

PSHE/RSE 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>My Happy Mind Understand gradually how others might be feeling (Meet your Brain)</p> <p>To talk about their feelings using words like happy, sad, angry or worried (Meet your Brain)</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>Develop appropriate ways of being assertive.</p> <p>Understand gradually 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>My Happy Mind To become more outgoing with unfamiliar people, in the safe context of their setting (Celebrate)</p> <p>Show more confidence in new social situations (Celebrate)</p> <p>Play with one or more other children extending and elaborating play ideas (Celebrate)</p> <p>Able to find solutions for conflict and rivalries (Celebrate)</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>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>To talk about their feelings using words like happy, sad, angry or worried</p> <p>Do not always need an adult to remind them of a rule</p> <p>My Happy Mind</p> <p>To become more outgoing with unfamiliar people, in the safe context of their setting (Relate)</p> <p>Show more confidence in new social situations (Relate)</p> <p>Able to find solutions for conflict and rivalries (Relate)</p> <p>Increasingly follow rules, understanding why they are important (Relate)</p> <p>Understand gradually how others might be feeling (Relate)</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them (Engage)</p> <p>Play with one or more other children extending and elaborating play ideas (Engage)</p>	<p>Healthy eating activity.</p> <p>Forest school.</p> <p>Superhero costumes linked to super strengths</p> <p>Teamwork - My Happy Mind</p> <p>Father's Day</p> <p>Eid celebrations</p>
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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	<u>The Jar of Happiness by Ailsa Burrows</u> I can tell you what makes me happy. I can tell you some ways that I make others feel happy. I can tell you what makes me feel sad. I can tell you some simple strategies that help me when I feel sad. I can explain how friends and family can make us feel happy.	CF4. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, trust, sharing interests and experiences and support with problems and difficulties. HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. HW3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. HW9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).	What are some ways that our friends and family make us feel happy?	Those who are happiest tend to live longer than those who are not.	Emotions Strategies Mutual respect Truthfulness Trustworthiness Loyalty			The Story Project
Autumn 2 Online Safety	Project Evolve Online Relationships							
Autumn 2 - The Story Project	<u>Barbara Throws a Wobbler by Nadia Shireen</u> I can tell you what makes me feel angry. I can tell you what makes me feel calm. I can tell you the difference between feelings and actions. I can tell you how to treat friends kindly. I can tell you how to have kind hands.	CF 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. HW3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	What is the difference between feelings and actions?	World Kindness Day is celebrated on 13th November every year.	Feelings Actions Temporary			The Story Project
Autumn 2 Meet your Brain	We are learning what our brain looks like. We are learning what our brain helps us with. We are learning about how to look after our brain.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Work and play cooperatively and take turns with others;	Can you think of anything else that is the same colour as your brain? Can you think of anything around the same size as your brain?	Our brain is in our head Our brain is pink, not blue. All brains look the same. There are 3 parts to Team H-A-P.	Brain H-A-P Hippocampus Amegdalen			https://drive.google.com/drive/folders/1uxizNYbQRaDDmar_JXdJGGI8zWg4szV

	We are learning how we can grow our brains.		Can you think of a time when you have been happy/sad? Can you think of a time when you tried something new, and your brain grew, and now you find it easy?	Happy Breathing helps our brain. Our brain is the same size as our fists put together. Our brain is the size of 2 fists put together. Our brain is a pinky colour. Our brain helps us with everything we do.	Pre-frontal cortex Happy breathing			
Spring 1 Online Safety	Project Evolve Online Bullying part 1							
Spring term ELGs	Identify and moderate their own feelings. Manage their own needs. Know and talk about different factors that support their overall health and wellbeing: healthy eating, regular physical activity.	Feelings Self-control and resolving their own conflicts Sorting healthy and unhealthy food. Fruit and vegetable shop Internet safety Careers week Making fruit kebabs						
Spring 1 - The Story Project	Luna Loves Library Day by Joseph Coelho I can tell you who is in my family and why they are important. I can tell you what I like to do with my family. I can tell you how I show love to my family. I can show skills related to active listening (e.g. eye contact). I can tell you how to show good manners.	RE1. That families are important for children growing up safe and happy because they can provide love, security and stability. RE2. The characteristics of safe and happy family life, such as 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. RE3. That the families of other children, 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. RE4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. RKE7. The conventions of courtesy and manners.	What does it mean to 'actively listen'? How can we show good manners to others?	Families are important because they provide love, security, and stability Other children's families—whether at school or in the wider world—may not be the same as one's own, but they are still based on love and care.	Active listening Eye contact Manners Courtesy			The Story Project

<p>Spring 1</p> <p>Celebrate</p>	<p>We are learning what Character Strengths are.</p> <p>We are learning about the Love and Kindness Strength</p> <p>We are learning about the Character Strengths of Bravery and Honesty and Teamwork and Friendship.</p> <p>We are learning about the Character Strengths Exploring and Learning and Love of Life and our World.</p>	<p>Show sensitivity to their own and others needs</p>	<p>Can you think of a time when you were kind to another person and used your Love and Kindness Strength?</p> <p>Can you think of a time when you were a good friend or worked as a team?</p> <p>Can you think of a time when you have enjoyed learning?</p>	<p>When we love learning, we use our Learning and Exploring strength.</p> <p>When we love looking after our world, we use our Love of Life and our World strength</p> <p>We should use our strengths daily.</p> <p>We are all special and unique.</p> <p>It is good to be a good friend and work as a team.</p> <p>It is good to be brave and honest.</p> <p>We are not all the same; we are all unique and special.</p> <p>We should always be kind to others.</p> <p>It makes other people feel great when we are kind.</p>	<p>Celebrate</p> <p>Kindness</p> <p>Unique</p> <p>Special</p>			
<p>Spring 2</p> <p>Online</p> <p>Safety</p>	<p>Project Evolve</p> <p>Online bullying part 2</p>							
<p>Spring 2 -</p> <p>The Story</p> <p>Project</p>	<p>The New Small Person by Lauren Child</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>RE4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</p> <p>CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</p> <p>BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p> <p>BFA1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p> <p>DB1. About growth and other ways the body can change and develop.</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>					<p>The Story Project</p>

