and long and short-term consequences when making decisions about personal health;
- 2e about the health risks of alcohol, tobacco and other drug use.

---

### Theme: Relationships ■

#### Unit: Leaving Home

- 1b to have a sense of their own identity and present themselves confidently in a range of situations;
- 2h to recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques;
- 3d to work co-operatively with a range of people who are different from themselves.

---

### Theme: Emotional Health ■

#### Unit: Exam Preparation

- 1a to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals.
- 2c the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management.

---

### Theme: Citizenship ■

#### Unit: Diversity in the UK

- 1b the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;
- 1f the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally;
- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

## Breadth of Opportunities

During the Key Stage pupils should be taught the knowledge, skills and understanding through opportunities to:

- 4a take responsibility (for example, by representing the school to visitors and at outside events)
- 4b feel positive about themselves (for example, by gaining recognition for the role they play in school life, such as organising activities for younger pupils or working in a resource centre)
- 4c participate (for example, in an initiative to improve their local community; in challenging activities involving physical performance, public performance or organised events outside the school)
- 4d make real choices and decisions (for example, about their priorities, plans and use of time; about their choices post-16, with regular review and support)
- 4e meet and work with people (for example, through activities such as work experience days; through having an employer as a mentor)
- 4f develop relationships (for example, by discussing relationships in single and mixed sex groups)

SCHEME OF  
WORK

for PSHCE

**Key Stage 4:** Year 10

**Theme:** Society

**Unit:** Work Experience

**Word Box:**

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1h the rights and responsibilities of employers and employee</p> <p>3d to work co-operatively with a range of people who are different from themselves;</p> <p>3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully;</p> <p>3k to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities;</p>		<ul style="list-style-type: none"> <li>■ See Connexions STEPS Programme</li> <li>■ National Records of Achievement</li> </ul>	<ul style="list-style-type: none"> <li>■ Connexions STEPS Programme</li> <li>■ National Records of Achievement</li> </ul>	

Key Stage 4: Year 10

Theme: Physical Health

Unit: Body Image (continued overleaf)

**Word Box:**  
image, self-esteem, bingeing, culture, comfort, pressure, exercise

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2d about the link between eating patterns and self-image, including eating disorders;</p> <p>2a to think about the alternatives and long and short-term consequences when making decisions about personal health;</p> <p>2b to use assertiveness skills to resist unhelpful pressure;</p> <p>2e about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make.</p>	<ul style="list-style-type: none"> <li>To have considered how food is used in addition to satisfying hunger</li> <li>How society contributes to messages about image and food and how it affects us.</li> <li>To have considered the links between food and emotions</li> <li>To look at images of men and women through the ages and to study images of women from different countries.</li> <li>Knowledge about eating problems</li> </ul>	<ul style="list-style-type: none"> <li>Safe and Sound, Healthwise, p44. In small, single sex groups, make two collages: the good-looking man and the good-looking woman. Discuss what they see as good looking. How do these images compare to people you actually know? What are the differences between boy's and girl's views? What are the pressures to conform to these looks? How does this make us unhappy?</li> <li>Pupils thought shower disabled characters on TV, in books or in films. How are they portrayed: definitely positive, definitely negative or not sure? Was it difficult to think of disabled characters? Do we see enough disabled people in the media? Pupils should try to collect positive images from magazines or newspapers of disabled people and be prepared to explain to the class why they think they are positive.</li> <li>Images: the way forward from disabled people, pupils should read through the statements and put them in an order of priority from 1-11.</li> <li>Positive People. Read out the first part of the "thumb-nail sketches" of Aimee Mullins and Mik Scarlett (not the text in bold) while the pupils draw or describe what these people look like. Then read out the text in bold, show the photos and discuss reactions. What barriers may these disabled people have had to overcome to do what they are doing? (Try to include attitudes as well as physical environment.) (Taken from Comic Relief pack, 1999)</li> </ul>	<ul style="list-style-type: none"> <li>Lifeseize, Liz Swinden &amp; Lesley de Meza, Forbes Publications</li> <li>Safe and Sound, Julian Cohen, Healthwise</li> <li>Living and Growing video and study guide, Tell Me About It! Ch4</li> </ul>	<p>Sc2/2a,2l (single) Sc2/2a,2m (double)</p>

SCHEME OF WORK

for PSHCE

**Key Stage 4:** Year 10  
**Theme:** Physical Health  
**Unit:** Body Image (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> <li>■ Show the class the fashion shots of 3 disabled people. What are the pupils' reactions? Can they see how these photos challenge the idea of what is beautiful?</li> <li>■ Safe and Sound, p45, Looking after our bodies. Word-storm a list of what people can do to look after their bodies e.g. exercise, healthy diet, personal hygiene, feeling positive about yourself etc. How would you like to look after your own body better? How can you get support with this?</li> <li>■ Living and Growing, Tell Me About It!, Programme 3, Heavenly Bodies - investigates how young people can realistically influence their body weight, shape and image and how this can get out of hand.</li> <li>■ Tell Me About It! Study Guide, Activity sheets p8, p9, p10</li> </ul>		

Key Stage 4: Year 10

Theme: Safety

Unit: Domestic Violence

**Word Box:**  
domestic violence, abuse, power, control, victim, relationship

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3b to be aware of exploitation in relationships;</p> <p>3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully;</p> <p>3j to know about the statutory and voluntary organisations that support relationships in crisis.</p>	<ul style="list-style-type: none"> <li>■ To understand that some family relationships can be abusive</li> <li>■ To have increased understanding of what constitutes domestic violence</li> <li>■ To have accurate information about the extent and nature of domestic violence</li> <li>■ To understand the effects of domestic violence on families and individuals</li> <li>■ To have some knowledge and experience of conflict resolution</li> <li>■ To increase understanding of why women stay in violent relationships</li> <li>■ To have looked at what men gain or lose by being violent to their partners.</li> </ul>	<ul style="list-style-type: none"> <li>■ Thought shower unequal relationships; establish positives and negatives in such relationships, Focus on abusive aspects, Focus on what makes good relationships. Look at what is needed to establish equality in relationships through thought shower and discussion.</li> <li>■ Use the Respect Pack, Section 5.1, Domestic Violence, Show Behind Closed Doors video, complete the multiple-choice questionnaire, and discuss answers as a whole class.</li> <li>■ Read Genny’s story. What attitudes to domestic violence did she experience? What different kinds of abuse does Genny experience from her husband? Why was it hard for Genny to get help?</li> <li>■ Section 5.2 No to Domestic Violence             <ol style="list-style-type: none"> <li>1. In small, single sex groups look at the Resource sheet “What is Acceptable?”. And discuss the questions in the teacher’s notes. Feedback as a whole class.</li> <li>2. Read the poem “I know Tim’s number by heart” discuss as a class.</li> </ol> </li> <li>■ Campaigns - look at the Zero Tolerance posters, discuss the questions in the teachers’ notes and design own slogan, poster or poem to get the message across.</li> <li>■ Domestic Violence: Consequences             <ol style="list-style-type: none"> <li>Exercise 1: Why do women stay?</li> <li>Exercise 2: Children’s experiences of domestic violence</li> <li>Exercise 3: Consequences for violent men</li> </ol> </li> <li>■ Domestic violence - help and support             <ol style="list-style-type: none"> <li>Exercise 1: What do you do?</li> <li>Exercise 2: Who is there to help?</li> <li>Exercise 3: Dave’s story</li> <li>Exercise 4: Hearing from agencies.</li> </ol> </li> <li>■ Invite speakers from different agencies e.g. police, Women’s Aid, housing etc</li> </ul>	<ul style="list-style-type: none"> <li>■ Excerpts from the film Sleeping with the Enemy</li> <li>■ Respect Pack, Child and Adolescent Services</li> <li>■ Behind Closed Doors video, NCH</li> <li>■ Talking About Violence video, Ch4</li> </ul>	<p>En2/5 RE/AT2 Level 6</p>

