



# Choices

- **Lesson 1: Making choices**
- **Lesson 2: Dilemmas**
- **Lesson 3: Choosing a friend**
- **Lesson 4: How to play**
- **Lesson 5: Playing safe**
- **Lesson 6: Managing money**
- **Lesson 7: Money and talents**
- **Lesson 8: Looking at job choices**



**EYFS & Key Stage 1**

# **PSHE & Citizenship**



**Resource File      Third Edition**

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# Project editor's foreword to the new series

This new edition of the **LCP PSHE & Citizenship Resource Files** offers a comprehensive programme for teaching PSHE and Citizenship at Key Stage 1 and Key Stage 2 in primary schools. It represents the combined efforts of previous and new contributors, who teach in a range of schools and areas across the country. Their wide and varied experience has ensured that the content of the lessons provided is not only relevant, but carefully tailored to the needs of those who deliver it. Moreover, it is also in line with the requirements of the Department of Education and Ofsted inspectors.

The original Files have been extensively updated and overhauled. New units have been added, on themes such as personal identity, preparing for adulthood, and Britain today. Others have been substantially re-written and freshly illustrated. In addition to this general updating, any issues that have emerged, or older issues that have come to prominence, have all been addressed. These range from inappropriate touching to Britishness; from gay marriage to homophobia; and from substance abuse to cyberbullying.

This flexible programme of study for Primary PSHE & Citizenship now includes topics such as:

- bullying;
- cultural diversity;
- drug and alcohol education;
- healthy eating;
- identity;
- morality;
- physical health and emotional wellbeing;
- rights and responsibilities;

and – especially in Key Stage 2:

- careers education;
- democracy;
- financial capability;
- global citizenship;
- life in modern Britain.

It can be enriched by cross-curricular approaches and other activities designed to enhance personal and social development, but it represents a curriculum subject in its own right.

Since the original Files were published in 2000, much has changed. A number of reports have been produced, new legislation has been placed on the statute book and various initiatives launched. This 2016 update has taken account of:

- the Every Child Matters (ECM) goals, which require that every child should:
  - stay safe;
  - be healthy;
  - enjoy and achieve;
  - make a positive contribution;
  - achieve economic well-being.

- the strategy developed in the SEAL programme to encourage children to develop personal and social characteristics that improve learning and promote emotional health and well-being, especially:
  - self-awareness;
  - managing feelings;
  - motivation;
  - empathy;
  - social skills.

The lesson ideas have been greatly informed by these developments and the lessons can be used as the basis of a discrete, stand-alone PSHE & Citizenship programme or as a means of making the goals set out by ECM and SEAL easier to achieve.

## **NB: A note on terminology**

The subject term chosen for these Resource Files is **PSHE and Citizenship**, as this is a title that clearly conveys to teachers the nature of the material to be found in the following pages.

Other terms, such as:

- Citizenship Education (CE)
- Personal, Social, Health and Citizenship Education (PSHCE)
- Personal, Social, Health and Economic Education (PSHEE)

are also used for this subject area. The material contained in these Files will support any of the subjects listed above.

# Introduction to the series

The **LCP PSHE & Citizenship Resource Files** provide a flexible PSHE & Citizenship programme that can be used by teachers in a variety of ways: some may choose to adopt the whole package as a basis for their teaching, while others may wish to cherry-pick and find those lessons that best fit in with the course adopted by their particular school.

The material is presented chronologically, corresponding with Early Years (a section contained within the KS1 File), KS1 and KS2; however, the course can be adapted for use in schools which concentrate their work in this area of the curriculum into shorter courses run at particular stages of school life. With modest adjustment, some of the KS1 material can be used for KS2, and vice versa.

Many of the themes that are explored in the LCP Resource Files are cross-curricular (e.g. fairness,

and matters of right and wrong) and may be used in Religious Education (RE), as well as personal and social development lessons.

The LCP Resource Files aim to provide a balanced range of teaching approaches, so that the material is equally useful for teachers who are comfortable using traditional methods and for those who favour a more creative and innovative approach.

The units, or individual lessons, can be used in a variety of circumstances and situations, including discussion, debate and circle time. They can also be useful as an introduction, or follow-up, to the experiences children encounter by inviting visitors and other agencies into school, as well as from making outside visits.

## PSHE & Citizenship at Key Stage 1

During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

At this stage, in their studies in PSHE & Citizenship, children acquire a set of life skills that will help them to be safe, happy and active citizens. They learn to:

- take and share responsibility (for their own behaviour; by helping to make classroom rules and following them; and by looking after pets well);
- feel positive about themselves (by having their achievements recognised and by being given positive feedback);
- take part in discussions (talking about topics of school, local and national concern);
- make real choices (between healthy options in school meals, what games to play and how to spend and save money sensibly);
- meet and talk with people (outside visitors such as religious leaders, police officers and the school nurse);
- develop relationships through work and play (by sharing equipment with other pupils, or their friends, in a group task);
- consider social and moral dilemmas that they come across in everyday life (aggressive behaviour, questions of fairness, right and wrong, use of money and simple environmental issues);
- ask for help (from family and friends, midday supervisors, older pupils and the police).

# Themes and lessons

## Early years

- Fairness: Behaviour 5
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# What's new in the Key Stage 1 File?

This substantially updated edition of the LCP EYFS & KS1 volume on PSHE & Citizenship, newly designed and including bright, clear illustrations, contains two entirely new units, both of which contain an assortment of interesting ideas, and practical advice on how to implement them. These cover the topics of *Who am I?* and *Health and hygiene*. In addition, the *Early years* section has been totally rewritten.

**Early years** The first section on *Early years* is now packed with suggestions for activities that reinforce positive behaviour and promote the development of emotional and social skills, as set out in the Early Learning Goals. This new and much extended introductory section is based around the key themes of Fairness, Relationships and Choices.

**Who am I?** provides an opportunity for children to explore identity and find out about and discuss themselves and their personal attributes. They will also come to appreciate what makes each person unique. They will learn to:

- understand more clearly who they are;
- recognise what they can do;
- identify things they like and dislike;
- recognise what makes them special;
- feel positive about themselves, developing their self-esteem and confidence.

This unit will help children to answer the question: 'What makes me, me?'

**Health and hygiene** helps to educate children about the benefits of good diet and dental health, physical activity and rest. It teaches them how to make simple, but informed, choices that benefit their physical and emotional well-being. Among other things, it covers:

- the human body and its development;
- healthy habits, what they are and how and why they should practise them;
- cleanliness and personal hygiene;
- people who care for us when we are ill;
- the harmful aspects of some household products.

This unit will help to educate children about healthy living and what constitutes a healthy lifestyle.

# Using the new file

## Early years

This initial section is presented in the form of ideas for discussion based around three central themes, Fairness, Relationships and Choices.

For each theme, the content follows the same pattern:

- A list of relevant books and stories.
- A wide range of teaching ideas and practical advice on their implementation.
- A **Resource sheet: Time to think**, with a selection of key questions to encourage discussion.

## Key Stage 1

- In the main KS1 section there are eight units on the following PSHE & Citizenship themes:
- Who am I?
- Communities
- Feelings and relationships
- Choices
- Rights, respect and responsibilities
- Right and wrong
- Rules
- Health and hygiene

## The structure of the units

Each unit contains:

- **Teacher's guide:** this introductory section contains lists of useful books, websites<sup>1</sup>, contacts and vocabulary.
- **Medium-term plan:** this briefly outlines the programme of work that will be taught during each themed unit.

Each plan provides the teacher with the following information:

- the particular lesson number and title, with an indication of the time required;

- the aim of the lesson;
- the resources that will be needed, allowing for adequate preparation;
- learning outcomes from the lesson;
- what assessment evidence the teacher will be looking for when teaching the lesson;
- any cross-curricular links with other parts of the National Curriculum.

Medium-term planning allows other lessons taught within this time frame to be potentially linked, or to have educational relevance alongside the themes of the units. For example, when planning to teach the Health and hygiene unit, it may be of interest to link topics such as healthy eating in technology or learning about bodies in science at a similar time.

- **Lessons:** each unit contains between eight and ten lessons. Each lesson has the following sections:
  - a lesson **aim**;
  - **learning outcomes**;
  - a list of **resources**.
- **Advice on the duration of a lesson:** most lessons should take between 30 and 45 minutes, but it will often be possible to extend or reduce the time according to the needs of the teacher and the class.

Where lessons are likely to take longer, this has been indicated, especially when more than one session is required.

Teachers should be aware that the material is intended to be flexible and should be adjusted to suit their needs.

**NB:** In the initial Early years section activities are much shorter and advice on this is given in the Introduction to the unit.

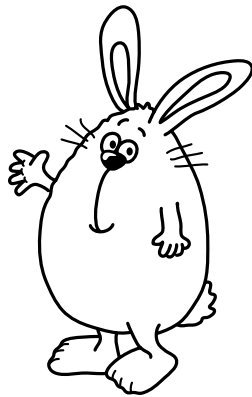
<sup>1</sup>**Weblinks:** Website addresses are provided in this resource in order to provide additional information sources for teachers. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable materials on websites to which children might have access. It is essential that teachers check the content of websites before allowing pupils to have access to them. In addition, although we try to suggest reliable sources, websites and the individual pages within them can sometimes be removed or have their website addresses changed by their owners. LCP cannot be held responsible for other organisations' websites which are removed or changed, nor for the content of such websites.

