



Summer 2 – How will I change?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Key Vocabulary	Context
1	<p>LO: What is my personal identity?</p> <p>To assess the students' prior knowledge, initiate a class discussion and ask questions such as:</p> <ul style="list-style-type: none"> <li>• What do you understand by the term "responsibility"?</li> <li>• What are some examples of rules you follow at home, school, or in the community?</li> <li>• Do you know what human rights are? Can you give any examples?</li> <li>• Do you think everyone has the same rights and responsibilities? Why or why not?</li> </ul> <p><b>Starter:</b> Display a mind-map on the board with the central concept of "Shared Responsibilities, Rules and Laws, Human Rights, Rights and Responsibilities". The teacher will ask the students what they already know about these concepts and note down their responses on the mind map. After collating the students' responses, briefly explain the meanings of shared responsibilities, rules and laws, human rights, and</p>	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	<p>Responsibility</p> <p>Community</p> <p>Human Rights</p> <p>Rights and Responsibilities</p> <p>Rules</p> <p>Laws</p>	<p>This lesson plan aligns with the 2014 National Curriculum in England for Citizenship and PSHE. The specific learning objective for this lesson is to understand the concepts of shared responsibilities, rules and laws, human rights, and rights and responsibilities. This objective is based on the following outcome from the 2014 National Curriculum in England:</p> <p>Citizenship Key Stage 2: Pupils should be taught about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities and respond to discrimination.</p> <p>Rules and laws are important because they help to obtain and continue a balanced level of safety,</p>



Summer 2 – How will I change?


British Value Link: Individual Liberty

<p>rights and responsibilities, ensuring that the students understand the key terms and concepts.</p> <p><b>Input:</b> Use a visual aid to provide more information about shared responsibilities, rules and laws, human rights, and rights and responsibilities. Explain the importance of shared responsibilities, rules, laws, human rights, and rights and responsibilities in maintaining a harmonious society. Present examples and case studies to help students understand these concepts in real-life contexts. Encourage the students to ask questions and participate actively in the discussion.</p> <p><b>Activity:</b> Divide the class into small groups of 4-5 students. Provide each group with a set of scenario cards that describe different situations related to shared responsibilities, rules and laws, human rights, and rights and responsibilities. Ensure each group receives a variety of scenarios to cover all the concepts.</p>			<p>fairness, order and justice. Rules help us learn and prepare for living in wider society.</p>
---	--	--	--



Summer 2 – How will I change?

British Value Link: Individual Liberty

<p>In their groups, students will discuss each scenario and decide the appropriate action to be taken. After discussing each scenario, the groups will present their decisions to the class. Encourage class discussions and debate, allowing students to express their opinions, ask questions, and critically analyse different courses of action.</p> <p><b>Plenary:</b> Guide a whole-class discussion based on the scenarios and decisions made by the groups during the activity. Ask the students to reflect on the reasons behind their choices and explain the connection between rights and responsibilities. Summarise the key points discussed during the lesson. Give students an opportunity to ask any remaining questions or seek clarification.</p> <p> <b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
---	--	--	--



Summer 2 – How will I change?

British Value Link: Individual Liberty

<p>2</p>	<p style="text-align: center;"><b>PARENTS HAVE THE RIGHT TO WITHDRAW FROM THIS LESSON</b></p> <p>LO: What is gender identity?</p> <p>To assess the students' prior knowledge, initiate a class discussion and ask questions such as:</p> <ul style="list-style-type: none"> <li>• What do you understand by the terms 'boys' and 'girls'?</li> <li>• Are there any differences between boys and girls? If yes, what are they?</li> <li>• What are some things that boys like and some things that girls like to do?</li> </ul> <p>This discussion will help the teacher assess the students' initial understanding of gender and the stereotypes associated with it.</p> <p><b>Starter:</b> Display pictures of different individuals on the board or using a slideshow. Students will be asked to observe the pictures and silently think about what they might know about the individuals, specifically their gender. After a few minutes, facilitate a brief discussion by asking students to share their</p>	<p>H26. that for some people gender identity does not correspond with their biological sex</p>	<p>Gender identity</p> <p>Biological Sex</p> <p>Transgender</p>	<p>Gender identity is often a divisive and confusing topic when it really doesn't need to be. A lot of children and young people feel comfortable with the gender they are given. But for others it isn't so simple. For some children, the match between their assigned gender and gender identity is not so clear.</p> <p>A young person might identify as cisgender, transgender, non-binary or intersex. Whatever they choose is up to them. It is our job to listen, educate ourselves and be as open as we can.</p> <p>Gender identity typically develops in stages:</p> <ul style="list-style-type: none"> <li>• <b>Around <u>age two</u></b>: Children become conscious of the physical differences between boys and girls.</li> <li>• <b>Before their <u>third birthday</u></b>: Most children can easily label themselves as either a boy or a girl.</li> </ul>
----------	--	--	---	---



