

Individual Support/PSHE Programme KS2

Theme/Focus/Key Question

Students will study a variety of topics pertinent to their age. This programme will be complimented by 1:1 sessions responding to personal issues. There may also be adaptations to reflect current affairs and world events. E-Safety is covered during each child's induction to the unit.

Interventions Required

Interventions will be implemented flexibly and according to need. This will be planned having considered referral documents and will be flexible to accommodate new information arising.

Weekly Plan

	Objective/ Key question. Students will investigate/learn about:	Teacher Led	Individualised Learning	TA Role	AfL Do students understand:
Week 1	Self-esteem	<p>Circle Time- what is self-esteem? How does it feel when self-esteem is high and vice-versa? What effects self-esteem?</p> <p>What are our strengths and proudest achievements?</p> <p>How do we cope with failure and disappointment?</p> <p>Self-esteem ppt (IS resources/ staff shared/planning)</p>	Students draw up a 'player profile' or avatar complete with details of strengths' qualities and achievements.	Ensure materials are available; support identified students	The terminology; their own and other's strengths and weaknesses
Week 2	Friends and relationships	<p>Circle time-what is a 'friend'? What makes a good friend?</p> <p>Can you have a bad friend?</p> <p>Why do friends fall out?</p> <p>What other types of relationship do we know about? Parents; siblings; relatives; colleagues; boyfriend; girlfriend etc.</p> <p>Importance to our happiness and wellbeing</p>	Students complete family tree and friendship island activities.	Ensure materials are available; support identified students	Do students understand the importance of friendships, their variety and the possible impact of 'bad' friends?

Week 3	Healthy Eating	http://archive.teachfind.com/ttv/www.teachers.tv/videos/eating-whatever-you-like.html Discuss diets- do we make healthy choices? What do we think are 'good' foods? Consider food labels and discuss-any surprises? 'Eat Well Plate' activity/food groups discussion Healthy vs Nutritious-same thing?	Students design a healthy, nutritious meal. Add courses if time allows.	Ensure materials are available; support identified students	Do students understand the terms 'healthy' and 'nutritious'? Can they distinguish between food groups? Can they identify the good and bad in their own diet?
Week 4	Substance misuse	http://archive.teachfind.com/ttv/www.teachers.tv/videos/ks3-ks4-pshe-drugs-breaking-the-habit.html https://www.tes.co.uk/teaching-resource/teachers-tv-ks3-4-pshe--alcohol-stories-6047897 Consider source material and discuss as a group	Students produce a presentation illustrating the effects of alcohol, tobacco and others where appropriate	Ensure materials are available; support identified students	Can students demonstrate an awareness of the short and long term issues; do they know where to seek advice?
Week 5	Human/ children's rights	https://www.truetube.co.uk/film/human-rights-what-do-you-think Examine source material and discuss	Students research human rights abuses and produce a montage based upon their findings	Ensure materials are available; support identified students	Can students identify the difference between 'want and need'? Are students aware of their rights? Can students identify human rights abuses at home and abroad?
Week 6	Racism and other forms of discrimination	http://www.bbc.co.uk/education/clips/zhvncw http://www.srrc.org/resources/homophobia http://www.srrc.org/uploaded/Shabina%27s%20story.pdf http://www.srrc.org/resources/films/show-racism-the-red-card http://www.srrc.org/uploaded/Johnny%20Delaney.jpg http://www.srrc.org/resources/films/islamophobia-trailer Examine source material and discuss	Students participate in a debate on 'Why people are prejudiced' and produce an 'anti' poster	Make ready necessary equipment; support individual students as necessary.	Do students understand the terms 'prejudice, discrimination, racism, homophobia, Islamophobia'; the legal implications; have their

					attitudes changed at all?
Week 7	How their body will, and emotions may, change as they approach and move through puberty and to know about human reproduction	Outside agency?		Ensure materials are available; support identified students	
Week 8/9	An introduction to basic first aid techniques and procedures	<p>Discussion about first aid; share our experiences.</p> <p>St John's Resource pack</p> <p>999 call</p> <p>CPR procedure</p>	Students write and perform role-play activities	Ensure materials are available; support identified students	Do students know the 999 procedure and when it should be used? Can students demonstrate fundamental skills including the recovery position and RICE?
Week 10	Bullying awareness	http://www.dailymail.co.uk/news/article-3089827/Girl-14-charged-video-boy-punched-face-goes-viral.html Watch the clip-discuss the questions on the plan	Students will produce a leaflet on bullying solutions.	Make ready necessary equipment; support individual students as necessary.	Can students explain what is meant by 'bullying'; its varying nature; potential victims and perpetrators; possible strategies?