SCHEME OF WORK

for PSHCE

Key Stage 4: Year 10

Theme: Relationships

Unit: Parenting

**Word Box:**

parent, lifestyle, physical, intellectual, emotional, challenging, behaviour, attitudes

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1e to use a range of financial tools and services, including budgeting and saving, in managing personal money;</p> <p>3g about the nature and importance of marriage for family life and bringing up children;</p> <p>3h about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life;</p> <p>3i about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances.</p>	<ul style="list-style-type: none"> <li>■ To understand the complex range of needs that a young child has.</li> <li>■ To understand how being a parent changes a person's lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>■ Introductory lesson with dolls - discuss how they work and the process for each pupil to take them home and record their findings for discussion at the end of the unit.</li> <li>■ NSPCC Pack, Theme 4 The Costs of Children: The material needs of children. Changes to lifestyle of parents. The family budget. Facing up to problems</li> <li>■ NSPCC Pack, Theme 5 Meeting the needs of children: Meeting the child's physical, intellectual and emotional needs. Creating a happy, safe, and healthy environment. Different ideas about bringing up children. Managing children's behaviour</li> <li>■ NSPCC Pack Theme 6 Parenting Skills: Opinions and expectations of parenthood, Parenting and childcare skills. Effect of the behaviour and attitudes of parents on children.</li> <li>■ Skills for Life, Unit B7, Valuing family background</li> <li>■ Skills for Life, Unit NRR3, Family life - Gives and Gets, Roles and Rules</li> <li>■ Skills for Life, Unit PD5, Me and My Relationships</li> <li>■ Skills for Life, Unit B2, All in the Family</li> <li>■ Review experiences of taking home the dolls - explore the needs it had, how it made them feel, their thoughts about becoming a parent and its effect on their lives</li> </ul>	<ul style="list-style-type: none"> <li>■ Girl Talk, Carol Weston, Macmillan</li> <li>■ Family Life Education, NSPCC</li> <li>■ Skills for Life, Tacade</li> <li>■ Baby Think It Over Dolls</li> <li>■ Holding the Baby video, FPA</li> </ul>	<p>RE/AT2/Level 6</p>

Key Stage 4: Year 10

Theme: Emotional Health

Unit: Stress and Depression

**Word Box:**

depression, stress, suicide, coping, self-esteem, ethnicity, disability, gender, sexuality

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1a to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals;</p> <p>1b to have a sense of their own identity and present themselves confidently in a range of situations;</p> <p>1c to be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience;</p> <p>2c the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management.</p> <p>1b to have a sense of their own identity and present themselves confidently in a range of situations;</p>	<ul style="list-style-type: none"> <li>■ To understand the causes of stress and depression</li> <li>■ To understand what stress and depression are and the differences between them</li> <li>■ To understand factors that cause stress and depression including ethnicity, disability, sexuality, gender and age.</li> <li>■ To understand that suicide and self-harm are ways of expressing suicide and self-harm</li> <li>■ To develop strategies for coping with stress and depression for yourself and for others</li> </ul>	<ul style="list-style-type: none"> <li>■ Split into groups focusing on either stress or depression. Explore what causes stress or depression. Examine the similarities and differences as a class</li> <li>■ Teacher prompts - Samaritans, Depression - Focus 1 &amp; Samaritans, Stress - Focus 1</li> <li>■ In groups, explore how people might think or feel when they are stressed or depressed. Examine the similarities and differences as a class</li> <li>■ Teacher prompts - Samaritans, Depression - Focus 2 &amp; Samaritans, Stress - Focus 2</li> <li>■ Allocate a case study on one area to each group. Ask them to explore what additional factors might lead to this group being stressed or depressed. Allow time for feedback and for pupils to challenge issues raised. See teacher notes for key positive and negative points to be raised</li> <li>■ Give all pupils Samaritans - Suicide - Section 9, p5 - The Ultimate Question and Samaritans - Self Harm - Section 8, p6 allow time only for immediate responses. Pupils to examine their answers individually in light of the next activity.</li> <li>■ Read the statement sheet and ask pupils to state if they think they are true or false, explore responses as a whole group.</li> <li>■ In groups ask pupils to order the continuum of self harm - Samaritans - Self Harm - Section 8, p1. Stick responses onto a large sheet of paper. Display all groups and compare similarities and differences.</li> <li>■ Case studies on Suicide and self harm</li> <li>■ Samaritans - Suicide - Focus 2</li> <li>■ Samaritans - Self Harm - Section 8, p5</li> <li>■ In pairs ask pupils to explore what strategies they use now when they are stressed. Join another pair and share responses. Create a class list of responses. Look at which responses are destructive and which are constructive.</li> <li>■ Explore which strategies you could use to support others.</li> <li>■ Provide information on local and national support services</li> </ul>	<ul style="list-style-type: none"> <li>■ Samaritans Youth Pack</li> </ul>	<p>Sc2/2 (single and double)</p> <p>PE/4</p> <p>RE/AT2/Level 6</p>

