






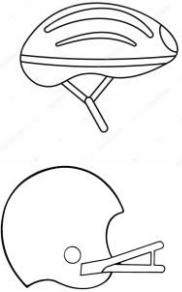
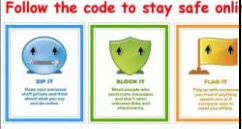



ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC X	RE	SCIENCE
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p><u>Healthy Lifestyles</u></p> <p><u>L.O. To understand the reasons that young people might try drugs.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> I must: list some of the reasons young people may try drugs I should: name some ways drugs can affect your life I could: consider how drugs affect families and communities 	<p><u>Input:</u> With talk partners, identify as many drugs as you can. Share outcomes, remembering to include alcohol, tobacco, medicines and caffeine. Discuss: What drugs are legal/illegal? Who decides this? Share Drug Education Video. On large paper, make a note of anything you have learned, and discuss issues raised. Share PowerPoint. What is the difference between socially acceptable drugs, prescribed drugs and illegal drugs?</p> <p><u>Task:</u> After watching the video, and sharing the PowerPoint, identify the effects drugs can have on your life, (physical, emotional and social), and the reasons young people may have for trying drugs, (peer pressure, stress, boredom and personal problems). Working in small groups, ask the children to identify more healthy ways that they can deal with problems/ issues. Each group presents their outcomes to the class.</p> <p><u>Plenary:</u> Ask the children to consider the effects of drug taking on a family or a community. What would happen if drugs were legalised? Can we name some ways we could deal with the issue?</p> <p><u>Key vocabulary:</u> Cigarette, e-cigarettes, cannabis, health, money, alcohol, tobacco, nicotine, legal and illegal drugs</p>	<p>Drug Education Video - YouTube https://www.youtube.com/watch?v=shtRXgef19U</p> <p>Twinkl – PowerPoint: Drug and Substance Misuse https://www.twinkl.co.uk/resource/cfe2-p-37-drugs-and-substance-misuse-powerpoint</p> 	<p><i>Design a poster to discourage drug use, or inform others of the dangers involved e.g.</i></p> 

<p>2</p>	<p><u>Healthy Lifestyles</u></p> <p><u>L.O. To understand how drug use can affect the body.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must: understand how drugs can affect my body 2. I should: learn ways to say no to peers 3. I could: add dance moves to a song about saying NO to drugs 	<p><u>Input-</u> Recap previous lesson on what drugs are, and why people may take these. Share BBC clip. Why might children be tempted to try these? Under what circumstances?</p> <p><u>Task-</u> Discuss the effects various drugs can have on the human body. (See notes below plans.) Working in groups, the children will produce a short play in which they show one child saying 'No!' to their peers trying to make them smoke, drink or take drugs of some form.</p> <p><u>Plenary-</u> Share with the rest of the class during the plenary.</p> <p><u>Key vocabulary:</u> Cigarette, e-cigarettes, cannabis, health, money, alcohol, tobacco, nicotine, legal and illegal drugs</p>	<p>https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/zrs44xs BBC The effects of recreational drugs on health and behaviour</p> <p>See notes attached to plans (below) on ways drugs effect our bodies.</p>	<p>https://www.youtube.com/watch?v=wQkvA4o60xE <i>It's OK to Say No To Drugs... through song!</i></p> 
<p>3</p>	<p><u>Keeping Safe</u></p> <p><u>L.O. To identify some positive mobile phone user habits.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must: list the benefits of using a mobile 2. I should: recognise that spending too long on a mobile is bad for me 3. I could: identify other ways I can use my mobile in a positive manner 	<p><u>Input:</u> How many of us have our own mobile phone? Do you already follow any steps to keep yourself safe when using your phone? Pupils work in groups to complete the survey. What are the effects of spending too long on a mobile? (Physical, social, emotional). Children record their ideas on post-it notes and add these to a display. Can we think of other things we could be doing instead of being on our phones? Add these ideas to the display.</p> <p><u>Task:</u> Divide into a 'pros' and a 'cons' team. The 'pros' team shouts out a benefit of mobile phones (E.g., 'play games when you're bored'). The 'cons' team responds with a drawback (E.g., 'texting takes away conversation'). Teams react and respond like this, with players taking it in turns to shout out a pro or a con, until someone gets stuck (limit thinking time allowed!). They are then out of the game and their turn goes to the next person in their team until an entire team runs out of ideas. Whichever team is left wins. DISCUSS- Which team won? Do you agree with the conclusion (that there are more pros or more cons of mobiles)? Among the pros and cons mentioned, were there any that people were surprised about or disagreed with?</p> <p><u>Plenary:</u> Share the risks of smartphone addiction. What</p>	<p>Mobile phone survey – (Available on Google Drive/ Shared Drives/ RP Resources)</p> <p>Smartphone Addiction – teacher's notes (Available on Google Drive/ Shared Drives/ RP Resources)</p> 	<p><i>Working with a group, compose a short rhyme discouraging overuse of a mobile phone.</i></p>

