

## Key Stage 2 lesson overview:

Lesson Title	Lesson Objectives	Lesson Description
AI: Artificial intelligence	<ul style="list-style-type: none"> <li>▪ To talk and write about their opinions, and explain their views, on issues that affect themselves and society</li> <li>▪ To understand the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</li> <li>▪ To prepare for change.</li> </ul>	<p>This lesson explores the benefits and challenges that the development of technology and artificial intelligence can bring to our society.</p>
Belonging to groups	<ul style="list-style-type: none"> <li>▪ To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> <li>▪ To recognise the role of voluntary, community and pressure groups.</li> </ul>	<p>This lesson invites pupils to think about the groups we belong to and how they support us. It provides ideas on how to generate a discussion on the positive and negative aspects of groups as well as anti-bullying strategies.</p>
Big vote – Cancer	<ul style="list-style-type: none"> <li>▪ To understand what cancer is.</li> <li>▪ To know some simple facts about causes of cancer and treatments.</li> <li>▪ To explore the idea that living a healthier lifestyle may help protect against certain cancers in later life.</li> <li>▪ To encourage others to live a healthier lifestyle.</li> <li>▪ To understand that help and support is available if they have any concerns.</li> </ul>	<p>This lesson has been designed in response to the Big Vote, where children voted on what issues they most cared about. The vote was to mark the ten year anniversary of our Make a Difference Challenge. Out of the top ten issues, cancer won by a significant margin indicating that cancer matters to children in the UK. This lesson gives an age-sensitive overview to the topic and introduces children to some simple social action challenges.</p>
Brexit Part 1 – Referendum	<ul style="list-style-type: none"> <li>▪ To understand what the term Brexit means.</li> <li>▪ To know what the EU is.</li> <li>▪ To explore some arguments for and against EU membership.</li> <li>▪ To understand what the term referendum means. And how referendums are conducted.</li> </ul>	<p>In this lesson pupils will be given a brief introduction to the European Union. They will learn about why people's opinions about the EU are divided and the results of the EU referendum. Through looking at relatable examples, pupils will be asked to reflect on the advantages and disadvantages of membership to an organisation. Pupils will also be led through the process of creating a</p>

	<ul style="list-style-type: none"> <li>▪ To know the results of the EU referendum.</li> </ul>	referendum and campaign materials on a school issue of their choosing.
Brexit Part 2 – Negotiations	<ul style="list-style-type: none"> <li>▪ To know how leaders responded to the Brexit result.</li> <li>▪ To know the meaning of the term negotiation.</li> <li>▪ To explore the importance of negotiation.</li> <li>▪ To explore and practice the skills needed to negotiate.</li> </ul>	Through the example of Brexit talks, this lesson introduces pupils to the concept of negotiation and the skills required to succeed in negotiations. Activities are designed to give pupils the opportunity to apply their learning to real life negotiation situations and reflect on the characteristics of strong negotiators. Pupils will also gain an understanding of how some leaders responded to the Brexit result.
Bullying: Prepare to stand up and stand out	<ul style="list-style-type: none"> <li>▪ To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</li> <li>▪ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> <li>▪ To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</li> </ul>	This lesson looks at ways in which we differ from each other and how we can develop a positive body image.
Child slavery: All for profit	<ul style="list-style-type: none"> <li>▪ To know that some charitable organisations exist to fight for children's rights.</li> <li>▪ To talk and write about their opinions and explain their views, on issues that affect themselves and society.</li> <li>▪ To know that resources can be allocated in different ways and that economic choices affect individuals, communities and the sustainability of the environment.</li> </ul>	This lesson looks at the Unicef Rights of the Child and how children across the world are enslaved or bonded to serve the needs of business.

