

The following **GO-GIVERS** units are linked to the PSHE Association scheme of work
Please download all units of work from the website

All children need to develop interpersonal skills required for positive relationships.

The following skills are applicable to all children and regular development opportunities should be planned into all aspects of the curriculum.

By the end of primary school, all children should have the following skills:

- **Active listening**
- **Empathy**
- **Communication**
 - verbal & non-verbal
 - assertiveness (& understanding how this is different from aggressive or passive behaviours)
 - effective communication of ideas, arguments & thoughts.
- **Teamworking**
 - agreeing clear & challenging outcomes
 - facilitation of ideas
 - co-operations
 - networking
 - provide, receive & respond to constructive feedback
 - take on different roles
 - recognise & learn from other's experience
- **Negotiation**
 - being flexible
 - self-advocacy
 - compromise
- **Recognising & using strategies** to manage pressure, persuasion, & coercion
- **Responding to the need for positive affirmation** for self & others.

Challenging conversations are often part of teaching P.S.H.E – it is important that clear ground rules are established so everyone understands the rules & expectations for this subject.

Possible rules could be:

We agree that...

- We will listen to each other
- We will respect each other's views
- We will try our best to join in
- We have the right to remain quiet
- We will not laugh at anyone else's comments or mistakes
- We will not shout out.

Key Objectives for ALL year groups

Health & Well-being
Children should be taught:
1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency 8. to identify different influences on health and wellbeing

Relationships
Children should be taught:
1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Living in the Wider World – Economic wellbeing & Being a Responsible Citizen
Children should be taught:
1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

Key Stage 1 – Units of Work

Year Group	Health & Well-being	Relationships	Living in the Wider World
Y1	<ul style="list-style-type: none"> Get Better Soon Rules: You Can't Do That Here The Selfish Red Hen I'm No Good At That 	<ul style="list-style-type: none"> Please Help Mitali More Than One Friend Pete's Parathetics Save Our Jack 	<ul style="list-style-type: none"> Caring for Pets Everybody, Somebody, Anybody, Nobody# Exploring Our Community Litter: The Picnic#
Y2	<ul style="list-style-type: none"> Bouncing Back Who's Afraid? Good Neighbours How Do You Feel Today? 	<ul style="list-style-type: none"> Bullying: Won't Be Made To Feel Bad** Bullying: Sticks & Stones** Mitali Loses His Cool Refugees: The Stranger** 	<ul style="list-style-type: none"> Africa To Give is to Receive Vote for the Go-Givers# Caring for the Community

** Materials on the Schools Linking Network website may be helpful.

<http://thelinkingnetwork.org.uk/resource-category/primary-resources/>

Resources/plans will need adapting

Key Stage 2 – Units of Work

Year Group	Health & Well-being	Relationships	Living in the Wider World
Y3	<ul style="list-style-type: none"> Peer Pressure: It's Your Choice Gifts & Opportunities Disasters: Prevention is Better than Cure Your Amazing Brain: Becoming a Resilient learner 	<ul style="list-style-type: none"> Disability: Stairs (KS1) The Two Brothers (KS1) Rio Meets Callum The Clown of God (KS1) 	<ul style="list-style-type: none"> Strong Societies# The Earth in Our Hands There's No Place Like Home Water: Our Most Precious Resource
Y4	<ul style="list-style-type: none"> Emergency Family Break-Up: My mum doesn't live here any more Microorganisms Mo Farah 	<ul style="list-style-type: none"> The Golden Rule Caring for the Elderly: The Grey Years Mediation: Resolving Conflict Homophobia: Respecting All Our Differences 	<ul style="list-style-type: none"> Creature Kindness Equal Opportunities Immigrations: Coming to Britain Charitable Giving through History
Y5	<ul style="list-style-type: none"> Bereavement: Treasured Memories Keeping Safe in Cyberspace The Green-eyed Monster Turning Problems Around 	<ul style="list-style-type: none"> Identities Nelson Mandela# Clear Thinking The Gift of Sight 	<ul style="list-style-type: none"> Belonging to Groups Culture# Rights & Responsibilities: Getting the Balance Right Mali
Y6	<ul style="list-style-type: none"> Bullying: Prepare to Stand Up & Stand Out** Stressed Out Understanding Cancer Shielding from Harm# 	<ul style="list-style-type: none"> Rights & Responsibilities: Freedom Ghandi: Great Soul Stephen Lawrence: The Long Search for Justice# Working for Peace** 	<ul style="list-style-type: none"> Democracy Sustainable Development Why do we pay taxes? The Right to Education

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Resources/plans will need careful consideration & may need sharing with parents ahead of time.

Useful cross-curricular Go-Givers Topics/Resources

- What does a photograph tell us? (KS1)
- Conscience Corridor (KS2)
- Quick Quest (KS2) – early morning work / 5 minute fillers
- Discussion scenarios: Dizzy Dilemmas (UKS2) – circle work/ reflection/ 5 minute fillers
- Making Decisions (Children's Toolkit) – website/nifty tools