SCHEME OF WORK

for PSHCE

Key Stage 4: Year 10

Theme: Citizenship

Unit: Sustainable Development

**Word Box:**  
environmental, impact, deforestation, sustainable, global, negotiation

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1e how the economy functions, including the role of business and financial services</p> <p>1h The rights and responsibilities of consumers</p> <p>1j the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21</p>	<ul style="list-style-type: none"> <li>■ Understand the concept of fair trade</li> <li>■ Understand that humans are and can make a positive and negative difference to the world's resources</li> <li>■ Understand that climate change and deforestation is having and will continue to have an affect on the world population</li> </ul>	<ul style="list-style-type: none"> <li>■ Papapaa, teaching pack on fair trade and chocolate. Work through the activities in the pack.</li> <li>■ Pupils can organise a Fair Trade snack bar at break times for a week, where they sell fair trade coffee, tea and chocolate and make a display to raise awareness of the issue.</li> <li>■ Before playing the Locococo game, it is a good idea to do some preparatory work: Teachers should choose activity ideas from Locococo, information book, p7, p8, p9, p10, p11, p12, p13</li> <li>■ After playing the game, pupils should look through Locococo, information book, p16, p17 for ideas of things to do in the future.</li> </ul> <p><b>Direct action on a local level</b></p> <ul style="list-style-type: none"> <li>■ Shaping Citizenship, p3, p4, Volunteering in the UK</li> <li>■ Shaping Citizenship, p5, p6, What's the story?</li> <li>■ Shaping Citizenship, p7, Making a difference</li> </ul> <p>NB The other lesson ideas in the pack are also useful.</p> <p>NB Living on the Line - a resource from Action Aid - is a project that looks at a variety of issues that affect the people who live on the Meridian Line. The teacher's pack is accompanied by a video of the programme that appeared on Channel 4. Teachers could select individual lessons or follow the entire pack as an alternative to some of the work outlined above.</p>	<ul style="list-style-type: none"> <li>■ Papapaa, teaching pack on fair trade and chocolate, Comic Relief</li> <li>■ This teaching pack is aimed at KS2 and KS3, but can be used for KS4 as it contains clear and imaginative ideas on a difficult subject matter and excellent information for teachers.</li> <li>■ Living on the Line, Action Aid</li> </ul>	<p>Gg/3b, 3e, 5a, 5b, 6f, 6h-6k</p> <p>Sc2/4b, 4c (single)</p> <p>Sc2/5b, 5c (double)</p> <p>ICT/1</p>

**Key Stage 4:** Year 11  
**Theme:** Society

**Word Box:**

**Unit:** Preparation for Adult Life

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1g to use the careers service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills, and prepare and put into practice personal action plans;</p> <p>1h The rights and responsibilities of consumers</p> <p>1e how the economy functions, including the role of business and financial services</p> <p>1f about the options open to them post-16, including employment and continuing education and training, and about their financial implications;</p> <p>1e to use a range of financial tools and services, including budgeting and saving, in managing personal money;</p> <p>4d make real choices and decisions (for example, about their priorities, plans and use of time; about their choices post-16, with regular review and support</p>		<ul style="list-style-type: none"> <li>■ Connexions STEPS pack</li> <li>■ National Record of Achievement</li> <li>■ Young Citizen's Passport. Pupils can choose one section of the booklet to read, then present it to the rest of the class in a form of their choice (OHT presentation, video, play, debate etc)</li> </ul>	<ul style="list-style-type: none"> <li>■ Connexions STEPS pack</li> <li>■ Young Citizen's Passport, Citizenship Foundation, Hodder and Stoughton</li> </ul>	

SCHEME OF WORK

for PSHCE

Key Stage 4: Year 11

Theme: Physical Health

Unit: Sexual Health

**Word Box:**

genito-urinary medicine, family planning, counsellor, negotiation, passive, aggressive, assertive

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2f in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices;</p> <p>2g to seek professional advice confidently and find information about health;</p> <p>2a to think about the alternatives and long and short-term consequences when making decisions about personal health;</p> <p>2b to use assertiveness skills to resist unhelpful pressure;</p> <p>1d to recognise influences, pressures and sources of help and respond to them appropriately.</p>	<ul style="list-style-type: none"> <li>■ To have considered the kind of sex-related services young people may need to access locally</li> <li>■ To know what services exist locally and nationally</li> <li>■ To have considered and practised the kinds of skills necessary to access local services.</li> </ul>	<ul style="list-style-type: none"> <li>■ Safe &amp; Sound, Help and helping services p67-p71, Activity 1, What support does our school offer young people? Explain to the class what help is available in school for students with sex-related problems. E.g. what staff/school nurse/counsellors/outside agencies can offer? Explain practice issues such as confidentiality, informing parents/carers, other staff etc. Encourage groups to prepare questions e.g. would the school nurse tell a girl where to go for contraception? Answer as accurately as possible. Finally ask the group if they think the support is good? If not how can it be improved?</li> <li>■ Activity 2, How to help friends. Use role-play cards on p71 which focus on friends who have sex-related problems. Divide into two groups A and B. A's ask question B's give advice as a friend. In time change roles.</li> <li>■ Activity 3, Who can young people turn to for help? Discuss useful/not useful things we can do as friends</li> <li>■ Activity 4, Finding out what help is available</li> <li>■ As a class decide on a list of sex-related problems to focus on. Write each one on a flipchart paper and write all the individuals, organisations and places they know who may be able to help if they faced a particular problem. Circulate the flipchart so everyone can contribute. As a class discuss the services and what is known about them. Consider adding national services.</li> <li>■ Activity 5, Find out more about helping agencies</li> <li>■ Ask the class to contribute to a list of information of what young people need to know about particular local services. Encourage small groups to volunteer to find out about each service, by writing, visiting, arranging speakers etc.</li> <li>■ Activity 6, Confidence to get the help you need</li> <li>■ Use scenario cards to explore the type of behaviour needed to get the help needed from any particular service. Look at passive/aggressive/assertive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>■ Safe &amp; Sound, Julian Cohen, Healthwise</li> </ul>	