	<ul style="list-style-type: none"> <li>▪ To think about the lives of people living in other places and times, and people with different values and customs.</li> <li>▪ To consider social and moral dilemmas that they come across in everyday life.</li> </ul>	
Climate changes Parts 1-4	<ul style="list-style-type: none"> <li>▪ To understand the terms greenhouse effect, climate change and fossil fuels.</li> <li>▪ To explore the impact of climate change both locally, nationally and internationally.</li> <li>▪ To explore what the government and other organisations are doing in response to climate change.</li> <li>▪ To explore different ways that they can personally take responsibility for tackling climate change.</li> </ul>	<p>The unit has been split into four parts. Not all parts need to be delivered if time is limited. You may like to deliver each area in a separate lesson.</p> <ul style="list-style-type: none"> <li>▪ <b>Part 1:</b> What is climate change?</li> <li>▪ <b>Part 2:</b> What are the causes of climate change?</li> <li>▪ <b>Part 3:</b> What is the impact of climate change?</li> <li>▪ <b>Part 4:</b> What can we do? This section focuses on what governments all over the world are doing to tackle climate change and also challenges the class to consider what they can do.</li> </ul>
Culture: The Roma	<ul style="list-style-type: none"> <li>▪ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> <li>▪ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>▪ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> </ul>	<p>This lesson is a celebration of cultural diversity – the similarities which unite us and the differences that enrich us. It takes a particular look at Roma culture.</p>
Democracy Parts 1-3	<ul style="list-style-type: none"> <li>▪ To understand what democracy means.</li> <li>▪ To know how a general election works.</li> <li>▪ To explore role of central and local government, the Prime Minister, Members of Parliament and the justice system.</li> <li>▪ To know what we mean by a political party, and the names of the main political parties.</li> </ul>	<p>Pupils explore the meaning of 'democracy,' and the ways in which citizens can participate in democratic life in Britain.</p> <ul style="list-style-type: none"> <li>▪ <b>Part 1:</b> The role of the Prime Minister, Members of Parliament and political parties, and how a general election works.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ To explore how we can find out about the views of politicians, and why this is important.</li> <li>▪ To examine the historical and political significance of the Suffragette Movement.</li> <li>▪ To understand what the rule of law is.</li> <li>▪ To explore how laws are made.</li> <li>▪ To explore how they can take part in democracy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Part 2:</b> Pupils learn about the function of central and local government and the difference between MPs and councillors. Pupils explore the job of Parliament, taking a look at the role of the House of Commons and the House of Lords.</li> <li>▪ <b>Part 3:</b> Pupils learn about the rule of law. They discover the different roles of parliament, government and the justice system and explore why we need laws and how they are made.</li> </ul>
Dilemmas	<ul style="list-style-type: none"> <li>▪ To consider the consequences of actions.</li> <li>▪ To develop reasoning skills.</li> <li>▪ To take part in a discussion.</li> </ul>	Over a series of short sessions, pupils will have the opportunity to consider ethical dilemmas which may arise in day to day life. Pupils will be encouraged to make decisions by first considering all their options and the consequences of taking each potential action. In group discussions, pupils will be able to practise articulating their views and respond to views that are in contrast to their own.
Disaster: Prevention is better than cure	<ul style="list-style-type: none"> <li>▪ To know that when preventative action is taken it can save lives and money.</li> <li>▪ To recognise the different risks in different situations and then decide how to behave responsibly.</li> <li>▪ To research, discuss and debate topical issues, problems and events.</li> </ul>	This lesson explores how some tragedies can be avoided if preventative measures are taken. It uses hurricane Katrina, the Bhopal disaster and Grenfell Tower as examples.
Disaster: Quake	<ul style="list-style-type: none"> <li>▪ To understand that individuals can use their particular talents and skills to make a difference and benefit the community.</li> <li>▪ To care about other people's feelings and try to see things from their points of view.</li> <li>▪ To describe and understand key aspects of physical geography, including earthquakes</li> </ul>	This lesson demonstrates how individuals can use their particular skills to help in a disaster. It also explains how and why earthquakes happen.

Diversity: Identities	<ul style="list-style-type: none"> <li>▪ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> <li>▪ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>▪ To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</li> </ul>	This lesson explores the wide range of cultural influences that have shaped the heritage of people living in Britain today. It asks pupils to think about their own identities and the different groups that they belong to.
Drugs, alcohol and the law	<ul style="list-style-type: none"> <li>▪ To know why and how laws are made.</li> <li>▪ To know what democracy is, and about the basic institutions which support it locally and nationally.</li> </ul>	This lesson explores the laws governments make to try and keep people safe, particularly laws about harmful substances like alcohol and drugs.
Equal opportunities	<ul style="list-style-type: none"> <li>▪ To know that charities can play an important role in creating a more equal society.</li> <li>▪ To recognise the role of voluntary, community and pressure groups.</li> <li>▪ To recognise and challenge stereotypes.</li> <li>▪ To know that similarities and differences between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</li> </ul>	This lesson is about the meaning of equal opportunities and the nature of prejudice.
Fair trade	<ul style="list-style-type: none"> <li>▪ To understand how a Fairtrade policy can create a more equal market.</li> <li>▪ To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</li> </ul>	This lesson explores how Fairtrade can create a more equal market for the independent producer. It also includes the health giving properties of a banana.
Fake news	<ul style="list-style-type: none"> <li>▪ To understand what is meant by 'fake news'.</li> <li>▪ To learn techniques to identify 'fake news'.</li> </ul>	In this lesson pupils will learn what is meant by 'fake news' and the risks that it poses to them and society.

