



PSHE CURRICULUM OVERVIEW

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Theme	Health and wellbeing	Health and wellbeing	Relationships	Health and wellbeing	Health and wellbeing	Health and wellbeing	Health and wellbeing	Relationships
Key question for week	All about me.	What makes you, you?	Can we be friends?	What makes you special?	What makes me smile?	How do you feel?	How do we keep each other safe in school?	What is love? What is trust?
Rights Respectin g	Article 1 – definition of a child	Article 7 – Name and nationality Article 8 Identity	Article 2 – no discrimination Article 15 Setting up or joining groups	Article 21 – children who are adopted Article 23 children with disabilities	Article 12 respect for children's views Article 13 – sharing thoughts freely	Article 13 – sharing thoughts freely	Article 19 protection from violence Article 28 – Access to education Article 31 rest play culture arts Article 32 protection from harmful work	Article 3 – Best interests of the child Article 5 – Family guidance as children develop Article 9 Keeping families together
EY	Include lots of circle time/getting to know each other games as children settle in over the next couple of weeks.	Introduce school rules – STARS Include lots of circle time/getting to know each other games as children settle in over the next couple of weeks.	Discuss with the children about friends and why friends are important. Can the children identify what they like about their friends within the class?	Think back to last week when we identified what we liked about our friends. Talk about how we are the same and different to our friends.	Talk about the different feelings we have. Can they match facial expressions to feelings?	Look at a range of pictures of different emotions. Can the children identify what feeling the pictures represent?	Share pictures of safe/unsafe scenarios. Discuss these with children and how the people in scenarios may feel. Look at people who help us to keep safe- Police, fire service, lollipop person, etc and discuss how they keep us safe.	What is love? Who do we love? Draw a picture of all the people/animals you love. During CP – home corner.
Rec	Play some name games for children to learn each other's names e.g Jack in the box, Who's under the blanket (hedgehogs)	Introduce school rules – STARS Talk to the children about what each of the letters stand for – show the cards so they link the colour to the word	Read the book 'Frog and Toad are Friends' by Arnold Lobel. What is a friend? Discuss with the children how Frog	Think back to last week when we identified what we liked about our friends. Talk about how we are the same and different to our friends.	Talk about the different feelings we have. Can they match facial expressions to feelings?	Look at a range of pictures of different emotions. Can the children identify what feeling the pictures represent? Children to begin to think about why they think it	Recap our school rules and actions; 'STARS'. Talk about how these are important outside of school too. Circle time – discussion. Who can	What is love? Who do we love? Draw a picture of all the people/animals you love. During CP – home corner.

	Circle time children to say something about themselves to introduce them to the class.	How can you achieve these goals?	and Toad become friends. What do they like about their friends? How can we make new friends?	Read aloud word cards – can the children identify whether or not they identify something the same or different. For example, eye colour, religion etc	Can they talk about different situations that make them smile? When might they not smile?	represents a certain feeling?	help us in school? Do we feel safe at school? What can we do if we don't feel safe in school?	
Y1	<p>I can identify what I like and dislike. I know about different feelings that humans can experience.</p> <p>Circle Time – talk about things they like/dislike. Tell the class something about themselves. Discuss feelings of coming to new class. Is it what they expected. Read lost and found by Oliver Jeffers – discuss what the children might do in that situation.</p>	<p>I know about what rules are, why they are needed, and why different rules are needed for different situations. I can recognise the relationship between rights and responsibilities. I know how to recognise what makes me special.</p> <p>Recap on school rules – STARS.</p> <p>What do they mean? Why are they important? Discuss how to follow them in school. Can they use these rules outside of school?</p> <p>Discuss how even though we are all following the same rules we are all different. Can the children identify something about themselves that makes them individual?</p>	<p>I know how people make friends and what makes a good friendship.</p> <p>I know what kind and unkind behaviour is and how this can affect others.</p> <p>Consider delivering Pol Ed lesson – How can I make friends?</p> <p>PPT from website and resource sheet available</p> <p>Read the book 'Frog and Toad are Friends' by Arnold Lobel.</p> <p>Ask the children to think about the qualities and behaviours that make a friend. Write each one on a friendship token and stick onto the board/flipchart. Ideas might include</p>	<p>I know how to recognise what makes me feel special.</p> <p>Consider delivering Pol Ed lesson – What makes me special?</p> <p>PPT from website and resource sheet available</p> <p>Ask the children to sit in a circle. Discuss how even though we are all in year 1, we all have different qualities that make us special.</p> <p>Ask the children to talk with their partner. Can they think about what makes them special and unique and share this with their partner? Can they think about this is different to their partner. Come back together, children to complete the sentence stem: 'I am different from my friend because...'</p>	<p>I know how to recognise and name different feelings. I know how feelings can affect people's bodies and how they behave.</p> <p>Talk to the children about the different emotions we have and how each emotion is a different feeling.</p> <p>Ask the children to come up with words of how we are feeling when we smile.</p> <p>Think of things that make us smile, as a class create a spider diagram.</p>	<p>I know about ways of sharing feelings. I recognise when I need help with feelings; that it is important to ask for help with feelings; and when to ask for it.</p> <p>Look at a range of pictures of different emotions.</p> <p>Have a discussion around why they think it represents a certain feeling e.g. a picture of a child playing with a smiley face could be happy.</p> <p>Show the children a range of pictures can they begin to identify how they know the children are feeling in different situations.</p>	<p>I know ways to keep safe in familiar environments.</p> <p>What makes you feel safe? Who makes you feel safe? Draw your own safe class space – who is in your safe space and why? Go outside and blow bubbles – tell them to take deep breaths and close their eyes and imagine their safe places.</p>	<p>I can identify the people who love and care for me and what they do to help me feel cared for.</p> <p>What is trust?</p> <p>How do teachers trust you?</p> <p>How do you trust others?</p> <p>How do you know that somebody loves you? How do you show it back?</p>