		<p>could we make a note of and add to our display? List 5 other things you could be doing instead of being on your mobile.</p> <p><u>Key vocabulary:</u> Misleading, marketing, consumers, advertising, role model, media, reality, manipulate, screen time</p>		
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
4	<p><u>Keeping Safe</u></p> <p><u>L.O. To identify hazards I might face whilst out cycling.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must: investigate the rules cyclists need to follow 2. I should: identify ways in which cyclists can keep safe on the roads 3. I could: include suggestions for keeping a bicycle in good working order 	<p><u>Input:</u> What rules do you know of to assure your safety when out cycling? What protective gear could you wear? What dangers do cyclists face on the roads? How do cyclists ensure they are clearly visible to other road users?</p> <p><u>Task:</u> Working in pairs/ groups, the children research road safety rules for cyclists. They will go on to record their findings in the form of a PowerPoint/ Google Slides Presentation. They will insert images to suit each regulation.</p> <p><u>Plenary:</u> Share outcomes with the class. What changes would you make? What would you add or delete? How could your presentation be even better? What have you learned today?</p> <p><u>Key vocabulary:</u> Road users, pedestrians, cyclists, helmet, signal, rules of the road, visibility,</p>	<p>Chromebooks/ laptops</p>  <p>(Available on Google Drive/ Shared Drives/ RP Resources)</p>	<p><i>Design a bicycle helmet.</i></p> 
5	<p><u>Keeping Safe</u></p> <p><u>L.O. To identify ways to keep myself safe online.</u></p> <p><u>Success Criteria:</u></p>	<p><u>Input:</u> Share the Online Safety for Kids PowerPoint. Is there anything here that you didn't already know? Which of these rules do you follow? What information should you never put online and why? What would you do if you feel unsafe while working online?</p>	<p>Twinkl- Online Safety for Kids PowerPoint</p> <p>https://www.twinkl.co.uk/resource/t-4962-internet-safety-powerpoint</p> <p>Twinkl – Online Gaming Sharing</p>	<p>Follow the code to stay safe online</p>  <p>Click Clever, Click Safe!</p> <p><i>Design your own online safety</i></p>