		Pupils will be introduced to the concept of bias and will think about how they can critically examine news articles.
Freedom: Bird and the Arab uprising	<ul style="list-style-type: none"> <li>▪ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> <li>▪ To know that there are different rights and responsibilities at home, at school, and in the community, and that these can sometimes conflict with each other.</li> <li>▪ To know that resources can be allocated in different ways and that economic choices affect individuals, communities and the sustainability of the environment.</li> <li>▪ To think about the lives of people living on other places and times, and people with different values and customs.</li> </ul>	This lesson starts with an allegorical tale about freedom and develops into a simple overview of the Arab uprising.
Go-Givers Community Centre	<ul style="list-style-type: none"> <li>▪ To consider and plan for the needs of others.</li> <li>▪ To understand that there are organisations that care for the needs of a community.</li> </ul>	In this lesson pupils will consider the varying needs and interests of the Go-Givers and design a community centre and activity programme that matches their requirements. Pupils will also produce a leaflet that should attract users to their community centre and compose a set of rules that users must follow. This project concludes with the opportunity for pupils to present and evaluate their classmates' designs.
Going for gold: Mo Farah	<ul style="list-style-type: none"> <li>▪ To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> <li>▪ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</li> </ul>	This lesson takes us on Mo's amazing journey from Somalia to the London Olympics in 2012 and explores the secrets of his success.

	<ul style="list-style-type: none"> <li>▪ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> <li>▪ To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</li> </ul>	
Health care: Improving life chances	<ul style="list-style-type: none"> <li>▪ To know that charitable organisations can supplement the services that the state is able to provide through the taxation system.</li> <li>▪ To appreciate that resources can be allocated in different ways, and that these economic choices affect individuals and communities.</li> </ul>	This lesson explores how life expectancy is increased with better medical care and how charities are working to improve healthcare in developing countries.
Heavy weight punching – Muhammad Ali	<ul style="list-style-type: none"> <li>▪ To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> <li>▪ To research, discuss and debate topical issues, problems and events.</li> <li>▪ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> <li>▪ To resolve differences by looking at alternatives, making decisions and explaining choices.</li> </ul>	This lesson looks at the life of boxing heavyweight Muhammad Ali and how he used his power for good, becoming a role model to many for standing up for civil rights and religious freedoms and for his courage facing Parkinson's disease.
Hillsborough – the big lies	<ul style="list-style-type: none"> <li>▪ Pupils should be taught to research, discuss and debate topical issues, problems and events.</li> <li>▪ Pupils should be taught to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> </ul>	This lesson explores dishonesty and the harm it causes individuals and our society.

<p>Homelessness</p>	<ul style="list-style-type: none"> <li>▪ To reflect on the importance of having a home.</li> <li>▪ To consider some of the causes of homelessness.</li> <li>▪ To consider some of the problems caused by homelessness.</li> <li>▪ To learn about some of the organisations that support people who are homeless.</li> <li>▪ To identify ways in which the homeless can be helped.</li> </ul>	<p>In this lesson pupils think about what home means to them through writing a poem inspired by the line 'Home is where the heart is'. They will consider the reasons why someone may become homeless and the realities of life on the streets or in temporary accommodation.</p>
<p>Homophobia: Respecting all our differences</p>	<ul style="list-style-type: none"> <li>▪ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</li> <li>▪ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>▪ To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</li> </ul>	<p>This lesson takes the form of an animated story involving the Go-Givers character Anna. The story addresses the issue of homophobic bullying and explores different kinds of families. The lesson has been approved by Stonewall education team.</p>
<p>How can I make a difference?</p>	<ul style="list-style-type: none"> <li>▪ To work with a team to plan and conduct a social action project.</li> <li>▪ To evaluate the success of a social action project.</li> </ul>	<p>In this lesson pupils will think about how they can plan a social action project. They will be led through key steps by following the example of the Go-Givers. This resource is designed to be taught over a series of lessons, giving pupils the time to research, plan, prepare and evaluate a social action project. It could be used when working towards the Make a Difference Challenge and is supported by a free online CPD on teaching social action.</p>

