

Using this document

This document sets out the long-term plan which could be used in your school/setting for KS2. This long-term plan and the accompanying lesson plans match the Northern Ireland Curriculum which aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The lesson plans and activities aim to support young people's development, as individuals, contributors to society and contributors to the economy and environment.

These are suggested lesson plans and activities which complement the curriculum and can be delivered as a full scheme of work, alternatively, you may wish to deliver stand-alone lessons or develop your own framework following your training with us.

The document and resources are mapped to the Personal Development and Mutual Understanding compulsory requirements for KS2. We have mapped Cross-Curricular Skills, to include Communication, Using Mathematics, Using ICT, Thinking Skills and Personal Capabilities as well as highlighting opportunities for other Areas of Learning. These are also identified on the lesson plans.

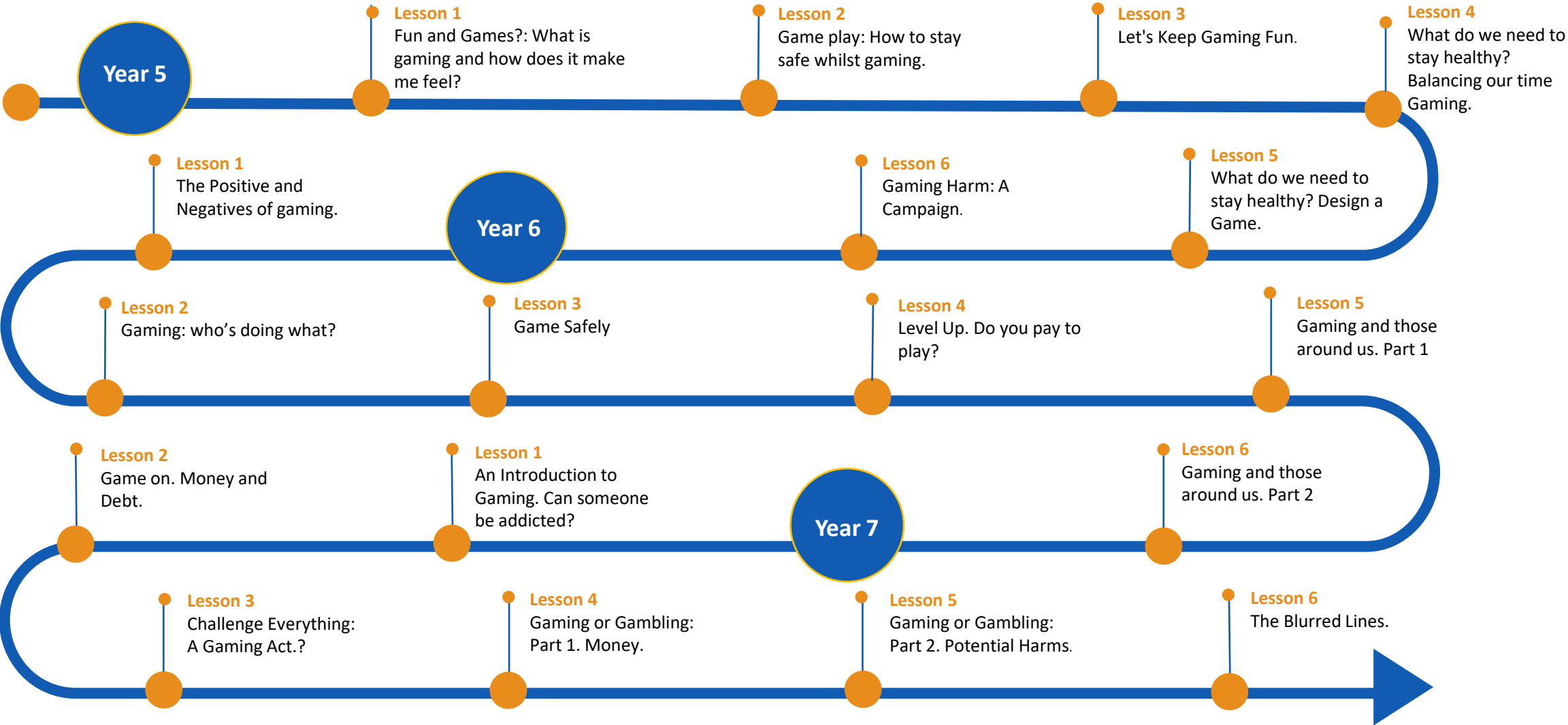
This is a spiral curriculum, with key topics and themes being revisited, whilst increasing the challenge, broadening the scope and deepening students' thinking further through the year groups. The maps demonstrate how each lesson links to the curriculum. You will find both the long-term plan and the maps within this document.