<p>Spring 2</p> <p>Appreciate</p>	<p>We are learning how to be grateful for other people.</p> <p>We are learning how being grateful makes you feel.</p> <p>We are learning to be grateful for activities and times we feel happy about.</p> <p>We are learning how to be grateful for ourselves.</p>	<p>Form positive attachments to adults and friendships with peers</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>Can you think of a time when someone in your family or a friend has made you happy?</p> <p>Can you think of a time when you did something you enjoyed?</p> <p>Can you reflect and think about which Character Strength you are thankful for?</p>	<p>It is important to be grateful for ourselves.</p> <p>We can be grateful for our Character Strengths We are all special and unique.</p> <p>It is important to remember times that make us happy</p> <p>We should say thank you for special times we have had.</p> <p>It is good to look forward to special times.</p> <p>We should tell our family we love them.</p> <p>We should tell our friends we love them.</p> <p>We should say thank you to other people if they help.</p>	<p>Grateful</p> <p>Appreciate</p> <p>Reflect</p> <p>Character strengths</p> <p>Thankful</p>			
<p>Summer Term - ELGs</p>	<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>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>Team work - My Happy Mind</p> <p>Refugee week</p> <p>Eid</p> <p>Father's Day</p>						

<p>Summer 1 Online Safety</p>	<p>Project Evolve Self Image and Identity</p>							
<p>Summer 1 - The Story Project</p> <p>Exploring gender stereotypes with toys and colours</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>To recognise gender stereotyping in a range of scenarios.</p> <p>To understand that all toys are for everyone, regardless of whether they are a boy or a girl.</p> <p>To understand that all colours are for everyone, regardless of whether they are a boy or a girl.</p> <p>To understand that all children, regardless of whether they are a boy or a girl, can choose what game or toy to play with, and the colour of their clothes, and that this is the case for all children.</p>	<p>PHF1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>PHF2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.</p> <p>HE1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>HE3. The principles of planning and preparing a range of healthy meals.</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>	<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>Do you want to play with this toy? Who else do you think likes playing with this toy?</p>	<p>It is recommended that children aged 5 - 18 aim for 60 minutes of exercise a day.</p> <p>There are no such things as 'girls' colours' or 'boys' colours'. All colours, animals and images are for everyone.</p>	<p>Protein Carbohydrate Fat Dairy Dairy alternative</p> <p>Stereotype Gender stereotype</p>		<p>Sex/gender</p>	<p>The Story Project</p> <p>Misogyny lessons</p>
<p>Summer 1 Relate</p>	<p>We are learning how to be a good friend.</p> <p>We are learning why getting along with others is so important.</p> <p>We are learning why listening is so important.</p> <p>We are learning what Active Listening is.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers; -</p>	<p>What does a good friend look like and what makes a good friend?</p> <p>Can you think of a time when you listened to someone and to think about what happened?</p> <p>Can you think about a time you did not listen</p>	<p>Sometimes we can feel sad, and that is okay.</p> <p>We need to tell a grown-up when we feel sad.</p> <p>We sometimes feel happy about different things.</p> <p>Listening is very important.</p> <p>Listening helps us to get along with others.</p>	<p>Friend Sharing Cooperate Listening</p>			

	We are learning about our emotions and how if feel when we are not getting along with others.	Show sensitivity to their own and to others' needs.	to someone. What happened? Can you think about a time when you got upset with a friend?	You should always listen to friends and grown-ups. A good friend is kind. A good friend is helpful. A good friend is good at sharing.				
Summer 2 Online Safety	Digi Duck's Big Decision							
Summer 2 - The Story Project	Here We Are by Oliver Jeffers I can tell you why it is important to look after our planet. I can tell you how I keep my classroom environment safe and tidy. I can name the parts of the body and tell you some ways I look after my body. I can tell you what I would do if my body doesn't feel well. I can tell you how I show respect to all people.	RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR7. The conventions of courtesy and manners. BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. PHF1. The characteristics and mental and physical benefits of an active lifestyle. HPP1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	How can we show respect to others? Why should we care for our planet?		Environment Climate change		Respect and Tolerance	The Story Project
Summer 2 Engage	We are learning what goals are. We are learning how to set goals. We are learning what Big Dream Goals are. We are learning what to do when goals are tricky.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate	What would the goal look like? What could they do if it is tricky? What would you really like to get better at or achieve? Can you think about a time when you decided you wanted to do something and worked towards it?	Goals are good. It is good to achieve something new. Setting goals helps us get better at things. Goals help us feel happy. It is good to achieve something new. Big Dream Goals are things we want to achieve. We shouldn't give up if goals are tricky. We should keep on trying if a goal is tricky.	Goals Big dream goals Achieve			

				We feel great when we set goals!				
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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 Online Safety	Project Evolve Online bullying (how to behave online in ways that do not upset others)							
Autumn 1 Coop Values Cooking - nutrition lead healthy eating	<p><u>Coop Values</u> Solidarity through the Ways of Being, Do What Matters Most and Succeed Together</p> <p><u>To Know:</u> What does do what matters most to self and others and what does succeeding together look like and feel like</p> <p><u>To Feel:</u> Understanding the impact of doing things right and the importance of the impact on self and others when you do</p> <p>Understand that Succeeding together brings collaboration and a greater force</p> <p><u>To Do:</u> People and Places - All about my community and my place within the community</p> <p>People and Places - How school community works to succeed together and supports local community by doing what matters most</p> <p>Problem - Who could we support in our local community?</p> <p>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</p>	<p>Solidarity through the Ways of Being Do what matters most and Succeed together</p> <p>What does do what matters most to self and others and what does succeeding together look and feel like</p> <p>Understand the Impact of doing things right and the importance of the impact on self and others when you do</p> <p>Understand that Succeeding together brings collaboration and a greater force</p> <p>People and places All about my community and my place within the community</p> <p>How school community works to succeed together and supports local community by doing what matters most</p> <p>Problem Who could we support in our local community?</p> <p>Application of knowledge and skill to apply in an unfamiliar context Identify a local cause to support and how as a school community we can support using succeeding together as a driver</p>	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 -	The Friendship Bench by Wendy Meddour	CF1.How important friendships are in making us feel happy and secure.	What qualities make a good friend?	Having friendships is good for our well being.	Included Qualities			The Story Project