			<p>that a friend: makes you laugh, plays with you, listens to you, shares their toys, and chooses you to be their partner.</p> <p>Ask the children to think about what they like about the friends in their class.</p>					
Y2	<p>I can identify what I am good at, what I like and dislike. I know about the different groups I belong to.</p> <p>Circle time - talk about your feelings now you are in Year 2. Tell the children in the class your name and one thing about yourself. Try and think of something that no one will already know or that is different to someone else in the class. Put children into partners – give a set time to find out as much about their partners as they can (share some key questions to support) – share what they have found out with</p>	<p>I know how to recognise what makes me special. I recognise ways in which we are all unique.</p> <p>Recap on school rules – STARS. What do they mean? Why are they important? Discuss how to follow them in school. Can they use these rules outside of school? Discuss how even though we are all following the same rules we are all different. As a whole class create a mind map to show how we can achieve/follow these rules.</p>	<p>I know how people make friends and what makes a good friendship. I recognise ways in which I am the same and different to others.</p> <p>Share with the children the picture book 'Willy and Hugh' by Anthony Browne.</p> <p>Ask the children to think about how Willy and Hugh became friends and how being different helped them. Sometimes it may feel difficult or tricky to know how to make a new friend. This is when friendship tokens might help. Using a friendship token, offer it to one of the children. Give out friendship tokens – children to</p>	<p>I recognise ways in which we are all unique. I recognise ways in which I am the same and different to others.</p> <p>Remind the children of the story from last week – 'Willy and Hugh' by Anthony Browne – and ask them to think about how the two characters were both different but still could become friends.</p> <p>Explain that we don't have to be the same to be friends. We are all special and unique and bring different qualities to friendships. Sitting in pairs ask the children to talk together and find out one way they are different from each other.</p> <p>Come back together – draw out from discussions that it is important to recognise differences between us</p>	<p>I know how to recognise and name different feelings. I know how feelings can affect people's bodies and how they behave.</p> <p>Talk to the children about the different emotions we have and how each emotion is a different feeling.</p> <p>Ask the children to come up with words of how we are feeling when we smile. Think of things that make us smile, children to create a poster to show what makes them smile/happy.</p>	<p>I recognise that not everyone feels the same at the same time or feels the same about the same things.</p> <p>Look at a range of pictures of different emotions.</p> <p>Have a discussion around why they think it represents a certain feeling e.g. a picture of a child playing with a smiley face could be happy.</p> <p>Show the children a range of pictures can they begin to identify how they know the children are feeling in different situations.</p> <p>Play feelings bingo.</p>	<p>I know ways to keep safe in familiar environments. I know what to do if there is an accident and someone is hurt. I know how to get help in an emergency.</p> <p>Show the children a picture of an animal in danger – do you think it feels safe? Why/why not? What makes you feel safe? Talk about different places and people who make us feel safe. How do you feel when you are safe? Conscience alley – give children a scenario 'Should I tell someone if I don't feel safe?' – split children into two groups for conscience alley activity.</p>	<p>I can identify the people who love and care for me and what they do to help me feel cared for.</p> <p>What is love? What is trust?</p> <p>How do show love? Who do you love?</p> <p>How do we show trust? How do we show trust? Who do you trust?</p> <p>https://youtu.be/dhIMDocdHHg</p> <p>Recap what is love and what is trust? How does it make us feel? How can we identify the different feelings? When might we have these feelings?</p>