**Key Stage 4:** Year 11  
**Theme:** Safety

**Word Box:**  
laws, harm, minimisation, legalisation, rights

Consequences of Substance Use and Misuse		Suggested Activities	Suggested Resources	NC Links
<p><b>Unit:</b> Aims</p> <p>2a to think about the alternatives and long and short-term consequences when making decisions about personal health;</p> <p>2e about the health risks of alcohol, tobacco and other drug use.</p> <p>1c the work of parliament, the government and the courts in making and shaping the law;</p>	<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>To consider the consequences of decision making with specific regard to health choices</li> <li>To consider alternate methods of coping</li> <li>To explore further the effects and risks to health of misusing drugs</li> <li>To discuss the legislative procedure</li> <li>To explore and increase the understanding of personal rights, with specific regard to the law</li> </ul>	<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>'20 Questions' place the name of a drug on the forehead of a pupil, this pupil should then try and identify the name of the drug by asking other pupils up to 20 questions, the other pupils can only answer yes, no or maybe. Change pupil and drug a sufficient amount of times to gain an assessment of knowledge in the class.</li> <li>The World of Drugs, activity 10, Drug related situations. Activity focuses on preventing drug misuse and reducing drug related harm for those already involved. Places young person in 'real life' situation and works upon choices and decision-making procedures.</li> <li>Taking Drugs Seriously, activity d7, How would you know if drug use was becoming a problem? Activity focuses on the factors indicating that drug use may be becoming a problem. Focus on all drugs including alcohol. Mainly a discussion based activity and teacher-led clarification of issues.</li> <li>The World of Drugs, activity h1/6, Drug Related 'Fun'. Looks at the realities and possible consequences of drug misuse. The inclusion of role play would be an interesting non-writing based alternative.</li> <li>Taking Drugs Seriously, activity e9, The Legalisation debate. Understanding the arguments for and against legalisation. Also aims to give an appreciation of the role and impact of the law in drug using situations.</li> <li>Taking Drugs Seriously, activity e6, Attitudes to drug laws. Allow students to construct new laws and discuss the law making process.</li> <li>Taking drugs Seriously, activity e4, Know Your Rights. Quiz based session to explore the rights of young people in various 'real life' situations. Teacher-led clarification provides in worksheet.</li> <li>Give out copies of the where to find help map contained in the appendix of the Hackney LEA Drug Education and Managing Drug Related Incidents Guidelines. Pupils could phone or visit the agencies order to find information to present to the rest of the class.</li> </ul>	<p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>The World of Drugs, Tacade</li> <li>Taking Drugs Seriously, Health Wise</li> <li>Legal Advice Leaflets</li> <li>Copies or information about the Misuse of Drugs Act and PACE</li> </ul>	<p><b>NC Links</b></p> <p>Sc2/2m, 2q (single and double) PE/4</p>

SCHEME OF WORK

for PSHCE

**Key Stage 4:** Year 11

**Theme:** Relationships

**Unit:** Leaving Home (continued overleaf)

**Word Box:**

expectations, future rights, housing, finance, legal, illegal

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1b to have a sense of their own identity and present themselves confidently in a range of situations;</p> <p>1e to use a range of financial tools and services, including budgeting and saving, in managing personal money;</p> <p>2h to recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques;</p> <p>3d to work co-operatively with a range of people who are different from themselves.</p>	<ul style="list-style-type: none"> <li>■ To have identified expectations for the future</li> <li>■ To have assessed personal willingness to take risks</li> <li>■ To practice dealing with situations involving individual needs and rights</li> <li>■ To have an awareness of the risks involved in leaving home</li> </ul>	<ul style="list-style-type: none"> <li>■ Skills for Life, Unit RT10, Activity 1, Looking to the Future. Use the copies of Activity Sheet 1 for each pupil to complete individually. How safe or risky are the options? Share in groups of 2/3.</li> <li>■ Activity 2, Taking the Plunge. Each student to complete the grid and record the risks in groups of 3. Take feedback only on the identified risks. Which items seem particularly risky? What are the different risks?</li> <li>■ Skills for Life, Unit NRR7, Activity 3 Strating My Rights. Ask students to think of a problem they might have, which would require a visit to a clinic, hospital, GP, victim support centre, Citizens Advice Centre or Housing Department. Divide into pairs and role-play the "expert" and the "client". Discuss: Any difficulties in communication; Areas they felt comfortable/uncomfortable with; Anything they wished to say but hadn't and why not</li> <li>■ In small groups read the Activity Support Sheet 2, jot down what they might say in each of the situations. Ask volunteers from each group to role-play one of the situations in the whole group. Discuss how helpful was it to write down the questions beforehand? What have you learned about your rights in these situations? How might you behave in the situations for real? In conclusion ask pupils to reflect or write down an experience they have had when they wished they could have stated their rights, but didn't and what they would have liked to have said</li> <li>■ P for paying your way, Lifeschool, BBC Schools video</li> <li>■ How I can support myself if I live away from home? If I stick with my parents, how much should I pay?</li> <li>■ W for workplace, Lifeschool, BBC Schools video</li> </ul>	<ul style="list-style-type: none"> <li>■ Skills for Life, T-ccade</li> <li>■ Lifeschool - Preparation for adult life, BBC</li> <li>■ Changing Lives, Crisis</li> </ul>	

Key Stage 4: Year 11  
 Theme: Relationships  
 Unit: Leaving Home (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> <li>■ What does it feel like to start work? How do I form relationships with my new workmates?</li> <li>■ L for Law, Lifeschool, BBC Schools video</li> <li>■ What are my rights? Is the law there to help me or keep me tied down?</li> </ul> <p><b>Homelessness</b></p> <ul style="list-style-type: none"> <li>■ Changing Lives, Chapter 1, What is a home?</li> <li>■ Make a collection of furniture and electrical catalogues. Give pupils a basic plan of a bed sit or one bedroom flat and ask them in small groups to "furnish" their flat using real prices from the catalogues. The teacher could also allocate each group a character and a total amount of money they are allowed to spend to make the exercise more realistic. Eg Jerome is 17 and has loan of £100 from a friend.</li> <li>■ Changing Lives, Chapter 2, Speaking out, why should we care?</li> <li>■ Changing Lives, Chapter 3, Rough Sleeping, the risk factors</li> <li>■ Changing Lives, Chapter 5, Rough Sleeping, An attractive lifestyle?</li> <li>■ Changing Lives, Chapter 7, Homelessness, The drama</li> <li>■ Changing Lives, Chapter 12, What can you do?</li> </ul>		

Key Stage 4: Year 11

Theme: Emotional Health

Unit: Exam Preparation

Word Box:

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1a to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals.</p> <p>2c the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management.</p>		<ul style="list-style-type: none"> <li>■ School revision programme - surviving exam stress</li> </ul>		

Key stage 4: Year 11

Theme: Citizenship

Unit: Diversity in the UK

**Word Box:**  
identity, diversity, culture, racism

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1b the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;</p> <p>1f the work of community-based national, international voluntary groups</p> <p>3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</p>	<ul style="list-style-type: none"> <li>■ To have considered racial origins and how this contributes to modern day identity</li> <li>■ To have explored the nature of multi cultural societies and its implications</li> <li>■ To have considered the racial and cultural mix of future societies</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about Race video, Programme 1 Who are we? Identity,</li> <li>■ Teacher's Pack - Mixed race identity</li> <li>■ Skills for Life, UnitB7, Activity 1, Family backgrounds</li> <li>■ Talking About Race, Programme 2, Mixing It? Multi culture</li> <li>■ Teacher's pack - Transmitting culture</li> <li>■ Talking About Race, Programme 3, Futures</li> <li>■ Teacher's Pack - Survey</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking About Race video and teaching pack, Ch 4</li> <li>■ Skills for Life, Tacade</li> </ul>	<p>RE/AT2/Level 6</p>