<p>Hospice care</p>	<ul style="list-style-type: none"> <li>▪ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> <li>▪ To recognise the role of voluntary, community and pressure groups.</li> <li>▪ To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</li> </ul>	<p>In this lesson children learn about the role of hospices in caring for people in the final stages of their life.</p>
<p>How should we farm?</p>	<ul style="list-style-type: none"> <li>▪ To understand the term free range.</li> <li>▪ To understand the term intensive farming.</li> <li>▪ To understand the term organic farming.</li> <li>▪ To consider the advantages and disadvantages of different farming methods.</li> <li>▪ To identify labels that indicate farming methods.</li> </ul>	<p>In this lesson pupils will learn about different farming methods. They will consider the advantages and disadvantages of these methods and learn how to identify labels that indicate how food has been farmed.</p>
<p>Independence for Scotland</p>	<ul style="list-style-type: none"> <li>▪ To research, discuss and debate topical issues, problems and events.</li> <li>▪ To know what democracy is, and about the basic institutions that support it locally and nationally.</li> <li>▪ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> </ul>	<p>This lesson focuses on the make-up of the UK, the history of the union and the question of Scottish independence. It explores the issue of loyalty and patriotism.</p>
<p>Individual liberty</p>	<ul style="list-style-type: none"> <li>▪ To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>▪ To explore the idea that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</li> </ul>	<p>This lesson explores what individual liberty means and why we have to balance our own wants and needs with the wants and needs of others. It looks at the freedoms we enjoy in Britain today and how these are protected by our laws.</p>

<p>Inspirational people</p>	<ul style="list-style-type: none"> <li>▪ To understand what it means to be inspirational.</li> <li>▪ To reflect on how you can use your knowledge and skills for good.</li> </ul>	<p>In this lesson pupils will learn about what it means to be inspirational. They will develop their understanding of the term through looking at real life examples in the media.</p> <p>Pupils will also gain a breadth of language with which to describe the qualities and skills of an inspirational person. They will use this learning to reflect on the qualities and skills of their peers in an exercise designed to promote self-esteem and highlight how everyone has their part to play in taking social action.</p> <p>This lesson is supported by a range of PowerPoints outlining the lives and achievements of some 'inspirational people.'</p>
<p>Inspiring stories – young fundraisers</p>	<ul style="list-style-type: none"> <li>▪ To understand what it means to be inspirational.</li> <li>▪ To reflect on how you can use your knowledge and skills for good.</li> </ul>	<p>This lesson highlights the amazing achievements of young people who have campaigned for a cause they care passionately about. It is particularly useful when children are embarking on social action projects.</p>
<p>Invaders and Settlers: Coming to Britain</p>	<ul style="list-style-type: none"> <li>▪ To understand what it is like to join a new community.</li> <li>▪ To understand how immigration can enrich our country.</li> <li>▪ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>▪ To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</li> </ul>	<p>This lesson gives a potted history of the people who have come to live in Britain from the Celts, Romans and Vikings to the migrant workers from Eastern Europe and those who are fleeing conflict.</p>
<p>It's a good news day</p>	<ul style="list-style-type: none"> <li>▪ To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</li> </ul>	<p>During this lesson pupils examine the local and national press for good news stories about kindness and giving.</p>

	<ul style="list-style-type: none"> <li>▪ To explore how the media present information.</li> </ul>	
Jealousy: The green eyed monster	<ul style="list-style-type: none"> <li>▪ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</li> <li>▪ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</li> </ul>	This is a lesson about the difference between envy and jealousy, and how jealous feelings can be harmful to ourselves and others. It suggests various scenarios where jealousy can occur and how we can react negatively or positively.
Knife crime: Shielding from harm	<ul style="list-style-type: none"> <li>▪ To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> <li>▪ To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> <li>▪ To recognise the different risks in different situations.</li> </ul>	This lesson explores knife crime in the news and tries to put frightening headlines into perspective. It also explores what the law says about carrying knives.
Magna Carta	<ul style="list-style-type: none"> <li>▪ To research, discuss and debate topical issues, problems and events.</li> <li>▪ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> <li>▪ To think about the lives of people living in other places and times, and people with different values and customs.</li> </ul>	This lesson explores the concepts of fairness and justice and how the Magna Carta is the foundation for equality before the law in the UK.
Mali	<ul style="list-style-type: none"> <li>▪ To research, discuss and debate topical issues, problems and events.</li> <li>▪ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> </ul>	This is a lesson exploring history, culture and religion in the fascinating country of Mali. The lesson examines how the community works together to keep the Great Mosque of Djenne in good repair.

