

PSHE/SRE Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

Nursery

Theme/ELGs	Learning Objectives	Key Activities
Autumn Term	<p>To develop their sense of responsibility and membership of a community.</p> <p>To become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Be increasingly independent in meeting their care needs, e.g, brushing their teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Respond to what they have heard expressing their thoughts and feelings.</p>	<p>All about me activities</p> <p>Feeling Monsters</p> <p>Start to think about rules. Discuss acceptable behaviour cards, kind hands and feet.</p> <p>Make kindness cards linked to the Values board.</p> <p>Making a rules poster.</p> <p>We are all different book.</p> <p>I am special song.</p> <p>Family apple tree</p> <p>Self-portrait all about me</p>
Spring Term	<p>To develop their communication.</p> <p>How to find solutions for conflict and rivalries.</p> <p>Develop appropriate ways of being assertive.</p> <p>Begin to understand how others might be feeling.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in occupations.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Feelings monsters</p> <p>Emotions song</p> <p>Healthy eating</p> <p>Forrest school</p> <p>Internet safety day</p> <p>Careers week</p> <p>Mother's Day</p> <p>Discussing the feelings of characters</p>
Summer Term	<p>To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Talk with others to solve conflicts.</p> <p>Show more confidence in new social situations.</p> <p>To make healthy choices about food, drink, activity and tooth brushing.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Show different emotions in their drawings and paintings, like sadness and happiness</p>	<p>Healthy eating activity.</p> <p>Forrest school.</p> <p>Superhero costumes linked to super strengths</p> <p>Teamwork - My Happy Mind</p> <p>Father's Day</p> <p>Eid</p>

Reception

Theme	Lesson Objectives	Progression in Skills/Key Activities	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Term - ELGs	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>All about me activities.</p> <p>Me and my family.</p> <p>Introduce rules and Coop ways of being.</p> <p>Introduction to My Happy Mind.</p> <p>Introduction to Feelings Flowers</p> <p>Make special people models.</p> <p>Self portraits.</p>						
Autumn 1 - The Story Project	<p><u>The Jar of Happiness by Ailsa Burrows</u></p> <p>I can tell you what makes me happy.</p> <p>I can tell you some ways that I make others feel happy.</p> <p>I can tell you what makes me feel sad.</p> <p>I can tell you some simple strategies that help me when I feel sad.</p> <p>I can explain how friends and family can make us feel happy.</p>	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p>	<p>What are some ways that our friends and family make us feel happy?</p>	<p>Those who are happiest tend to live longer than those who are not.</p>	<p>Emotions</p> <p>Strategies</p> <p>Mutual respect</p> <p>Truthfulness</p> <p>Trustworthiness</p> <p>Loyalty</p>			<p>The Story Project</p>
Autumn 2 - The Story Project	<p><u>Barbara Throws a Wobbler by Nadia Shireen</u></p> <p>I can tell you what makes me feel angry.</p> <p>I can tell you what makes me feel calm.</p> <p>I can tell you the difference between feelings and actions.</p> <p>I can tell you how to treat friends kindly.</p> <p>I can tell you how to have kind hands.</p>	<p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>What is the difference between feelings and actions?</p>	<p>World Kindness Day is celebrated on 13th November every year.</p>	<p>Feelings</p> <p>Actions</p> <p>Temporary</p>			<p>The Story Project</p>

Spring term ELGs	<p>Identify and moderate their own feelings.</p> <p>Manage their own needs.</p> <p>Know and talk about different factors that support their overall health and wellbeing: healthy eating, regular physical activity.</p>	<p>Feelings</p> <p>Self-control and resolving their own conflicts</p> <p>Sorting healthy and unhealthy food.</p> <p>Fruit and vegetable shop</p> <p>Internet safety</p> <p>Careers week</p> <p>Making fruit kebabs</p>						
Spring 1 - The Story Project	<p><u>Luna Loves Library Day by Joseph Coelho</u></p> <p>I can tell you who is in my family and why they are important.</p> <p>I can tell you what I like to do with my family.</p> <p>I can tell you how I show love to my family.</p> <p>I can show skills related to active listening (e.g. eye contact).</p> <p>I can tell you how to show good manners.</p>	<p>The conventions of courtesy and manners.</p> <p>That families are important for children growing up because they can give love, security and stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p>What does it mean to 'actively listen'?</p> <p>How can we show good manners to others?</p>		<p>Active listening</p> <p>Eye contact</p> <p>Manners</p> <p>Courtesy</p>			The Story Project
Spring 2 - The Story Project	<p><u>The New Small Person by Lauren Child</u></p> <p>I can tell you how a new baby can affect a family.</p> <p>I can tell you how babies need to be cared for.</p> <p>I can tell you how to take turns and share equipment.</p> <p>I can tell you how I would make others feel welcome.</p> <p>I can tell you who I would talk to if I felt unsafe or worried.</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>How babies need to be cared for.</p>	<p>What do we need to do to care for a baby?</p> <p>Who are some people you could talk to if you felt unsafe or worried?</p>					The Story Project
Summer Term - ELGs	<p>Use talk to work out problems and help organise thinking and activities.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspective of others.</p>	<p>Team work - My Happy Mind</p> <p>Refugee week</p> <p>Eid</p> <p>Father's Day</p>						

	<p>Express their feelings and consider the feelings of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: tooth-brushing and being a safe pedestrian.</p> <p>Talk about members of their immediate family and community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>							
<p>Summer 1 - The Story Project</p>	<p><u>Oliver's Vegetables by Vivian French</u></p> <p>I can give some examples of healthy foods that are good for my body.</p> <p>I can tell you how I include healthy foods in my diet.</p> <p>I can tell you where vegetables and fruits come from and how to help them grow.</p> <p>I can tell you why I need to drink water at regular intervals during the day.</p> <p>I can tell you why exercise is important and some types of exercise I enjoy.</p>	<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p>	<p>What foods are good for your body?</p> <p>Where do fruits and vegetables come from?</p> <p>Why is it important to drink water?</p> <p>Why is exercise important for our health?</p>	<p>It is recommended that children aged 5 - 18 aim for 60 minutes of exercise a day.</p>	<p>Protein</p> <p>Carbohydrate</p> <p>Fat</p> <p>Dairy</p> <p>Dairy alternative</p>			<p>The Story Project</p>
<p>Summer 2 - The Story Project</p>	<p><u>Here We Are by Oliver Jeffers</u></p> <p>I can tell you why it is important to look after our planet.</p> <p>I can tell you how I keep my classroom environment safe and tidy.</p> <p>I can name the parts of the body and tell you some ways I look after my body.</p> <p>I can tell you what I would do if my body doesn't feel well.</p> <p>I can tell you how I show respect to all people.</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.</p> <p>That in school and in wider society than can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p>	<p>How can we show respect to others?</p> <p>Why should we care for our planet?</p>		<p>Environment</p> <p>Climate change</p>		<p>Respect and Tolerance</p>	<p>The Story Project</p>

Year 1

Theme	Lesson Objectives	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn 1 Coop Values Cooking - nutrition lead healthy eating	<u>Coop Values</u> Solidarity through the Ways of Being, Do What Matters Most and Succeed Together <u>To Know:</u> What does do what matters most to self and others and what does succeeding together look like and feel like <u>To Feel:</u> Understanding the impact of doing things right and the importance of the impact on self and others when you do Understand that Succeeding together brings collaboration and a greater force <u>To Do:</u> People and Places - All about my community and my place within the community People and Places - How school community works to succeed together and supports local community by doing what matters most Problem - Who could we support in our local community? Application of Knowledge/Skill - Identify a local cause to support and how as a school community we can support using succeeding together as a driver	L1: about what rules are, why they are needed, and why different rules are needed for different situations L2: how people and other living things have different needs, about the responsibilities of caring for them L3: about things they can do to help look after their environment L4: about the different groups they belong to L5: about the different roles and responsibilities people have in their community H2: about foods that support good health and the risks of eating too much sugar	Who could we support in our local community?	Bradford is home to over half a million people.	Community		Respect and Tolerance Race Religion or belief	Coop Values curriculum
The Story Project -	<u>The Friendship Bench by Wendy Meddour</u> I can tell you how people choose and make friends. I can tell you what makes a good friend. I can tell you how my friends make me happy and how I make my friends happy. I can tell you how I make others feel welcome and included.	How important friendships are in making us feel happy and secure. How people choose and make friends. How to recognise who to trust and who not to trust. How to judge when a friendship is making them feel unhappy or uncomfortable. How to manage conflict and difficult situations.	What qualities make a good friend? What should you do if a friend is making you unhappy?	Having friendships is good for our well being.	Included Qualities			The Story Project