	<p>I can tell you how people choose and make friends.</p> <p>I can tell you what makes a good friend.</p> <p>I can tell you how my friends make me happy and how I make my friends happy.</p> <p>I can tell you how I make others feel welcome and included.</p> <p>I know what to do if my friend is making me unhappy.</p>	<p>CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</p> <p>CF3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</p> <p>CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>CF7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</p> <p>HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p>	<p>What should you do if a friend is making you unhappy?</p>						
<p>Autumn 2 Online Safety</p>	<p>Project Evolve Self Image and Identity (people online could make someone feel sad, embarrassed or upset)</p>								
<p>Autumn 2 Meet your Brain RSE: Lesson 2 (Exploring Feelings)</p>	<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. That Happy Breathing helps our entire body, including our brain, to relax and</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 don't feel good</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>	<p>The brain is split into three parts: the prefrontal cortex, amygdala and hippocampus.</p>	<p>Brain, cells Team H-A-P Hippocampus Amygdala Prefrontal Cortex Happy Breathing Neuroplasticity Big Emotions</p>				<p>My Happy Mind</p>

	<p>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>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>						
The Story Project -	<p><u>Angry Arthur by Hiawyn Oram</u></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> <p>I can tell you how I take responsibility for my school environment (including toilets/shared spaces).</p>	<p>CF6. How to manage conflict, and that resorting to violence is never right.</p> <p>CF7. The conventions of courtesy and manners.</p> <p>HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <p>HW5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>HW9. Where and how to seek support (including recognising the triggers for seeking support), including who 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>Should we act the same in every situation?</p> <p>What is the five point scale for basic emotions?</p>	<p>The five point scale helps us to understand that we can feel emotions more and less at different times.</p>	<p>Appropriate Inappropriate Proportionate Support Responsibility</p>			The Story Project
Spring 1 Online Safety	<p>Story Project Look Up (Too much time online)</p>							
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>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>	<p>What are character strengths?</p>	<p>There are many character strengths and everyone has different amounts of each of them inside us.</p>	<p>Character Strength Love and Kindness Bravery and Honesty Exploring and Learning</p>			My Happy Mind

	That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. That it is nice to tell other people when they use their strengths, as it makes them feel good.				Teamwork and Friendship Love of Life and our World Unique Special Strength Spotting			
The Story Project -	<u>Look Up by Nathan Byron</u> I can tell you what makes me an individual. I can tell you what my strengths are. I can teach someone else about something I am good at. I can tell you some of the effects of spending too much time online. I can tell you how to keep safe on the roads.	RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests WO3. The benefits of limiting 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. PS2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	What are some of the consequences of spending too much time online? How can we practice road safety?	Drivers use the highway code to keep safe whilst driving. Rules 18 - 30 are for pedestrians.	Individual Consequences Pedestrian Highway code			The Story Project
Spring 2 Online Safety	Project Evolve Online Relationships (Asking permission to do something online)							
Spring 2 Appreciate	What appreciate means, what types of things we appreciate, and how we show appreciation. 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. How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. How Happy Breathing exercises help to remind us to appreciate the things we might forget. By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity.	R2. to identify the people who love and care for them and what they do to help them feel cared for.	What does 'appreciate' mean? What is gratitude and how does it make us feel? How does team H-A-P feel when we give and receive gratitude?	When we appreciate others, we feel good and they feel good.	Appreciate Grateful Thankful Gratitude Wheel Ourself Others Experiences			My Happy Mind

	That when we give and receive gratitude, it makes Team H-A- P happy, and they can work well together.							
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>RKR7. The conventions of courtesy and manners.</p> <p>PHF1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>PHF2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.</p> <p>PHF3. The risks associated with an inactive lifestyle, including obesity.</p> <p>PHF4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>HE1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>HE4. 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>HPP4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</p> <p>HPP5. 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>	You should brush your teeth twice a day for 2 minutes each.	<p>Healthy Lifestyle</p> <p>Diseases</p> <p>Personal hygiene</p> <p>Contagious</p> <p>Obesity</p>			<u>The Story Project</u>
Summer 1 Online Safety	<u>Project Evolve Health Wellbeing and Lifestyles (Explain rules to keep myself safe when using technology)</u>							
Summer 1 Relate RSE:	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.	R2: to identify the people who love and care for them and what they do to help them feel cared for	<p>What does 'relate' mean?</p> <p>What is active listening?</p>	Active listening helps us to build positive relationships.	<p>Relate</p> <p>Get along</p> <p>Stop, Understand and Consider</p>			<u>My Happy Mind</u>

<p>Lesson 1 (My Family and Me)</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>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 'stop, understand and consider' mean?</p> <p>How can happy breathing help us when falling out with friends?</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>RKR2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>RKR6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p> <p>HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <p>HPP3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on 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 its best.</p>	<p>Permission Permission-seeking</p>			<p>The Story Project</p>