	the rest of the class.		choose someone to give their token to.	and how this makes us all special.				
Y3	<p>I know about personal identity, what contributes to who we are. Introduction to the children (can be done in circle time) ask children to share something about themselves. Around the room place different images, linked to activities/subjects etc. ask the children to collect the image that best represent who they are. Children to then find a partner and discuss the image they have chosen and why. Ask the partners to share what makes their partner/friend unique.</p>	<p>I recognise my individuality and personal qualities. I recognise reasons for rules and laws; consequences of not adhering to rules and laws. Recap on the school rules 'STARS' How can we as individuals achieve these goals?</p> <p>What individual qualities do you have that make you, you? Can these help you to achieve the goals?</p> <p>Do we all have the same qualities? Why do we all follow the same rules at school? Why is it important for us to all follow the same rules?</p>	<p>I know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. I know what constitutes a positive, healthy friendship. Ask the children 'what is an enemy?' and how an enemy might act.</p> <p>Ask the children 'Can you tell what a person is like by looking at them?'</p> <p>Talk about whether or not the children would be happy to talk to someone who has been unkind to them.</p> <p>Invite the children to talk about their experiences of making new friends. As a class create a spider diagram of what they think makes a good friendship/what they look for in a friend.</p>	<p>I know about personal identity, what contributes to who we are. I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. Ask the children to choose two things they like about their physical appearance.</p> <p>Then look at their friends and identify how they are similar and different to each other.</p> <p>As a class create a mind map of ways we are the same and different.</p> <p>Explain that being different is what makes us special and unique and it is important that we are different. As a team we can work together to achieve our goals because we all have different skills we can bring to help us to achieve.</p>	<p>I know what everyday things that affect feelings and the importance of expressing feelings. Look at the ppt of various characters and discuss their emotions/feelings.</p> <p>Focus on the emotion happy – What makes you smile?</p> <p>Share ideas as a class</p> <p>Remind children of why it is important to share our feelings and share when we might not always be happy</p>	<p>I know what everyday things that affect feelings and the importance of expressing feelings. Look at a range of pictures of different emotions.</p> <p>Have a discussion around why they think it represents a certain feeling e.g. a picture of a child playing with a smiley face could be happy.</p> <p>Show the children a range of pictures can they begin to identify how they know the children are feeling in different situations.</p> <p>Give the children 2 or 3 feelings can they think about different situations when they might feel like that?</p>	<p>I know strategies for keeping safe in the local environment, familiar or unfamiliar places. Write the word 'safe' slowly on the board and ask the children to guess what the word will be. Explain to the children that all children have the right to always feel safe. Discuss as a whole group what safe means, when children feel safe, where they feel safe and how they feel when they are safe? Discuss vocab linked to safety.</p> <p>As a class make a list of what makes you feel safe in school.</p>	<p>I can recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. How do we feel love? How to we show it? Think about at home what might you do? What might your family do? To show love.</p> <p>Trust games – 3 activities – blind fold and direct around the classroom, catching someone falling, stand on a sheet and children have to turn it over without getting off it. Partner talk, do we need trust to show love? Why? Share ideas and record as a whole class.</p>

<p>Y4</p>	<p>I recognise my individuality and personal qualities. Children to be given an outline of a person, can they record something about themselves, what makes them special/different to others in the class?</p> <p>Can they identify their hopes and fears for the year ahead?</p>	<p>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>Deliver Pol Ed lesson – What is diversity?</p> <p>PPT from website and resource sheet available</p> <p>Expand on STARS What does this mean to you? How can you show this? How can we work as a team together to achieve these?</p> <p>Display these in class as the new rules. Discuss how even though we are all following the same rules we are all different. Can the children think about how they can use their individual skills and qualities to achieve these goals.</p> <p>Complete pieces of me jigsaw sheet.</p>	<p>I know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. I know what constitutes a positive, healthy friendship.</p> <p>Discussion – what are the qualities of a good friend? What makes a good friendship?</p> <p>Put children in groups of 4 and ask them to act out a friendship of friends who listen and a friendship of friends who don't.</p> <p>As a class discuss who is right, discuss outcomes and how they could be changed.</p> <p>Recap on friendship skills and how they can be good friends to someone.</p>	<p>I know about personal identity, what contributes to who we are.</p> <p>Share photos of children and ask the children to notice and celebrate something in each of the photos. Draw out the physical qualities of the children in the pictures and adjectives to describe what they are or might be like; for example, she has smiley eyes and seems caring, she has a nice smile and looks happy, he has blue eyes that are clear and honest.</p> <p>Discuss how we are all individual and have different qualities – this is what makes us special.</p>	<p>I know what everyday things that affect feelings and the importance of expressing feelings.</p> <p>Look at the ppt of various characters and discuss their emotions/feelings.</p> <p>Focus on the emotion happy – What makes you smile?</p> <p>Share ideas as a class</p> <p>Remind children of why it is important to share our feelings and share when we might not always be happy</p> <p>Play guess the emotion – think about body language and how we express our emotions</p>	<p>I know varied vocabulary to use when taking about feelings; about how to express feelings in different ways.</p> <p>Look at a range of pictures of different emotions.</p> <p>Have a discussion around why they think it represents a certain feeling e.g. a picture of a child playing with a smiley face could be happy.</p> <p>In small groups give the children a picture of children in a particular situation, can they identify how they are feeling? What makes them think that? Could there be more than one feeling?</p>	<p>I know strategies for keeping safe in the local environment, familiar or unfamiliar places.</p> <p>The UN (united Nations) Convention the Rights of the Child states “every child has the right to health and safety including a life free from violence” Discuss – what does “safe” mean? Is safety just physical?</p> <p>Dictionary definition - protected from or not exposed to danger or risk; not likely to be harmed or lost.</p> <p>SAFE – what do we do in school (specifically in our class space) to make sure it is a safe space for ALL.</p> <p>How can we keep safe inside of school?</p>	<p>I know to respect that there are different types of family structures; that families of all types can give family members love, security and stability.</p> <p>Trust games – blind fold one child in a group and the rest of the team have to guide them with instructions to move balls from one bucket to another across the room. Class discussion</p> <p>Trust – what is trust? When do we need trust? Did you trust your team? Why did you need to?</p> <p>Do we need trust to be able to love? Feelings – how do we feel love? What is love?</p>
<p>Y5</p>	<p>I recognise my individuality and personal qualities.</p>	<p>I can identify personal strengths, skills, achievements</p>	<p>I know about the importance of friendships;</p>	<p>I know what contributes to personal identity, what</p>	<p>I know what everyday things that affect feelings and the</p>	<p>I know varied vocabulary to use when taking about feelings; about how to</p>	<p>I know how to respond and react in an emergency;</p>	<p>I know that a feature of positive family life is caring relationships;</p>