	I know what to do if my friend is making me unhappy.	How to seek help or advice from others, if needed.						
Autumn 2 Meet your Brain RSE: Lesson 2 (Exploring Feelings)	<p>Where their brain is in their body and what it looks like.</p> <p>That our brain helps us to control our body, manage our emotions and help solve problems.</p> <p>That our brain has 3 main parts, and it works best when they work together. The 3 parts are Team H-A- P - Hippocampus, Amygdala and Prefrontal Cortex.</p> <p>When- we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep.</p> <p>That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex.</p> <p>That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.</p> <p>RSE: Identify different types of feelings and how they might look in themselves and others</p> <p>How to tell someone when they are feeling different emotions</p>	<p>H11: about different feelings that humans can experience</p> <p>H12: how to recognise and name different feelings</p> <p>H13: how feelings can affect people's bodies and how they behave</p> <p>H15: to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H18: different things they can do to manage big feelings, to help calm themselves down and/or manage their mood when they dont feel good</p> <p>H19: to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H24: how to manage when finding things difficult</p> <p>R9: how to ask for help if a friendship is making them feel unhappy</p> <p>R10: that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11: about how people may feel if they experience hurtful behaviour or bullying</p>	<p>Where is the brain in your body?</p> <p>How many parts does the brain have and what are they called?</p> <p>What happens when we feel big emotions?</p> <p>What is happy breathing and how can it help us?</p>	The brain is split into three parts: the prefrontal cortex, amygdala and hippocampus.	Brain, cells Team H-A-P Hippocampus Amygdala Prefrontal Cortex Happy Breathing Neuroplasticity Big Emotions			My Happy Mind
The Story Project -	<p><u>Angry Arthur</u> by Hiawyn Oram</p> <p>I can tell you what appropriate and proportionate behaviour means.</p> <p>I can describe the five point scale for basic emotions.</p> <p>I can tell you why someone might have an inappropriate reaction and how they can recognise if they need support.</p> <p>I can tell you the importance of giving my brain a rest and some ways I like to relax.</p>	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	<p>Should we act the same in every situation?</p> <p>What is the five point scale for basic emotions?</p>	The five point scale helps us to understand that we can feel emotions more and less at different times.	Appropriate Inappropriate Proportionate Support Responsibility			The Story Project

	I can tell you how I take responsibility for my school environment (including toilets/shared spaces).							
Spring 1 Celebrate	<p>What character strengths are and how they make us unique and special.</p> <p>About the 5 Character strengths and what they mean.</p> <p>How the best way to learn more about your strengths is to notice them.</p> <p>That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy.</p> <p>That it is nice to tell other people when they use their strengths, as it makes them feel good.</p>	<p>H21: to recognise what makes them special</p> <p>H22: to recognise the ways in which we are all unique</p> <p>H23: to identify what they are good at, what they like and dislike</p>	What are character strengths?	There are many character strengths and everyone has different amounts of each of them inside us.	<p>Character Strength</p> <p>Love and Kindness</p> <p>Bravery and Honesty</p> <p>Exploring and Learning</p> <p>Teamwork and Friendship</p> <p>Love of Life and our World</p> <p>Unique</p> <p>Special</p> <p>Strength</p> <p>Spotting</p>			My Happy Mind
The Story Project -	<p><u>Look Up by Nathan Byron</u></p> <p>I can tell you what makes me an individual.</p> <p>I can tell you what my strengths are.</p> <p>I can teach someone else about something I am good at.</p> <p>I can tell you some of the effects of spending too much time online.</p> <p>I can tell you how to keep safe on the roads.</p>	<p>The importance of self-respect and how this links to their own happiness.</p> <p>To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>Ways to keep safe in familiar and unfamiliar environments (e.g.beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p>	<p>What are some of the consequences of spending too much time online?</p> <p>How can we practice road safety?</p>	Drivers use the highway code to keep safe whilst driving. Rules 18 - 30 are for pedestrians.	<p>Individual</p> <p>Consequences</p> <p>Pedestrian</p> <p>Highway code</p>			The Story Project
Spring 2 Appreciate	<p>What appreciate means, what types of things we appreciate, and how we show appreciation.</p> <p>That you can appreciate others, experiences and themselves and not just material things. They will be able to say the categories on the Wheel of Gratitude.</p> <p>How to develop an Attitude of Gratitude.</p> <p>They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too.</p> <p>How Happy Breathing exercises help to remind us to appreciate the things we might forget.</p>		<p>What does 'appreciate' mean?</p> <p>What is gratitude and how does it make us feel?</p> <p>How does team H-A-P feel when we give and receive gratitude?</p>	When we appreciate others, we feel good and they feel good.	<p>Appreciate</p> <p>Grateful</p> <p>Thankful</p> <p>Gratitude Wheel</p> <p>Ourself</p> <p>Others</p> <p>Experiences</p>			My Happy Mind

	<p>By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity.</p> <p>That when we give and receive gratitude, it makes Team H-A- P happy, and they can work well together.</p>							
The Story Project -	<p><u>Morris the Mankiest Monster by Giles Andreae</u></p> <p>I can tell you how some diseases spread and can be controlled.</p> <p>I can tell you the importance of personal hygiene.</p> <p>I can tell you the importance of brushing your teeth in the morning and evening.</p> <p>I can tell you the consequences of not making the right choices to live a healthy lifestyle.</p> <p>I can describe the right choices to make to live a healthy lifestyle (e.g. food, rest, exercise, brushing teeth, water).</p>	<p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Simple hygiene routines that can stop germs from spreading.</p> <p>About what keeping healthy means, different ways to keep healthy.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<p>How do some diseases spread?</p> <p>What are the consequences of living an unhealthy lifestyle?</p>	<p>You should brush your teeth twice a day for 2 minutes each.</p>	<p>Healthy Lifestyle Diseases Personal hygiene Contagious Obesity</p>			<p>The Story Project</p>
<p>Summer 1</p> <p>Relate</p> <p>RSE: Lesson 1 (My Family and Me)</p>	<p>That relate means to get along with others and understand another person and that they can relate with family, friends, and teachers in different ways.</p> <p>How their character strengths help them get along with others and learn that it is okay that we are all different.</p> <p>What Active Listening is.</p> <p>What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues.</p> <p>That Happy Breathing can help them if they have big emotions when falling out with friends</p> <p>RSE: Recognise who is in their family</p> <p>That there are different types of families</p> <p>How their family help and care for them</p>	<p>R2: to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R5: that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R21: about what kind and unkind behaviour is, and how this can affect others</p> <p>R24: how to listen to other people and play and work cooperatively</p> <p>R3: about different types of families including those that may be different to their own</p> <p>R4: to identify common features of family life</p>	<p>What does 'relate' mean?</p> <p>What is active listening?</p> <p>What does 'stop, understand and consider' mean?</p> <p>How can happy breathing help us when falling out with friends?</p>	<p>Active listening helps us to build positive relationships.</p>	<p>Relate Get along Stop, Understand and Consider</p>			<p>My Happy Mind</p>

<p>The Story Project -</p>	<p><u>Peace at Last by Jill Murphy</u></p> <p>I can tell you the consequences of not getting enough sleep.</p> <p>I can tell you some strategies to manage feeling tired.</p> <p>I can tell you what helps me to get a good night sleep.</p> <p>I can tell you some ways I can help myself when I am feeling fidgety.</p> <p>I can tell you why permission-seeking is important and I can say no when I don't want to do something.</p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	<p>Why is sleep important for our bodies?</p> <p>What is permission? And when is it important to seek it?</p>	<p>Children between 6 and 12 should aim for 9 - 12 hours of sleep per night to help their brain function at it's best.</p>	<p>Permission Permission-seeking</p>			<p>The Story Project</p>
<p>Summer 2</p> <p>Engage</p> <p>PANTS (5-7 Lesson 1 and 2)</p>	<p>What engage means.</p> <p>What types of things they can engage in.</p> <p>That when they engage in something and feel happy, they can do the activity better.</p> <p>That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby.</p> <p>How to set a class goal using the 3 steps.</p> <p>That setting goals and achieving them can make Team H-A- P happy too.</p> <p>That we do not always achieve our goals, but as long they have tried, they will learn something new.</p> <p>That just because they can't do something straight away, it doesn't mean they won't be able to in the future</p>	<p>R13: to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private</p> <p>R15: how to respond safely to adults they don't know</p> <p>R16: about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18: about the importance of not keeping adults' secrets (only surprises that others will find out about eventually)</p> <p>R19: basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>H25: to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26: about growing and changing from young to old and how people's needs change</p>	<p>What does it mean to 'engage' with something?</p> <p>How does it feel when we engage in something?</p> <p>How does setting and achieving goals make us feel?</p>	<p>If you plan the steps needed to reach a goal you are 30% more likely to achieve it.</p>	<p>Engage Goal Goal Setting Feel good Do good Believe to Achieve</p>			<p>My Happy Mind</p> <p>NSPCC PANTS</p>
<p>The Story Project -</p>	<p><u>My Big Fantastic Family by Charlotte and Adam Guillane</u></p> <p>I can tell you about different types of families.</p> <p>I can tell you why all families deserve respect.</p> <p>I can tell you about the people important to me in my family.</p>	<p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p>Is there just one type of family?</p> <p>Why might families not always stay the same?</p>	<p>Everyone is part of a family.</p>	<p>Respect</p>			<p>The Story Project</p>

	I can tell you how families can change and some of the emotions related to this.	About change and loss; to identify feelings associated with this and recognise what helps people to feel better.						
	I can tell you how families help each other in times of difficulty.	About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).						