<p>Summer 2 Online Safety</p>	<p>Project Evolve Privacy and security (why it is important to always ask a trusted adult before sharing any personal information online)</p>							
<p>Summer 2 Engage PANTS (5-7 Lesson 1 and 2)</p>	<p>What engage means. What types of things they can engage in. That when they engage in something and feel happy, they can do the activity better. That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. How to set a class goal using the 3 steps. That setting goals and achieving them can make Team H-A- P happy too. That we do not always achieve our goals, but as long they have tried, they will learn something new. 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 R15: how to respond safely to adults they don't know R16: about how to respond if physical contact makes them feel uncomfortable or unsafe R18: about the importance of not keeping adults' secrets (only surprises that others will find out about eventually) R19: basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe H25: to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) 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? How does it feel when we engage in something? 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 NSPCC PANTS</p>
<p>The Story Project -</p>	<p>My Big Fantastic Family by Charlotte and Adam Guillane I can tell you about different types of families. I can tell you why all families deserve respect. I can tell you about the people important to me in my family. I can tell you how families can change and some of the emotions related to this. I can tell you how families help each other in times of difficulty.</p>	<p>RE2. The characteristics of safe and happy family life, such as 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. RE3. That the families of other children, 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>Is there just one type of family? 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>

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 Online Safety	Project Evolve Online bullying (how people may bully others and how bullying can make someone feel)							
Autumn 1 Coop Values	<p><u>Coop Values</u> Self help Library (Pioneers)</p> <p><u>To know:</u> What does helping yourself and others mean and how did the Rochdale Pioneers help themselves and others (for example library)</p> <p><u>To feel:</u> Understanding the impact when demonstrating independence and how it helps individually</p> <p>Understand the impact of self help of using the library set up by the Pioneers had on people in their community</p> <p><u>To do:</u> People and Places - Visit a library and encourage others to do so through persuasive features</p> <p>Problem - Local library is being closed (learning pit and fictional narrative) how can we stop this?</p> <p>Application of Knowledge/skill - Set up a parent library in school</p>	<p>Self help</p> <p>Library (Pioneers)</p> <p>What does helping yourself and others mean and how did the Rochdale Pioneers help themselves and others for example (library)</p> <p>Understanding the impact when demonstrating independence and how it helps individually</p> <p>Understand the impact of self help of using the library set up by the Pioneers had on people in their community</p> <p>People and places Visit a library and encourage others to do so through persuasive features</p> <p>Problem Local library is being closed (learning pit and fictional narrative) how can we stop this?</p> <p>Application of knowledge and skill to apply in an unfamiliar context Set up a parent library in school</p>	<p>Who are the Rochdale pioneers?</p> <p>How can we help our community?</p>	<p>There are 30 different public libraries in Bradford, the first opened in 1872.</p>	Pioneer		Individual liberty	Coop Values curriculum
The Story Project	<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>RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests</p>	<p>Why are mistakes an important part of the learning process?</p>		Perseverance			The Story Project

	I can tell you what the word perseverance means.							
	I can tell you what helps me to persevere.							
Autumn 2 Online Safety	My Happy Mind (keeping safe online)							
Autumn 2 Meet your Brain RSE: Lesson 4 (Keeping Safe) Health and Wellbeing - looking after our health	<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 Flight Freeze Ultraviolet Vaccinations Immunisations Age restrictions Allergic reaction Allergy Allergens</p>			My Happy Mind

		<p>R17: about knowing there 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>						
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<p>The Story Project -</p>	<p><u>Ravi's Roar by Tom Percival</u></p> <p>I can explain that it is okay to feel all emotions.</p> <p>I can explain why it is important to reflect on how I manage my emotions.</p> <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>CF6. How to manage conflict, and that resorting to violence is never right.</p> <p>RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>HW2. The importance of promoting general wellbeing and physical health.</p> <p>HW3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</p> <p>HW4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</p> <p>HW5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>HW9. Where and how to seek support (including recognising the triggers for seeking support), including who 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>Why is it important to reflect on our feelings and how we manage them?</p> <p>Why is it good that people are different?</p>		<p>Reflect Manage Diversity</p>		<p>The Story Project</p>
<p>Spring 1 Online Safety</p>	<p>Story Project Chicken Clicking (Reporting problems/dangers of being online)</p>						

		<p>contact with older social media users, who may be strangers, including other children and adults.</p> <p>OS4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p>						
Spring 2 Online Safety	Project Evolve Self Image and Identity (how other people may look and act differently online and offline)							
Spring 2 Appreciate Living in the wider world - money and finances	<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 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. How being grateful for ourselves can be hard and Happy Breathing can help us.</p>	<p>L10: what money is; forms that money comes in; that money comes from different sources</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 some other ways of saying 'appreciating'?</p> <p>What are the parts of the Wheel of Gratitude?</p>					My Happy Mind
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>BS2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>BS3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p>	<p>What is the difference between a secret and a nice surprise?</p>		<p>Secret</p> <p>Surprise</p> <p>Uncomfortable</p> <p>External genitalia</p> <p>Vulva</p> <p>Vagina</p> <p>Penis</p> <p>Testicles</p>			The Story Project

	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>BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p> <p>BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p> <p>BD2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</p>						
Summer 1 Online Safety	Project Evolve Managing Online Information (difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real')							
Summer 1 Relate RSE Lesson 3 (Fabulous Friendships)	<p>That we relate to different people in different ways and that different people relate differently, too. 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? How can we spot the characteristics of a good friend?</p>			Friendships Relationships Differences		My Happy Mind

	<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 When friendships go through a wobble and know what to do when this happens.</p>							
<p>The Story Project -</p>	<p><u>The Girl at the Front of the Class by Onjali Q. Rauf</u></p> <p>Sensitive topic</p> <p>I can tell you what a refugee is</p> <p>I can tell you what human rights are</p> <p>I can tell you how I understand the needs of others</p> <p>I can tell you how I support others</p> <p>I can tell you some strategies for deciding if someone is trustworthy</p>	<p>CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</p> <p>CF3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</p> <p>CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>CF5. 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>CF7. How to recognise when a friendship is making them feel</p>	<p>How can we show we respect people's differences?</p> <p>How can we live happily together to foster a safe tolerant place?</p>		<p>Discrimination Needs Refugee Respect Rights Trust</p>			<p>The Story Project</p>