**Activity instructions:** clear instructions are given to help the teacher work through the lesson, this will include:

## Key Questions ?

*boxes which suggest questions that can be used to prompt children and develop the discussion.*

- **Further suggestions:** many lessons also offer ideas to extend the lesson or supplementary activities that can support the learning.
- **Differentiation:** most lessons have advice on provision for those with Special Educational Needs (SEN) and the more able children. In many cases, the differentiation will be 'by outcome'; in others, specific help is given on how the activities may be tailored to meet the needs of all members of the class.
- **Activity and Resource sheets:** when appropriate, lessons will also have attached activity sheets for children to complete, or resource sheets with information or resources for teachers to share with the class.
- **Let's recap:** this section of photocopiable worksheets appears at the end of each themed unit and is designed as a consolidation exercise.
  - These sheets often feature the character of Recap Rabbit, who provides a link to these activities which children will instantly recognise.



- **A new end of unit review called What can I do and what have I learned?:** this sheet allows children to consider what they have learned and achieved. It can be:
  - used as an assessment tool the teacher shares with the class before embarking on a new unit of work in order to elicit what the children already know about the subject;
  - referred back to on numerous occasions throughout the unit of work, so that the children are able to assess their own knowledge and understanding of the skills covered during each lesson;
  - used as a partner or peer review session or, equally, as an independent piece of assessment work. The teacher may also ask the class to refer back to the end of unit review during the final session of the unit. This would allow time, and encourage the children, to reflect on the outcomes of the unit as a whole. These methods will help to show children and teachers alike what they have learned and what skills they have developed during this unit of work.

### Accreditation for other artwork:

**Page 28:** eye, plain heart – Flaticon.com; hairstyle silhouettes, restaurant logo, bed icons, white and black tees – Freepik.com  
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**Page 49:** crowd of users, plain heart, surprised man – Flaticon.com, thumb up icon, variety of family icons – Freepik.com  
**Page 51:** bright suns – Freepik.com  
**Page 97:** gunge island background with palm trees – Freepik.com

**All the materials may be photocopied within the purchasing institution.**



# Useful addresses for relevant associations and support agencies

## **Bullying Online**

**web:** [www.bullying.co.uk](http://www.bullying.co.uk)

## **ChildLine**

45 Folgate Street  
London  
E1 6GL

(Children's helpline 0800 1111)

**tel:** 020 7650 3200

**web:** [www.childline.org.uk](http://www.childline.org.uk)

## **The Children's Society**

Edward Rudolf House  
Margery Street  
London  
WC1X 0JL

**tel:** 0300 303 7000

**email:** [supportercare@childrenssociety.org.uk](mailto:supportercare@childrenssociety.org.uk)

**web:** [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)

## **Citizenship Foundation**

Universal House  
Wentworth Street,  
London  
E1 7SA

**tel:** 020 7566 4141

**web:** [www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

## **Department for Environment, Food & Rural Affairs**

Nobel House  
17 Smith Square  
London  
SW1P 3JR

**web:** [www.defra.gov.uk](http://www.defra.gov.uk)

## **Department for Transport**

Great Minster House  
33 Horseferry Road  
London  
SW1P 4DR

**web:** [www.dft.gov.uk](http://www.dft.gov.uk)

## **Institute for Citizenship**

**web:** [www.citizen.org.uk](http://www.citizen.org.uk)

## **Kidscape**

2 Grosvenor Gardens  
London  
SW1W 0DH

**tel:** 020 7730 3300

**web:** [www.kidscape.org.uk](http://www.kidscape.org.uk)

## **NSPCC**

Weston House  
42 Curtain Road  
London  
EC2A 3NH

(Child Protection Helpline 0808 800500)

**web:** [www.nspcc.org.uk](http://www.nspcc.org.uk)

## **RoSPA**

RoSPA House  
28 Calthorpe Road  
Edgbaston  
Birmingham  
B15 1RP

**tel:** 0121 248 2000

**web:** [www.rospace.com](http://www.rospace.com)

## **The Samaritans**

The Upper Mill  
Kingston Road  
Ewell  
Surrey  
KT17 2AF

**tel:** 020 8394 8300

**web:** [www.samaritans.org.uk](http://www.samaritans.org.uk)

# Contributors to this edition

**Ellen Bond** teaches in a socially diverse area of Outer London, in which there is a high percentage of EAL, SEN, GRT and Pupil Premium children. During her six years there, she has experienced an Ofsted journey that has taken the school from 'requires improvement' to 'outstanding'. A specialist in music, she has nonetheless taught across the curriculum. She operates mainly in KS2, for which she is the phase leader.

**David Harris** has taught in Birmingham and Solihull primary schools for seven years. He is currently PSHE and RE leader at a Catholic primary school in Birmingham. He is also a Birmingham Local Authority school governor. In addition to PSHE, David has a strong commitment to outdoor education, in particular the Forest School approach to learning outdoors.

**Jane Kay** has been a primary teacher for several years, mainly working in Reception and KS1. She has served as an early years co-ordinator and retains a particular interest in, and commitment to, personal, social and emotional education at that stage, as children begin to develop their individuality. She is also an enthusiast for Citizenship education, believing that the information and skills it promotes are an invaluable foundation for later life.

**Shona Macgregor** worked for many years in the primary sector, where she held coordinating roles in science and inclusion. She became especially committed to Special Needs education, working latterly as head of a unit for pupils with moderate to severe learning difficulties. Within PSHE, she has always enjoyed helping pupils develop their emotional literacy. She is also very interested in environmental issues.

**Helen Poole** was a maths and science specialist prior to taking up a leadership role within school, spending 12 years as a headteacher. Now retired, she is still active within education, working on assessment, and as a school governor, as well as contributing to several published materials. She is strongly driven by the need to develop the whole child, hence her interest in PSHE and Citizenship.

**Caroline Preston** has a degree in primary education with QTS. She has taught for more than ten years, variously covering Early Years, KS1 and KS2 classes. For much of that time, she has been the PSHE co-ordinator, and has a particular interest in matters of health and well-being. She is also responsible for behaviour and ethos in her rural school in Staffordshire.

**Natalie Purohit** is currently working in year 2 at a Sandwell primary school in the West Midlands, having previously assumed the role of Social, Moral, Spiritual and Cultural Development (SMSC) leader in a community school in Walsall. She is particularly interested in voluntary work, and is involved in activities with children, as well as an initiative for feeding and clothing the homeless, at her local church.

**Duncan Watts** was for many years a teacher and departmental head, before becoming Editor at the Politics Association Resource Centre. He has written extensively on nineteenth- and twentieth-century history, but now specialises in the modern British, European and American political systems. He has published several books and articles on Government and Politics, edited a journal on Citizenship and written a book on the same subject at AS level. He has been the Project editor of the LCP PSHE & Citizenship Files since they were first conceived.

**Jill Watts** is an experienced primary teacher, who has taught English and Drama to children of all ages and abilities. For well over a decade, she has concentrated on the area of Special Needs. Having been a SENCO and taught in a Special School, she is currently utilising her expertise in reading and writing disabilities, working with young people in a specialist secondary dyslexia unit.

# Introduction

In life, we are regularly confronted with the need to make choices. By knowing how to do so, we are able to gain more control over our lives.

Making choices often involves a judgement about priorities, and this requires an understanding of the difference between wants and needs. Our choices need to be made on an informed basis, assessing the evidence before taking action.

Even at an early age, there are real choices for children to make, such as choosing which people to trust and deciding what games to play. The emphasis is on making good choices that keep them healthy and safe. But they also need to be aware that their choices have consequences for themselves and for other people. In particular, they need to be aware of the impact of their choices on others.

The unit on Health and hygiene includes lessons which cover the simple choices that young children can make about some aspects of their health and well-being (choosing between different foods, or between physical activities) and knowing what keeps them healthy (exercise and rest).

## Skills, knowledge and understanding

To develop confidence and responsibility and make the most of their abilities, children should be taught:

- to recognise what they like and dislike;
- to share their opinions on things that matter to them and explain their views;
- to recognise, name and deal with their feelings in a positive way.

To prepare to play an active role as citizens, children should be taught:

- to take part in discussions with one other person and the whole class;
- to recognise choices they can make;
- to realise that money comes from different sources and can be used for different purposes.

To develop a healthy, safer lifestyle, children should be taught:

- to make simple choices that improve their health and well-being;
- rules for, and ways of, keeping safe ... and about people who can help them to stay safe;

To develop good relationships and respect the differences between people, children should be taught:

- to listen to other people, and play and work co-operatively;
- that family and friends should care for each other.

## Useful books

*How to be a friend* by L K Brown and M T Brown

A well-illustrated book that suggests specific ways to be a friend and specific ways not to be one.

*You choose* by Pippa Goodhart and Nick Sharratt

This book offers a whole range of scenarios where choosing is made fun, along the lines of: Imagine you could go anywhere, with anyone and do anything. Where would you live? Where would you sleep?

*The Huge Bag of Worries* by Virginia Ironside

Jenny, a child beset by worries, learns how to make choices that ease her anxiety.

*Lost and Found* by Oliver Jeffers

A boy chooses to help a sad and lonely penguin who turns up on his doorstep to find a home – but discovers that maybe home wasn't what the penguin was looking for after all!