Year 2

Theme	Lesson Objectives	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn 1 Coop Values	<u>Coop Values</u> Self help Library (Pioneers) <u>To know:</u> What does helping yourself and others mean and how did the Rochdale Pioneers help themselves and others (for example library) <u>To feel:</u> Understanding the impact when demonstrating independence and how it helps individually Understand the impact of self help of using the library set up by the Pioneers had on people in their community <u>To do:</u> People and Places - Visit a library and encourage others to do so through persuasive features Problem - Local library is being closed (learning pit and fictional narrative) how can we stop this? Application of Knowledge/skill - Set up a parent library in school		Who are the Rochdale pioneers? How can we help our community?	There are 30 different public libraries in Bradford, the first opened in 1872.	Pioneer		Individual liberty	Coop Values curriculum
The Story Project -	<u>Ravi's Roar by Tom Percival</u> I can explain that it is okay to feel all emotions. I can explain why it is important to reflect on how I manage my emotions.	About what is kind and unkind behaviour, and how this can affect others. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Why is it important to reflect on our feelings and how we manage them? Why is it good that people are different?		Reflect Manage Diversity			The Story Project

	<p>I can tell you what strategies help me to calm down.</p> <p>I can tell you what is fair/unfair, right/wrong and kind/unkind.</p> <p>I can tell you why it is good that people are different.</p>							
<p>Autumn 2</p> <p>Meet your Brain</p> <p>RSE:</p> <p>Lesson 4</p> <p>(Keeping Safe)</p> <p>Health and Wellbeing - looking after our health</p>	<p>More about what their brain looks like and that it is fully grown by age 6.</p> <p>That our brain helps us to make good decisions and remember what we have learnt.</p> <p>That the Amygdala causes them to flight, fight or freeze.</p> <p>Children will be asked to reflect and think of examples of how they use each of Team H-A- P.</p> <p>That when we learn something new, our brain remembers it and grows.</p> <p>They'll learn about Neuroplasticity and think of examples of how they can use it to help them.</p> <p>How they can use Happy Breathing to help Team H-A- P work as a team, but also how Happy Breathing can help with Neuroplasticity.</p> <p>RSE: Identify situations which are safe and which are not safe in real life</p> <p>Know where to go for help if they are unsure of what is and isn't safe</p>	<p>H1: about what keeping healthy means; different ways to keep healthy</p> <p>H4: about why sleep is important and different ways to rest and relax</p> <p>H9: about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H14: how to recognise what others might be feeling</p> <p>H16: about ways of sharing feelings; a range of words to describe feelings</p> <p>H17: about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>H29: to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H34: basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they came across something that scares them</p> <p>R20: what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R12: that hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>When is our brain fully grown?</p> <p>What is neuroplasticity?</p> <p>What can happen to our body when our amygdala is on alert?</p>	<p>Our brain is fully grown by the time we are a teenager but it continues to develop and mature until our mid-20s.</p>	<p>Fight</p> <p>Flight</p> <p>Freeze</p> <p>Ultraviolet</p> <p>Vaccinations</p> <p>Immunisations</p> <p>Age restrictions</p> <p>Allergic reaction</p> <p>Allergy</p> <p>Allergens</p>			<p>My Happy Mind</p>

		<p>R17: about knowing their are situations when they should ask for permission and also when their permission should be sought</p> <p>H5: simple hygiene routines that can stop germs from spreading</p> <p>H6: that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7: about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8: how to keep safe in the sun and protect skin from sun damage</p> <p>H28: about rules and age restrictions that keep us safe</p> <p>H30: about how to keep safe at home (including around electrical appliances) and fire safety (e.g not playing with matches and lighters)</p> <p>H31: that household products (including medicines) can be harmful if not used correctly</p> <p>H32: ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33: about the people whose job it is to keep us safe</p> <p>H35: about what to do if there's an accident and someone is hurt</p> <p>H36: how to get help in an emergency (how to dial 999 and what to say)</p> <p>R14: that sometimes people may behave differently online, including by pretending to be someone they are not</p>						
The Story Project -	<u>Grandad's Camper by Harry Woodgate</u>		What are some strategies we could use when dealing with	Children and young people can grieve just as deeply as adults, but they often show it in different ways. They often	Loss Change Bereavement			The Story Project

	<p>I can tell you some of the feelings associated with times of change and loss.</p> <p>I can tell you some strategies I have for dealing with times of change and loss.</p> <p>I can tell you how I would get help if I or someone I care about was struggling with times of change or loss.</p> <p>I can tell you about some of the different relationships I have with people in my family and why they are important.</p> <p>I can tell you how helping others helps make me happy.</p>		times of change and loss?	learn how to grieve by copying the responses of the adults around them and rely on adults to provide them with what they need to support them in their grief.				
Spring 1 Celebrate	<p>About the same 5 character strengths as Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action.</p> <p>That when we use our character strengths, we can be our very best selves and that we all have our own unique set of strengths and we are all different.</p> <p>What Neuroplasticity is and how we can grow our strengths if we practise using them.</p> <p>About how to recognise the strengths in themselves.</p> <p>How to think about which strengths they would like to grow or use more of</p>	<p>R23: to recognise the ways in which they are the same and different to others</p> <p>L6: to recognise the ways they are the same as, and different to, other people</p> <p>L14: that everyone has different strengths</p>	<p>What are some examples of your character strengths in action?</p> <p>Why should we practice using our character strengths?</p>					My Happy Mind
The Story Project -	<p><u>Chicken Clicking by Jeanne Willis and Tony Ross</u></p> <p>I can tell you the benefits of going online.</p> <p>I can tell you how to recognise the dangers of being online.</p> <p>I can tell you the rules and principles for keeping safe online.</p> <p>I can tell you how to report problems you have online.</p> <p>I can tell you the value of things that I buy.</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>That, for most people, the internet is an integral part of life and has many benefits.</p> <p>Wow to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>What are the benefits of using the internet?</p> <p>What are the dangers of being online?</p> <p>How can you report a problem you have online?</p>	Children should spend no longer than 2 hours a day online.	Internet usage			The Story Project
Spring 2 Appreciate	<p>That being thankful or having gratitude are other words for appreciating.</p> <p>What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel</p>	L10: what money is; forms that money comes in; that money comes from different sources	What are some other ways of saying 'appreciating'?					My Happy Mind

<p>Living in the wider world - money and finances</p>	<p>of Gratitude; themselves, others, and experiences.</p> <p>That when we show gratitude to someone it makes them feel good.</p> <p>When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing.</p> <p>That Team H-A- P love it when we appreciate ourselves, so it is important to be kind to ourselves and others.</p> <p>How being grateful for ourselves can be hard and Happy Breathing can help us.</p>	<p>L11: that people make different choices about how to save and spend money</p> <p>L12: about the differences between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13: that money needs to be looked after; different ways of doing this</p>	<p>What are the parts of the Wheel of Gratitude?</p>					
<p>The Story Project -</p>	<p><u>The Girl Who Never Made Mistakes by Mark Pett and Gary Rubinstein</u></p> <p>I can explain why mistakes help my learning.</p> <p>I can tell you how I have learnt from my mistakes.</p> <p>I can tell you how respecting myself and being kind to myself can help me to be happy.</p> <p>I can tell you what the word perseverance means.</p> <p>I can tell you what helps me to persevere.</p>	<p>That mistakes are an important part of learning.</p> <p>The importance of perseverance in times of difficulty and strategies to help me persevere.</p> <p>How to manage when finding things difficult.</p>	<p>Why are mistakes an important part of the learning process?</p>		<p>Perseverance</p>			<p>The Story Project</p>
<p>Summer 1</p> <p>Relate</p> <p>RSE Lesson 3 (Fabulous Friendships)</p>	<p>That we relate to different people in different ways and that different people relate differently, too.</p> <p>How their character strengths can help them get along with other people.</p> <p>They will learn that we all have different strengths, which is okay.</p> <p>That it is okay that some people react differently to them and that just because their reaction is different to theirs, it isn't wrong.</p> <p>How to spot the characteristics of a good friend and recognise this in themselves.</p> <p>How to Actively Listen and why this helps them to get along with others.</p>	<p>R1: about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R22: about how to treat themselves and others with respect; not to be polite and courteous</p> <p>R6: about how people make friends and what makes a good friendship</p> <p>R7: about how to recognise when they or someone else feels lonely and what to do</p> <p>R8: simple strategies to resolve arguments between friends positively</p>	<p>How do our character strengths help us get along with others?</p> <p>How can we spot the characteristics of a good friend?</p>		<p>Friendships Relationships Differences</p>			<p>My Happy Mind</p>