SCHEME OF WORK

for PSHCE

PSHE & Citizenship Resources

Reception

Unit	Myself and Others	Healthy Eating and Hygiene	Medicines, Solvents & People Who Help Us	Family Networks	Feelings	Needs
Resources	<ul style="list-style-type: none"> <li>■ Goldilocks and the Three Bears, Audrey Daly and Chris Russell, Ladybird</li> <li>■ Its Not Fair, A Harper and S. Hellard, Puffin</li> <li>■ You'll Soon Grow into Them Titch, P-Hutchins, Picture Puffin</li> </ul>	<ul style="list-style-type: none"> <li>■ The Lunch Bunch Ch4 video</li> <li>■ Mini packets of cereals (not containing nuts).</li> <li>■ Magazine pictures of food</li> <li>■ What's The Time Mr Wolf? Colin Hawkins, Mammoth</li> <li>■ Up to date healthy food guidelines</li> <li>■ Look After Yourself Video</li> </ul>	<ul style="list-style-type: none"> <li>■ PRIDE (Parents Role in Drug Education) Manchester</li> <li>■ Look After Yourself Teachers Guide CH4</li> </ul>	<ul style="list-style-type: none"> <li>■ Dogger Shirley Hughes, Red Fox</li> <li>■ I'm Trying to Tell You Bernard Ashley Puffin</li> <li>■ Jenny and Grandpa Carolyn Nystram, Lion Publishing</li> <li>■ My Dad is Brilliant Nick Butterworth, Walker</li> <li>■ My Mum is fantastic Nick Butterworth, Walker</li> <li>■ A busy day for a good grandmother Margaret Mahy, Puffin</li> </ul>	<ul style="list-style-type: none"> <li>■ Look After Yourself video Ch4</li> <li>■ Look After Yourself Teachers Guide &amp; Activity Book</li> </ul>	<ul style="list-style-type: none"> <li>■ Infant Citizenship Project, Institute for Citizenship</li> </ul>
GCA Citizenship KS 1 & 2 Alternative Units			Unit 4			Unit 3

PSHE & Citizenship Resources

Year 1

Unit	Rules and Relationships	Exercise	Outdoors	Change, Loss and Bereavement	Friendships & Bullying	Environment
Resources	<ul style="list-style-type: none"> <li>Skills for the Primary School Child, Tacade</li> <li>This is no longer available to buy and has been replaced by                             <ul style="list-style-type: none"> <li>I am, I know I can, Tacade</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All About Us video, Look After Yourself Ch4</li> <li>All About Us Teachers Guide &amp; Activity Book Ch4</li> </ul>	<ul style="list-style-type: none"> <li>Topsy and Tim Go Safely, Jean Adamson, Ladybird</li> <li>All About Us video, Look After Yourself, Ch4</li> <li>All About Us Teachers Guide &amp; Activity Book, Ch4</li> <li>NSPCC Take Care, Book D: Taking Care of my Safety, London Underground can organise free visits to an underground station of the school's choice, where pupils look at issues, including safety. A free resource pack is also available.</li> </ul>	<ul style="list-style-type: none"> <li>My Dad is brilliant, Nick Butterworth, Walker</li> <li>Growing Up Now Jack &amp; Angela Wingfield</li> <li>Living and growing Resource Book</li> <li>Skills for the Primary School Child, Tacade</li> <li>NSPCC Book B; Taking Care in My Family</li> <li>Goggle Eyes, Anne Fine, Picture Puffin</li> <li>The Suitcase Kid Jacqueline Wilson, Transworld</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship for the Primary School Yr 1 &amp; 2, Institute for Citizenship</li> <li>NSPCC Take Care, Book A: Taking Care of Myself</li> <li>Topsy And Tim and the Bully, Jean &amp; Gareth Adamson, Blackie</li> <li>Max and the School Dinners, Colin and Jacqui Hawkins, Puffin</li> <li>Hurrah for Ethelyn, Babette Cole, Mammoth</li> <li>No More Bullying, Rosemary Stones, Happy Cat Books</li> <li>Bully, David Hughes, Walker</li> <li>The Bullies, Althea Daniels</li> </ul>	<ul style="list-style-type: none"> <li>Wake Up World, Beatrice Hollyer, Frances Lincoln</li> <li>Photo Opportunities 2000, Oxfam</li> <li>Shompa lives in India, Jean Harrison, Christian Aid</li> </ul>
GCA Citizenship KS 1 & 2 Alternative Units	Unit 1 Unit 2		Unit 4		Unit 1 Unit 2	

SCHEME OF WORK

for PSHCE

PSHE & Citizenship Resources

Year 2

Unit	Substance Use & Misuse	Hygiene	Child Protection	Growing Up	Similarities and Differences	Community
Resources	<ul style="list-style-type: none"> <li>■ Skills for the Primary School Child – The World of Drugs, Tacade</li> <li>■ Drugs to Help... Drugs to Hurt Ch4</li> <li>■ The Good Health Guide to Drugs Ch4</li> <li>■ The Primary School Drugs Pack Healthwise</li> <li>■ Primary School Smoking Education Pack, Healthwise</li> </ul>	<ul style="list-style-type: none"> <li>■ Freckly Feet and Itchy Knees, Michael Rosen, Picture Lions</li> <li>■ Andrew's Bath David McPhail, Puffin</li> <li>■ Mr Archimedes Bath Pamela Allen, Puffin</li> <li>■ Having a Bath with Papa, Shigeo Watanabe, Red Fox</li> <li>■ The Smelly Book Babette Cole, Jonathan Cape</li> <li>■ When dad did the washing, Rhonda &amp; David Armitage, Puffin</li> <li>■ Look After Yourself Activity Book, Ch4</li> </ul>	<ul style="list-style-type: none"> <li>■ Look After Yourself: Activity Book, Ch4</li> <li>■ NSPCC Take Care, Book A: Taking care of myself</li> <li>■ NSPCC Take Care, Book C: Taking Care in My Home</li> <li>■ Alone at Home, Alfiea Daniels, A&amp;C Black</li> <li>■ My Book, My Body, K Rouf &amp; A Pierce, The Children's Society</li> </ul>	<ul style="list-style-type: none"> <li>■ Living and Growing, Unit 1, video and teacher's guide, Ch4</li> </ul>	<ul style="list-style-type: none"> <li>■ Living and Growing Unit 1, Teachers Guide</li> <li>■ NSPCC Take Care Book A: Taking Care of Myself</li> <li>■ Skills for the Primary School Child, Tacade</li> <li>This is no longer available to buy and has been replaced by</li> <li>■ I am, I know I can, Tacade</li> <li>■ I feel angry, Brian Moses, Wayland</li> <li>■ I feel sad, Brian Moses, Wayland</li> </ul>	<ul style="list-style-type: none"> <li>■ Citizenship for the Primary School Yr 1 &amp; 2, The Institute for Citizenship</li> </ul>
QCA QCA Citizenship KS 1 & 2 Alternative Units			Unit 4		Unit 1 Unit 2 Unit 5	Unit 1 Unit 2