## Useful vocabulary

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**Career**

a job which offers a chance to make progress

**Cheat**

to be dishonest or act in a dishonest way

**Choose**

to select from a number of alternatives

**Danger**

someone or something that might cause harm

**Decide**

to reach a decision; to determine or settle an issue

**Decision**

a judgement or verdict

**Dilemma**

a difficult choice between two situations

**Friend**

a person who is well known to you and regarded with loyalty and affection

**Judge**

to have or give an opinion, or to decide about someone or something

**Money**

coins or notes that are used to buy things

**Parable**

a short story that uses familiar events to illustrate a religious or moral point

**Safe**

protected from harm; free from danger

**Talent**

an ability to be good at something naturally

# Choices

In this unit of work the children will be taught to understand that we all have a right to our own opinion, which we express in the choices we make. Discussions throughout the unit will also help children to understand that their choices have different consequences, not only for themselves, but for other people around them. Even at an early age, there are real choices for children to make, for example, choosing healthy options at school meal-times and deciding what games to play. The lessons will also begin to cover and allow opportunities for discussion concerning how to use money wisely and how to explore related issues such as fairness; whilst encouraging the children to think about different career choices for the future.

Lesson number and title	Aim	Resources	Learning outcomes	Assessment evidence	Cross-curricular links
Lesson 1 Making choices ⌚ 30-45 mins	To help children understand that we all have a right to our opinion which we express in the choices we make.	<ul style="list-style-type: none"> <li>Pencils, coloured pencils</li> <li>Paper</li> </ul>	<p>Children should be taught:</p> <ul style="list-style-type: none"> <li>to share their opinions on things that matter to them and explain their views;</li> <li>to recognise choices they can make;</li> <li>to take part in discussions with one other person and the whole class.</li> </ul>	Can the children understand that everyone's ideas are valuable and that they are all entitled to their own opinions?	English - speaking and listening
Lesson 2 Dilemmas ⌚ 30-45 mins	To help children understand that their choices have different consequences.	<ul style="list-style-type: none"> <li><b>Resource sheet:</b> <i>Dilemmas</i></li> <li><b>Activity sheet:</b> <i>Dilemmas - Choices - Consequences</i></li> <li>Pencils, coloured pencils</li> <li>Paper</li> </ul>	<p>Children should be taught:</p> <ul style="list-style-type: none"> <li>to share their opinions on things that matter to them and explain their views;</li> <li>to recognise choices they can make;</li> <li>to take part in discussions with one other person and the whole class;</li> <li>to understand their choices have consequences.</li> </ul>	Can the children understand and say that their choices have consequences?	English - role play

# Choices

Lesson number and title	Aim	Resources	Learning outcomes	Assessment evidence	Cross-curricular links
<b>Lesson 3</b> Choosing a friend ☒ 30-45 mins	To help children understand what is meant by 'a good friend' and learn how to choose one.	<ul style="list-style-type: none"> <li>Paper, pencil and crayons</li> <li><b>Resource sheet:</b> <i>How Ted gained some friends</i></li> <li><b>Resource sheet:</b> <i>Choosing a friend</i></li> </ul>	Children should be taught: <ul style="list-style-type: none"> <li>to recognise what they like and dislike;</li> <li>to share their opinions on things that matter to them and explain their views;</li> <li>to recognise, name and deal with their feelings in a positive way;</li> <li>to recognise choices they can make;</li> <li>to listen to other people, and play and work co-operatively;</li> <li>that family and friends should care for each other.</li> </ul>	Can the children say what qualities they would look for in a friend?	English – speaking and listening
<b>Lesson 4</b> How to play ☒ 30-45 mins	To help children think about the right way to play.	<ul style="list-style-type: none"> <li>A selection of board and construction games</li> </ul>	Children should be taught: <ul style="list-style-type: none"> <li>to recognise what they like and dislike;</li> <li>to share their opinions on things that matter to them and explain their views;</li> <li>to take part in discussions with one other person and the whole class;</li> <li>to make simple choices that improve their health and well-being.</li> </ul>	Can the children recognise what they like and dislike when playing games?	PE – taking turns English – speaking and listening
<b>Lesson 5</b> Playing safe ☒ 60 mins	To help children make choices about their personal safety.	<ul style="list-style-type: none"> <li><b>Resource sheets:</b> <i>A road, A beach, A railway track, A park</i> (all enlarged to A3)</li> <li><b>Teacher support sheet:</b> <i>Playing safe</i></li> <li>Small world: figures, cars, trains, park equipment</li> <li>Construction kits to make buildings and rocks etc.</li> <li>Pencils, coloured pencils</li> <li>Paper, card</li> </ul>	Children should be taught: <ul style="list-style-type: none"> <li>to share their opinions on things that matter to them and explain their views;</li> <li>to recognise choices they can make;</li> <li>to take part in discussions with one other person and the whole class;</li> <li>rules for, and ways of, keeping safe.</li> </ul>	Can the children discuss some of the ways to keep safe from dangers when playing games?	English – speaking and listening

# Choices

Lesson number and title	Aim	Resources	Learning outcomes	Assessment evidence	Cross-curricular links
<b>Lesson 6</b> Managing money ☒ 30-45 mins	To help children understand the value of money and the need to be careful in looking after it.	<ul style="list-style-type: none"> <li>• <b>Resource sheet:</b> <i>The four notes</i></li> <li>• Four real or pretend £5 notes and some coins</li> <li>• A purse or wallet</li> <li>• A money box</li> </ul>	Children should be taught: <ul style="list-style-type: none"> <li>• to recognise what they like and dislike;</li> <li>• to share their opinions on things that matter to them and explain their views;</li> <li>• to take part in discussions with one other person and the whole class;</li> <li>• to recognise choices they can make;</li> <li>• to realise that money comes from different sources and can be used for different purposes.</li> </ul>	Can the children state that money comes from different sources and can be used for different purposes?	Maths - money
<b>Lesson 7</b> Money and talents ☒ 25 mins	To discuss the wise use of money and to explore related issues such as fairness.	<ul style="list-style-type: none"> <li>• <b>Resource sheet:</b> <i>The story of the gold coins</i></li> </ul>	Children should be taught: <ul style="list-style-type: none"> <li>• to share their opinions on things that matter to them and explain their views;</li> <li>• to take part in discussions with one other person and the whole class;</li> <li>• to recognise choices they can make;</li> <li>• to develop listening skills through participating in a story;</li> <li>• to appreciate a Bible story and the meaning of the word 'parable'.</li> </ul>	Can the children appreciate a Bible story and the meaning of the word 'parable'?	Religious Education - parables
<b>Lesson 8</b> Looking at job choices ☒ 80 mins	To explore different career choices for the future.	<ul style="list-style-type: none"> <li>• Recording devices</li> <li>• <b>Activity sheet:</b> <i>Job choices in our school</i></li> <li>• <b>Activity sheet:</b> <i>Three key jobs</i></li> <li>• Pencils, coloured pencils</li> <li>• Paper</li> </ul>	Children should be taught: <ul style="list-style-type: none"> <li>• to share their opinions on things that matter to them and explain their views;</li> <li>• to recognise choices they can make;</li> <li>• to take part in discussions with one other person and the whole class;</li> <li>• to identify different career choices they may make in the future.</li> </ul>	Can the children identify different career choices they may make in the future?	English – speaking and listening

# Lesson 1: Making choices

 30-45 mins

## Aim

To help children understand that we all have a right to our opinion which we express in the choices we make.

## Learning outcomes

Children should be taught:

- to share their opinions on things that matter to them and explain their views;
- to recognise choices they can make;
- to take part in discussions with one other person and the whole class.

## Resources

- Pencils, coloured pencils
- Paper

## Activity

Label different sheets of paper with different categories (e.g. friends, colours, programmes, games, food, places, books).

Ask the children to draw and label their favourite choice under each category.

Make the sheets into a large book showing all the different choices.

Discuss the fact that different people have different ideas and make different choices. Everyone's ideas are valuable and they are entitled to their own opinions. Sometimes people change their minds. We need to accept that people do not always make the same choice as us and that this is fine.

## Further suggestions

Read the book *You Choose* by Pippa Goodhart, encouraging the children to make different choices. If the categories are chosen carefully, the book could be used as a stimulus for story writing.

## Differentiation

**SEN:** Have picture cards for the children to choose from for each category.

**More able:** The children could add an adjoining caption to their pictures to explain why they made each choice.



# Lesson 2: Dilemmas

 30-45 mins

## Aim

To help children understand that their choices have different consequences.

## Learning outcomes

Children should be taught:

- to share their opinions on things that matter to them and explain their views;
- to recognise choices they can make;
- to take part in discussions with one other person and the whole class;
- to understand their choices have consequences.

## Resources

- **Resource sheet:** *Dilemmas*
- **Activity sheet:** *Dilemmas - Choices - Consequences*
- Pencils, coloured pencils
- Paper

## Activity

Ask the children to work in pairs to look at one of the dilemmas on the **Resource sheet:** *Dilemmas* or use a dilemma that has affected the class.

Encourage them to discuss what they would do in this situation and what they think the consequences of their actions would be.

Ask each pair to cut out their dilemma and glue it in the top box on the **Activity sheet:** *Dilemmas - Choices - Consequences*. They then work down the sheet, recording two of the choices they could make and what they expect to happen. Dependent on ability, the children can record this information pictorially or in written form.

Analyse the different scenarios, discussing the different choices the children could have made.