	<ul style="list-style-type: none"> <li>To think about the lives of people living in other places and times, and people with different values and customs.</li> </ul>	
Martin Luther King	<ul style="list-style-type: none"> <li>To know who Martin Luther King was and the impact he had.</li> <li>To understand the term discrimination, how to recognise it and the impact it can have</li> </ul>	During this lesson pupils explore the life of Martin Luther King and the impact he had on civil rights in the USA. The subsequent activities challenge pupils to think about how and why we judge people and how it feels when people are not treated equally.
Mary Seacole and Florence Nightingale	<ul style="list-style-type: none"> <li>To know that helping others sometimes involves courage and personal sacrifice.</li> <li>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</li> <li>To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</li> <li>To think about the lives of people living in other places and times, and people with different values and customs.</li> <li>To realise the nature and consequences of racism.</li> </ul>	This lesson tells the story of how Mary Seacole and Florence Nightingale overcame prejudice to help others and explores how discrimination can prevent people from making a full contribution to society.
Mediation: Resolving conflict	<ul style="list-style-type: none"> <li>To know that it is possible for everyone to benefit after considering each other's needs.</li> <li>To resolve differences by looking at alternatives, making decisions and explaining choices.</li> <li>To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</li> </ul>	This lesson explores how conflicts can be resolved by looking at things fairly, listening carefully and trying to stand in another person's shoes. It also looks at how mediators can help negotiate solutions that can be agreed by both parties.
Mind the gap – Between developing and developed countries	<ul style="list-style-type: none"> <li>To care about other people's feelings, and to try to see things from their points of view.</li> </ul>	This lesson takes the form of a global quiz that explores some interesting world facts and introduces pupils to the Sustainable Development Goals.

	<ul style="list-style-type: none"> <li>To think about the lives of people living in other places and times, and people with different values and customs.</li> </ul>	
Nelson Mandela	<ul style="list-style-type: none"> <li>To learn that individuals can challenge unjust systems and create fairer societies by exploring Nelson Mandela's struggle against apartheid.</li> <li>To consider that there are different points of view about famous people in history and that struggles for freedom are not necessarily peaceful.</li> </ul>	This lesson explores Mandela's fight against apartheid in south Africa. It considers different points of view about famous people in history and concludes that struggles for freedom are not necessarily peaceful.
Occupy London: Stock exchange	<ul style="list-style-type: none"> <li>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> <li>To know that there are different rights and responsibilities at home, at school, and in the community, and that these can sometimes conflict with each other.</li> <li>To recognise the role of voluntary, community and pressure groups.</li> <li>To know that resources can be allocated in different ways and that economic choices affect individuals,</li> </ul>	This lesson tells the story of the protests outside St Paul's cathedral in London during 2011, about the banking system and economic inequality in the wake of the financial crash.
Our class	<ul style="list-style-type: none"> <li>To learn more about my classmates.</li> <li>To suggest solutions to problems in the class.</li> <li>To identify the qualities and behaviours of a good classmate.</li> </ul>	In this lesson pupils will take part in icebreaker activities that encourage them to consider the views and experiences of their classmates. They will discuss common problems that can arise within the class and playground setting and discuss means of resolution. Pupils will go on to identify the qualities and behaviours that they value in classmates and develop a weekly nominations scheme in which they can celebrate the positive contributions of their peers.

Our interconnected world	<ul style="list-style-type: none"> <li>▪ To consider social and moral dilemmas that they come across in life.</li> <li>▪ To understand key aspects of human geography.</li> <li>▪ To address and devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	This lesson explores how events in one part of the world can have a global impact, taking the examples of the war in Syria, the Ebola crisis and fluctuating oil prices.
Protecting local habitats	<ul style="list-style-type: none"> <li>▪ To understand the term endangered species.</li> <li>▪ To understand threats to local habitats.</li> <li>▪ To research a local habitat.</li> <li>▪ To get involved in local habitat renewal.</li> </ul>	In this lesson pupils will learn about endangered British species and the threats to their habitat. Pupils will be guided through ways in which they can take action against habitat loss by developing the habitats in their local area.
Respect	<ul style="list-style-type: none"> <li>▪ To understand what the word respect means.</li> <li>▪ To explore how our behaviour and actions may affect how other people feel.</li> <li>▪ To describe a number of ways they can act respectfully.</li> </ul>	In this lesson pupils explore what the word respect means and consider different types of behaviour and whether they are respectful or not.
Righting wrongs – discrimination	<ul style="list-style-type: none"> <li>▪ To take part in a simple debate about topical issues.</li> <li>▪ To recognise choices they can make, and recognise the difference between right and wrong.</li> <li>▪ To realise that people and other living things have needs, and that they have responsibilities to meet them.</li> </ul>	This lesson focuses on discrimination, particularly in regards to sexuality. It explores how laws change over time and how laws sometimes need to be changed in order to create a more equal society.
Rights and responsibilities - freedom	<ul style="list-style-type: none"> <li>▪ To understand the importance of freedom when it comes to making choices.</li> <li>▪ To know that people sometimes have their rights taken away, and have to fight for the freedom that we often take for granted.</li> <li>▪ To know that there are different rights and responsibilities at home, at school, and in the</li> </ul>	The lesson explores our right to freedom and how this comes with responsibilities towards others. It tells the story of L'Ouverture's fight for freedom from slavery for the people of Haiti.