Summer 2 – How will I change?


British Value Link: Individual Liberty

<p>assumptions about the individuals' genders and what led them to those conclusions. This will help introduce the concept that gender cannot always be determined solely based on appearance.</p> <p><b>Input:</b> Introduce the concept of gender identity by defining it as how a person feels and identifies themselves in terms of being a boy, a girl, or neither. Explain that while most people's gender identity matches their biological sex (male or female), for some people, their gender identity does not correspond with their biological sex. This is often referred to as being transgender. Provide some examples and stories to illustrate this concept, ensuring to choose age-appropriate and diverse narratives.</p> <p><b>Activity:</b> Divide the class into small groups of 3-4 students. Provide each group with a set of picture cards representing different individuals (including diverse genders, appearances, and clothing styles). In their groups, students will discuss and match the gender identity of each person on the cards. They should consider that gender identity may not always align</p>			<ul style="list-style-type: none"> <li>• <b>By <u>age four</u>:</b> Most children have a stable sense of their gender identity.</li> </ul> <p>During this same time of life, children learn gender role behavior—that is, doing "<i>things that boys do</i>" or "<i>things that girls do.</i>" However, cross-gender preferences and play are a normal part of gender development and exploration regardless of their future gender identity. (See <a href="#"><u>The Power of Play: How Fun and Games Help Children Thrive.</u></a>)</p>
---	--	--	---



Summer 2 – How will I change?

British Value Link: Individual Liberty

<p>with their appearance or clothing. Encourage open dialogue and respectful conversation. After completing the activity, each group will share their thoughts and discuss any discrepancies they encountered while matching the gender identities. Encourage students to ask questions and provide clarifications as needed, fostering an inclusive and safe environment.</p> <p><b>Plenary:</b> Lead a whole-class discussion reflecting on the activity. Ask students to share what they learned about gender identity and whether their understanding has changed. Discuss the importance of not making assumptions about someone's gender identity based on their biological sex. Highlight the importance of treating everyone with kindness, empathy, and respect, regardless of their gender identity. Address any questions or concerns students may have and provide factual and inclusive answers.</p> <p> <b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
--	--	--	--



Summer 2 – How will I change?

British Value Link: Individual Liberty

<p>3</p>	<p>LO: How do I recognise my personal qualities?</p> <p>To assess the students' prior knowledge, initiate a class discussion and ask questions such as:</p> <ul style="list-style-type: none"> <li>• What does it mean to be unique?</li> <li>• Can you think of any personal qualities that you possess?</li> <li>• Why is it important to value and appreciate your personal qualities?</li> </ul> <p><b>Starter:</b></p> <p>Begin the lesson by engaging students in a class discussion about what it means to be unique and how everyone has personal qualities that make them special. Show a short video or present a slideshow featuring a diverse range of people from different backgrounds, highlighting their unique qualities and achievements. Pose questions to stimulate thinking and discussion:</p> <ul style="list-style-type: none"> <li>○ What personal qualities do you think these individuals may possess?</li> <li>○ What personal qualities do you admire and why?</li> <li>○ How do you think these individuals discovered their personal qualities?</li> </ul>	<p>H27. to recognise their individuality and personal qualities</p>	<p>Individuality</p> <p>Personal Qualities</p>	<p>The wellbeing of children and young people is central to Government policy and is central to achieving the aims of the Department for Education. Recent reports have shown that the wellbeing of children in England and the UK remains relatively low compared with other countries and with decreasing trends over time (The Children’s Society, 2020b, Sizmur et al., 2019, UNICEF, 2020). In recent months, the coronavirus (COVID-19) pandemic has resulted in fundamental changes to the lives of children and young people.</p> <p>Please see the DfE report for more details:  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91221/state-of-the-nation-2020-children-and-young-peoples-wellbeing.pdf">State of the nation 2020 children and young people's wellbeing (publishing.service.gov.uk)</a></p>
----------	---	---	--	---