## Further suggestions

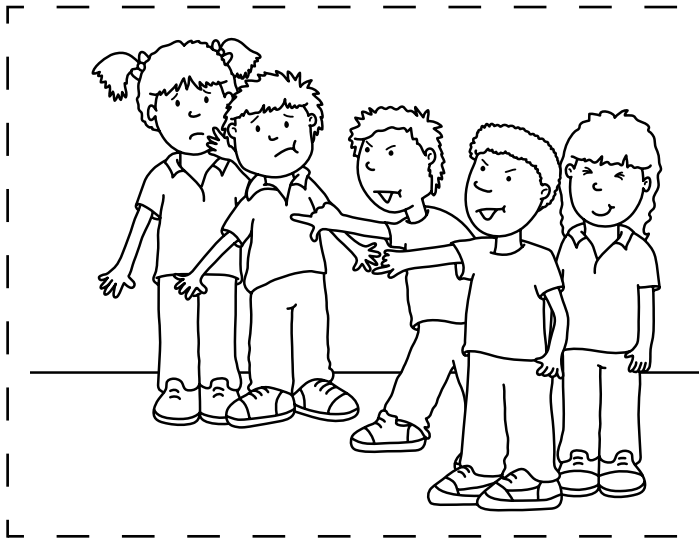
The children could act out their choices and the expected consequences.

## Differentiation

**SEN:** The whole lesson could be acted out in groups, showing the dilemma and the choices available. The consequences could be acted out in a plenary session and discussed at the end.

**More able:** The children could act out their own dilemmas and ideas.

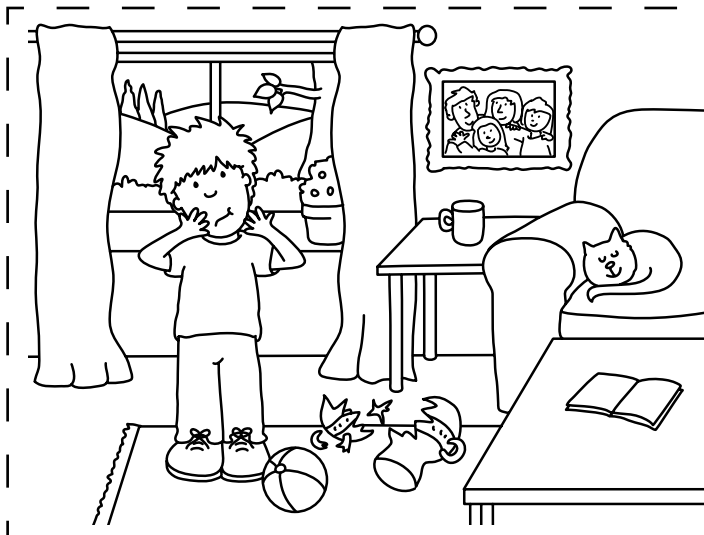
# Dilemmas



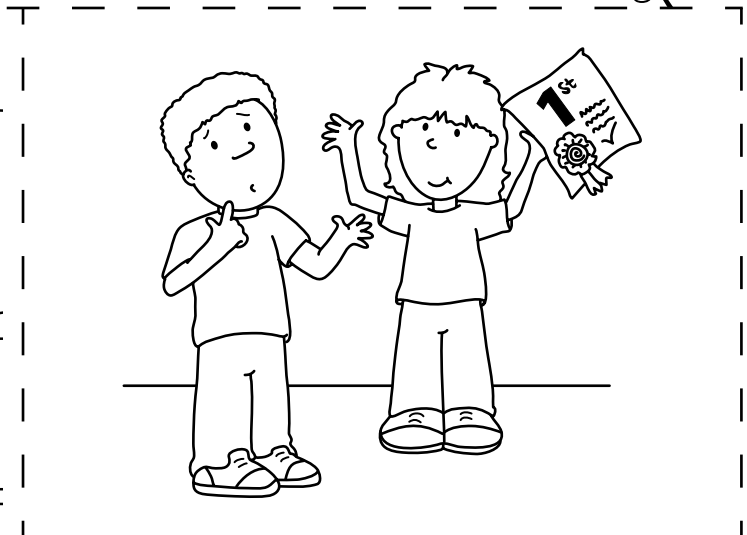
Every day on the playground a couple of children come over to you and your friend. They start calling your friend names, pushing him around and threatening to tell the teacher about him. What do you do?



You find some money on the floor in the classroom. What do you do?



While you are playing in your house you knock over and smash one of your mum's favourite ornaments. What do you do?

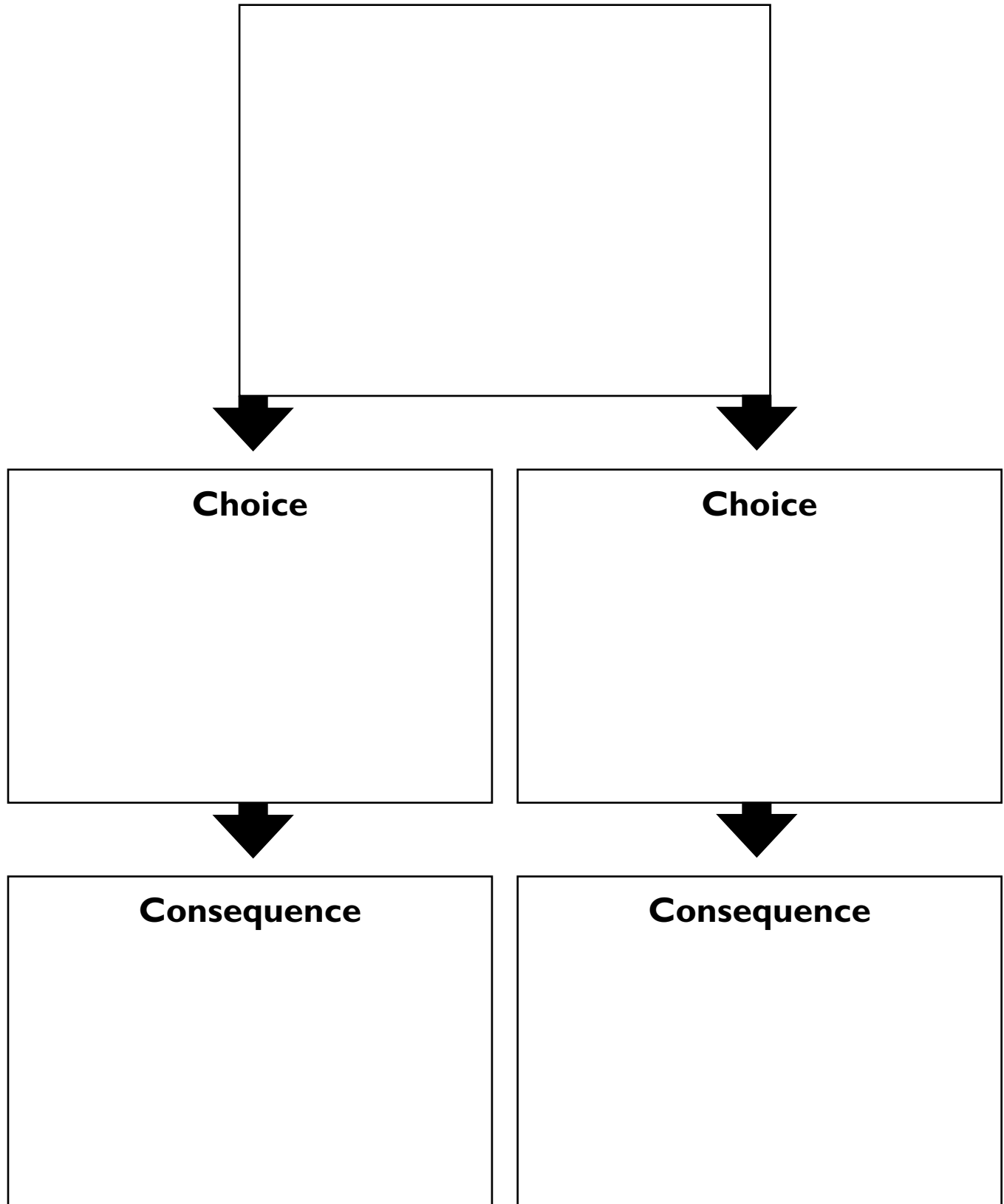


Your friend has been told that if she does well in the forthcoming test she will get a reward. You find that she is cheating. She does really well in the test. What do you do?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Dilemmas - Choices - Consequences



# Lesson 3: Choosing a friend

 30-45 mins

## Aim

To help children understand what is meant by 'a good friend' and learn how to choose one.

## Learning outcomes

Children should be taught:

- to recognise what they like and dislike;
- to share their opinions on things that matter to them and explain their views;
- to recognise, name and deal with their feelings in a positive way;
- to recognise choices they can make;
- to listen to other people, and play and work co-operatively;
- that family and friends should care for each other.

## Resources

- Paper, pencil and crayons
- **Resource sheet:** *How Ted gained some friends*
- **Resource sheet:** *Choosing a friend*

## Activity

Read the story from the **Resource sheet:** *How Ted gained some friends* to the class.

Ask the children why Ted was sad and why the other children in his class suddenly wanted to be his friend after all. Ask the children about friendship:

### Key Questions ?

*Why do we need friends?*

*Is a friend:*

- *someone to play with;*
- *someone to talk to;*
- *someone to work with;*
- *someone to share toys with;*
- *someone who cares about us?*

*Where do we make friends?*

Discuss the children's responses, pointing out that most children need friends, who can help us in many ways. The children could see that Ted was a caring person.