	<p>Teacher to introduce themselves to the class showing pics and info about themselves. Ask children to ask the teacher questions to find out more information about them.</p> <p>Circle time – children to introduce themselves by giving an interesting facts about themselves that people don't know.</p> <p>Play 'people bingo'. Each child is given a bingo board split into 6 with a statement in each box. e.g someone with a brother or someone who doesn't like vegetables. The children have to walk around and try to get a name in every box. Discuss some of the findings e.g who has siblings/ pets/ favourite food.</p>	<p>and interests and how these contribute to a sense of self-worth. I recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>Discuss how everyone in the class is an individual and has different qualities.</p> <p>How can these different qualities be used to achieve our 'STARS'?</p> <p>Discuss with the children how even though we all have different qualities which make us individual, we can put these qualities together to help us to achieve something as a team.</p> <p>Link to STARS and our school rules.</p> <p>Begin to think about how rules should be followed and when not there are consequences.</p>	<p>strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>What makes a good friend?</p> <p>Give the children a set of statements and ask them to sort them into true or false.</p> <p>For example, 'has nice clothes', 'be a good listener'</p> <p>Come back together as class and ask children to explain some of their answers. Why do they think certain statements are true/false?</p> <p>Discuss how friendships can have ups and downs and how we can overcome these problems.</p>	<p>contributes to who we are.</p> <p>Speed Dating Children find a partner, preferably someone they usually don't interact with. Allow 1 minute for them to compare themselves with and find one aspect that is similar, and one that is different. At the teacher's signal the pairs split and find a new partner and repeat the process. It may be easier to have pairs facing each other in an inner and an outer circle. Then the inner circle can move round while the outer circle stays put. If time allows repeat 3 or 4 more times.</p> <p>Discuss how the children found they were similar and different – focus on the fact that the differences are what makes us unique and special.</p>	<p>importance of expressing feelings.</p> <p>Look at the ppt of various characters and discuss their emotions/feelings.</p> <p>Focus on the emotion happy – What makes you smile?</p> <p>Share ideas as a class</p> <p>Remind children of why it is important to share our feelings and share when we might not always be happy</p> <p>Children to play the emotions board game.</p>	<p>express feelings in different ways.</p> <p>Look at a range of pictures of different emotions.</p> <p>Have a discussion around why they think it represents a certain feeling e.g. a picture of a child playing with a smiley face could be happy.</p> <p>In small groups give the children a scenario of children in a particular situation, can the children act out the situations showing the feelings using facial expressions and body language.</p> <p>Using scenario cards, can the rest of the class answer the following questions? What is happening in the picture? How are the children feeling? Are they all feeling the same? Why or why not? Why do you think they are feeling that way?</p>	<p>how to identify situations that may require the emergency services; how to contact them and what to say.</p> <p>Display the word safe on the board and discuss. What does safe mean? When should we feel safe? Working in table groups ask chn to write down how chn can keep safe in school. Why is it important that we and the people around us follow all of these ways to feel safe? What if this does not happen?</p> <p>Children to make a list of what they should do if they do not feel safe. Share their ideas with the rest of the class.</p> <p>Remind chn that If their worry was not discussed during the lesson that they can speak to you or a friend about it.</p>	<p>about the different ways in which people care for one another.</p> <p>Who do you love? Why do you love them? Who loves you? How do you know that they love you?</p> <p>Chn could record on heart shaped pieces of paper.</p> <p>Trust exercise- fall onto partner.</p> <p>Discuss how trust is important to relationships.</p>
Y6	I know about identity, what contributes to who we are.	I recognise my individuality and personal qualities.	I know about the importance of friendships; strategies for	I recognise my individuality and personal qualities.	I know strategies to respond to feelings, including intense or conflicting feelings,	I can recognise that feelings can change over time and range in intensity.	I know how to respond and react in an emergency; how to identify	I can recognise that there are different types of relationships.