	<ol style="list-style-type: none"> 1. I must: know ways to protect myself when online 2. I should: know who I can talk to if I feel unsafe online 3. I could: compile my own top 5 rules for using the internet safely 	<p>Task: Share the Discussion Cards with the class. In your group, discuss the issue(s) raised. Allow a time limit for each card, before the groups pass their card on and get another. Share outcomes. Go on to complete the Perfect Passwords sheet.</p> <p>Plenary: Each child will have the opportunity to decide what their top 5 rules would be to ensure safety while going online. These can be compared within the class. Can you justify your choices? Why do you feel one rule is more important than another?</p> <p>Key vocabulary: online, images, appropriate, text, share, restrictions, laws, drugs, organisations, media, personal information</p>	<p>Information Discussion Cards (Available on Google Drive/ Shared Drives/ RP Resources)</p> <p>https://www.twinkl.co.uk/resource/k-s2-online-gaming-sharing-information-discussion-cards-t-i-1641294099</p> <p>Perfect Passwords worksheet (Available on Google Drive/ Shared Drives/ RP Resources)</p> <p>Optional: Twinkl – Internet and Phone Safety Multiple Choice Quiz Game</p> <p>https://www.twinkl.co.uk/resource/t-t-5309-internet-and-phone-safety-multiple-choice-quiz-game</p>	<p>icons.</p>
6	<p><u>Keeping Safe</u></p> <p><u>L.O. To understand different types of abuse, and how to keep myself safe</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must: know abuse takes different forms 2. I should: understand the difference between a GOOD and a BAD touch 3. I could: know who to trust if I feel uncomfortable or afraid 	<p>Input- Introduce the fact that abuse can take different forms: physical, emotional, sexual, domestic and neglect. Shared discussion on what each of these types of abuse may look like and how to recognise signs. Today’s lesson is based on the NSPCC’s lesson on PANTS, designed to keep children safe from sexual abuse.</p> <p>Task- Share the PowerPoint, which includes information on a good or bad touch, and people we can trust. Watch the PANTS song animation. While this may be a bit ‘young’ for this age group, the message is more important. Discuss with the class: is this the most appropriate way to get the message across to all age groups? Do you think it is a good</p>	<p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>NSPCC Learning - PANTS resources for schools and teachers – all slides and suggestions available online</p>	<p>The NSPCC uses Pantosaurus to get their message across.</p>  <p>Design your own cartoon character for the NSPCC.</p>

way to help children remember the advice? If you don't think so, how do you think it should be done?

Plenary- Provide a variety of arts materials so that the class can design their own pants. This can include sheets of plain paper, wrapping paper, tissue paper, colouring pencils, pens and paints
They can annotate their pants with messages.

Key vocabulary:

Personal space, appropriate and inappropriate touch and behaviour, physical, emotional, domestic, neglect, coercive behaviour

Remember the PANTS rules

- P RIVATES ARE PRIVATE
- A LWAYS REMEMBER YOUR BODY BELONGS TO YOU
- N O MEANS NO
- T ALK ABOUT SECRETS THAT UPSET YOU
- S PEAK UP, SOMEONE CAN HELP

https://www.youtube.com/watch?v=JqJOIA_91E

The Pantosaurus Song | Talk PANTS with NSPCC Pants song

The Effects of Drugs on the Human Body

Explain that drugs are substances that cause chemical reactions in the body. Point out that they are not only illegal substances. Some legal substances are also drugs, e.g. caffeine (stimulant) found in tea, coke and coffee is a drug and medical drugs relieve disease and illnesses and are tested thoroughly before being used. People take recreational drugs, such as tobacco and alcohol, because they like the effects they have on their bodies, but they are addictive (you want to carry on taking more and more of them and reach a point where you are dependent on them and have nasty side effects if you stop taking them). Opiates, such as morphine, are useful for pain-relief in terminally ill patients, but they can be misused as illegal recreational drugs that are very addictive. About 114 000 people die every year as a result of smoking-related illnesses. All cigarettes now carry a prominent health warning . Smoking during pregnancy is very dangerous – it reduces the amount of oxygen available to the growing baby. The alcohol in drinks is ethanol, which is a depressant. Small amounts help people relax, but greater amounts lead to a loss of self-control. Alcohol can also damage the liver and brain and may cause weight gain. Of these, smoking is the drug that has the most effect directly on the heart, but if you gain weight you are putting more stress on your heart.

Discuss the fact that there is a lot of pressure from peers (children of their own age), advertising (not so much now) and older teenagers to try smoking, alcohol & various drugs and it is sometimes difficult to say 'No!' Some shopkeepers break the law and sell cigarettes and alcohol to underage chn. Sometimes older teenagers offer to buy substances for younger chn. Legally you cannot buy alcohol or cigarettes until you are 18 and you cannot smoke in enclosed public places.