### Key Questions ?

*Is this something they would look for in a friend?*

*What other qualities would they look for in a friend?*

A friend can be someone to:

- keep us company and play with;
- give us advice;
- share interests and ideas with;
- help us when we have problems or when we feel sad;
- share happy times with us;
- listen to our secrets;
- help us feel more secure because we are not alone.

Explain that we meet friends in various places. Ask for suggestions, encouraging responses such as: at school, because that is where many children are together; at a place of worship or other place where families gather; in clubs, where there will be other children with similar interests.

Give the children **Resource sheet:** *Choosing a friend* and use it to talk about the qualities that we might like to see when we are looking for friends. (You might need to explain some words.) Can anyone think of any other qualities that are important?

Ask the children to draw a picture of a friend and write down three things that they like about him or her.

They might use the list on the resource sheet to help them.

## Differentiation

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SEN: By outcome.

### Key Questions ?

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*What qualities do they have that make them a good friend?*

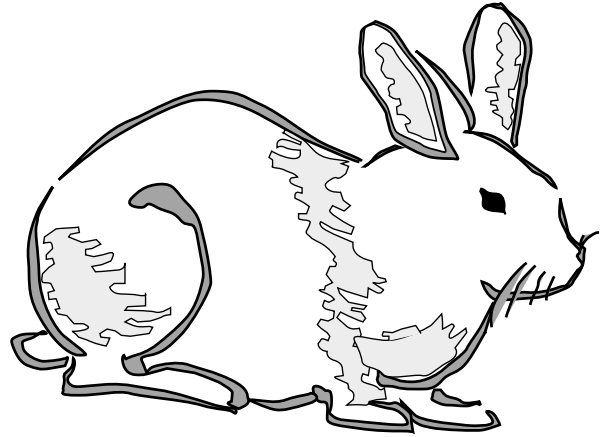
Invite different children to tell the class about their friends and to say what happens if they fall out with them and how they make up again. Point out that:

- it can be useful to say sorry if children have hurt their friends' feelings;
- it is wrong to judge people on first appearances: people should be accepted for who they are and not judged simply by how they look or sound.

# How Ted gained some friends

Ted was six. He was a new boy at Kingshill Primary. He and his family had moved from a different area of England. Ted was a little untidy and spoke differently to the other children.

On his first day, most children took no notice of him. The others wanted to play amongst themselves. Ted was alone. He was sad and, on his way home from school, he cried.



He had not been living in the area very long. He had no brothers and sisters at home and no friends either.

When he was sad, he usually went out to see his pet rabbit and played with it in the garden. He had been given Jess by his granny for his birthday. He had had his rabbit for nearly a year and he loved her very much.

The next day, the teacher said that in the afternoon they were going to be talking about pets and how to look after them. Ted asked the teacher if he could bring Jess into school. She was very pleased. He was delighted. He went home at dinner-time and took Jess from her hutch. He carefully carried his beautiful white rabbit to Kingshill.

The rest of the children in his class thought the rabbit was very special. It was so well looked after. Everyone knew that Ted must have cared for his rabbit. They liked seeing Jess, and began to like seeing Ted as well. He might have been a bit different, but he loved his rabbit and cared about it.

Ted soon found that he had some friends at school. Some of them wanted to go to his house to see Jess. Ted wasn't alone much now.

# Choosing a friend

*How do you choose a friend? What do friends need to be like?*

Friends need to be:

**Cheerful** – you know they will be good fun to be with and cheer you up when you are sad.

**Co-operative** – you know they will be pleased to do things with you.

**Forgiving** – you know they will still be your friend if you apologise for doing something unkind.

**Good listeners** – you know they will want to hear your ideas and news.

**Honest** – you know they will tell the truth.

**Kind** – you know they will treat you well and share things with you.

**Loyal** – you know you can depend on them; they will always be there for you.

**Reliable** – you can count on them to do what they say they will do.

**Respectful** – you know they will treat you well and not try to make you feel uncomfortable.

**Similar** – they may have similar ideas and interests, likes and dislikes as you have.


**Trustworthy** – you can rely on them to keep a secret; they won't let you down.

**Understanding** – you know they will comfort and support you.

*Think about your best friends.  
What do you like about them?*



# Lesson 4: How to play

 30-45 mins

## Aim

To help children think about the right way to play.

## Learning outcomes

Children should be taught:

- to recognise what they like and dislike;
- to share their opinions on things that matter to them and explain their views;
- to take part in discussions with one other person and the whole class;
- to make simple choices that improve their health and well-being.

## Resources

- A selection of board and construction games

## Activity

Give the children some games to play as a group activity. After 15 minutes or so, stop the games and ask the children:

### Key Questions ?

*Were there any good things about your games?  
Were there any bad things?  
Did everyone take turns?  
Was someone trying to organise the group?  
Was anyone unfair?*

Resolve any problems that arose, focusing on questions such as:

### Key Questions ?

*What do we do if one person is playing unfairly?  
How does it make you feel if someone else cheats?  
How does it make you feel if you cheat?*

## Further suggestions

Ask the children to talk with a partner about the good and bad things that happen during playtimes.

Then ask them to draw a picture showing the good things and another showing the bad things about playtimes.

Ask the children to tell you about the good and bad things that can arise; list these on the board. Focus on the bad things and ask the children why they happen and how they can be eradicated (e.g. children should not fight, call each other names or be unkind to each other).


## Differentiation

**SEN:** Ask the children to draw a picture of what their ideal game would be. People playing fairly, taking turns, smiling, enjoying themselves, etc. and annotate it.

**More able:** Children could draw and write a cartoon strip to illustrate a game in the playground where someone joins the group and spoils the game. What happens? How is the situation resolved?



# Lesson 5: Playing safe

 60 mins

## Aim

To help children make choices about their personal safety.

## Learning outcomes

Children should be taught:

- to share their opinions on things that matter to them and explain their views;
- to recognise choices they can make;
- to take part in discussions with one other person and the whole class;
- rules for, and ways of, keeping safe.

## Resources

- **Resource sheets:** *A road, A beach, A railway track, A park* (all enlarged to A3)
- **Teacher support sheet:** *Playing safe*
- Small world: figures, cars, trains, park equipment
- Construction kits to make buildings and rocks etc.
- Pencils, coloured pencils
- Paper, card

## Activity

Ask children about the places where they like to play and make a list of them.

Choose two or three places that are relevant to the children (e.g. if your school is near a busy road or near the sea). These can be either safe or unsafe places to play.

Talk about all the exciting things you can do in these places.

Then discuss some of the dangers and how they can protect themselves against them.

Model building a playground or street using small world figures and construction kits on one of the activity sheets. Then model positive things the children can do to keep themselves safe – e.g. holding an adult’s hand near the road, wearing a life jacket in a boat or wearing a sun hat. There are more ideas on the **Teacher support sheet: *Playing safe***.

Divide the children into pairs or small groups.

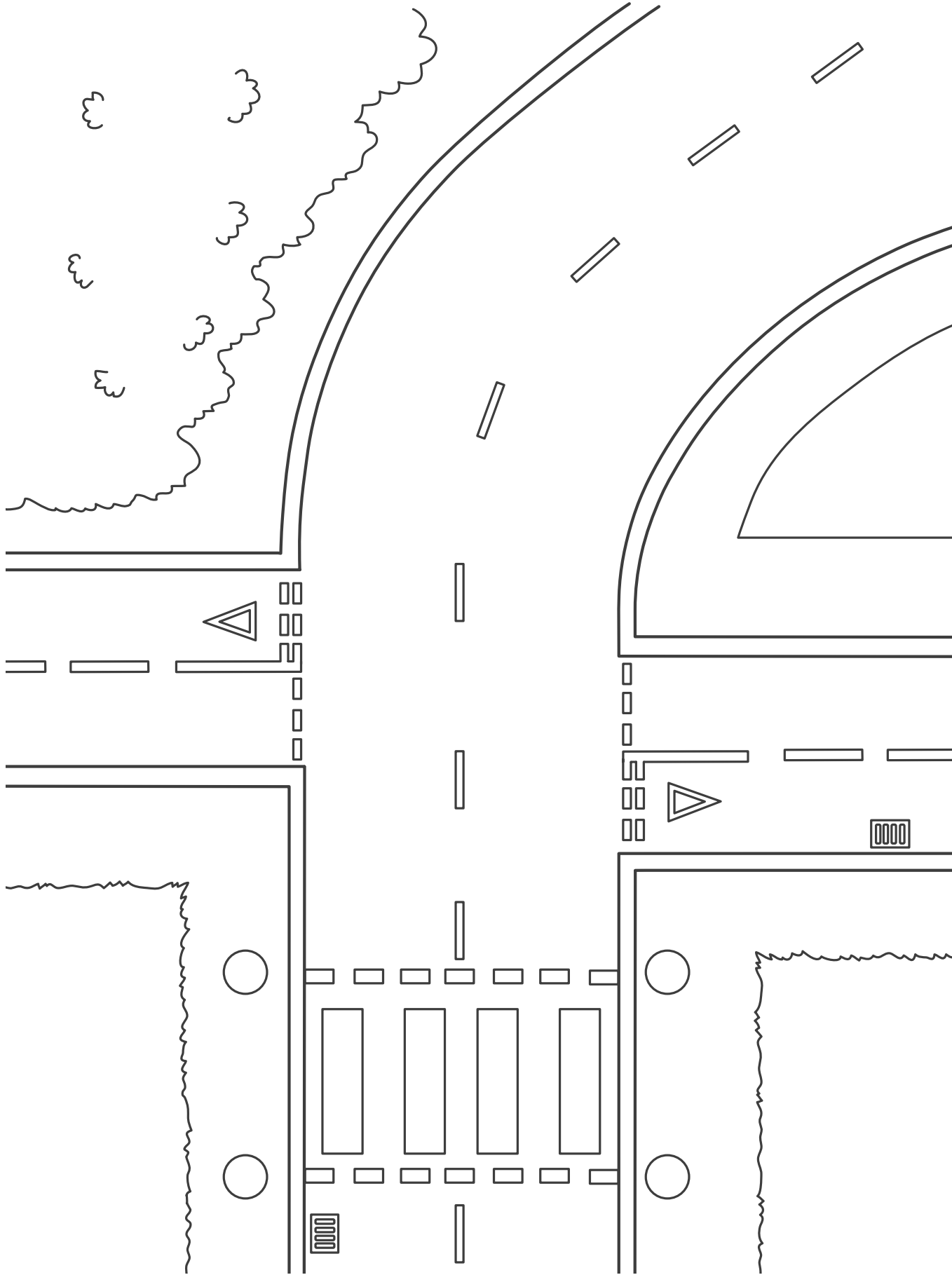
Ask the children to create a small world scene for each mat. If it is not a good place to play ask them to create a safe place to play. Help the children to act out positive things they could do in each situation to keep themselves safe.