Summer 2 – How will I change?

British Value Link: Individual Liberty

<p><b>Input:</b>          Introduce the key vocabulary and definitions:</p> <ul style="list-style-type: none"> <li>○ Individuality: The qualities, characteristics, or identity that make a person unique.</li> <li>○ Personal qualities: The attributes, traits, skills, or strengths that define a person's character.</li> </ul> <p>Discuss examples of personal qualities that students may possess (e.g., kindness, creativity, perseverance). Explain the importance of recognising and appreciating one's individuality and personal qualities, including how it can boost self-confidence and contribute to positive relationships. Share personal anecdotes, if applicable, emphasising the value of recognising personal qualities.</p> <p><b>Activity:</b>          Hand out individual reflection sheets to each student. This sheet could feature a silhouette of a person, and students can write or draw their personal qualities within it. Instruct students to think about their own personal qualities and write down at least three qualities they believe they possess. Encourage</p>			
--	--	--	--





Summer 2 – How will I change?


British Value Link: Individual Liberty

	<p>students to reflect on their unique skills, attributes, or characteristics that contribute positively to the classroom or their personal lives. Once students have completed their reflective activity, ask volunteers to share their thoughts or artwork with the class. Facilitate a class discussion about the different qualities mentioned, ensuring each student feels heard and valued.</p> <p><b>Plenary:</b> Recap the learning objectives and vocabulary discussed during the lesson. Engage students in a larger group discussion by asking the following questions:</p> <ul style="list-style-type: none"> <li>○ How did it feel to reflect on your personal qualities?</li> <li>○ Did anything surprise you about your own personal qualities or those shared by others?</li> <li>○ Why is it important to recognize and appreciate our personal qualities?</li> <li>○ How can recognizing personal qualities contribute to positive relationships with others?</li> </ul>			
--	--	--	--	--



Summer 2 – How will I change?

British Value Link: Individual Liberty

	<p>Summarise the significance of recognizing individuality and personal qualities in fostering self-confidence, empathy, and understanding.</p>  <p><b>Plenary: Marvellous Me ‘Activity’</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
4	<p>LO: What is ‘self-worth’?</p> <p>To assess the students' prior knowledge, initiate a class discussion and ask questions such as:</p> <ul style="list-style-type: none"> <li>• What does it mean to have personal strengths?</li> <li>• Can you give examples of skills and achievements?</li> <li>• How does it feel when you accomplish something you are proud of?</li> </ul> <p><b>Starter:</b> Begin the lesson by displaying the key vocabulary terms "personal strengths," "skills," "achievements," and "interests" on the board or a chart paper. Engage students in a group discussion to elicit their understanding of the vocabulary terms. Provide simple definitions for each term and ask students to</p>	<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p>Personal strengths  Skills  Achievements  Interests</p>	<p>The wellbeing of children and young people is central to Government policy and is central to achieving the aims of the Department for Education. Recent reports have shown that the wellbeing of children in England and the UK remains relatively low compared with other countries and with decreasing trends over time (The Children’s Society, 2020b, Sizmur et al., 2019, UNICEF, 2020). In recent months, the coronavirus (COVID-19) pandemic has resulted in fundamental changes to the lives of children and young people.</p>



Summer 2 – How will I change?