PSHE & Citizenship Resources

Year 3

Unit	Rights & Responsibilities at School	Nutrition	Outdoors	Other Peoples Lives	Self Esteem	Jobs
Resources	<ul style="list-style-type: none"> <li>■ Skills for the Primary School Child, Part 2, Tacade</li> <li>■ I am, I know I can, Tacade</li> </ul>	<ul style="list-style-type: none"> <li>■ Pictures of decayed teeth, toothbrushes, toothpaste, etc. adverts</li> <li>■ Crunch Time video, Ch4</li> <li>■ Look After Yourself video, Ch 4</li> <li>■ Lunch Bunch Activity Book, Ch 4</li> </ul>	<ul style="list-style-type: none"> <li>■ Health for Life 2, Nelson</li> <li>■ Street Smart video, Ch4</li> <li>■ Childline teacher's pack</li> </ul>	<ul style="list-style-type: none"> <li>■ Getting Personal, Book 2: Communities, Folens</li> <li>■ Community information, maps and support materials</li> <li>■ What Should I do? Video, Ch4</li> </ul>	<ul style="list-style-type: none"> <li>■ Skills for the Primary School Child, Tacade</li> <li>■ This is no longer available to buy and has been replaced by</li> <li>■ I am, I know I can, Tacade</li> <li>■ Good Health Guide to eating drinking working resting and playing Ch4</li> <li>■ Childline teacher's pack</li> </ul>	<ul style="list-style-type: none"> <li>■ Good Health Guide: Working Ch4</li> <li>■ Choices and Consequences, Work &amp; Wealth Ch4</li> </ul>
QCA Citizenship KS 1 & 2 Alternative Units	Unit 1 Unit 2 Unit 6 Unit 7			Unit 5		Unit 1 Unit 2 Unit 4

SCHEME OF WORK

for PSHE

PSHE & Citizenship Resources

Year 4

Unit	Rights & Responsibilities at Home	Exercise	Recognising Dangerous Situations	Accepting Differences	Assertiveness	Environment, Recycling
Resources	<ul style="list-style-type: none"> <li>■ The Good Health Guide to eating, drinking, working, resting and playing, Ch 4</li> <li>■ Childline teacher's pack</li> </ul>	<ul style="list-style-type: none"> <li>■ Good Health Guide to eating, drinking, working, resting and playing, Ch 4</li> </ul>	<ul style="list-style-type: none"> <li>■ NSPCC Take Care, Book D: Taking Care of My safety</li> </ul>	<ul style="list-style-type: none"> <li>■ Quality Circle Time, Jenny Mosley, LDA</li> <li>■ Turn Your School Around, Jenny Mosley, LDA</li> <li>■ Childline teacher's pack</li> <li>■ I've forgotten Edward, Susan Hill and Helen Averley</li> <li>■ Dogger, Shirley Hughes, Red Fox</li> </ul>	<ul style="list-style-type: none"> <li>■ Skills for the Primary School Child, Tacade</li> </ul> <p>This is no longer available to buy and has been replaced by</p> <ul style="list-style-type: none"> <li>■ I am, I know I can, Tacade</li> <li>■ Six Thinking Hats for Schools, Book 2, Edward de Bono</li> </ul>	<ul style="list-style-type: none"> <li>■ Information, books and materials on plants, conservation and the affects of drought.</li> <li>■ Skills for the Primary School Child, Part 2, Tacade</li> <li>■ Prepared rectangles of card with double sided carpet tape</li> <li>■ Making It Happen, Gillian Symons, WWF</li> <li>■ Citizenship for the Future, a practical classroom guide, David Hicks, WWF</li> <li>■ n the Eye of the Storm, Action Aid</li> <li>■ Swallow Tale, Tim Vyrer, WWF</li> </ul>
GCA Citizenship KS 1 & 2 Alternative Units	Unit 7				Unit 1 Unit 2	Unit 6

PSHE & Citizenship Resources

Year 5

Unit	Resolving Conflict	Puberty – Including Menstruation	First Aid and Getting Help	Different Types of Relationships	Feelings	Politics
Resources	<ul style="list-style-type: none"> <li>Childline teacher's pack</li> </ul>	<ul style="list-style-type: none"> <li>Living and Growing video, Unit 2, Ch4</li> <li>Living and Growing video, Unit 3, Ch4</li> <li>Selection of sanitary wear</li> <li>Girl Talk: All the stuff your sister never told you, Carol Weston, Macmillan</li> </ul>	<ul style="list-style-type: none"> <li>St John's Ambulance Young Lifesaver Scheme</li> <li>I am, I know I can, Tacade</li> </ul>	<ul style="list-style-type: none"> <li>Skills for the Primary School Child, Part 2, Tacade</li> <li>NSPCC Take Care pack</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Disability: Teachers Cards, Tacade</li> <li>This is no longer available to buy and has been replaced by</li> <li>I am, I know I can, Tacade</li> <li>Childline teacher's pack</li> <li>A Volcano in my Tummy, New Society Publishers</li> <li>Getting Personal: PSHE – Resource Book 1, Folens</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship video and resource pack, BBC</li> <li>The X File Programme and teacher's guide, Ch 4</li> </ul>
QCA Citizenship KS 1 & 2 Alternative Units	Unit 1 Unit 2 Unit 9			Unit 5		Unit 1 Unit 2 Unit 8 Unit 10