## Differentiation

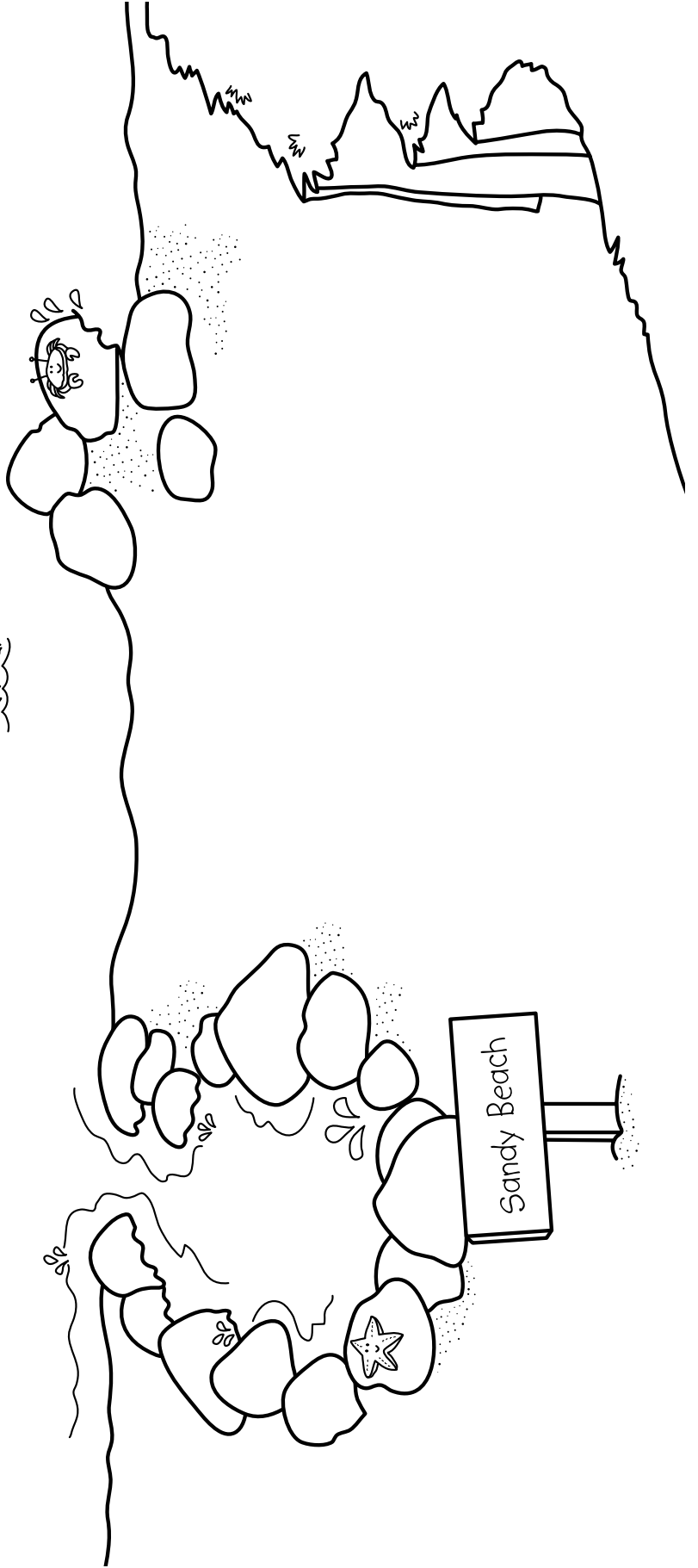
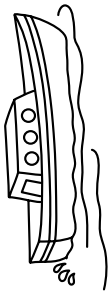
**SEN:** The children could act the scenarios out rather than using the small world figures.