<p>Teacher to share a ppt all about themselves, their interests and their family so the children get to know all about them.</p> <p>Children to be given a picture of a cloud outline – can they record on the cloud 2 hopes and a dream for the year ahead.</p> <p>Children to share their hopes and dreams with the rest of the class.</p>	<p>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. I know about the different groups that make up my community; what living in a community means.</p> <p>Why is team work so important? How does this link to our school rule of 'support'?</p> <p>Have a group discussion and list some of the qualities you would look for in a good team player. What qualities do they have as individuals that they can use when working in a team in class?</p> <p>Discuss the consequences of not adhering to rules.</p>	<p>building positive friendships; how positive friendships support wellbeing.</p> <p>Ask pupils why and when friendships – even the closest friendships – might start to change.</p> <p>Examples might include things like: when someone moves away; when another person comes into the group; if there's an argument.</p> <p>What might cause or has caused the friendship to change? How might the friendship change? Can the friends involved stay friends? What can the friends involved do to stay friends (if they want to)?</p>	<p>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>Ask who knows what the term 'self-esteem' means. Lead the discussion to a definition along the lines of 'recognising one's own value as a person'. Write on the board words that contribute to helping us feel good about ourselves – 'confident', 'proud', 'respect', etc. Emphasise that it is natural and good to have these feelings and that we can rightly feel proud of ourselves.</p> <p>Talk about what people sometimes do when they have no self-worth – they may become bullies, depressed, miserable, harm themselves, do unwise things in order to be accepted, etc.</p> <p>Talk about ways of ensuring that everyone feels valued. Tell the children that they have all shown that they are thoughtful because they have made sensible and constructive comments in the discussion. They are talented and able in so many different and interesting ways.</p>	<p>how to manage and respond to feelings appropriately and proportionally in different situations.</p> <p>Talk to the children about the different emotions we have and how each emotion is a different feeling.</p> <p>Ask the children to come up with words of how we are feeling when we smile.</p> <p>In small groups children to come up with different situations that make us smile/happy and situations where we might not be happy.</p> <p>Share ideas around what we can do when we aren't feeling happy, who we can talk to and why we shouldn't always just keep it to ourselves.</p>	<p>Look at a range of pictures of different emotions.</p> <p>Have a discussion around why they think it represents a certain feeling e.g. a picture of a child playing with a smiley face could be happy.</p> <p>In small groups give the children a picture of children in a particular situation, can the children answer the following questions: What is happening in the picture? How are the children feeling? Are they all feeling the same? Why or why not? Why do you think they are feeling that way?</p>	<p>situations that may require the emergency services; how to contact them and what to say.</p> <p>Discuss the following questions with the children in class</p> <ul style="list-style-type: none"> • <i>Are secrets good or bad?</i> • <i>Why would people not tell an adult if you are worried about something?</i> • <i>What is a trusted adult?</i> <p>Have children come up with a list of examples of how to stay safe in school.</p> <p>Talk about what we can do if we don't feel safe in school. What can we do to make sure everyone does feel safe in school?</p>	<p>Children to write down three words that they associate with the word love.</p> <p>Class discussion and explanation from children who want to share their ideas.</p> <p>Class discussion about people who love us and people who we love. Can children explain why they love the people that they have suggested. Conversation about why we love people eg. They care for us, they are nice to us, they look after us, they are a family member etc.</p> <p>Do the children know what it means to trust someone? Can they identify the link between trusting someone and loving them?</p> <p>Children to work in small groups or partners to discuss whether they think you can love someone without trusting them. T to scribe.</p>	
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16

Theme	Relationships	Living in the wider world Relationships	Relationships Living in the wider world	Relationships	Relationships	Relationships	Health and wellbeing	Health and wellbeing
Key question for the week	What does 'togetherness' mean?	What is Remembrance?	Are we all the same?	What is a bully?	How can we deal with bullying? (working together)	What makes a good friend? – Friends and friendships	Why do we exercise?	How do we keep clean?
Rights Respecting	Article 10 – contact with parents across countries Article 22 – refugee children	Article 37 – children in detention Article 38 – Protection in War Article 39 – recovery and reintegration	Article 8 - Identity Article 23 – children with disabilities Article 30 Minority culture language and religion	Article 2 – No discrimination	Article 2 – No discrimination Article 14 freedom of thought and religion. Article 42 Everyone must know children's rights	Article 15 - setting up or joining groups	Article 24 – Health, Water, Food, Environment	Article 24 – Health, Water, Food, Environment Article 27 food clothing a safe home
EY	Get one person to tidy up on their own. Discuss how its hard work and taking time. Get other children to help. Talk about teamwork, togetherness and help. Emphasised during tidy up times in CP.	Talk about how soldiers help to protect us and we have to remember and say thank you Poppy CP activities, reinforcing manners (thank you) during CP.	Do some sorting with the children, boy/girl, hair colour, jumper/no jumper and then end up with children and notice we are all children. Notching same and different in all areas in CP.	Talk about kind hands, how can we use our hands to be kind? Talk about unkind hands, what is unkind? Model how at Nursery we must always use kind hands, and talk to adults or use our words if we are sad or need help. During CP.	Talk about what we should do if we see someone being unkind, talk about how we must say no thank you and then tell an adult. During CP.	Can we make a good friend potion, talk about we need to be a good friend and create a potion together? During CP.	Talk to the children, what does being healthy mean? Why do we need to be healthy? Have some cards with different ways we can be healthy to start talk and discussion. During the week in play lots of adult talk modelling when we are being healthy in Nursery - PE, snack - fruit, dough disco, outside play etc.	Talk to the children, how do we keep clean? Why do we need to be clean? Have some cards with different ways we can be clean to start talk and discussion. During the week in play lots of adult talk modelling when we are being clean and why in Nursery - washing hands, hand sanitizer, tissues, brushing our teeth etc.