	<p>They will look at what happens if they don't actively listen and how this can affect their ability to get along with others.</p> <p>That Team H-A- P feels happy when we Actively Listen because we are using all parts of the team.</p> <p>How to 'Stop, Understand and Consider' and why it is important to do this before responding.</p> <p>How Happy Breathing can help them with friendship issues by keeping them calm.</p> <p>RSE: What makes a good friendship?</p> <p>Identify when friendships feel good</p> <p>When friendships go through a wobble and know what to do when this happens.</p>							
The Story Project -	<p><u>Aliens Love Underpants by Claire Freedman</u></p> <p>I can say the names of different parts of the body (including external genitalia) and the differences between boys and girls.</p> <p>I can tell you why pants are private.</p> <p>I can tell you what type of physical contact is acceptable/comfortable and unacceptable/uncomfortable and how I am to respond if I am uncomfortable.</p> <p>I can tell you what I can do if I feel safe in a variety of situations.</p> <p>I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid.</p>	<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p>	<p>What is the difference between a secret and a nice surprise?</p>		<p>Secret Surprise Uncomfortable External genitalia Vulva Vagina Penis Testicles</p>			<p>The Story Project</p>
Summer 2 Engage PANTS (5 - 7 Lesson 1 and 2)	<p>When they feel good, they do good.</p> <p>Goal setting is a good way to help us achieve what we want.</p> <p>If we set goals, we are more likely to achieve them.</p> <p>The 3 steps to set a goal and practice setting goals as a class.</p>	<p>R13: to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private</p> <p>R15: how to respond safely to adults they don't know</p>	<p>What are the three steps to setting a goal?</p> <p>How can happy breathing help us when goals are tricky?</p>		<p>Habits Pressure</p>			<p>My Happy Mind</p> <p>NSPCC PANTS</p>

	How Happy Breathing can help when goals are tricky.	<p>R16: about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18: about the importance of not keeping adults' secrets (only surprises that others will find out about eventually)</p> <p>R19: basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>H25: to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26: about growing and changing from young to old and how people's needs change</p>						
The Story Project -	<p><u>The New Girl by Nicola Davies</u></p> <p>I can tell you the importance of my name and cultural identity.</p> <p>I can tell you what it means to be unique and why it is important to respect people's differences.</p> <p>I can tell you some of the feelings associated with starting something new.</p> <p>I can tell you how I make others feel welcome.</p> <p>I can tell you how to judge who is being a good friend.</p>	<p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</p> <p>Resorting to violence is never the answer.</p>	How can we show we respect people's differences?		Cultural identity Heritage			The Story Project

Year 3

Theme	Lesson objectives	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn 1 Coop values	<p><u>Coop Values</u></p> <p>Self responsibility</p> <p>Setting up shop (Pioneers) - Visit to Rochdale Museum</p> <p><u>To know:</u> What does responsibility for self and others mean and how do we show this?</p>	<p>L3: about the relationship between rights and responsibilities</p> <p>L4: the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	What does responsibility for self and others mean and how do we show this?	Foodbank usage in Bradford has more than tripled since the Covid-19 pandemic.	Food bank Rights Responsibilities			Coop Values curriculum

	<p>How did the Pioneers start on the journey of self responsibility?</p> <p><u>To feel:</u> Understanding the impact of taking responsibility for self and others</p> <p>Understand how people can shape identity and contributes to positive society</p> <p><u>To do:</u> People and Places - Visit a local Co-op shop and invite the local manager to talk about self responsibility and how they show this individually and collectively.</p> <p>People and Places - Create job descriptions, interview process and accompanying questions.</p> <p>Problem - No food bank (learning pit and fictional narrative) how can we stop this?</p> <p>Application of knowledge/skill - Set up a Co-op shop or food bank in school</p>							
<p>The Story Project -</p>	<p><u>On a Magical Do Nothing Day by Beatrice Allemagne</u></p> <p>I can tell you how nature benefits my well being.</p> <p>I can explain why it is important to respect the rights of all living things.</p> <p>I can explain the importance of having a balance between online games and other hobbies.</p> <p>I can tell you how I can keep safe when I am outside.</p> <p>I can tell you some strategies I have for managing disappointment.</p>	<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>About the benefits of rationing time spent online, the risks of excessive time Spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>How people and other living things have different needs; about the responsibilities of caring for them.</p>	<p>What things can we do outside to benefit our wellbeing?</p> <p>What strategies can we use to manage disappointment?</p>		Wellbeing Balance			The Story Project
<p>Autumn 2</p> <p>Meet your Brain</p> <p>RSE (Lesson 6 - Keeping Safe)</p>	<p>How to focus their mind to help them train their brain.</p> <p>Learn about Team H-A- P and their roles in more detail.</p> <p>How our emotions impact Team H-A- P and how to support their brains to relax when feeling sad, stressed or worried.</p>	<p>H15: that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16: about strategies and behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	<p>How do our emotions impact team H-A-P?</p> <p>What is the role of neurons and neural pathways in learning?</p> <p>What are some ways we can look after our brain?</p>		Mind Focus Neuron Neural Pathway Oxygen Mental health Physical health			My Happy Mind

	<p>Why our Amygdala behaves the way it does and how evolution has shaped how it works.</p> <p>How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practice.</p> <p>About Neurons and Neural pathways and the role they play in learning.</p> <p>How to look after their brains to help them to be at their best</p> <p>RSE: Know what risky means</p> <p>Be able to discuss risk and share their opinion on whether something is safe or not</p> <p>Know where to go for help if they need it</p>	H38: how to predict, assess and manage risk in different situations						
The Story Project -	<p><u>Ossiri and The Bala Mengro by Richard O'Neil and Katharine Quarmby</u></p> <p>I can tell you the benefits of community participation on my mental well being.</p> <p>I can tell you how music can benefit my mental well being.</p> <p>I can tell you why it is important not to give up when something is hard.</p> <p>I can use a five point scale to tell you how hard I am finding my work and I can tell you some strategies that help me when my work is hard.</p> <p>I can give constructive support and feedback to others.</p>		<p>How can we participate in our community?</p> <p>What are the benefits of music on our mental health?</p>		Constructive feedback Participation			The Story Project
Spring 1 Celebrate	<p>That scientists discovered that we all have 24 character strengths but in different amounts.</p> <p>We all have 24 strengths but focus on the 5 main categories of character strengths and think about them like a pick and mix bag of sweets.</p>	H27: to recognise their individuality and personal qualities	<p>How is our character made up?</p> <p>Why is it important to spot character strengths in others?</p> <p>What happens to team H-A-P when we use our character strengths?</p>		Genetics			My Happy Mind

	<p>That half of our character is set by genetics and the other half from our experiences.</p> <p>That our character can grow based on our experiences, just like their brains do with Neuroplasticity.</p> <p>Why it is important to spot strengths in others and how they can be used.</p> <p>That strengths can help them to approach difficult situations.</p> <p>When they use their character strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A- P happy.</p>							
The Story Project -	<p><u>The Hundred Dresses by Eleanor Estes</u></p> <p>I can tell you the characteristics of a good friend.</p> <p>I can tell you some ways I manage friendship problems.</p> <p>I can tell you what impact cyberbullying can have and how someone experiencing bullying can stand up to this or get help.</p> <p>I can tell you how bystanders can prevent bullying.</p> <p>I can tell you some ways that I can improve my friendships.</p>	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	How can bystanders either prevent or enable bullying?		Bystander Prevent Enable			The Story Project
Spring 2 Appreciate Health and Wellbeing - keeping healthy	<p>That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget.</p> <p>That the more they show gratitude, the easier it is - like Neuroplasticity.</p> <p>How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel.</p> <p>That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A- P work together.</p>	<p>H5: about what good physical health means; how to recognise early signs of physical illness</p> <p>H6: about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H9: that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10: how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11: how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are</p>	<p>How do we develop an attitude of gratitude?</p> <p>Why should we appreciate our character strengths?</p>		<p>Attitude of Gratitude</p> <p>Dopamine</p> <p>Nutrition</p> <p>Obesity</p> <p>Oral hygiene</p> <p>Over consumption</p> <p>Under consumption</p> <p>Bacteria</p> <p>Virus</p> <p>Sun exposure</p> <p>Over exposure</p>			My Happy Mind