	<p>community, and that these can sometimes conflict with each other.</p>	
Rights and responsibilities – getting the balance right	<ul style="list-style-type: none"> <li>▪ To understand what ‘human rights’ are.</li> <li>▪ To explore the idea that rights come with responsibilities.</li> <li>▪ To consider the impact of anti-social behaviour on communities and individuals.</li> </ul>	<p>In this lesson pupils will be introduced to the term ‘human rights’ and given a brief history of the Universal Declaration of Human Rights. They will consider how rights and responsibilities are balanced in their own life through considering the limits of freedom of speech and rights to privacy.</p>
Riots of summer 2011	<ul style="list-style-type: none"> <li>▪ To research, discuss and debate topical issues, problems and events.</li> <li>▪ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> </ul>	<p>This lessons helps pupils to explore and debate the events of August 2011. It explores the possible underlying reasons for the unrest, what happened, the consequences and also some of the positive outcomes. The lesson also looks at the issue of crime and punishment and the role of government.</p>
Rules	<ul style="list-style-type: none"> <li>▪ To understand the concept of rules.</li> <li>▪ To be able to explain why we need rules.</li> <li>▪ To suggest a number of rules that should be used in their classroom.</li> </ul>	<p>Pupils explore what rules are, why we need them and create a set of rules for their classroom. Ideally this activity will take place at the start of the school year. A number of different ideas for how rules can be agreed upon have been included.</p>
Seeking a refugee	<ul style="list-style-type: none"> <li>▪ To research, discuss and debate topical issues, problems and events.</li> <li>▪ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people’s experiences.</li> </ul>	<p>This lesson asks pupils to imagine what it would be like to live in a war zone and aims to help them understand why people become refugees.</p>
Sharing ideas: Network	<ul style="list-style-type: none"> <li>▪ To know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</li> <li>▪ To recognise the role of voluntary, community and pressure groups.</li> <li>▪ To think about the lives of people living in other places and times, and people with different values and customs.</li> </ul>	<p>This lesson provides an example of how the people in one community in India support each other by sharing ideas and resources.</p>

<p>Stressed out</p>	<ul style="list-style-type: none"> <li>▪ To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> <li>▪ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</li> <li>▪ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</li> <li>▪ To know where individuals, families and groups can get help and support.</li> </ul>	<p>This lesson aims to help pupils understand situations which cause stress, and to recognise and deal with stress in themselves and others.</p>
<p>Strong societies</p>	<ul style="list-style-type: none"> <li>▪ To know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</li> <li>▪ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> <li>▪ To recognise the role of voluntary, community and pressure groups.</li> <li>▪ To think about the lives of people living in other places and times, and people with different values and customs.</li> </ul>	<p>This lesson addresses the question 'what is society?' and 'what makes a strong society?' It explores how laws, taxes and charities contribute to our well-being and suggests how we can become responsible citizens.</p>
<p>Terrorism</p>	<ul style="list-style-type: none"> <li>▪ To research, discuss and debate topical issues, problems and events.</li> <li>▪ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> </ul>	<p>This lesson explores what terrorism means, what terrorists do and unpacks some of the reasons why. Pupils consider acts of terror in both recent and not so recent history.</p>