British Value Link: Individual Liberty

<p>repeat them. Ensure students understand the meanings of each term by giving examples.</p> <ul style="list-style-type: none"> <li>• Personal strengths: qualities and abilities that someone possesses (e.g., being kind or good at problem-solving).</li> <li>• Skills: learned abilities that can be used to perform specific tasks (e.g., reading, drawing, playing an instrument).</li> <li>• Achievements: accomplishments or successes (e.g., winning a sports competition, getting a good grade).</li> <li>• Interests: activities or topics that grab someone's attention or curiosity (e.g., reading, drawing, playing sports).</li> </ul> <p><b>Input:</b> Provide a personal example to explain the concept of personal strengths, skills, achievements, and interests. Share how these contribute to your sense of self-worth. Display a visual aid or poster with a range of personal strengths, skills, achievements, and interests. Discuss the personal strengths, skills, achievements, and interests listed and how they might contribute to a sense of self-worth. Encourage students to think about their own personal strengths,</p>			<p>Please see the DfE report for more details: <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/871117/state-of-the-nation-2020-children-and-young-people-s-wellbeing.pdf">State of the nation 2020 children and young people's wellbeing (publishing.service.gov.uk)</a></p>
---	--	--	--



Summer 2 – How will I change?


British Value Link: Individual Liberty

<p>skills, achievements, and interests. Discuss how acknowledging these aspects leads to feeling good about oneself.</p> <p><b>Activity:</b> Distribute a worksheet containing a table with columns labeled "Personal Strengths," "Skills," "Achievements," and "Interests." Instruct students to brainstorm and fill in the table with their own personal examples. Encourage students to think about both their academic and non-academic aspects when completing the table. Provide prompts and suggestions as needed.</p> <ul style="list-style-type: none"> <li>○ Personal Strengths: What are you good at? What positive qualities do you possess?</li> <li>○ Skills: What can you do well? What have you learned to do?</li> <li>○ Achievements: What are you proud of? What have you accomplished?</li> <li>○ Interests: What activities or topics make you feel excited or curious?</li> </ul> <p>Circulate the classroom, providing support and guidance as students work on their tables. After completing the table individually, students can work</p>			
---	--	--	--



Summer 2 – How will I change?

British Value Link: Individual Liberty

	<p>in small groups to discuss their responses. They can share similarities and learn from one another.</p> <p><b>Plenary:</b> Bring the class back together and select a few students to share their examples of personal strengths, skills, achievements, and interests. As different students share, encourage classmates to offer positive feedback and support. Summarise the importance of recognising personal strengths, skills, achievements, and interests in developing self-worth. Conclude the lesson by emphasising that everyone has unique qualities that contribute to their sense of self-worth.</p> <p> <b>Plenary: Marvellous Me ‘Activity’</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
5	<p>LO: How do I manage setbacks and unhelpful thinking?</p> <p>To assess the students' prior knowledge, initiate a class discussion and ask questions such as:</p> <ul style="list-style-type: none"> <li>Have you ever had a setback or felt like you failed at something?</li> </ul>	<p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>Setbacks Unhelpful thinking Emotions</p>	<p>Anxiety and depression affect many children<sup>1</sup> 9.4% of children aged 3-17 years (approximately 5.8 million) had diagnosed anxiety in 2016-2019.</p>



Summer 2 – How will I change?