Young People's Emotional Health and Wellbeing in Education Framework.

Aligned with the [Children & Young People's EMOTIONAL HEALTH AND WELLBEING in Education Framework February 2021](#) the YGAM lessons will support children and young people's wellbeing and the aims of the framework:

- Ensuring that children and young people are empowered and assisted to understand and take care or manage their emotional health and wellbeing.
- That their needs are identified early and addressed effectively when required.
- To establish an integrated model that supports an early help, support and intervention focus on children's emotional health and wellbeing needs.
- That fewer numbers of children and young people will require specialist intervention from Mental Health Services.

All of our lessons allow for reflection with a focus on wellbeing, exploring mental wellbeing so it becomes a whole school/setting approach, allowing for preventive work and early identification of children and young peoples' needs. YGAM believes in an holistic approach to education and harm prevention and offers training for teachers, parents and health professionals to allow for early education about the risks of gaming and gambling and the links to health and wellbeing.



KS2 Curriculum: Personal Development and Mutual Understanding.

KS2 Personal Development and Mutual Understanding	Year 5						Year 6						Year 7					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Personal Understanding and Health																		
Self-esteem, self-confidence and how they develop as individuals																		
Management of a range of feelings and emotions and the feelings and emotions of others																		
Effective learning strategies																		
How to sustain their health, growth and wellbeing and coping safely and efficiently with their environment																		
Mutual Understanding in the Local and Wider Community																		
Initiating, developing and sustaining mutually satisfying relationships																		
Human rights and social responsibility																		
Causes of conflict and appropriate responses																		
Playing an active and meaningful part in the life of the community and being concerned about the wider environment																		

KS2 Curriculum: Cross-Curricular Links

Area of Learning	Year 5						Year 6						Year 7					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Language and Literacy																		
Mathematics and Numeracy																		
Personal Development and Mutual Understanding																		
The Arts																		
Cross Curricular Skills																		
Communication: Talking and Listening																		
Listen to and take part in discussions, explanations, role-plays and presentations																		
Contribute comments, ask questions and respond to others' points of view																		
Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary																		
Structure talk so that ideas can be understood by others																		
Speak clearly and adapt ways of speaking to audience and situation																		
Use non-verbal methods to express ideas and engage with the listener																		
Communication: Reading																		
Read a range of texts for information, ideas and enjoyment																		
Use a range of strategies to read with increasing independence																		
Find, select and use information from a range of sources																		
Understand and explore ideas, events and features in texts																		
Use evidence from texts to explain opinions																		
Communication: Writing																		
Talk about, plan and edit work																		
Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way																		
Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes																		
Write with increasing accuracy and proficiency																		

KS2 Curriculum: Cross-Curricular Links

Cross Curricular Skills Continued...	Year 5						Year 6						Year 7						
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	
Using Mathematics:																			
Choose the appropriate materials, equipment and mathematics to use in a particular situation		■						■						■					
Use mathematical knowledge and concepts accurately		■								■				■		■			
Work systematically and check their work		■						■								■			
Use mathematics to solve problems and make decisions										■									
Identify and collect information		■						■		■				■		■			
Read, interpret, organise and present information in mathematical formats		■						■		■				■		■			
Use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working										■				■		■			
Develop financial capability										■						■			
Use ICT to solve problems and/or present their work								■		■						■			
Using ICT																			
Explore:																			
Access, select, interpret and research information from safe and reliable sources						■	■		■	■	■				■		■	■	
Express:																			
Create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products		■				■					■							■	
Exhibit:																			
Manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly		■				■					■							■	
E- Safety																			
E-Safety: Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour		■			■	■	■											■	■
Thinking Skills and Personal Capabilities																			
Managing Information		■			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Thinking, Problem-Solving and Decision-Making		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Being Creative	■	■	■		■	■	■	■	■	■	■	■			■		■	■	
Working with Others	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Self-Management	■	■	■	■	■	■	■		■	■	■	■			■		■	■	■

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