		<p>unhappy or uncomfortable, and how to get support when needed.</p> <p>RKR1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p> <p>RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>RKR6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>RKR11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p> <p>BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>W6. That isolation and loneliness can affect children, and the benefits of seeking support.</p>							
Summer 2 Online Safety	Project Evolve Online Reputation (how information put online about someone can last for a long time)								
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>		Habits Pressure			My Happy Mind NSPCC PANTS	

	<p>How Happy Breathing can help when goals are tricky.</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>The Story Project -</p>	<p><u>Grandad's Camper by Harry Woodgate</u></p> <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>	<p>RE2. The characteristics of safe and happy family life, such as 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>RE3. That the families of other children, 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>BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p>	<p>What are some strategies we could use when dealing with times of change and loss?</p>	<p>Children and young people can grieve just as deeply as adults, but they often show it in different ways. They often 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.</p>	<p>Loss Change Bereavement</p>			<p>The Story Project</p>

		<p>HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <p>HW3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</p> <p>W8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</p>						
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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 Online Safety	Story Project On a Magical Do Nothing Day (Positive and negative online content)							
Autumn 1 Coop values	<p><u>Coop Values</u> Self responsibility Setting up shop (Pioneers) - work with Rochdale Museum for artefacts and educational box</p> <p><u>To know:</u> What does responsibility for self and others mean and how do we show this?</p> <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>Self responsibility Setting up shop (Pioneers)</p> <p>What does responsibility for self and others mean and how do we show this? How did the Pioneers start on the journey of self responsibility? Understanding the impact of taking responsibility for self and others Understand how this can shape identity and contributes to positive society</p> <p>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. Create job descriptions, interview process and accompanying questions</p> <p>Problem</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>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>No food banks (learning pit and fictional narrative) how can we stop this?</p> <p>Application of knowledge and skill to apply in an unfamiliar context Set up a Co-op shop or food bank in school</p>						
The Story Project -	<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
Autumn 2 Online Safety	<p>NCCE Computing systems and networks (Creating safe passwords)</p>							
Autumn 2 Meet your Brain RSE (Lesson 6 - Keeping Safe)	<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>	<p>H38: how to predict, assess and manage risk in different situations</p>						
<p>The Story Project -</p>	<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>RE2. 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>RE3. That the families of other children, 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>RE4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</p> <p>CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</p> <p>CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time</p>	<p>How can we participate in our community?</p> <p>What are the benefits of music on our mental health?</p>		<p>Constructive feedback Participation</p>			<p>The Story Project</p>

		spent with friends and family, as well as hobbies, interests and community participation.						
Spring 1 Online Safety	Story Project The Hundred Dresses (Impact of cyber bullying)							
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> <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>	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
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>CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</p> <p>CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>CF6. How to manage conflict, and that resorting to violence is never right.</p> <p>RKR6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p>	How can bystanders either prevent or enable bullying?		Bystander Prevent Enable			The Story Project

		<p>RKR9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>W7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</p>						
Spring 2 Online Safety	Project Evolve Self Image and Identity (how people can represent themselves in different ways online)							
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>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>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 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>How do we develop an attitude of gratitude?</p> <p>Why should we appreciate our character strengths?</p>		<p>Attitude of Gratitude Dopamine Nutrition Obesity Oral hygiene Over consumption Under consumption Bacteria Virus Sun exposure Over exposure</p>			My Happy Mind
The Story Project -	<p>Ruby's Worry by Tom Percival</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>RE6 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>CF3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</p>	<p>What can you do if your emotions become overwhelming?</p>		<p>Overwhelming Advice Physical signs Self-care</p>			The Story Project

	<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>RKR11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p> <p>BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p> <p>BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p> <p>W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <p>W3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</p> <p>W6. That isolation and loneliness can affect children, and the benefits of seeking support.</p> <p>HPP1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>						
<p>Summer 1 Online Safety</p>	<p>Project Evolve Online Relationships (what is meant by 'trusting someone online', why this is different from 'liking someone online')</p>							
<p>Summer 1 Relate RSE Lesson 1 (Families in the Wider World) 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>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>Why is it a good thing that we are all different?</p> <p>Does everybody see things the same way? 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>That everyone sees things differently and that this is a positive thing.</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>R9: how to recognise if family relationships are making them feel very unhappy or unsafe, and how to seek help or advice</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>HE1. What constitutes a healthy diet (including understanding calories and other nutritional content).</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 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>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>HE2. Understanding the importance of a healthy relationship with food.</p> <p>HE3. The principles of planning and preparing a range of healthy meals.</p> <p>PS1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p>						
Summer 2 Online Safety	Project Evolve Health, Wellbeing and Lifestyle (why some online activities have age restrictions)							
Summer 2 Engage PANTS (7-9 Lesson 1)	<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>
The Story Project -	<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>W3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</p> <p>W4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</p> <p>WO6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</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>Monetisation</p> <p>Financial harms</p>			<p>The Story Project</p>

I can tell you how to keep money and possessions safe.								
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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 Online Safety	Project Evolve Online Bullying (describe ways people can be bullied through a range of media)							
Autumn 1 Coop values	<p><u>Coop Values</u> Democracy Voting (Pioneers)</p> <p><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?</p> <p><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.</p> <p><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</p>	<p>Democracy Voting (Pioneers)</p> <p>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?</p> <p>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 opinion?</p> <p>People and places Present member pioneers video discussing voting rights and opportunities to vote within the business. Set up mock scenarios for voting with results explained</p> <p>Problem Mock party manifesto does not value democracy for all citizens. Letters and emails of protest from different points of view</p> <p>Application of knowledge and skill to apply in an unfamiliar context Co-op pioneers to lead on voting within school to support a local cause of choice</p>	<p>What is democracy and why is it important?</p> <p>Why do people vote?</p> <p>What is a manifesto?</p>	<p>In 2024, the voting turnout was around 60%. The lowest since 2001.</p>	<p>Democracy Manifesto Contribution Election</p>		<p>Democracy</p>	<p>Coop Values curriculum</p>