<p>The gap exposed – Child labour</p>	<ul style="list-style-type: none"> <li>▪ To research, discuss and debate topical issues, problems and events.</li> <li>▪ To know that resources can be allocated in different ways and that these economic choices affect individuals and communities.</li> </ul>	<p>In this lesson children are asked to empathise with victims of child labour working in the clothing industry in India.</p>
<p>The gift of sight</p>	<ul style="list-style-type: none"> <li>▪ To know that some charities are set up to provide relief from curable medical conditions in countries where healthcare is limited.</li> <li>▪ To recognise the role of voluntary, community and pressure groups.</li> <li>▪ To think about the lives of people living in other places and times, and people with different values and customs.</li> <li>▪ To recognise the different risks in different situations, and then decide how to behave responsibly.</li> </ul>	<p>This lesson explains how the eye works. It explores the importance of eye safety and how sight can be restored to some blind people in developing countries for very little cost.</p>
<p>The golden rule: Multi faith values</p>	<ul style="list-style-type: none"> <li>▪ To know that all the major religions subscribe to the notion that we should behave towards others as we would like others to behave towards us.</li> <li>▪ To talk and write about their opinions, and explain their views on issues that affect themselves and society.</li> <li>▪ To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul>	<p>This lesson shows how all the major religions subscribe to the idea that we should behave towards others as we would like others to behave towards us.</p>
<p>The immigration debate</p>	<ul style="list-style-type: none"> <li>▪ To research, discuss and debate topical issues, problems and events.</li> <li>▪ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</li> </ul>	<p>This lesson explores the topical and often controversial issue of immigration. Why do people migrate? What are the pros and cons of migration? How do governments control migration? What benefits can migrants bring?</p>

	<ul style="list-style-type: none"> <li>To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</li> </ul>	
The Paralympic games	<ul style="list-style-type: none"> <li>To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</li> <li>To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</li> </ul>	This lesson explores the story behind the Paralympic games.
The right to education	<ul style="list-style-type: none"> <li>To recognise the role of voluntary, community and pressure groups.</li> <li>To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</li> <li>To research, discuss and debate topical issues, problems and events.</li> </ul>	This lesson explores Malala Yousafzal's fight for education and aims to remind pupils of the value of their schooling.
The value of trees Parts 1-3	<ul style="list-style-type: none"> <li>To understand the role that trees play in supporting life on Earth.</li> <li>To understand the importance of trees to human lives.</li> <li>To research deforestation and its effect on the world.</li> <li>To involve students in forestry renewal campaigns.</li> </ul>	In this lesson pupils will learn about the role trees play in supporting life on Earth and their importance in our daily lives. They will examine the effects of deforestation and learn how they can help to renew forests.
Times of need	<ul style="list-style-type: none"> <li>To consider the consequences of inequality.</li> <li>To think about times of need in life.</li> <li>To learn about some of the ways the government helps in times of need.</li> </ul>	During this lesson pupils will consider how inequality can affect a person's chances to succeed in life. Pupils will learn about the founding of the modern welfare state in the UK in the aftermath of World War II and consider its

	<ul style="list-style-type: none"> <li>To reflect on how life in the UK might be without government help.</li> </ul>	intended purpose. They will then look at what welfare services are provided today and consider situations in which someone might need to access those services. Lastly, they will reflect on what life might be like without the support offered by the welfare state.
Trapped in a mine	<ul style="list-style-type: none"> <li>To debate topical issues, problems and events.</li> <li>To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> <li>To understand why we have school rules about health and safety, basic emergency aid procedures and where to get help.</li> </ul>	This lesson is based on the news story about the copper miners who became trapped in a mine in Chile.
Troubles in Northern Ireland	<ul style="list-style-type: none"> <li>To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> <li>To resolve differences by looking at alternatives, making decisions and explaining choices.</li> </ul>	This lesson outlines the factors that led to the 'troubles' in Northern Ireland. It provides an opportunity to learn about different perspectives, what it feels like to be an outsider and approaches to conflict resolution.
Tsunami	<ul style="list-style-type: none"> <li>To understand how charities work together when there are major disasters (Disasters Emergency committee).</li> <li>To look at alternatives, make decisions and explain choices.</li> </ul>	This lesson tells the story of the Boxing Day Tsunami in 2004, how the world reacted and the processes involved in saving lives as well as restoring and rebuilding communities.
Understanding cancer	<ul style="list-style-type: none"> <li>To understand what cancer is and some simple facts about it.</li> <li>To know that a range of healthcare professionals can support our health journey throughout life.</li> <li>To understand that people undergoing treatment for cancer may need additional support.</li> </ul>	In this lesson pupils will gain an understanding of what cancer is with an opportunity to look at some facts about cancer. They'll have a chance to think about how we take care of our physical and mental health throughout our lives and which healthcare professionals can support that journey. They'll also think about the needs of someone who is undergoing treatment for cancer and how to support them.