**More able:** The children could make posters outlining the dangers.

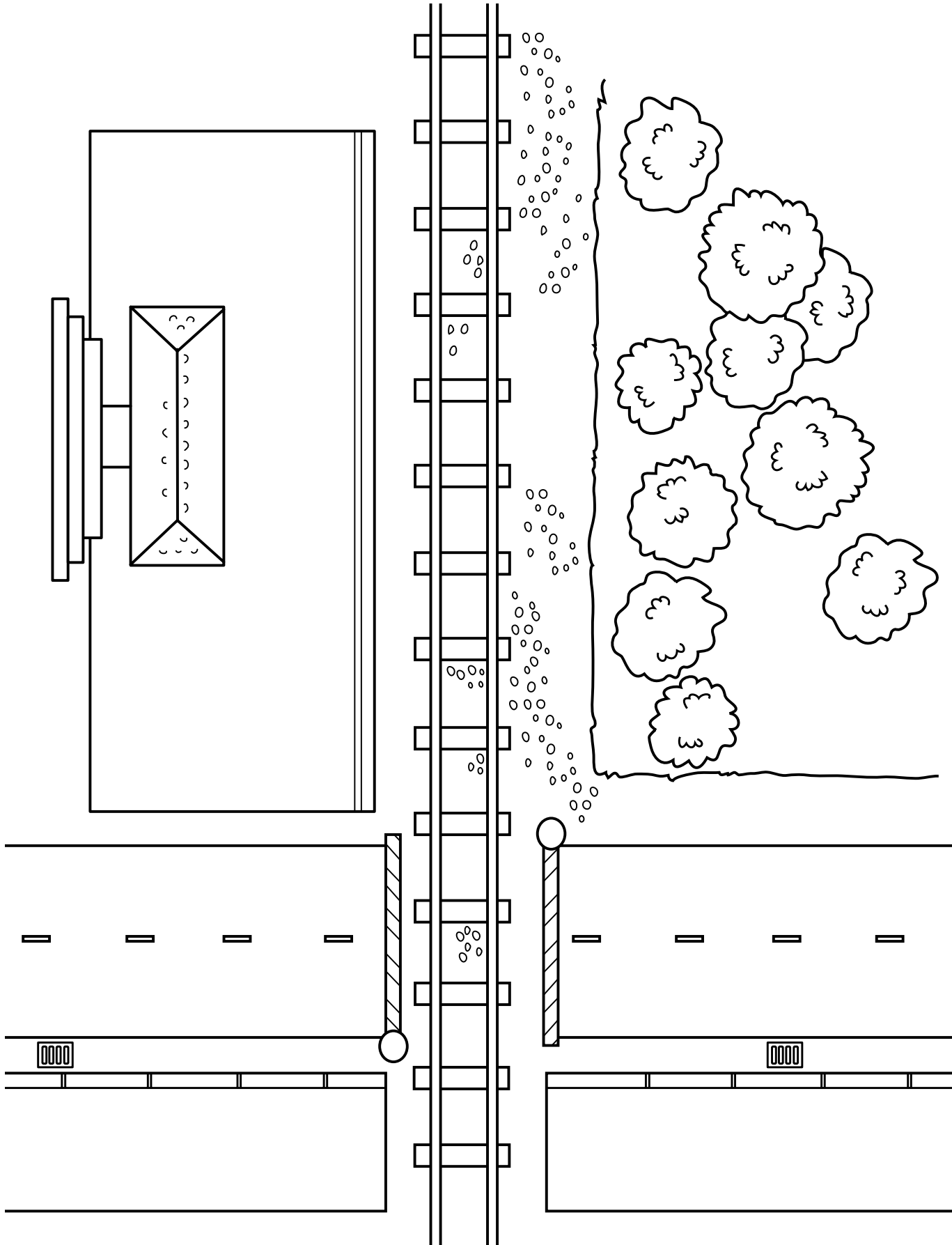
# A road



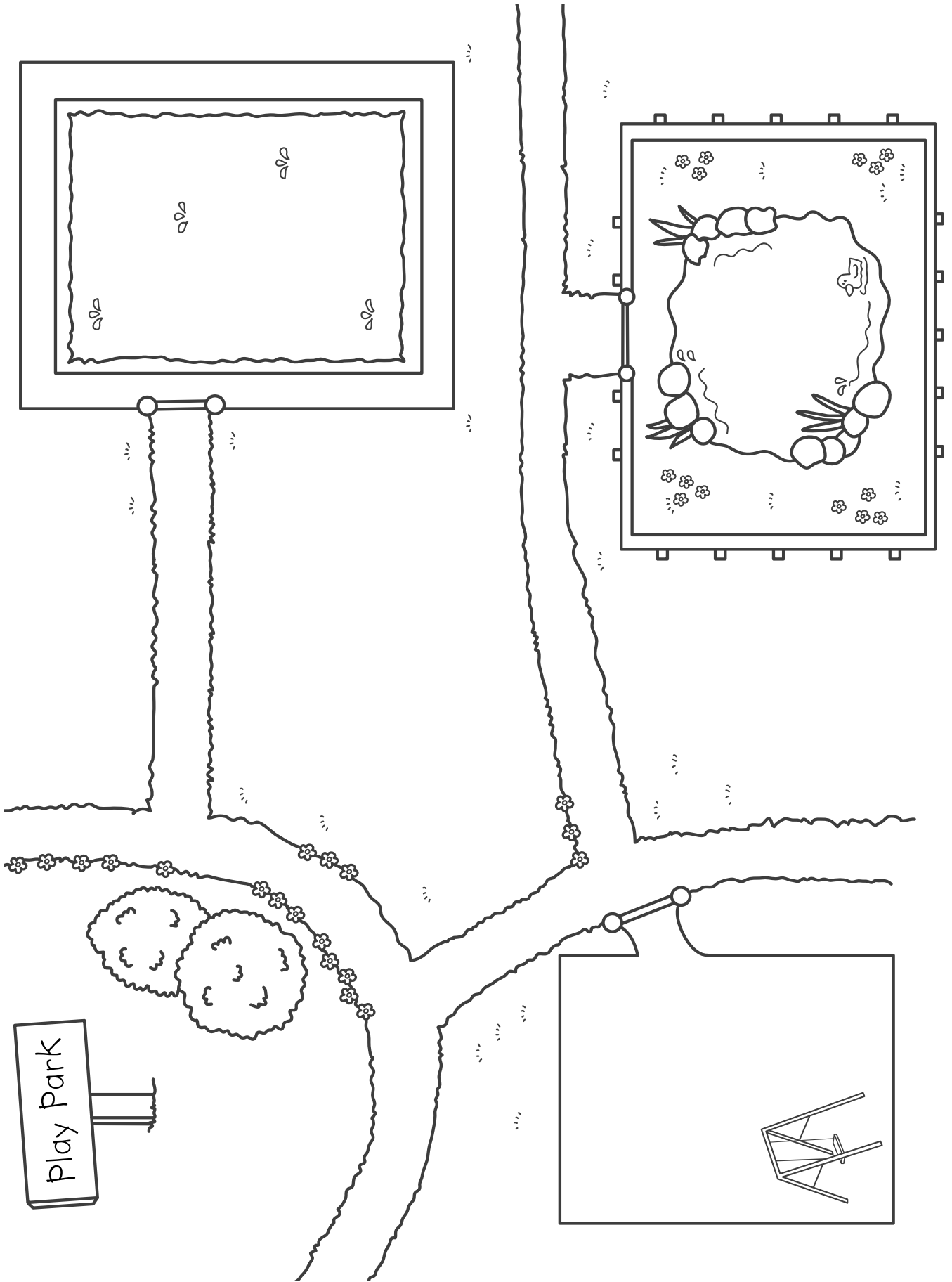
# A beach



# A railway track



# A park



# Playing safe

Here are just a few suggestions for discussion with the children.

## Road safety

Always wear a helmet when you ride your bike.

Make sure you are with an adult when you are near a busy road.

If your ball rolls into the road, ask an adult to fetch it for you.

Play away from busy roads.

Always cross the road with an adult.

Use the green cross code.

Wear reflective clothing at night.

## Water safety

Stay near an adult when you are near water.

Ask an adult's permission before jumping into water, as the water may be deep or cold or have hidden dangers underneath the surface.

Always wear a life jacket in a boat.

Play away from the edge of any water in case you fall in.

If your friend is in trouble in the water always get an adult to help. Do not jump in to rescue them.

When you see the red flag flying at the beach, stay out of the sea.

Wear a sunhat and sun cream when the weather is hot.

## Railway safety

Always keep away from railway lines and overhead cables.

Stay on the platform away from the edge.

Find somewhere safer to play away from the electricity lines.

Use the level crossing with an adult.

## Personal safety

Always ask a trusted adult if it is safe to talk to a stranger.

If someone touches you and you don't like it, you must tell them "No!".

If someone asks you to keep a secret from your adult, and it makes you feel uncomfortable, tell someone.

If someone is being unkind or hurting you, tell someone. Keep telling them until they listen.

Make sure you tell your adult where you are going and who is going with you.

Keep your name and address private on the Internet unless an adult says it is okay to tell someone.

# Lesson 6: Managing money

 30-45 mins

## Aim

To help children understand the value of money and the need to be careful in looking after it.

## Learning outcomes

Children should be taught:

- to recognise what they like and dislike;
- to share their opinions on things that matter to them and explain their views;
- to take part in discussions with one other person and the whole class;
- to recognise choices they can make;
- to realise that money comes from different sources and can be used for different purposes.

## Resources

- **Resource sheet:** *The four notes*
- Four real or pretend £5 notes and some coins
- A purse or wallet
- A money box

## Activity

This lesson is meant to be a stimulus for discussion on: how to look after money; how to keep it safe; and how to save.

Using the **Resource sheet:** *The four notes* read the poem to the children. After each verse, ask the children what happened to each note. Encourage the children to explore their feelings about, and attitudes to, money (e.g. why it is important to keep it safe, when it is a good idea to spend or save).

## Differentiation

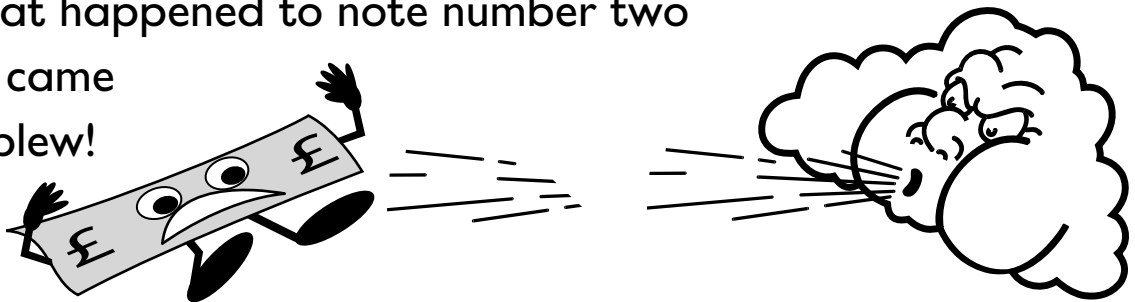
**SEN:** By outcome.

# The four notes

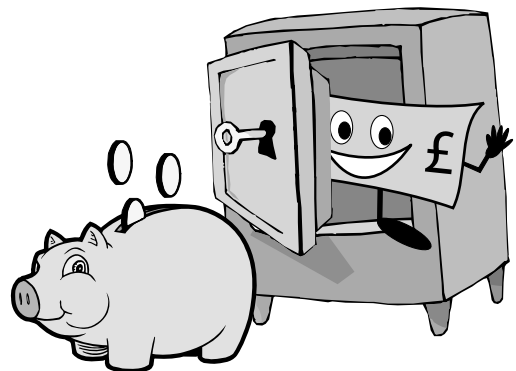
Here is the story of note number one  
He went to the shop  
And soon he was gone!



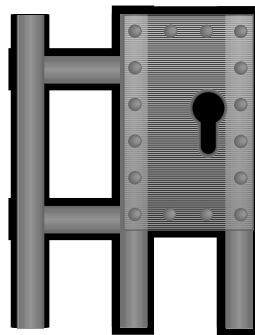
Now this is what happened to note number two  
A strong wind came  
And away he blew!



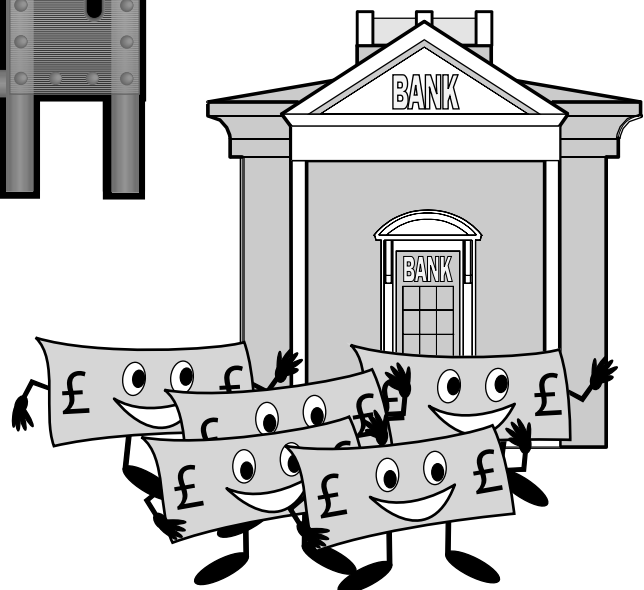
Listen to the story of note number three  
He was put away safe  
In a box, with a key.



Through a big door went  
note number four  
And after a time...  
There were more and more.