British Value Link: Individual Liberty

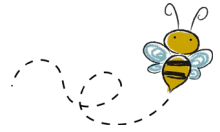
<ul style="list-style-type: none"> <li>• How did it make you feel? Why?</li> <li>• What are some negative thoughts or self-talk that you might have had during those times?</li> </ul> <p>Based on students' responses, gauge their understanding of setbacks, personal experiences, and their understanding of the impact of negative thoughts.</p> <p><b>Starter:</b> Introduce the topic of setbacks by asking students to recall a recent situation where they faced a setback or perceived failure. This could be related to schoolwork, a game, or a personal experience. Students will take turns sharing their experiences. Encourage active listening and empathy among the students. As a class, discuss the various emotions that can arise when faced with setbacks. Write down their responses on the board or flipchart.</p> <p><b>Input:</b> Explain that setbacks are a normal part of life and can happen to anyone. They are temporary obstacles that can be overcome with the right mindset. Introduce the concept of unhelpful thinking, which are negative</p>		Resilience	<p>4.4% of children aged 3-17 years (approximately 2.7 million) have diagnosed depression in 2016-2019.</p> <p>Anxiety and depression have increased over time<sup>2</sup></p> <p>“Ever having been diagnosed with either anxiety or depression” among children aged 6-17 years increased from 5.4% in 2003 to 8% in 2007 and to 8.4% in 2011–2012.</p> <p>“Ever having been diagnosed with anxiety” among children aged 6-17 years increased from 5.5% in 2007 to 6.4% in 2011–2012.</p> <p>“Ever having been diagnosed with depression” among children aged 6-17 years did not change between 2007 (4.7%) and 2011–2012 (4.9%).</p>
---	--	------------	---



Summer 2 – How will I change?


British Value Link: Individual Liberty

<p>thoughts that can make setbacks feel worse. Provide examples such as "i'm not good enough," "i'll never be able to do it," or "it's all my fault." discuss the impact of unhelpful thinking on emotions and self-esteem. Explain that unhelpful thinking can make setbacks seem bigger and prevent students from learning and growing from the experience. Introduce the concept of reframing unhelpful thinking. Explain that it involves challenging and changing negative thoughts into more positive and helpful ones. Provide examples such as "i can learn from my mistakes," "i can try again," or "i am improving with every attempt." discuss the benefits of reframing unhelpful thinking, such as increased resilience, motivation, and a positive mindset.</p> <p><b>Activity:</b> Divide the class into pairs or small groups. Provide each group with a scenario card or worksheet describing a setback situation (e.g., not getting a desired role in a school play, losing a sports game, or struggling with a difficult task). In their groups, students will discuss and identify possible unhelpful thinking patterns that might occur in the given scenarios. Encourage students to reframe the</p>			
--	--	--	--



Summer 2 – How will I change?

British Value Link: Individual Liberty

	<p>unhelpful thoughts using positive and constructive statements. Each group will present their scenario, unhelpful thoughts, and reframed positive thoughts to the class. Facilitate a class discussion, highlighting the variety of unhelpful thoughts and positive reframing strategies shared.</p> <p> <b>Plenary: Marvellous Me 'Activity'</b>          Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
<p>6</p>	<p>LO: How will my independence increase?</p> <p>To assess the students' prior knowledge, initiate a class discussion and ask questions such as:</p> <ul style="list-style-type: none"> <li>• What does independence mean to you?</li> <li>• Can you think of any examples where you have experienced increasing independence? How did that make you feel?</li> <li>• What responsibilities do you have at home or at school that require independence?</li> </ul> <p><b>Starter:</b></p>	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p>	<p>Independence  Responsibility</p>	<p>As children become more experienced and comfortable with tasks, they can assume responsibility for doing them regularly. Research shows encouraging independence fosters a child's self-confidence, resilience, problem-solving ability, and mental health.</p> <p>Independence is an essential aspect of human life that can be described</p>





Summer 2 – How will I change?

British Value Link: Individual Liberty

<p>To engage students, present a scenario or story where a child is given more independence and discuss how it might feel. For example, a child is allowed to stay home alone for the first time. Students can share their thoughts and feelings about similar situations they have experienced or heard about.</p> <p><b>Input:</b> Lead a class discussion on the concepts of independence and responsibility, using open-ended questions such as:</p> <ul style="list-style-type: none"> <li>○ What does independence mean to you?</li> <li>○ Can you think of any examples of increasing independence in your life?</li> <li>○ How do you feel when you are given more independence?</li> <li>○ What responsibilities come with increasing independence?</li> <li>○ Why is it important to be responsible when given more independence?</li> </ul> <p>During the discussion, define key vocabulary terms to ensure the students have a clear understanding. Key vocabulary includes:</p> <ul style="list-style-type: none"> <li>○ Independence: The ability to do things on one's own, without needing help from others.</li> </ul>			<p>as the ability to take care of oneself and make decisions without relying on others. Being independent is important for various reasons, ranging from personal growth and development to financial stability and self-sufficiency.</p> <p>Useful link: <a href="https://www.cambspborochildrenshealth.nhs.uk">Encouraging independence in young people (cambspborochildrenshealth.nhs.uk)</a></p>
---	--	--	--



Summer 2 – How will I change?