	<p>How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine.</p> <p>How when they appreciate themselves and feel good about their strengths, they will use them even more. They can use characters' strengths as a way to appreciate others too.</p>	<p>essential; th impact of lifestyle choices on dental care (e.g sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12: about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14: how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>					
<p>The Story Project -</p>	<p><u>Ruby's Worry by Tom Percival</u></p> <p>I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming.</p> <p>I can explain where I can get help or advice.</p> <p>I can explain what to do if I can't ask my family and friends for help and what to do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy.</p> <p>I can describe some physical signs of worry and I can explain what I should do if I am having lots of physical problems.</p> <p>I can describe some simple self-care techniques I can use when I am feeling worried.</p> <p>I can explain how children sometimes feel lonely and what children can do if they feel that way.</p>	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>What can you do if your emotions become overwhelming?</p>		<p>Overwhelming Advice Physical signs Self-care</p>		<p>The Story Project</p>
<p>Summer 1</p> <p>Relate</p> <p>RSE Lesson 1 (Families in the Wider World)</p> <p>Lesson 4 (Getting along with our families)</p>	<p>That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing.</p> <p>That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences.</p> <p>They will learn how the skill 'Stop, Understand and Consider' can help them with friendships.</p> <p>That everyone sees things differently and that this is a positive thing.</p>	<p>H23: about loss and how this can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R7: to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8: to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9: how to recognise if family relationships are making them feel very unhappy or unsafe, and how to seek help or advice</p>	<p>Why is it a good thing that we are all different?</p> <p>Does everybody see things the same way?</p> <p>How do our friends feel when we listen to them?</p>		<p>Perspectives Grief Single parents Same-sex parents Step-parents Blended families Foster parents Security Stability Marriage Civil partnership</p>		<p>My Happy Mind</p>

	<p>Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others.</p> <p>That the more they practice seeing other perspectives, the more the brain will remember it.</p> <p>Children will learn Neuroplasticity works with relating to others too.</p> <p>That we normally choose our friends because of their character.</p> <p>That we all see things from different perspectives; friends can help us solve problems by approaching them differently.</p> <p>How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships.</p> <p>That when we listen to friends, they will know that we care for them.</p> <p>RSE:</p> <p>Recognise that everyone family looks a little different</p> <p>Understand how families come together to celebrate</p> <p>How families care for each other</p> <p>Identify things that are the same about families and things that may be different</p> <p>Explain how they would respond to others being unkind about their own family, or someone else's</p> <p>Identify where to go for help if needed</p>	<p>R3: about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4: that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5: that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>						
<p>The Story Project -</p>	<p><u>Faruq and the Wiri Wiri by Sophia Payne</u></p> <p>I can explain how food contributes to a balanced lifestyle.</p> <p>I can tell you some principles of planning and preparing a range of healthy meals.</p>	<p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p>	<p>What are some things that contribute to a balanced lifestyle?</p>		<p>Balanced diet</p>			<p><u>The Story Project</u></p>

	<p>I can make choices about the food I eat and I can tell you what affects the choices I make.</p> <p>I can tell you how drinks contribute to a healthy lifestyle.</p> <p>I can tell you what influences my goals and dreams for the future.</p>						
<p>Summer 2</p> <p>Engage</p> <p>PANTS (7-9 Lesson 1)</p>	<p>That to engage means to pay attention and put effort into something.</p> <p>How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good.</p> <p>What Big Dream Goals are.</p> <p>How to use perseverance and resilience to help them not give up on something.</p> <p>That they have to Believe to Achieve.</p> <p>How to set their own Big Dream Goals.</p>	<p>H39: about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40: about the importance of taking medicines correctly and using household products safely (e.g following instructions safely)</p> <p>H41: strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43: about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44: how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>How do our feelings affect our ability to do well?</p> <p>What are big dream goals?</p> <p>Why should we believe to achieve?</p>		<p>Resilience</p> <p>Big dream goals</p> <p>Hazzard</p> <p>First aid</p>		<p>My Happy Mind</p> <p>NSPCC PANTS</p>
<p>The Story Project -</p>	<p><u>No Money Day by Kate Miller</u></p> <p>I can tell you some of the ways people pay for things and some of the decisions people make about spending money.</p> <p>I can tell you how money can affect people's emotions.</p> <p>I can tell you some of the reasons people spend or save money.</p> <p>I can tell you what 'borrowed' means and why people might borrow money.</p> <p>I can tell you how to keep money and possessions safe.</p>	<p>About the different ways to pay for things and the choices people have about this.</p> <p>The value of things they own or buy.</p> <p>About the different ways to pay for things and the choices people have about this.</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money.</p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>To recognise that people make spending decisions based on priorities, needs and wants.</p> <p>Different ways to keep track of money.</p> <p>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>To identify the ways that money can impact on people's feelings and emotions.</p>	<p>What are some decisions people face when spending money?</p> <p>How can people keep their money and possessions safe?</p>		<p>Possessions</p> <p>Borrowed money</p> <p>Debt</p>		<p>The Story Project</p>

Year 4

Theme	Lesson Objectives	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn 1 Coop values	<u>Coop Values</u> Democracy Voting (Pioneers) <u>To know:</u> What is democracy and why is it important? What sorts of circumstances and issues do we need to vote for? How do we take part and make it count? What did the pioneers do and was it effective? <u>To feel:</u> Understand the impact individuals can have when voting and how it feels to be democratic even when the result is different to our vote and our opinion. <u>To do:</u> People and Places - Present member pioneers video discussing voting rights and opportunities to vote within the business. People and Places - Set up mock scenarios for voting with results explained Problem - Mock party manifesto does not value democracy for all citizens. Letters and emails of protest from different points of view. Application of knowledge/skills - Co-op pioneers to lead on voting within a school to support a local cause of choice	L7: to value the different contributions that people and groups make to the community	What is democracy and why is it important? Why do people vote? What is a manifesto?	In 2024, the voting turnout was around 60%. The lowest since 2001.	Democracy Manifesto Contribution Election		Democracy	Coop Values curriculum
The Story Project -	<u>The Grand Hotel of Feelings by Lidia Brankovic</u> I can tell you a range of feelings words and explain when I have felt these things. I can tell you why it is important to listen to our emotions. I can describe examples of how people experience more than one feeling at a time.		Why should we take the time to listen to our emotions? Why is it possible to feel more than one emotion (including conflicting emotions) at the same time?		Conflicting			The Story Project

	<p>I understand how my feelings might change as I grow up.</p> <p>I know what to do when my feelings are too big to handle by myself.</p>							
<p>Autumn 2</p> <p>Meet your Brain</p> <p>Health and Wellbeing - hazards</p>	<p>How to train their minds to focus on whatever they want.</p> <p>They will learn that this is Neuroplasticity, and they can do anything they put their mind to.</p> <p>How they use each part of Team H-A- P and reflect on when they use them to develop their understanding.</p> <p>How the Amygdala reacts to real and perceived danger.</p> <p>About what triggers their own Amygdala to fight, flight and freeze and how they can train their brain to calm their Amygdala down.</p> <p>About the brain's structure and how neurons carry messages to create neural pathways.</p> <p>How neural pathways help us to form habits.</p> <p>More about how to look after their brains and what happens if we don't.</p> <p>They will learn how our minds can feel like a Snow globe, leaving us unable to see clearly.</p>	<p>H17: to recognise that feelings can change over time and range in intensity</p> <p>H18: about everyday things that affect feelings and the importance of expressing feelings</p> <p>H20: strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>What is the difference between real and perceived danger?</p> <p>What happens if we don't look after our brains?</p>		<p>Real danger</p> <p>Perceived danger</p> <p>Trigger</p> <p>Intensity</p>			<p>My Happy Mind</p>
<p>The Story Project -</p>	<p><u>This Moose Belongs to Me by Oliver Jeffers</u></p> <p>I can tell you how friends should treat each other.</p> <p>I can politely say 'no' when I don't want to do something.</p> <p>I can explain that friendships have ups and downs.</p> <p>I can tell you some ways I can repair a damaged friendship.</p> <p>I can explain how rules and laws protect me and others.</p>				<p>Consent</p>			<p>The Story Project</p>
<p>Spring 1</p> <p>Celebrate</p>	<p>That scientists have discovered that we all have 24 Character Strengths, but in different amounts.</p>	<p>H25: about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p>How can character strengths help us to solve problems?</p>		<p>Ethnicity</p> <p>Gender</p> <p>Faith</p> <p>Self-worth</p>			<p>My Happy Mind</p>