Five, ten, fifteen, twenty  
Put them in here  
And they'll become plenty.





# Lesson 7: Money and talents

 25 mins

## Aim

To discuss the wise use of money and to explore related issues such as fairness.

## Learning outcomes

Children should be taught:

- to share their opinions on things that matter to them and explain their views;
- to take part in discussions with one other person and the whole class;
- to recognise choices they can make;
- to develop listening skills through participating in a story;
- to appreciate a Bible story and the meaning of the word 'parable'.

## Resources

- **Resource sheet:** *The story of the gold coins*

## Activity

Before the activity explain these two useful terms:

**Parable:** an earthly story with a heavenly meaning; a short story that uses familiar events to illustrate a religious or moral point.

**Talents:** originally sums of money, but also abilities or gifts.

Using **Resource sheet:** *The story of the gold coins*, read the story which is based upon the Bible, Luke 19, v 11-27 and Matthew 25, v 14-30.

At the points marked with three asterisks, ask the children to predict what they think will happen next, using the suggested questions.

After the treatment of the third worker has been reached, discuss with the children the fairness of the rich man's response. During the discussion, mention other possible outcomes, for example:

## Key Questions ?

*What might the reaction have been if a storm or some other 'act of God' had ruined the first man's plants?*

*What would the reaction of the rich man have been if the second worker had been careless and allowed the cakes and bread to burn?*

*What do the children think is meant by the phrase 'a hard man to work for'?*

## Differentiation

**SEN:** Children could act out the parable before discussing the treatment of the worker.

**More able:** The children could write their own parable, using their own ideas for what each worker might do with the coin.

# The story of the gold coins

## The Story of the Gold Coins

Once upon a time there was a rich man who had three people working for him. The rich man had to go away for a while and so he called his workers to come to him. He gave each one a gold coin and he said to them: "See what you can earn with this money while I am away." The workers went away with their money to use it in the way they thought best.



The first worker spent his gold coin on some seeds. He looked after the seeds. He watered them and weeded between them. The sun shone and the seeds grew into beautiful strong plants. He took the plants to the market and people were pleased to pay him for the plants.



The second worker spent his gold coin on some flour and milk and eggs. He made some delicious bread and cakes. He took them to the market, and people were pleased to pay him for the bread and cakes.

The third worker took his gold coin and he wrapped it up in his handkerchief. He told his friends that he wanted to keep it safe until the rich man came back. Then he went to have a rest.

After a while, the rich man returned. He called all the workers together and said to them "Before I went away, I trusted you all with my money. I gave each one of you a gold coin and I asked you to try to earn some more money with it while I was away. I have called you here to tell me what you have done with the gold coins."

\*\*\*

### What happens next?

The first worker came and said, "You gave me one gold coin. I sold some plants and now I have nine more: that makes...?"

[Children give the answer:]

'Well done,' said the rich man. 'Since you were responsible with the one coin that I gave you, I will put you in charge of more important things. I have a special job for you now, and you can keep the ten coins.'

\*\*\*

### What might the worker do with them?



The second worker came and said, "You gave me one gold coin. I sold some cakes and now I have four more: that makes...? [Children give the answer:]

"Well done!" said the rich man. "You have been responsible with the one coin that I gave you, so I will put you in charge of more important things. I have a special job for you now and you can keep the five coins."

\*\*\*

### What might the worker do with them?



The third worker came and said, "You are a hard man to work for. You take what is not yours. I was afraid and so I am returning your money. Here you are, I have kept it safe while you were away."

\*\*\*


### How might the rich man respond?



The rich man became very angry. "You know I am a hard man to work for and, yes, I take what is not mine: well then, why didn't you put my money in the bank? It would have been safer there and I would have had back more than I gave you." Then he said to his son, "Take the gold coin away from this man and give it to the one who has ten coins."



# Lesson 8: Looking at job choices

 80 mins

## Aim

To explore different career choices for the future.

## Learning outcomes

Children should be taught:

- to share their opinions on things that matter to them and explain their views;
- to recognise choices they can make;
- to take part in discussions with one other person and the whole class;
- to identify different career choices they may make in the future.

## Resources

- Recording devices
- **Activity sheet:** *Job choices in our school*
- **Activity sheet:** *Three key jobs*
- Pencils, coloured pencils
- Paper

## Activity

Organise the children into small groups of mixed ability. Get them to interview up to three different members of staff within the school, (e.g. teacher, headteacher [perhaps one group only], secretary, premises officer, lunchtime staff). Ask them to find out about each person's job title and what they do. They could use recording devices such as microphones or tablets to record what is said. Some possible questions are given on **Activity sheet:** *Job choices in our school*.

Using **Activity sheet:** *Three key jobs*, ask the children to write a job description to accompany each job.

Once the roles have been defined, the children discuss which job they would like to do and why. Then the class vote on their favourite job, making a graph of their findings.

## Further suggestions

The children could ask their relatives about the jobs they do and write job descriptions for them.

The children could explore different careers on the Internet.

A relative of one (or more) of the children could be asked into school to talk about his or her job.

## Differentiation

**SEN:** The children could use the questions on the **Activity sheet:** *Job choices in our school* to ask the staff.

**More able:** The children could make up their own questions to ask the staff.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Job choices in our school

**Name:** \_\_\_\_\_

**Job title:** \_\_\_\_\_

What do you have to do in your job?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you like about your job? Is it fun?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How many hours do you work each day?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is a hard part of your job?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Three key jobs

**For the three people you have questioned, write a summary of what you think are their most important duties in the school.**

Duties of 1st person

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Duties of 2nd person

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Duties of 3rd person

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Let's recap

## Task 1

Find these ten different careers you might choose to follow in the future.



chef

doctor

teacher

secretary

musician

vet

dentist

pilot

journalist

farmer

q	m	u	s	i	c	i	a	n	j
s	x	m	l	v	j	s	w	q	o
p	e	t	e	a	c	h	e	r	u
f	z	c	m	f	a	r	m	e	r
d	y	h	r	j	f	o	p	p	n
o	a	e	m	e	y	s	v	i	a
c	f	f	v	e	t	c	k	l	l
t	d	w	a	h	r	a	k	o	i
o	z	x	b	n	w	s	r	t	s
r	d	e	n	t	i	s	t	y	t

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Task 2

Remember we should respect each other's choices.  
Draw your favourite:



**Food**

**Book**

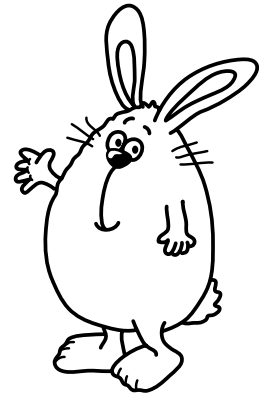
**Clothes**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Task 3****Managing money**

Do this money crossword. You can find your answers in the list next to the crossword.



purse

notes

cash

spend

save

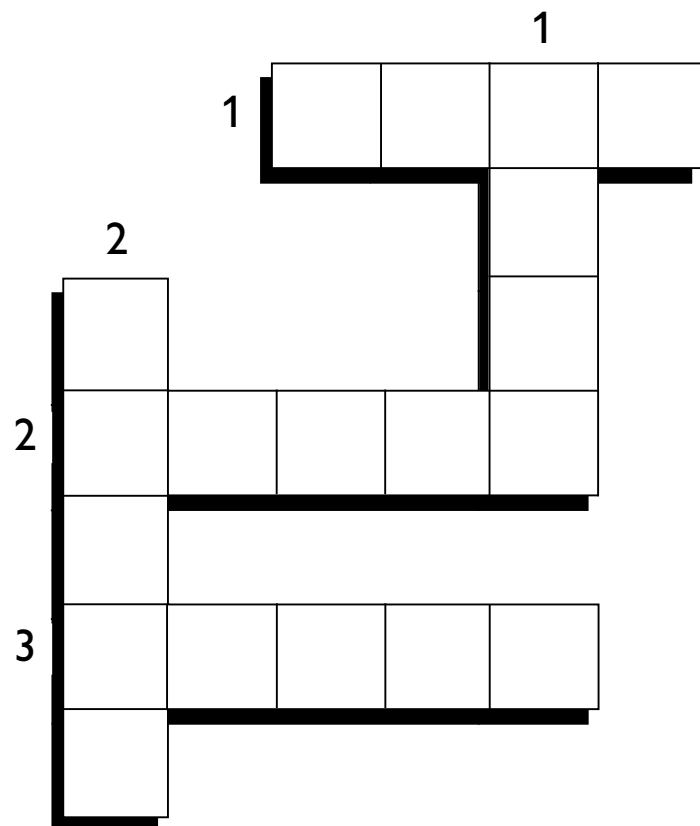
Here are your clues.

**Down**

1. The opposite of spend.
2. Many children like to...their pocket money on sweets.

**Across**

1. Sometimes we call money...
2. When we go to the shops, we sometimes carry our money in a...
3. You can have money in coins or...





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What can I do and what have I learned?

Outcomes	Pupil	Teacher
I can understand that everyone's ideas are valuable and that they are allowed to have their own opinions.		
I can understand that my choices have consequences.		
I can say what special qualities I would look for in a good friend.		
I can say what I like and dislike when playing games with my friends.		
I can talk about how to keep safe from dangers when playing games.		
I can say that money comes from different places and can be used for different things.		
I can listen to a Bible story and begin to understand the meaning of the word 'parable'.		
I can talk about different jobs I might choose to do when I am older.		