SCHEME OF WORK

for PSHE

PSHE & Citizenship Resources

Year 6

Unit	First Aid and Getting Help	Puberty and Reproduction	Substance Use and Misuse	Inequalities	Taking Risks	Community Action
Resources	<ul style="list-style-type: none"> <li>■ St John's Ambulance Young Lifesaver Award Part 2</li> </ul>	<ul style="list-style-type: none"> <li>■ Living and Growing video and resource books, Unit 2 &amp; 3 Ch4</li> <li>■ The Primary School Sex and Relationships Education Pack, Healthwise</li> <li>■ Skills for the Primary School Child, Part 2 Tacade</li> <li>■ For information on AIDS and HIV, a general guide is available from AVERT</li> </ul>	<ul style="list-style-type: none"> <li>■ The Primary School Drugs Pack, Healthwise</li> <li>■ The Good Health Guide to Drugs Video and Activity Book Ch4</li> <li>■ Skills for the Primary School Child, The World of Drugs, Tacade</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking Rights: Taking Responsibility, Unicef</li> </ul>	<ul style="list-style-type: none"> <li>■ Skills for the Primary School Child, Tacade</li> <li>■ This is no longer available to buy and has been replaced by                             <ul style="list-style-type: none"> <li>■ I am, I know, I can, Tacade</li> <li>■ NSPCC Take Care</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Citizenship video and resource pack, BBC</li> <li>■ Taking Action, Oxfam, Heinemann</li> <li>■ Taking Action, RSPCA, Heinemann</li> </ul>
QCA Citizenship KS 1 & 2 Alternative Units	Unit 11			Unit 7	Unit 12	Unit 4 Unit 5

PSHE & Citizenship Resources

Year 6

Unit	Our Class	Puberty and Nutrition	Substance Use and Misuse	Friendships	Personal Safety	School Politics
Resources	<ul style="list-style-type: none"> <li>Understanding Disability, Tacade - this resource is no longer available</li> </ul>	<ul style="list-style-type: none"> <li>Safe and Sound, Healthwise</li> <li>Choices and Consequences, Eat Well... Keep Well, Ch 4</li> <li>Be Active! magazine, British Heart Foundation</li> <li>Intake magazine, British Heart Foundation</li> <li>Fit or Twit CD, British Heart Foundation</li> </ul>	<ul style="list-style-type: none"> <li>Drug and heading cards</li> <li>The World of Drugs Secondary Tacade</li> <li>The World of Drugs Primary Tacade</li> <li>Drugs to Help... Drugs to Hurt Ch4</li> <li>Basic Drugs Fact card game, Healthwise</li> </ul>	<ul style="list-style-type: none"> <li>Choices and Consequences, Family and Friends, Ch 4</li> <li>I've changed the world, the universe and everything, Comic Relief</li> <li>For further reference on settling up Circles of Friends: Circles of Friends, Colin Newton and Derek Wilson, 1999, Scholastica, London</li> </ul>	<ul style="list-style-type: none"> <li>Choices and Consequences, Be Sure... Be Safe, Ch 4</li> </ul>	<ul style="list-style-type: none"> <li>Respect Pack, Child and Adolescent Mental Health Services</li> </ul>
GQA Citizenship KS 1 & 2 Alternative Units	Unit 1					Unit 6 Unit 7 Unit 14

SCHEME OF WORK

for PSHCE

PSHE & Citizenship Resources

Year 8

Unit	Bullying	Sexual Health	Getting Help and First Aid	Relating to Adults	Changing Family Networks	Young Peoples Rights
Resources	<ul style="list-style-type: none"> <li>■ Understanding Disability, Tacade - no longer available to buy</li> <li>■ Skills for Life, Tacade - this resource has been replaced by Citizenship for 11-16</li> <li>■ Respect Pack, City &amp; Hackney CAMHS</li> <li>■ I've changed the world, the universe and everything, Comic Relief</li> <li>■ Life size, Liz Swinden &amp; Lesley De Meza</li> <li>■ The Tulip Touch, Anne Fine, Hamish Hamilton.</li> <li>■ The Panic Wall, Alice Rowe., Egghead, Steve May.</li> <li>■ School Tales, Jill Dawson ed,</li> <li>■ Deliver Us From Evie, M.E. Keir,</li> </ul>	<ul style="list-style-type: none"> <li>■ Safe and Sound, Julian Cohen, Healthwise</li> <li>■ Living and Growing, Love Talk, video and Teachers Guide, Ch 4</li> <li>■ Skills for Life, Tacade - this resource will be replaced by Citizenship for 11-16 October 2004</li> </ul>	<ul style="list-style-type: none"> <li>■ St John's Ambulance Young Lifesaver Award</li> </ul>	<ul style="list-style-type: none"> <li>■ NSPCC Family Life Education Pack</li> <li>■ Skills for Life, Tacade - this resource has been replaced by Citizenship for 11-16</li> </ul>	<ul style="list-style-type: none"> <li>■ Family Life Education, NSPCC</li> <li>■ Skills for Life, Tacade - this resource has been replaced by Citizenship for 11-16</li> <li>■ Living &amp; Growing, Tell Me About It! Video and teacher's guide, Ch 4</li> </ul>	<ul style="list-style-type: none"> <li>■ Family Life Education, NSPCC</li> <li>■ Criminal Justice, Institute for Citizenship</li> <li>■ I've changed the world, the universe and everything, Comic Relief*</li> </ul>
QCA Citizenship KS 1 & 2 Alternative Units						Unit 2 Unit 9

PSHE & Citizenship Resources

Year 9

Unit	Money	Sexual Health	Illicit Substances	Sexual Relationships	Future Options	Human Rights
Resources	<ul style="list-style-type: none"> <li>■ Get Working video, Ch 4</li> <li>■ E- Commerce, Institute for Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>■ Warts and All: A Young Person's Guide to STDs, Bristol Health Promotion.</li> <li>■ Safe and Sound Julian Cohen, Healthwise</li> <li>■ Living and Growing, Love Talk, video and teachers guide, Ch 4</li> <li>■ Infection Protection - Teaching about Sexually Transmitted Infections, Brook Publications</li> <li>■ Taught Not Caught - LDA</li> </ul>	<ul style="list-style-type: none"> <li>■ The World of Drugs Secondary Pack, Tacade</li> <li>■ Taking Drugs Seriously, Healthwise</li> <li>■ Misuse of Drugs Act information</li> <li>■ Know the Score Leaflets, HDA</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect pack, Child and Adolescent Services</li> <li>■ Living and Growing, Love Talk, video and teachers notes, Channel 4</li> </ul>	<ul style="list-style-type: none"> <li>■ Connexions STEPs Pack</li> </ul>	<ul style="list-style-type: none"> <li>■ Activate, On-line case studies, The Institute for Citizenship</li> <li>■ Refugee Voices, Ch4</li> <li>■ I've changed the world, the universe and everything in it, Comic Relief</li> </ul>
QCA Citizenship KS 1 & 2 Alternative Units	KS4 SOW Unit 5, 6, 9					Unit 3 Unit 4