<p>RSE Lesson 2 (All About Me)</p>	<p>Why strength spotting is so powerful and how the best way to learn about strengths is by noticing them.</p> <p>How when we spot strengths over and over, we will build Neural Pathways to create a habit.</p> <p>That strengths can help them solve problems and that everyone uses different strengths.</p> <p>That strengths can always help them.</p> <p>That Team H-A- P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best.</p> <p>RSE: Identify those things about themselves that make them special and unique.</p> <p>Talk about the things that they want to develop.</p> <p>Consider the strengths of others and know how to share those.</p>	<p>H28: to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>						
<p>The Story Project -</p>	<p><u>The Tunnel by Anthony Browne</u></p> <p>I can tell you what a dare is and how dares make people feel.</p> <p>I can use a 5 point scale to tell you how risky something is.</p> <p>I can tell you what peer pressure is and how to resist anything that is dangerous, unhealthy and uncomfortable or feels wrong.</p> <p>I can tell you how taking risks can be a positive thing and how this can build up my resilience.</p> <p>I can tell you what I should do in an emergency situation.</p>	<p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>What is the difference between risk and perceived risk?</p>		<p>Risk Perceived risk Peer pressure</p>			<p>The Story Project</p>
<p>Spring 2 Appreciate</p>	<p>How they can develop an Attitude of Gratitude at home and school.</p> <p>How to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too.</p>		<p>What is a gratitude domino effect and how can we create it?</p> <p>How can gratitude help is in tough times?</p>		<p>Domino effect</p>			<p>My Happy Mind</p>

	<p>That the more time they think about gratitude, the stronger the neural pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit.</p> <p>How giving gratitude can help us get through tough times, and when they can see everything they are grateful for, it makes the problems we face a little easier to manage.</p>						
<p>The Story Project -</p>	<p><u>Ada's Violin by Susan Hood</u></p> <p>I can tell you how I am part of a 'whole world' community and how this can impact my wellbeing.</p> <p>I can tell you some ways I help to protect my world.</p> <p>I can tell you what makes a good team.</p> <p>I can show some skills that might be helpful to a future career, such as teamwork, enterprise or negotiation.</p> <p>I can tell you what self-esteem means and some things that boost my self-esteem.</p>	<p>Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p>To recognise their individuality and personal qualities.</p>	<p>How are you part of a whole world community?</p> <p>What makes a good team member?</p> <p>What ways can you boost your self-esteem?</p>		<p>Whole world community</p> <p>Self-esteem</p>		<p>The Story Project</p>
<p>Summer 1</p> <p>Relate</p> <p>RSE</p> <p>Lesson 5 (Friendship Ups and Downs)</p>	<p>That when we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best.</p> <p>When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships.</p> <p>That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems.</p> <p>Why it is important to show gratitude to their friends when they help.</p> <p>That the skills needed to listen actively can help them to 'Stop, Understand and Consider'.</p> <p>That it is important to listen to your friends and ask about their feelings and opinions to be a good friend</p> <p>That it is also important for them to talk to friends too.</p>	<p>R6: that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R11: what constitutes a positive, healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply online friendships as face-to-face relationships</p> <p>R13: the importance of seeking support if feeling lonely or excluded</p> <p>R14: that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17: that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18: to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R30: that personal behaviour can affect other people</p>	<p>Why should we stop, understand and consider before responding?</p> <p>How can we be a good friend?</p>		<p>Mutual respect</p> <p>Excluded</p> <p>Reconcile</p> <p>Compromise</p> <p>Disputes</p> <p>Resolve</p> <p>Similarities</p> <p>Differences</p>		<p>My Happy Mind</p>

	<p>RSE: Identify those things that make them a good friend.</p> <p>Identify things that would make them think someone isn't being a good friend.</p> <p>Know what to do if they are struggling with a friendship.</p>	<p>R32: about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically in personality or background.</p> <p>R10: about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>Where and how to report concerns and get support with issues online.</p>						
<p>The Story Project -</p>	<p><u>Penguin Pig by Stuart Spendlow</u></p> <p>I can tell you the risks of making friends online including the risks of talking to people I have never met and how people sometimes pretend to be someone they are not.</p> <p>I can tell you why it is important to treat people online the same as you treat people in person.</p> <p>I can tell you some strategies for managing online bullying.</p> <p>I can tell you how to critically consider sources of information.</p> <p>I can tell you how information and data is shared and used online.</p>	<p>Where to get advice e.g. family, school and/or other sources.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	<p>Why is it risky to speak to someone you do not know online?</p> <p>How is information and data shared and used online?</p>		Catfish Anonymous Harassment			The Story Project
<p>Summer 2</p> <p>Engage</p> <p>RSE Lesson 3 (Learning to Love Difference)</p> <p>PANTS (7-9 Lesson 1)</p>	<p>That the more we focus on feeling good and using the habits, the better we will do in all activities in and out of school.</p> <p>That Dopamine gets released in their brain when they set a goal and work towards it.</p> <p>Why it is important to think about what they have learnt even if they do not achieve the goal, so the Hippocampus can store this memory and make it easier next time.</p> <p>Why perseverance is easier to use on goals they are passionate about, but they can also use this skill on other goals.</p>		<p>Why is it important to think about what we have learnt, even if we don't achieve our goal?</p> <p>Why is perseverance easier to use on goals we are passionate about?</p>		Gender stereotype Gender diversity Discrimination Oppression			My Happy Mind NSPCC PANTS

	<p>RSE: Recognise what a gender stereotype is and isn't.</p> <p>Discuss their views on gender and diversity.</p> <p>Identify when a gender stereotype is being used.</p>							
The Story Project -	<p><u>The Proudest Blue by Ibtihaj Muhammed</u></p> <p>I can tell you about my cultural heritage.</p> <p>I can tell you about ways my family and friends support me.</p> <p>I can tell you how to show respect to people who have different beliefs to me.</p> <p>I can tell you about some of the different types of bullying (including online bullying) and I can tell you some strategies to resist this and to get help.</p> <p>I can tell you about the impact of bullying on mental well being.</p>		<p>What are the different types of bullying?</p> <p>What is the impact of bullying on mental wellbeing?</p>		Cultural heritage			The Story Project

Year 5

Theme	Lesson Objectives	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn 1 Coop values	<p><u>Coop Values</u> Equality Buying and selling fairly for the benefit of others (Pioneers)</p> <p><u>To know:</u> How does fairtrade work within a business? How did the pioneers tackle equality within the set up?</p> <p><u>To feel:</u> Understand the impact of inequality and how equality brings cohesion and its effects on well-being</p> <p><u>To do:</u> People and Places - Write a letter or email inviting the Co-op chair of governors to talk about equality within the business. How does the chair ensure equality within the</p>		<p>What is fairtrade and how does it work within a business?</p> <p>How did the Rochdale Pioneers tackle inequality with the set up?</p>	Women were not allowed to vote until 1918.	Fairtrade Suffragettes Equality Equal rights		Sex Individual liberty Rule of Law	Coop Values curriculum

	<p>academy? Is this a priority? How do they measure this?</p> <p>Problem - Pioneers supporting women's voting rights. Recount or diary entry describing the events and decision to allow women to vote</p> <p>Application of knowledge/skill - Formal speech to Chris Tomlinson on addressing an area of inequality chosen by the class and how the Co-op Academies Trust can support</p>						
The Story Project	<p><u>The Boy Who Grew Flowers by Jennifer Wojtowicz</u></p> <p>I can describe why it is important to respect my body and can tell you all the amazing things by body can do.</p> <p>I can explain the term 'body image' and how my opinion of my body can affect my confidence.</p> <p>I can explain how images in the media do not always reflect reality and can affect my body image.</p> <p>I can explain the term self-esteem and know strategies to help boost my self-esteem.</p> <p>I can think of ways to make my classroom more inclusive.</p>				Body image Inclusive		The Story Project
<p>Autumn 2</p> <p>Meet your Brain</p> <p>RSE</p> <p>Lesson 4 (Identity and Respect)</p> <p>Lesson 5 (Discrimination and the Law)</p>	<p>The difference between their brain and mind.</p> <p>More detail about each part of the brain and why they work the way they do.</p> <p>How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered.</p> <p>About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze.</p> <p>About how to more intentionally look after their brains to keep them healthy.</p> <p>About the hormones in their brain and how they can manage them, including dopamine and cortisol.</p> <p>RSE: Define what makes them an individual.</p>	<p>H7: how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some risks associated with an inactive lifestyle</p> <p>H8: about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H19: a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H21: to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>R21: about discrimination; what it means and how to challenge it</p> <p>R31: to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or</p>	<p>What is the difference between our brains and our minds?</p> <p>How can we train our brains in times of stress?</p> <p>What are the different hormones in our brains and how can we manage them?</p>		<p>Cortisol</p> <p>Inactive</p> <p>Self-respect</p> <p>Anonymous</p> <p>Courteous</p> <p>Adhere</p> <p>Human rights</p> <p>Accountability</p> <p>Prejudice</p>		My Happy Mind