<p>Rec</p>	<p>Get one person to tidy up on their own. Discuss how its hard work and taking time.</p> <p>Get other children to help. Talk about team work, togetherness and help.</p> <p>Emphasised during tidy up times in CP.</p>	<p>Talk about how soldiers help to protect us and we have to remember and say thank you</p> <p>Poppy CP activities, reinforcing manners (thank you) during CP.</p>	<p>Do some sorting with the children, boy/girl, hair colour, jumper/no jumper and then end up with children and notice we are all children.</p> <p>Notching same and different in all areas in CP.</p>	<p>Talk about kind hands, how can we use our hands to be kind?</p> <p>Talk about unkind hands, what is unkind?</p> <p>Model how at Nursery we must always use kind hands, and talk to adults or use our words if we are sad or need help.</p> <p>During CP.</p>	<p>Talk about what we should do if we see someone being unkind, talk about how we must say no thank you and then tell an adult.</p> <p>During CP.</p>	<p>Can we make a good friend potion, talk about we need to be a good friend and create a potion together?</p> <p>During CP.</p>	<p>Discuss with the children what we need to do to be healthy?</p> <p>Encourage the children to run and move around to raise their heart rate. Can they talk about the changes in their body now they have moved.</p>	<p>Talk about the things we do to help us to stay clean.</p> <p>Talk about some ways children may not know help us to stay clean e.g. washing clothes, cleaning the house.</p> <p>What do we do in school to keep clean?</p>
<p>Y1</p>	<p>I know how to listen to other people and play and work cooperatively.</p> <p>Video of a group needing to work together to succeed</p> <p>Complete practical activity to demonstrate effective team work</p> <p>Evaluate what was</p>	<p>I know that everyone has different strengths.</p> <p>Why do we have remembrance?</p> <p>Who is significant to you that you want to remember?</p> <p>Everyone has their own special strengths, like being a good friend, a good listener, or being brave. When we remember people, we think about the special things they did that made them unique and helped others. Just like how you might remember a friend who is always kind, or a family member who tells funny stories.</p>	<p>I recognise the ways I am the same as, and different to, other people.</p> <p>I recognise the ways in which I am the same and different to others.</p> <p>What makes us different?</p> <p>Read Elmer</p> <p>How to celebrate differences</p>	<p>I know how people may feel if they experience hurtful behaviour or bullying.</p> <p>Consider delivering Pol Ed lesson – What is a bully?</p> <p>PPT from website and resource sheet available</p> <p>What is bullying?</p> <p>Where can you be bullied?</p> <p>Have you ever had to say sorry? (Explore being a bully, being bullied)</p>	<p>I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard.</p> <p>Consider delivering Pol Ed lesson – Why is name calling unkind?</p> <p>PPT from website and resource sheet available</p> <p>What is a bystander?</p> <p>Who makes you feel safe?</p>	<p>I know how people make friends and what makes a good friendship.</p> <p>Read: Don't be a bully, Billy and establish kind and unkind behaviours</p> <p>What things do their friends do that make them feel safe? Make them smile?</p> <p>It's ok statements</p> <p>Who can help you?</p>	<p>I know about what keeping healthy means; different ways to keep healthy.</p> <p>I know how physical activity helps us to stay healthy; and ways to be physically active every day.</p> <p>Explore what it means to keep healthy – overall (including food, movement, mental etc)</p> <p>Complete exercises with class – talk about how our hearts get stronger</p> <p>Who could we exercise with?</p>	<p>I know simple hygiene routines that can stop germs from spreading.</p> <p>Explore what a visit to the dentist would look like.</p> <p>Use the toothbrushes in class.</p> <p>Class storyboard on how to brush your teeth.</p>

	difficult and why	On Remembrance Day, we think about people who used their strengths, like bravery, to help others a long time ago. They might have been soldiers, nurses, or helpers. Each of them did something special to keep us safe, and even though they are not here now, we remember them because what they did was important, just like how you are important with your special strengths			How can we stop bullying from happening? Remind children who we can talk to if we are getting bullied.		When do we exercise?	
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<p>Y2</p>	<p>I know how to listen to other people and play and work cooperatively.</p> <p>Group task – chn work together to complete task, discuss at end how successful teams managed eg working together.</p> <p>Read ‘together we can’ by Caryl Hart.</p> <p>Discuss themes. What are the key messages from the story?</p>	<p>I know how to treat myself and others with respect; not to be polite and courteous.</p> <p>Remembrance.</p> <p>Why do we celebrate Remembrance Day?</p> <p>Watch Video</p> <p>https://youtu.be/wOT5CDnYHEs</p> <p>Read The Poppy Story</p> <p>https://youtu.be/wOT5CDnYHEs</p> <p>Chn to make a poppy</p> <p>What is the significance of the Poppy?</p>	<p>I recognise the ways I am the same as, and different to other people.</p> <p>I recognise the ways in which I am the same and different to others.</p> <p>Consider delivering Pol Ed lesson – How are we the same? How are we different?</p> <p>PPT from website and resource sheet available</p> <p>Read ‘monkey puzzle’ by Julia Donaldson.</p> <p>Do odd one out task. Give chn pictures they can discuss which is odd one out and why eg one may be wearing a dress, one wearing glasses. Answer could be interpreted differently. Discuss possible answers.</p>	<p>I know that hurtful behaviour 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>What is a bully?</p> <p>Discuss.</p> <p>Explain types eg person, emotional, physical, cyber.</p> <p>Read ‘Something Else’ By Kathryn Cave</p> <p>Freeze frame sections of story, chn act out. Talk about how characters are feeling and why.</p>	<p>I know that hurtful behaviour 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>Bullying</p> <p>Responsibilities of bystanders</p> <p>Reporting bullying</p> <p>How to get help</p> <p>Read ‘Giraffes can’t dance?’</p> <p>How was Gerald bullied? How did he feel? Who helped him in the end?</p>	<p>I know how people make friends and what makes a good friendship.</p> <p>I know how to ask for help if a friendship is making me feel unhappy.</p> <p>Read the book ‘friends’ by Kathryn Cave.</p> <p>Class mind map of what makes a good friend. To display.</p> <p>Remind children of the story ‘friends’ shared in Monday’s lesson. Recap what makes a good friend, how can we be a good friend to someone?</p> <p>What happens when we exercise?</p>	<p>I know how physical activity helps us to stay healthy; and ways to be physically active every day.</p> <p>I know about the people who help us to stay physically healthy.</p> <p>Why do we exercise?</p> <p>Mind map ideas why we exercise – discuss with children examples of exercise.</p> <p>What happens when we exercise?</p>	<p>I know simple hygiene routines that can stop germs from spreading.</p> <p>I know about things that I can do to help look after the environment.</p> <p>How do we keep clean?</p> <p>Pose Q to children. Take suggestions – add notes to WB. Discuss why this is important.</p> <p>Can children draw 3 ways to keep clean?</p>
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			Remind children of the story 'Monkey puzzle' reiterate how we are not all the same and that it is ok for us to be different. Discuss and record individual responses.					
Y3	<p>I know to value the different contributions that people and groups make to the community. How can we work together, write down ways.</p> <p>Give scenarios to</p>	<p>I recognise the importance of self-respect and how this can affect my thoughts and feelings about myself; that everyone, including me, should expect to be treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>Remembrance</p>	<p>I know about respecting the differences and similarities between people and recognising what they have in common with others.</p> <p>Bullying, not bullying, give scenarios and decide which 1.</p> <p>What should you do to resolve</p>	<p>I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Consider delivering Pol Ed lesson – What is a bully?</p> <p>PPT from website and resource sheet available</p> <p>Different types of bullying. Sorting cards.</p> <p>How might bullying effect someone?</p>	<p>I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Recap different types of bullying. Feelings and what you should do.</p> <p>Role play – will children do the right thing? Did they become a bystander?</p>	<p>I know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>Outline of a person, write inside what makes a good friend.</p> <p>Give scenarios about friendship, good or bad? What should they have done different? What would you do? Who would you go and see?</p>	<p>I know about the elements of a balanced, healthy lifestyle.</p> <p>I know how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>What can we do to be healthy? Discuss in partners.</p>	<p>I know 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>What can we do to stay clean? Sort pictures.</p> <p>Why is it important to stay clean?</p>

