

## Key Stage 1 – Sample scheme of work:

The following is an example of how you could group the Go-Givers lessons together to form a scheme of work.

All lessons are designed to give you flexibility. In any given lesson you can choose to run all activities or pick and choose a selection. Timing will depend on how many activities you choose to complete.

For the purposes of this sample scheme of work, in Year 1 we have focussed on forming close relationships and understanding caring responsibilities. In Year 2 we explore forming relationships within the wider community and understanding our wider responsibilities within society; with a particular focus on caring for the environment.

	Year 1	Year 2
Autumn	<p><b>Getting to know you &amp; rules</b></p> <ul style="list-style-type: none"> <li>Getting to know you</li> <li>Meet the Go-Givers</li> <li>Our rules</li> <li>Rules – You can't do that here</li> </ul> <p><b>Tales that teach us</b></p> <ul style="list-style-type: none"> <li>Chicken Soup</li> <li>The power of giving</li> <li>The selfish little red hen</li> <li>Tongue the power of words</li> <li>The two brothers</li> </ul>	<p><b>Making decisions</b></p> <ul style="list-style-type: none"> <li>Getting to know you</li> <li>Our rules</li> <li>Difficult decisions</li> <li>Where do I stand</li> </ul> <p><b>Our community</b></p> <ul style="list-style-type: none"> <li>Exploring our community</li> <li>Caring for our community</li> <li>Go-Givers Playground</li> </ul>

	Year 1	Year 2
Spring	<p><b>Managing emotions</b></p> <ul style="list-style-type: none"> <li>▪ Anna’s monster lies</li> <li>▪ More than one friend</li> <li>▪ Taking responsibility</li> <li>▪ Name calling – sticks and stones</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>▪ Expedition to planet Blue ball</li> <li>▪ Litter the picnic</li> <li>▪ Protecting local habitats</li> <li>▪ Saving energy</li> <li>▪ Plastic pollution</li> </ul>
Summer	<p><b>Emotional well-being</b></p> <ul style="list-style-type: none"> <li>▪ How do you feel today?</li> <li>▪ Bouncing back – resilience</li> </ul> <p><b>Caring for others</b></p> <ul style="list-style-type: none"> <li>▪ Caring for pets</li> <li>▪ Get better soon</li> <li>▪ Animals that help each other</li> </ul>	<p><b>Celebrating diversity</b></p> <ul style="list-style-type: none"> <li>▪ Africa</li> <li>▪ Hearing loss: Zoe’s ears</li> <li>▪ Golden girl – Jessica Ennis Hill</li> <li>▪ Pete’s Paralympics</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>▪ Vote for the Go-Givers</li> </ul>

## Key Stage 2 – Sample scheme of work:

The following is an example of how you could group the Go-Givers lessons together to form a scheme of work. All lessons are designed to give you flexibility. In any given lesson you can choose to run all activities or pick and choose a selection. Timing will depend on how many activities you choose to complete.

**Please note this is a sample scheme of work: Not all lessons which are included in your subscription are included in this scheme of work. Some lessons have also been repeated. This is due to the fact that the topics covered in such lessons are broad and can be accessed at different levels and in different ways.**

	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Getting to know you and setting rules:</b></p> <ul style="list-style-type: none"> <li>Our class</li> <li>Respect</li> <li>Rules</li> </ul> <p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>Climate change (parts 1-4)</li> </ul>	<ul style="list-style-type: none"> <li>Rules</li> </ul> <p><b>Caring for the environment</b></p> <ul style="list-style-type: none"> <li>The value of trees (parts 1-3)</li> <li>Protecting local habitats</li> </ul>	<ul style="list-style-type: none"> <li>Rules</li> </ul> <p><b>Social action:</b></p> <ul style="list-style-type: none"> <li>What is a charity?</li> <li>What is philanthropy?</li> <li>How can I make a difference?</li> </ul> <p><b>Cultural Diversity:</b></p> <ul style="list-style-type: none"> <li>Diversities – identities</li> <li>Invaders and settlers</li> <li>Seeking a refugee</li> <li>The immigration debate</li> </ul>	<ul style="list-style-type: none"> <li>Rules</li> </ul> <p><b>Democracy and the economy:</b></p> <ul style="list-style-type: none"> <li>In times of need</li> <li>Why do we pay taxes part 1</li> <li>Why do we pay taxes part 2</li> </ul> <p><b>Disasters - Who's responsible?</b></p> <ul style="list-style-type: none"> <li>Disaster – prevention is better than cure</li> <li>Disaster – Quake</li> <li>Hillsborough the big lies</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Spring</b></p>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>▪ The big vote – Cancer</li> <li>▪ Understanding cancer</li> <li>▪ Health care – improving life expectancy</li> <li>▪ Hospice care</li> <li>▪ The gift of sight</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>▪ Peer Pressure – it’s your choice</li> <li>▪ Belonging to groups</li> <li>▪ Jealousy – the green eyed monster</li> </ul>	<p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>▪ How should we farm?</li> <li>▪ Water – our most precious resource?</li> </ul> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>▪ Fake news</li> <li>▪ Using statistics to understand the world</li> <li>▪ It’s a good news day</li> </ul>	<p><b>Human rights</b></p> <ul style="list-style-type: none"> <li>▪ Rights and responsibilities – freedom</li> <li>▪ Rights and responsibilities – getting the balance right</li> <li>▪ Individual liberty</li> <li>▪ The right to education</li> <li>▪ Mind the gap – Developing and developed countries</li> <li>▪ The gap exposed – child labour</li> </ul>	<p><b>Social action and technology:</b></p> <ul style="list-style-type: none"> <li>▪ Sharing ideas - network</li> <li>▪ Using technology for good</li> <li>▪ AI</li> <li>▪ How can I make a difference?</li> </ul> <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>▪ Stressed out</li> <li>▪ Your amazing brain</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer</b></p>	<p><b>Social action:</b></p> <ul style="list-style-type: none"> <li>▪ Inspirational people</li> <li>▪ Ghandi</li> <li>▪ Florence Nightingale and Mary Seacole</li> <li>▪ Nelson Mandela</li> <li>▪ Inspiring stories – young fundraisers</li> <li>▪ Muhammed Ali</li> <li>▪ How can I make a difference?</li> </ul>	<p><b>Social action:</b></p> <ul style="list-style-type: none"> <li>▪ Go-Givers community centre</li> <li>▪ Homelessness</li> <li>▪ Fair trade</li> <li>▪ How can I make a difference?</li> </ul> <p><b>Ethical reasoning:</b></p> <ul style="list-style-type: none"> <li>▪ Dilemmas</li> </ul> <p>Where do you stand?</p>	<p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>▪ Democracy parts 1-3</li> <li>▪ Brexit parts 1 and 2</li> <li>▪ Magna Carta</li> </ul> <p><b>Conflict resolution</b></p> <ul style="list-style-type: none"> <li>▪ Mediation – resolving conflict</li> <li>▪ Working for peace</li> </ul>	<p><b>Respecting others:</b></p> <ul style="list-style-type: none"> <li>▪ Equal opportunities</li> <li>▪ Respecting all our differences (homophobia)</li> <li>▪ Righting wrongs – discrimination against gay people</li> </ul> <p><b>Ethical reasoning:</b></p> <ul style="list-style-type: none"> <li>▪ Dilemmas</li> <li>▪ Where do you stand?</li> </ul> <p><b>Digital citizenship</b></p> <ul style="list-style-type: none"> <li>▪ Lessons coming soon!</li> </ul>