	<p>Understand what makes others unique.</p> <p>Express why it is important to respect others' individuality and differences.</p> <p>Define what discrimination is.</p> <p>Understand that the law protects individuals who are commonly discriminated against.</p> <p>Know what to do if they witness discrimination.</p>	<p>anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R33: to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2: to recognise there are human rights, that are there to protect everyone</p> <p>L8: about diversity: what it means; the benefits of living in a diverse community; what living in a community means</p> <p>L9: about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10: about prejudice; how to recognise behaviours/actions which discriminate against others</p> <p>L6: about the different groups that make up their community; what living in a community means</p>						
<p>The Story Project -</p>	<p><u>Mama Mioti by Donna Jo Napoli</u></p> <p>I can tell you about safe and unsafe exposure to the sun and how to reduce the risk of sun damage on the skin.</p> <p>I can tell you how serving others can help my well being.</p> <p>I can tell you what a role model is and who my role models are.</p> <p>I can tell you something I am passionate about.</p> <p>I can tell you how to show respect for different languages and the benefits of speaking different languages.</p>	<p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>			<p>Role model</p>			<p>The Story Project</p>
<p>Spring 1 Celebrate</p>	<p>How the 24 character strengths are organised into 6 key virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence.</p> <p>That strength spotting shows children how strengths can be used in different ways.</p> <p>That they still have all 24 strengths, but when they use their Top 5 Team H-A- P feels at its best.</p>		<p>How can we grow our character strengths?</p> <p>How does our hippocampus help us when it comes to character strengths?</p>		<p>Wisdom Humanity Justice Temperance Transcendence Virtues Top strengths</p>			<p>My Happy Mind</p>

	<p>How they can move their strengths around and grow strengths by practising them through Neuroplasticity.</p> <p>That when they stop and reflect on using their strengths, their Hippocampus will store it as a memory.</p> <p>They will learn that when faced with a similar situation, they can remember how that strength can help.</p> <p>How strength spotting can help Team H-A-P feel happy as when we use our strengths, Dopamine gets released, and we feel confident.</p> <p>They will also learn that using our strengths can help them manage their Cortisol levels</p>							
<p>The Story Project -</p>	<p><u>Mum and Dad Glue by Kes Grey</u></p> <p>I can tell you some of the reasons why married or unmarried couples may choose to separate.</p> <p>I am aware of some of the feelings associated with separation.</p> <p>I can tell you what an affirmation is and can write one for myself.</p> <p>I can explain how I could help a friend who is experiencing a difficult situation.</p>	<p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>			<p>Separate Separation Divorce Affirmation</p>			<p>The Story Project</p>
<p>Spring 2 Appreciate</p>	<p>What appreciation means and think of ways to show appreciation to others.</p> <p>What they should focus on when thinking about gratitude.</p> <p>They will explore 3 questions to help them develop deeper levels of gratitude.</p> <p>Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect.</p> <p>How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A- P happy and the Amygdala calm.</p> <p>That when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about</p>		<p>How can we show appreciation to others?</p> <p>Which is the hardest category to think about gratitude for and why?</p>					<p>My Happy Mind</p>

	<p>experiences or people we are grateful for releases Dopamine.</p> <p>That the more we think about gratitude, the stronger the Neural pathways get and the easier it becomes.</p> <p>That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier.</p> <p>That often the hardest category to think about gratitude in is ourselves.</p>						
The Story Project -	<p><u>Pizza Face by Rex Ogle and Dave Valeza</u></p> <p>I can tell you the basic changes that happen during puberty.</p> <p>I can tell you how my emotions will change during puberty.</p> <p>I can explain that all people will experience puberty differently.</p> <p>I can tell you how to get advice if I am unsure about anything relating to puberty.</p> <p>I can tell you all the positive things about growing up.</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>About the physical and emotional changes that happen when approaching and during puberty.</p> <p>About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p>			Puberty Menstration Mesntrual cycle		The Story Project
Summer 1 Relate	<p>What their top 5 strengths are and which virtue they fall under.</p> <p>That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus.</p> <p>That they can train their brain to notice how people use their strengths differently.</p> <p>That strengths help release Dopamine and make Team H-A- P happy, calm and relaxed.</p> <p>That you are more likely to see different strengths and perspectives positively when Team H-A- P is working as a team.</p> <p>We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives.</p> <p>That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of</p>		<p>Which parts of our brain are we using when we see things from another perspective?</p> <p>What skills are needed to actively listen?</p>				My Happy Mind

	<p>Gratitude, and the Gratitude Domino Effect makes everyone feel good.</p> <p>Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships.</p>						
<p>The Story Project -</p>	<p><u>The Colour Thief by Polly Petters and Andrew Fusek Peters</u></p> <p>I can tell you what mental health means and some ways people can look after their mental health.</p> <p>I can explain what mental illness means, and how this can vary in severity.</p> <p>I can tell you how someone experiencing mental illness can get support and why it is better to get support early.</p> <p>I can describe some of the feelings involved with living with and supporting people with a mental illness.</p> <p>I can describe the support available for someone living with and supporting someone with a mental illness.</p> <p>I can tell you why it is important to show respect to all people including people experiencing mental illness.</p>	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>			Mental illness		<p>The Story Project</p>
<p>Summer 2 Engage PANTS (9-11 Lesson 1)</p>	<p>Sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot.</p> <p>When they engage in something and feel good, Team H-A- P love it because Dopamine is released in the brain, making it easier for us to succeed.</p> <p>Why their engagement levels may drop if their Amygdala takes over.</p> <p>How their feelings affect their ability to do well in an activity and how Cortisol or Dopamine is released.</p> <p>About the difference between a team and individual goal and how it is just as important to work as a team to set goals.</p> <p>Why the skill of perseverance is critical when working as part of a group.</p>		<p>Why might our engagement levels drop when our amygdala takes over?</p> <p>What is the difference between a team and an individual goal?</p> <p>How can understanding others' character strengths help us with team goals?</p>		Team goals		<p>My Happy Mind</p> <p>NSPCC PANTS</p>

	How understanding other people's character strengths can also help in team goals.							
The Story Project -	<p><u>Ritu Weds Chandni by Ameya Narvankar</u></p> <p>I can tell you why people choose to get married and some of the factors that go into that decision.</p> <p>I can tell you about the laws related to marriage and how these may differ in other countries.</p> <p>I can tell you about the different values and customs related to marriage in different countries.</p> <p>I can tell you how I show respect for different types of marriage.</p> <p>I can tell you about traditions that are important to my family.</p> <p>I can tell you about a range of national, regional, religious and ethnic identities in the United Kingdom.</p>	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong			Customs Traditions National identity Regional identity Religious identity Ethnic identity			The Story Project

Year 6

Theme	Lesson Objectives	Progression in Skills	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn 1 Coop values	<p><u>Coop Values</u> Equity Shared Ownership (Pioneers)</p> <p><u>To know:</u> How does Co-op membership work?</p> <p>Why is this integral to the business and how does it link between present day and what the Pioneers set up?</p> <p>What other Cooperative businesses exist around the world (e.g, Barcelona football team).</p> <p>How are local causes supported and why?</p> <p><u>To feel:</u> Understanding the impact of equity and the influence members have (self</p>		<p>What is the difference between equity and equality?</p> <p>How does Co-op support local causes?</p>	Co-op has over 5 million active members.	Equity Influence Equitable opportunities			Coop Values curriculum