	act out to show working together. Teamwork activities – draw picture partner describe, building a pyramid, folding	What is it? Why do we talk about it? Why is Remembrance Day part of our lives today? What does it mean to you? What might it mean to others?	bullying? What would you do? Who would you go to? Create a mind map together	What should you do if you or someone you know is being bullied? Who would you go to if you or someone else was being bullied?	How can we as a class work together. Children write down 1 way and share ideas with the rest of the group.	Does everyone need to have all the same qualities to be a good friend or can these differ?	Do some mini exercises to think about how they make us feel.	Come up with some rules about staying clean.
Y4	<p>I know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>Discuss the meaning of togetherness and as a class consider ways we can work together.</p> <p>Teamwork challenge - get the hula hoop around the circle while holding hands.</p>	<p>I recognise the importance of self-respect and how this can affect my thoughts and feelings about myself; that everyone, including me, should expect to be treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>What is remembrance?</p> <p>Why is Remembrance Day part of our lives today? What does it mean to you? What might it mean to others?</p> <p>Pupils consider the feelings of families of soldiers who have died in service.</p> <p>Complete a 'We remember our fallen soldiers because..' poppy e.g. 'because</p>	<p>I know 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>Deliver PoI Ed lesson – What is discrimination?</p> <p>PPT from website and resource sheet available</p> <p>Read the text – 'The same but different'.</p> <p>The Same, but Different Too! By Karl Newson & Kate Hindley Read by Sita</p>	<p>I know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>Recap prior discussions around bullying to definite 'What is a bully?'</p> <p>What is bullying? KS1 Citizenship Primary - BBC Bitesize</p> <p>Recap different types of bullying – including cyberbullying</p> <p>Give pupils scenarios to act out – they are to consider and show the impact of bullying</p> <p>Follow up discussion about responsibilities of bystanders. Pupils to discuss and realise they need to report bullying. Explain how to get help and resolve situations positively.</p>	<p>I know strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support.</p> <p>Build upon previous weeks – recap different types of bullying, what bullying is and the role of a bystander.</p> <p>Give scenarios to groups for them to discuss – who is the bully? Who are the bystanders? What should the bystanders do? How can they get help? Pupils to discuss and feedback to the rest of the class. Lots of group and whole class discussion.</p>	<p>I know that healthy friendships make people feel included recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>Deliver PoI Ed lesson – What is a healthy friendship?</p> <p>PPT from website and resource sheet available</p> <p>Friendships – what makes a good friend? Give pupils qualities e.g. friendly, kind, selfish and see if they can sort into those that make a good friend and those that do not. Lots of discussion as a class about why.</p> <p>Pose some scenarios whereby pupils have to deal with conflict – what would you do? How can you be a good friend in these scenarios?</p>	<p>I know about the elements of a balanced, healthy lifestyle.</p> <p>I know how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>Class discussion to take place - What does it mean to keep healthy? How does exercise make us feel healthy? Who can help us stay healthy?</p> <p>Pupils to create a short persuasive clip on iPads to persuade other young people to exercise (stating benefits and giving examples of exercise).</p>	<p>I know the importance of keeping clean and how to maintain personal hygiene.</p> <p>Class discussion Who can help us to stay clean? Why is it important to stay clean?</p> <p>Share information about:</p> <ul style="list-style-type: none"> - Cleanliness (mention body changes e.g. body odour) -Oral health -Regular check ups - Immunisations <p>Pupils write a 'Healthy me' checklist in pairs. Teachers to emphasise the importance of pupils taking responsibility for their cleanliness as they get older.</p>