<p>The Story Project -</p>	<p><u>The Grand Hotel of Feelings by Lidia Brankovic</u></p> <p>I can tell you a range of feelings words and explain when I have felt these things.</p> <p>I can tell you why it is important to listen to our emotions.</p> <p>I can describe examples of how people experience more than one feeling at a time.</p> <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>W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <p>W3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</p> <p>W4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</p> <p>W5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>DB1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</p> <p>DB3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</p>	<p>Why should we take the time to listen to our emotions?</p> <p>Why is it possible to feel more than one emotion (including conflicting emotions) at the same time?</p>		<p>Conflicting</p>			<p><u>The Story Project</u></p>
<p>Autumn 2 Online Safety</p>	<p><u>Project Evolve Health, Wellbeing and Lifestyle (identify times or situations when someone may need to limit the amount of time they use technology)</u></p>							
<p>Autumn 2 Meet your Brain 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>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 Perceived danger Trigger Intensity</p>			<p><u>My Happy Mind</u></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. They will learn how our minds can feel like a Snow globe, leaving us unable to see clearly.</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>OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p> <p>OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p> <p>OS3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>OS4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p>OS5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p> <p>BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p>	<p>What skills can use to repair a friendship?</p> <p>How do I reply to adults appropriately?</p>		<p>Consent</p>			<p>The Story Project</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>where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p> <p>PS1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p> <p>PS2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</p> <p>BFA1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p> <p>BFA2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</p>			Consent			
Spring 2 Online Safety	Project Evolve Copyright and Ownership (examples of content which I must not use without permission from the owner)							
Spring 2 Appreciate	<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>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>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>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</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>	<p>What is a gratitude domino effect and how can we create it?</p> <p>How can gratitude help is in tough times?</p>		Domino effect			My Happy Mind
The Story Project -	<p><u>Mama Miti 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>RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p>	<p>What can you do to look after yourself in the sunshine?</p> <p>Who is your role model and why?</p>		Role model Respect Community			The Story Project

	<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>RKR6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>RKR7. The conventions of courtesy and manners.</p> <p>W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <p>HPP2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>					
Summer 1 Online Safety	<p>Story Project Penguin Pig (Risks of friends online/how information is shared and used online)</p>						
Summer 1 Relate RSE Lesson 5 (Friendship Ups and Downs)	<p>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>RSE: Identify those things that make them a good friend.</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>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>Why should we stop, understand and consider before responding?</p> <p>How can we be a good friend?</p>		<p>Mutual respect Excluded Reconcile Compromise Disputes Resolve Similarities Differences</p>		<p>My Happy Mind</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>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>					
The Story Project -	<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>OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p> <p>OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p> <p>OS3. There is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>OS4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p>OS5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</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		The Story Project

		<p>BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p> <p>BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p> <p>WO4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</p> <p>WO5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</p> <p>WO7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</p> <p>WO8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</p> <p>WO9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</p> <p>WO10. That they have rights in relation to sharing personal data, privacy and consent.</p> <p>WO11. Where and how to report concerns and get support with issues online.</p>						
Summer 2 Online Safety	<p>Story Project The Proudest Blue (Strategies to get help with online bullying)</p>							
Summer 2 Engage RSE Lesson 3 (Learning to Love Difference) PANTS (7-9 Lesson 1)	<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>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</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>		<p>Gender stereotype Gender diversity Discrimination Oppression</p>			<p>My Happy Mind NSPCC PANTS</p>

	RSE: Recognise what a gender stereotype is and isn't. Discuss their views on gender and diversity. Identify when a gender stereotype is being used.							
The Story Project -	<u>The Proudest Blue by Ibtihaj Muhammed</u> I can tell you about my cultural heritage. I can tell you about ways my family and friends support me. I can tell you how to show respect to people who have different beliefs to me. 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. I can tell you about the impact of bullying on mental well being.	RE4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. W7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	What are the different types of bullying? What is the impact of bullying on mental wellbeing? How can we seek help if we or others need it?		Cultural heritage Bystanders Cyberbullying Bullying			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 Online Safety	Story Project The Boy Who Grew Flowers (How images in the media do not always reflect reality)							
Autumn 1 Coop values	<u>Coop Values</u> Equality Buying and selling fairly for the benefit of others (Pioneers) <u>To know:</u> How does fairtrade work within a business? How did the pioneers tackle equality within the set up? <u>To feel:</u>	Buying and selling fairly for the benefit of others (Pioneers) How does fairtrade work within a business? How did the pioneers tackle equality within the set up? Understand the impact of inequality and how equality brings cohesion and its effects on well-being People and places Write a letter or email inviting the chair of the ACC to talk about equality within the business. How does the chair ensure equality within the academy? Is this a priority? How would we measure this?	What is fairtrade and how does it work within a business? How did the Rochdale Pioneers tackle inequality with the set up?	Women were not allowed to vote until 1918.	Fairtrade Suffragettes Equality Equal rights		Sex Individual liberty Rule of Law	Coop Values curriculum

	<p>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 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>	<p>Problem Pioneers supporting women's voting rights share this as a problem based narrative. Taking class back to the time and using this as the dilemma. Recount or Diary describing the events and decision to allow women to vote</p> <p>Application of knowledge and skill to apply in an unfamiliar context 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>						
<p>The Story Project -</p>	<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>	<p>RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests</p> <p>RKR9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>W7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</p>	<p>What is self-esteem?</p> <p>What strategies can we do to improve our body confidence and well being?</p>		<p>Body image Inclusive Wellbeing Body confidence Self esteem Cyber bullying</p>			<p>The Story Project</p>
<p>Autumn 2 Online Safety</p>	<p>Project Evolve Online Reputation (describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect)</p>							
<p>Autumn 2 Meet your Brain RSE</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>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>What is the difference between our brains and our minds?</p>		<p>Cortisol Inactive Self-respect Anonymous Courteous Adhere</p>			<p>My Happy Mind</p>