	<p>efficacy) on the business. Who benefits and why?</p> <p><u>To do:</u> People and Places - discussion text exploring the reason for equity and creating equitable opportunities</p> <p>Problem - Co-op to discuss the allocation of money received from the Trust to benefit something in school. Explain how this can be used equitably in a balanced argument.</p> <p>Application of knowledge/skill - Set up a small equitable business. Who is involved? Where could we find support/advice?</p>							
The Story Project -	<p><u>Aaron Slater Illustrator by Andrea Beaty</u></p> <p>I can set myself challenging goals.</p> <p>I can identify what will help me achieve my goal and what will hold me back.</p> <p>I can tell you some strategies that can help me overcome things that might hold me back.</p> <p>I can break goals down into smaller, manageable steps.</p> <p>I can tell you about a range of careers.</p>	<p>That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p>			Overcome			The Story Project
Autumn 2 Meet your Brain RSE Lesson 3 (Peer Pressure)	<p>About a growth mindset and self-regulation techniques in times of stress.</p> <p>To reflect on their stress points as they relate to transitioning to Secondary school (as these are different for everyone) and work through strategies to cope with these scenarios.</p> <p>To train their brain and how it grows each time.</p> <p>About the links between their thoughts, feelings and actions and how the thoughts they have can influence how we act.</p> <p>About calming their amygdala when facing stressful thoughts or having a tough time.</p>	<p>H1: how to make informed decisions about health</p> <p>H2: about the elements of a balanced, healthy lifestyle</p> <p>H3: about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4: how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H22: to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24: problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p>What is a growth mindset and how can it help us?</p> <p>What are the links between our thoughts, feelings and actions?</p> <p>How can we reframe negatives into positives?</p>		Growth mindset Transition Constructively challenge			My Happy Mind

	<p>How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies.</p> <p>How to re-frame scary challenges to become exciting opportunities.</p> <p>RSE: Explain what peer pressure is.</p> <p>Evaluate whether certain situations are peer pressure or not.</p> <p>Respond appropriately when they feel like they are being peer pressured by a friend.</p>	<p>R15: strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28: how to recognise pressures from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R34: how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>						
The Story Project -	<p><u>Anne Frank the Diary of a Young Girl by Anne Frank</u></p> <p>I can tell you some strategies to manage difficult situations and how to seek help or advice from others, if needed.</p> <p>I can tell you about a wide range of family arrangements and how these can benefit people.</p> <p>I can tell you what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>I can tell you some things that make me feel hopeful.</p> <p>I can tell you the benefits of showing vulnerability.</p>	<p>What a stereotype is and how stereotypes can be unfair, negative and destructive.</p>			Vulnerability			The Story Project
Spring 1 Celebrate	<p>What their top strengths are based on completing an official survey which will rank their strengths from 1-24.</p> <p>More about what each of the 24 strengths means and how they help them each day.</p> <p>How to grow their strengths to help them transition and overcome challenges.</p> <p>How their character strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the Secondary School environment.</p>		<p>How can we use our character strengths when we go through big life events, like transitioning to secondary school?</p>					My Happy Mind

<p>The Story Project -</p>	<p><u>On the Tip of a Wave by Joanna Ho</u></p> <p>I can tell you what human rights are.</p> <p>I can tell you about the United Nations Declaration of the Rights of the Child.</p> <p>I can tell you about some ways that people have stood up for their own or others' human rights.</p> <p>I can tell you how I can stand up for my own or others' human rights.</p> <p>I can challenge something I don't agree with.</p> <p>I understand the term extremism and can recognise extremist behaviour.</p>	<p>To recognise there are human rights, that are there to protect everyone.</p> <p>About the relationship between rights and responsibilities.</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>			<p>United Nations Declaration of the Rights of the Child Extremism</p>			<p>The Story Project</p>
<p>Spring 2 Appreciate</p>	<p>How gratitude can help them think about all they have in their lives to be thankful for.</p> <p>How to build their resilience by looking at when their bucket is full vs when their bucket is empty.</p> <p>How focussing on their appreciation around the strengths work they have done can remind them of what they do have during times of stress.</p> <p>To establish a new perspective on how gratitude can help them to build resilience when they face tough times.</p>		<p>How can we build resilience?</p>					
<p>The Story Project -</p>	<p><u>Harry Potter and the Half Blood Prince by J.K Rowling</u></p> <p>I can tell you why consent and permission seeking are important in a relationship.</p> <p>I can tell you the facts about legal and illegal harmful substances and associated risks (including smoking, alcohol use and drug-taking).</p> <p>I can explain why drugs/alcohol affect everyone differently.</p> <p>I can tell you some strategies for resisting peer pressure relating to drugs, smoking and alcohol.</p> <p>I can tell you how I would get help if I was worried about myself or someone</p>	<p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>The facts and science relating to allergies, immunisation and vaccination.</p>			<p>Legal substance Illegal substance Smoking Cigarettes Vaping Alcohol Drugs Resist</p>			<p>The Story Project</p>

	else taking drugs, smoking or drinking alcohol.							
Summer 1 Relate RSE (Lesson 1 - Friendships on and offline) RSE (Lesson 2 - Friendships and secrets)	<p>Relationship building powers i.e., how they go about making friendships today – what strengths they have here and what they can develop.</p> <p>How those skills are transferable to their upcoming changing environment.</p> <p>Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies.</p> <p>Strategies for seeing different perspectives through role play.</p> <p>RSE: Explain how healthy friendships make them feel</p> <p>Explain what online bullying is</p> <p>Know where to go for help if they see something that upsets them online</p> <p>Explain what a safe secret is and what an unsafe secret is</p> <p>Describe when keeping secrets is not a sign of a good friendship</p> <p>Know where to go for help regarding secrets</p>	<p>R12: to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R16: how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R19: about the impact of bullying including offline and online and the consequences of hurtful behaviour</p> <p>R27: about keeping something confidential or secret, when this should be (e.g. a birthday surprise that others will find out about) or should not be agreed to and when it is right to break confidence or share a secret</p> <p>R1: to recognise there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p>	<p>What are relationship building powers?</p> <p>What strategies can be used to manage friendships through change, transition and peer pressure?</p>		<p>Relationship building powers</p> <p>Transferable skills</p> <p>Confidential</p>			My Happy Mind
The Story Project -	<p><u>Making a Baby by Rachel Greener</u></p> <p>I can use accurate language to describe how a baby is made.</p> <p>I can explain that reproduction is adult and requires maturity and why there is a legal age to have sex.</p> <p>I can tell you what happens between conception and birth.</p> <p>I can tell you about the needs of newborn babies and what it is like to be a parent.</p> <p>I can tell you what makes me, me.</p>	<p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p>			<p>Reproduction</p> <p>Conception</p> <p>Gestation</p> <p>Sperm</p> <p>Egg</p> <p>Maturity</p>			The Story Project
Summer 2 Engage	<p>How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead.</p>	<p>H36: strategies to manage transitions between classes and key stages</p> <p>H23: about change</p>	<p>How can we recognise our concerns and set strategies to overcome them?</p>		<p>Distribution</p> <p>Complying</p> <p>Regulations</p> <p>Restrictions</p>			My Happy Mind NATWEST Money Sense

<p>RSE (Lesson 6 - Online safety images)</p> <p>PANTS (9-11 Lesson 1)</p> <p>Transition lesson</p> <p>Maths - NATWEST Money Sense</p>	<p>How to recognise their concerns and define strategies to overcome them. How they can use their strengths to leverage the opportunities that they are excited about.</p> <p>How to create goals around leveraging and practising the tools they have learned as they progress through to high school.</p> <p>RSE: Recognise that they may sometimes feel pressured into sharing their pictures online</p> <p>Recognise the importance of protecting their own and others' privacy online</p>	<p>L15: recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>H37: reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42: about the importance of keeping personal information private; strategies for keeping safe online including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R22: about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R23: about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>L17: about the different ways to pay for things and the choices people have about this</p> <p>L18: to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something "good value for money"</p> <p>L19: that people's spending decisions can affect others and the environment (e.g. fairtrade, buying single use plastics or giving to charity)</p> <p>L20: to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21: different ways to keep track of money</p> <p>L22: about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23: about the risks involved in gambling; different ways money can be won or lost through gambling related activities and their impact on health, wellbeing and future aspirations</p> <p>L24: to identify the ways that money can impact on people's feelings and emotions</p>			<p>Privacy</p> <p>Boundaries</p> <p>Gambling</p>			<p>NSPCC PANTS</p>
<p>The Story Project -</p>	<p>Finding my Voice by Aoife Dooley</p> <p>I can tell you about how I feel about the transition to secondary school.</p>	<p>To identify the kind of job that they might like to do when they are older.</p> <p>Strategies to manage transitions between classes and key stages.</p>						<p>The Story Project</p>

	<p>I can tell you some of the practical things that I can do to help me manage the transition to secondary school.</p> <p>I can tell you some of the strategies that will help me manage the emotions related to the transition to secondary school.</p> <p>I can tell you my goals for my time at secondary school.</p> <p>I can tell you my goals for beyond secondary school, including my career and other plans.</p>							
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