SCHEME OF WORK

for PSHCE

PSHE & Citizenship Resources

Year 10

Unit	Work Experience	Body Image	Domestic Violence	Parenting	Stress and Depression	Sustainable Development
Resources	<ul style="list-style-type: none"> <li>■ See Connexions STEPS Pack</li> <li>■ National Records of Achievement</li> </ul>	<ul style="list-style-type: none"> <li>■ Lifesize, Liz Swinden &amp; Lesley de Meza, Forbes Publications</li> <li>■ Safe and Sound, Julian Cohen, Healthwise</li> <li>■ Living and Growing video and study guide, Tell Me About It! Ch4</li> </ul>	<ul style="list-style-type: none"> <li>■ Excerpts from the film Sleeping with the Enemy</li> <li>■ Respect Pack, Child and Adolescent Services</li> <li>■ Behind Closed Doors video, NCH</li> <li>■ Talking About Violence video, Ch4</li> </ul>	<ul style="list-style-type: none"> <li>■ Girl Talk, Carol Weston, Macmillan</li> <li>■ Family Life Education, NSPCC</li> <li>■ Skills for Life, Tacade – this resource has been replaced by Citizenship for 11-16</li> <li>■ Baby Think It Over Dolls</li> <li>■ Holding the Baby video, FPA</li> </ul>	<ul style="list-style-type: none"> <li>■ Samaritans Youth Pack</li> </ul>	<ul style="list-style-type: none"> <li>■ Papapapa, teaching pack on fair trade and chocolate, Comic Relief</li> <li>■ Living on the Line, Action Aid</li> </ul>
QCA Citizenship KS 1 & 2 Alternative Units	Unit 8					

PSHE & Citizenship Resources

Year 11

Unit	Preparation for Adult Life	Sexual Health	Consequences of Substance Use and Misuse	Leaving Home	Exam Preparation	Diversity in the UK
Resources	<ul style="list-style-type: none"> <li>Young Citizen's Passport, Citizenship Foundation, Hodder and Stoughton</li> <li>Connexions STEPs Pack</li> </ul>	<ul style="list-style-type: none"> <li>Safe &amp; Sound, Julian Cohen, Healthwise</li> </ul>	<ul style="list-style-type: none"> <li>The World of Drugs, Tacade</li> <li>Taking Drugs Seriously, Health Wise</li> <li>Legal Advice Leaflets</li> <li>Copies or information about the Misuse of Drugs Act and PACE</li> </ul>	<ul style="list-style-type: none"> <li>Skills for Life, Tacade – this resource has been replaced by Citizenship for 11-16</li> <li>Lifeschool – Preparation for adult life, BBC</li> <li>Changing Lives, Crisis</li> </ul>		<ul style="list-style-type: none"> <li>Talking About Race video and teaching pack, Ch 4</li> <li>Skills for Life, Tacade – this resource has been replaced by Citizenship for 11-16</li> </ul>
GQA Citizenship KS 1 & 2 Alternative Units				Unit 10		Unit 1 Unit 3

SCHEME OF WORK

for PSHE

## Key Stage 3 & 4 Resource Contacts

---

### Amazon - [www.amazon.co.uk](http://www.amazon.co.uk)

#### Fiction

- Deliver Us From Evie, M.E.Kerr, Viking
- The Tulip Touch, Anne Fine, Hamish Hamilton.
- The Panic Wall, Alice Rowe, Mammoth
- Egghead, Steve May, Mammoth

#### Non-Fiction

- School Tales: StORIES by Young Women, Jill Dawson ed, Livewire.
- Girl Talk, Things your sister never told you, Carol Weston, Macmillan
- Life size, Teaching materials exploring body image, Liz Swinden and Lesley De Meza, Forbes

---

### Channel 4 - [www.channel4.com](http://www.channel4.com)

- Choices and Consequences, Eat Well...Keep Well Activity Book
- Choices and Consequences, Be Sure... Be Safe Activity Book
- Choices and Consequences, Family and Friends Activity Book
- Choices and Consequences, Drugs to Help...Drugs to Hurt Activity Book
- Off Limits, Get Working video
- Off Limits, Love Talk, video and Teachers Guide
- Off Limits, Tell Me About It! Video and Teachers Guide
- Off Limits, Talking About Violence video and teaching pack
- Off Limits, Talking About Race video and teaching pack
- Off Limits, Refugee Voices video
- Off Limits, Work Experience video

---

### Healthwise - [www.healthwise.org.uk](http://www.healthwise.org.uk)

- Safe and Sound, Julian Cohen,
- Basic Drugs Fact card game
- Taking Drugs Seriously 3

SCHEME OF  
WORK

for PSHCE

---

**Tacade - [www.tacade.com](http://www.tacade.com)**

- The World of Drugs Secondary
- The World of Drugs Primary

---

**Other**

- NSPCC Family Life Education Pack – [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Family Life Education, NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Young Citizen’s Passport, Citizenship Foundation, Hodder and Stoughton – [www.citfou.org.uk](http://www.citfou.org.uk)
- Behind Closed Doors video, NCH – [www.nchafc.org.uk](http://www.nchafc.org.uk)
- Infection Protection – Teaching about Sexually Transmitted Infections, Brook Publications, [www.brook.org.uk](http://www.brook.org.uk)
- Holding the Baby video, FPA, contact [www.fpa.org.uk](http://www.fpa.org.uk)
- Misuse of Drugs Act information – [www.drugscope.co.uk](http://www.drugscope.co.uk)
- Know the Score Leaflets – [www.drugscope.co.uk](http://www.drugscope.co.uk)
- Respect Pack, Child and Adolescent Services – St Leonard’s Hospital, Child Psychology Department, Hackney
- Samaritans Youth Pack - [www.samaritans.org.uk](http://www.samaritans.org.uk)
- Papapaa, teaching pack on fair trade and chocolate, Comic Relief – [www.comicrelief.com](http://www.comicrelief.com)
- Living on the Line, Action Aid – [www.actionaid.org.uk](http://www.actionaid.org.uk)
- Lifeschool – Preparation for adult life, BBC - [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)
- Changing Lives, Crisis - [www.crisis.org.uk](http://www.crisis.org.uk)
- Be Active! magazine, British Heart Foundation – [www.bhf.org.uk](http://www.bhf.org.uk)
- Intake magazine, British Heart Foundation – [www.bhf.org.uk](http://www.bhf.org.uk)
- Fit or Twit CD, British Heart Foundation – [www.bhf.org.uk](http://www.bhf.org.uk)
- Activate – On-line resources, Institute for Citizenship - [www.citizen.org.uk](http://www.citizen.org.uk)