Using statistics to understand our world	<ul style="list-style-type: none"> <li>▪ To research, discuss and debate topical issues, problems and events.</li> <li>▪ To explore how the media present information.</li> </ul>	This lesson illustrates how reliable statistical information can help us arrive at a more balanced view of our world.
Using technology for good	<ul style="list-style-type: none"> <li>▪ To consider the ways in which technology can benefit people.</li> <li>▪ To learn about innovators who have helped others with their inventions.</li> <li>▪ To try to design a technology that will solve a problem.</li> </ul>	<p>In this lesson pupils will consider the multiple uses of technology and how technology can be used to solve problems.</p> <p>Pupils will have an opportunity to design and build a model which will help a member of their school.</p> <p>Pupils will also reflect on how inequalities can arise when some people have access to technologies and others do not.</p>
War in Afghanistan	<ul style="list-style-type: none"> <li>▪ To debate topical issues, problems and events.</li> <li>▪ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> <li>▪ To think about the lives of people living in other places and times, and people with different values and customs.</li> </ul>	This lesson explores the causes of the war in Afghanistan and the resulting loss of life. It features stories of bravery.
Water – our most precious resource	<ul style="list-style-type: none"> <li>▪ To understand that water is essential to life on Earth.</li> <li>▪ To understand the importance of clean water for human health.</li> <li>▪ To understand the threats to our water sources.</li> <li>▪ To involve students in water saving activities.</li> </ul>	<p>In this lesson pupils will learn about the qualities of water and why it is vital to life on Earth. They will consider the problems facing people who cannot access clean water and the pressures that have been placed on our water supply due to climate change and population growth.</p> <p>Finally, through the example of Cape Town's water crisis, pupils will reflect on the implications of water shortages before learning about how they can take action in their own lives to save water.</p>

<p>What is charity?</p>	<ul style="list-style-type: none"> <li>▪ To identify reasons why charities are created.</li> <li>▪ To understand the features of charity.</li> <li>▪ To understand the range of work done by charities.</li> </ul>	<p>In this lesson pupils will learn about the reasons why charities are created. They will be introduced to the main features of a charity and have the opportunity to research the work of a charity of their choice. They will consolidate their learning by designing a charity of their own, which takes into account the charity's purpose, promotion, actions and funding.</p>
<p>What is philanthropy?</p>	<ul style="list-style-type: none"> <li>▪ To understand the meaning of the word philanthropy.</li> <li>▪ To consider the importance of philanthropy.</li> <li>▪ To examine examples of philanthropy in action.</li> </ul>	<p>In this lesson pupils will learn about the meaning of the word philanthropy through looking at real life examples. They will consider why philanthropy is important and what motivates philanthropists.</p>
<p>Where do you stand?</p>	<ul style="list-style-type: none"> <li>▪ To consider two sides of an argument.</li> <li>▪ To share your views and opinions.</li> </ul>	<p>Over a series of short sessions, pupils will have the opportunity to consider topical issues related to their school life. Pupils will consider the strength of arguments for and against different school policies before sharing and comparing their own opinion with that of their peers.</p>
<p>Why do we pay taxes (parts 1-2)</p>	<ul style="list-style-type: none"> <li>▪ To understand what the word tax means.</li> <li>▪ To learn about what taxes fund in the UK.</li> <li>▪ To learn about different ways that tax is collected in the UK.</li> <li>▪ To understand that councils make local spending decisions.</li> <li>▪ To learn that council tax raises extra money for local services.</li> <li>▪ To consider how taxes would be best spent in your local area.</li> </ul>	<p>Part 1 - During this lesson pupils will learn that public services are largely funded through the payment of taxes to the government. Pupils will learn that taxes are paid on income as well as goods and services. Through case studies on the recent adoption of the sugar tax and the campaign to end taxation on female sanitary products, pupils will consider how governments change their taxation strategies in response to issues in society.</p> <p>Part 2 -During this lesson pupils will learn that councils are responsible for local spending decisions and can raise additional funds for public services through council taxes. Pupils will survey residents in their area to identify the key concerns of their neighbourhood. The findings of the class will inspire a piece of artwork and/or a letter to</p>

		their local council that reflects how the community want taxes to be spent in their area.
Working for peace	<ul style="list-style-type: none"> <li>▪ To know that some charities are working for peace and reconciliation between groups of people and nations.</li> <li>▪ To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity.</li> <li>▪ To research, discuss and debate topical issues, problems and events.</li> </ul>	This lesson looks at the cause of conflict and areas of the world where there is strife. It explains the role of the UN and how some charities work for reconciliation.
Your amazing brain: Becoming a resilient learner	<ul style="list-style-type: none"> <li>▪ To recognise, name and deal with their feelings in a positive way.</li> <li>▪ To think about themselves, learn from their experiences and recognise what they are good at.</li> <li>▪ To learn how to set simple goals.</li> </ul>	This lesson highlights the incredible capacity of the brain. It reminds pupils of what can be achieved with persistence and effort and how the best way to learn is by trying new things without fear of failure.