British Value Link: Individual Liberty

	<ul style="list-style-type: none"> <li>○ Responsibility: The duties and actions one is expected to carry out.</li> </ul> <p><b>Activity:</b> In small groups, students will brainstorm and create mind maps or posters depicting different aspects of increasing independence. They should include both the opportunities and responsibilities that come with increased independence. The groups will then share their ideas with the whole class.</p> <p><b>Plenary:</b> In a class discussion, students will reflect on the different ideas shared during the activity. Guide the discussion using the following questions:</p> <ul style="list-style-type: none"> <li>○ What opportunities did you identify with increasing independence?</li> <li>○ What responsibilities did you identify?</li> <li>○ How might having more independence affect different areas of your life, such as home, school, or friendships?</li> <li>○ What are some ways you can demonstrate independent and responsible behaviour in your daily life?</li> </ul>			
--	---	--	--	--



Summer 2 – How will I change?

British Value Link: Individual Liberty

	 <p><b>Plenary: Marvellous Me ‘Activity’</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
7	<p>LO: How can I prepare for my new class?</p> <p>To assess the students' prior knowledge, initiate a class discussion and ask questions such as:</p> <ul style="list-style-type: none"> <li>• Can anyone explain what a transition is?</li> <li>• Have you experienced any transitions in your life? (e.g., moving to a new school, starting a new grade, changing houses)</li> <li>• How did you feel during those transitions?</li> <li>• Did you face any challenges during those transitions?</li> </ul> <p><b>Starter:</b> Display a picture showing children engaging in an activity that represents a transition (e.g., students entering a new classroom, children playing in a playground). Ask students to write down what they think could be happening in the picture and how the children might be feeling. Share a few answers as a</p>	H36. strategies to manage transitions between classes and key stages		<p>Children may experience anxiety due to the changes. Anxiety and depression affect many children<sup>1</sup></p> <p>9.4% of children aged 3-17 years (approximately 5.8 million) had diagnosed anxiety in 2016-2019. 4.4% of children aged 3-17 years (approximately 2.7 million) have diagnosed depression in 2016-2019.</p> <p>Transition planning supports a good start from the very beginning and minimizes problems, such as social and academic struggles. When young children experience success during a transition point, they grow in confidence and are better able to</p>



Summer 2 – How will I change?


British Value Link: Individual Liberty

<p>class and discuss the emotions associated with transitions.</p> <p><b>Input:</b> Present a short PowerPoint presentation or use visual aids to introduce transitions and their significance. Discuss with the students the definition of "transition" (going from one stage to another), and provide examples of transitions they might encounter (e.g., changing classes, moving to a new school). Use open-ended questions to prompt student thinking and encourage discussion, such as:</p> <ul style="list-style-type: none"> <li>• Why do you think transitions can be challenging?</li> <li>• What are some common challenges people face during transitions?</li> <li>• How can managing transitions positively impact our well-being and achieving goals?</li> </ul> <p><b>Activity:</b> Divide the class into small groups and provide each group with a set of transition scenarios. In their groups, students should discuss the challenges and emotions associated with each scenario and come up with strategies to manage the transitions positively.</p>			<p>handle change. Gaps in care and education disrupt growth and development.</p>
--	--	--	--



**Summer 2 – How will I change?**

**British Value Link: Individual Liberty**

<p>Each group should create a poster or mind map showcasing their strategies and present them to the class. Guide the discussions and provide support where needed, ensuring that each group considers practical and emotional strategies.</p> <p> <b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
---	--	--	--