<p>Lesson 4 (Identity and Respect)</p> <p>Lesson 5 (Discrimination and the Law)</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>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>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 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>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>Human rights Accountability Prejudice</p>			
<p>The Story Project</p>	<p><u>Ada's Violin by Susan Hood Year 5</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>RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests</p> <p>W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</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 Self-esteem</p>			<p>The Story Project</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>							
Spring 1 Online Safety	<p>Project Evolve Online Relationships (Some people I communicate with online may want to do me or my friends harm. I can recognise that this is not my / our fault.)</p>							
Spring 1 Celebrate	<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 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>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). H27. to recognise their individuality and personal qualities.</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</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 anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</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>
The Story Project	<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>RE3. That the families of other children, 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>RKR1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p>	<p>How can you help a friend in a difficult situation?</p> <p>What affirmations can you state about yourself?</p>		<p>Separate Separation Divorce Affirmation</p>			<p>The Story Project</p>

	<p>I can explain how I could help a friend who is experiencing a difficult situation.</p>	<p>BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p> <p>W3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</p> <p>W4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</p> <p>W9. Where and how to seek support (including recognising the triggers for seeking support), including who 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>Spring 2 Online Safety</p>	<p>Project Evolve Managing Online Information (identify ways the internet can draw us to information for different agendas)</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>When we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine.</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>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</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>	<p>How can we show appreciation to others?</p> <p>Which is the hardest category to think about gratitude for and why?</p>		<p>Gratitude Dopamine Compassion Commitment Appreciation</p>			<p>My Happy Mind</p>	

	<p>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>Pizza Face by Rex Ogle and Dave Valeza</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>HPP3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</p> <p>DB1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</p> <p>DB2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</p> <p>DB3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</p>	<p>What ways can you share you share your emotions?</p> <p>How can you get advice?</p> <p>Name different ways people experience puberty.</p>		<p>Puberty</p> <p>Menstration</p> <p>Menstrual cycle</p> <p>Scortum</p>		<p>The Story Project</p>
Summer 1 Online Safety	<p>Project Evolve Copyright and Ownership (content that is permitted to be reused and know how this content can be found online)</p>						
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>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</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>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 anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</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>		Vocab		<p>My Happy Mind</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 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>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>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>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>RE2. The characteristics of safe and happy family life, such as 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>RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>BS6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p> <p>BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p> <p>W2. The importance of promoting general wellbeing and physical health.</p> <p>W9. Where and how to seek support (including recognising the triggers for seeking support), including who 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>W10. That it is common to experience mental health problems, and early support can help.</p>	<p>Which colours make the children feel relaxed and calm?</p> <p>How are you feeling today?</p> <p>What are some ways that people can look after their mental health?</p>	<p>Our mental health can be affected by lots of different situations.</p>	<p>Mental illness Wellbeing Depression Mood disorder</p>			<p>The Story Project</p>

<p>Summer 2 Online Safety</p>	<p>Project Evolve Privacy and Security (explain how many free apps or services may read and share private information)</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. How understanding other people's character strengths can also help in team goals.</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</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>		<p>Team goals</p>			<p>My Happy Mind NSPCC PANTS</p>
<p>The Story Project -</p>	<p>Ritu Weds Chandni by Ameya Narvankar</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>	<p>CF5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p>	<p>Why are some relatives not happy about the wedding?</p> <p>Why do some neighbours turn away from the wedding procession?</p>	<p>There are around 8000 same-sex marriages in the UK every year</p>	<p>Customs Traditions National identity Regional identity Religious identity Ethnic identity</p>		<p>Marriage & civil partnership Sexual orientation</p>	<p>The Story Project</p>

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 Online Safety	Project Evolve Health Wellbeing and Lifestyle (the impact of technology on health)							
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 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>	<p>How does Co-op membership work? Why is this integral to the business and how does it link between present day and the Pioneers set up? What other Co-operative businesses exist around the world for example, Barcelona football team. How are local causes supported and why?</p> <p>Understanding the impact of equity and the influence members have (self efficacy) on the business. The way it is run, who benefits and why?</p> <p>People and places Discussion text exploring the reasons for equity and creating equitable opportunities</p> <p>Problem Co-co to discuss the allocation of money received from the Trust to benefit something in school.How can this be used equitably? Balanced argument.</p> <p>Application of knowledge and skill to apply in an unfamiliar context Set up a small equitable business. Who would we involve? Where could we find support and advice from? At this stage</p>	<p>What is the difference between equity and equality?</p> <p>How does Co-op support local causes?</p>	<p>Co-op has over 5 million active members.</p>	<p>Equity Influence Equitable opportunities</p>			<p>Coop Values curriculum</p>

<p>The Story Project -</p>	<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>RE3. That the families of other children, 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>RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>RKR10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <p>HW3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</p> <p>HW4. How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.</p> <p>HW6. That isolation and loneliness can affect children, and the benefits of seeking support.</p>	<p>What are usual normal emotions? How is it different from a mental health condition?</p> <p>Name a range of emotions to describe how you may feel.</p> <p>How can you find support if you need it?</p>		<p>Vulnerability Stereotypes Negative Destructive Preferences Isolation Loneliness</p>			<p>The Story Project</p>
<p>Gender Stereotypes and Me</p>	<p>Students understand what gender stereotypes are.</p> <p>Students can identify how gender stereotypes influence our thinking and the judgements that we make about others, which may be unfair or unkind.</p> <p>Students can recognise that gender stereotypes place expectations on all of us in terms of our behaviour and that they can narrow our interests, opportunities and how we express ourselves.</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</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 anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>What is meant by gender stereotypes?</p> <p>What is misogyny?</p>		<p>Misogyny</p>		<p>Sex/gender</p>	<p>https://drive.google.com/drive/folders/1Qinz1jpo2P99RXRfD6ikBmFYX2BRF-Tv</p>

Autumn 2 Online Safety	Story Project Marcus Rashford, Little People Big Dreams (How to prevent difficult situations online)							
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>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>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>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>	<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
The Story Project -	Marcus Rashford, Little People Big Dreams by Marcia Isabel Sanchez Vegara	CF6. How to manage conflict, and that resorting to violence is never right.	<p>Why does it matter to me?</p> <p>What is racism?</p>		Discrimination Empathy Racism			The Story Project

	<p>I can tell you what racism is and how I can stand up to it.</p> <p>I can tell you some strategies to manage difficult situations and how to seek help or advice from others.</p> <p>I can tell you how I could prevent difficult situations online.</p> <p>I can tell you about people who have stood up for what they believe in.</p> <p>I can tell you how I can stand up for what I believe in.</p>	<p>RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests</p> <p>RKR9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>OS1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p> <p>OS2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p> <p>OS4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p>OS6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p> <p>W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p>	<p>How can we stand up to racism?</p> <p>What do you believe and how can you stand up for yourself?</p>		<p>Prevention strategies Voices of change</p>			
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Spring 1 Online Safety	My Happy Mind RSE (Know where to get help if someone upsets you online)							
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>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). H27. to recognise their individuality and personal qualities.</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</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 anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>	How can we use our character strengths when we go through big life events, like transitioning to secondary school?					My Happy Mind
The Story Project -	<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>RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>RKR6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>RKR7. The conventions of courtesy and manners.</p> <p>RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests</p> <p>HW1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of</p>	<p>Who do human rights protect and why do we have them?</p> <p>Discuss the difference between rights and responsibilities.</p> <p>How do you show care and compassion towards others?</p>		United Nations Declaration of the Rights of the Child Extremism Compassion			The Story Project

		rest, time spent with friends and family, as well as hobbies, interests and community participation. HW4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.						
Spring 2 Online Safety	Project Evolve Managing Online Information (identify, flag and report inappropriate content)							
Spring 2 Appreciate	<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>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</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>	How can we build resilience?		Resilience Compassion Gratitude			
Summer 1 Online Safety	Project Evolve Privacy and Security (Know that some online content targets people to gain money or information illegally)							
Summer 1 Relate	<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>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>		Relationship building powers Transferable skills Confidential Grooming			My Happy Mind

	<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>The Story Project -</p>	<p><u>Marys Earps Little People Big Dreams by Maria Isabel Sanchez Vergara</u></p> <p>I can tell you what a stereotype is and how stereotypes can be unfair, negative or destructive</p> <p>I can challenge stereotypes</p> <p>I can tell you what influences people's career choices</p> <p>I can tell you the benefits of exercise</p> <p>I can tell you what I need to look after my physical health</p>	<p>RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>RKR8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests</p> <p>RKR10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>W1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <p>PHF1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>PHF2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.</p> <p>HE1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>HE3. The principles of planning and preparing a range of healthy meals.</p> <p>HPP3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age,</p>	<p>What is a stereotype?</p> <p>How can you challenge stereotypes</p> <p>How can we keep our bodies healthy?</p> <p>What is a healthy meal?</p> <p>Can you name physical benefits of an active lifestyle?</p>		<p>Discrimination</p> <p>Exercises</p> <p>Stereotypes</p> <p>Influences destructive</p>			<p>The Story Project</p>

		and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.						
Summer 2 Online Safety	My Happy Mind RSE (Pressure of sharing pictures online/Protecting privacy online)							
Summer 2 Engage RSE (Lesson 6 - Online safety images) PANTS (9-11 Lesson 1) Transition lesson Maths - NATWEST Money Sense	<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>How to recognise their concerns and define strategies to overcome them.</p> <p>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>H36: strategies to manage transitions between classes and key stages</p> <p>H23: about change</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>	How can we recognise our concerns and set strategies to overcome them?		Distribution Complying Regulations Restrictions Privacy Boundaries Gambling			My Happy Mind NATWEST Money Sense NSPCC PANTS

		<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>						
The Story Project -	<p><u>Sunny Side Up by Jennifer and Matthew Holm</u></p> <p>I can tell you the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking and how they affect everyone differently.</p> <p>I can tell you some strategies for resisting peer pressure related to drugs, smoking and alcohol and how I would get help if I was worried about myself or someone else taking drugs, smoking or drinking alcohol.</p> <p>I can tell you why consent and permission seeking are important in a relationship.</p> <p>I can express my needs calmly and assertively.</p> <p>I can tell you how to be safe around water.</p>	<p>RE6. 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>RKR2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>RKR4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</p> <p>BS7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p> <p>HE4. 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>DA1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</p> <p>HPP6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p> <p>PS2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</p>	<p>What is a safe relationship? How can you find help if you need it?</p> <p>Why is it important to have boundaries?</p> <p>What is the difference between being assertive and being controlling?</p> <p>Can you recognise when you are being kind to others Vs when you are neglecting your own needs?</p> <p>What are the unhealthy behaviours on the body?</p> <p>What are the risks of legal and illegal substances?</p> <p>Name ways you can be safe around water?</p> <p>Name ways you can be safe around roads?</p>		<p>Controlling</p> <p>Assertive</p> <p>Boundaries</p> <p>Advice</p> <p>Alcohol</p> <p>Illegal harmful substance</p> <p>Vaping</p> <p>Drugs</p> <p>Smoking</p> <p>Alcohol</p> <p>Water safety</p> <p>Level crossings</p>			The Story Project