	<p>Pupils will realise how important communication is when working as a team. Follow up discussion – why was it important to work as a team? How were you successful as a team? When might it be difficult to work as a team?</p>	<p>they were brave’ / ‘they never gave up’ / ‘they died trying to keep us safe’</p>	<p>List the qualities that they have heard in the story – identify those children in the class who have these qualities and those that don’t. Think about how else we are the same and how else we are different to each other.</p> <p>Play a game – sit in a circle, one person says for example ‘I am sporty’ if someone else in the group is the same they show a thumbs up – discuss how we can see how children in the class are the same and different. Remind children how we are we have similarities and differences but should all be treated equally.</p>					
Y5	<p>I know the importance of friendships; strategies for building positive</p>	<p>I know about the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living</p>	<p>I know about respecting the differences and similarities between people and recognising what they have</p>	<p>I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. I know about stereotypes; how they</p>	<p>I know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p>	<p>I know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p>	<p>I know about the elements of a balanced, healthy lifestyle. I know how regular exercise benefits mental and physical</p>	<p>I know the importance of keeping clean and how to maintain personal hygiene. Discuss effective personal hygiene routines.</p>

	<p>friendships; how positive friendships support wellbeing.</p> <p>Team building exercise to build the tallest tower using limited resources. Some children to work alone and not be given the same resources.</p> <p>Dilemma scenarios.</p> <p>Agree on what makes effective teamwork.</p>	<p>things; how to show care and concern for others.</p> <p>Remembrance</p> <p>Should we remember the soldiers who died during WW1 and WW2?</p> <p>What impact does Remembrance Day have on our lives?</p> <p>Discuss other groups including purple poppy for animals who served during the war.</p>	<p>in common with others e.g. physically, in personality or background.</p> <p>See website – use as opportunity to teach the children about unique qualities.</p> <p>Define bullying and explore different types of bullying (physical, emotional, cyberbullying).</p> <p>Teach the difference between bullying and racism.</p> <p>Statements- chn to move to agree/disagree at opposite ends of the classroom.</p>	<p>can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>Explore in detail physical, emotional and cyber bullying and the impact it has in short term and longer term.</p> <p>What would you do if you were bullied/a friend was bullied/ your teacher was being bullied?</p> <p>Report bullying/get help- trusted adult, Childline.</p>	<p>Consider delivering Pol Ed lesson – How do words have power?</p> <p>PPT from website and resource sheet available</p> <p>Explore in detail racism and how this can be a form of bullying.</p> <p>Impact of racism.</p> <p>Our responsibilities if we have used/overheard racist language.</p> <p>Reporting racism incidents/getting help- Show Racism the Red Card</p>	<p>I know how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>Give children qualities that make a good friend with a red herring. Can they spot the odd one out?</p> <p>Scenario- how would you manage this conflict?</p> <p>Remind children of strategies that can help if they have fallen out with their friend.</p>	<p>health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>Discuss how regular exercise can reduce your chances of serious illnesses such as heart disease, strokes, diabetes and cancer as you get older.</p> <p>Chn to film a short exercise video that can be shared with other year groups to watch during wet/indoor lunchtimes.</p>	<p>Conversation around how hormonal changes to our bodies produces more sweat.</p> <p>Produce good hygiene posters.</p>
Y6	<p>I recognise the importance of self-respect and how this can affect my thought and feelings about myself; that everyone, including</p>	<p>I know about 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>Link to WW1 topic from Autumn 1 and Ayresome's lost boys.</p>	<p>I know about respecting the differences and similarities between people and recognising what I have in common with others.</p> <p>Children to answer the question – what is bullying?</p>	<p>I know about discrimination: what it means and how to challenge it.</p> <p>I know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>	<p>I know strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support.</p> <p>Consider delivering Pol Ed lesson – How can we be allies against racism?</p>	<p>I can recognise that there are different types of friendships.</p> <p>I know how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>What makes a good friend.</p> <p>Teacher to take suggestions from the class about what makes a good friend and what makes a bad friend.</p>	<p>I know how to make informed decisions about health.</p> <p>I know about the elements of a balanced, healthy lifestyle.</p> <p>I know about choices that support a healthy lifestyle and recognise what</p>	<p>I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance personal hygiene and how to maintain it.</p> <p>Chdn to talk about the importance of being clean and suggest ways in which we can</p>

<p>me, should expect to be treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>Children to talk about any experience they have had as working as part of a team. What are the advantages /disadvantages of working as a team? Share as a class.</p> <p>Chdn to look at the words below and identify those that link to teamwork.</p>	<p>Talk about why Remembrance Day is important.</p> <p>Children to explain why it is important to recognise and remember the people who have lost their lives while fighting for freedom.</p>	<p>Children to identify that bullying is something that is repeated.</p> <p>Children to be given scenarios – bullying? Not bullying?</p> <p>Children to talk about what racism. Children to think about how we can educate people and help to prevent racism happening.</p> <p>Children to work together to think of and give advice to children from scenarios given to each group.</p>	<p>Children to look at the other types of bullying.</p> <ul style="list-style-type: none"> - Verbal - Physical - Social <p>Children to work together to sort different incidents in to the categories above. Were they correct?</p> <p>https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/</p> <p>Children to work together to suggest what people who are being verbally, physically or socially bullied. Do they understand what they should do? Do they know the right thing to do? What about if they would rather not share with a parent/teacher? Who can they turn to?</p>	<p>PPT from website and resource sheet available</p> <p>Children to talk about what they understand cyber bullying to be.</p> <p>Look at the different apps that are used to cyber bully others. Discussion around the age restrictions on these apps and why they are in place.</p> <p>Children to talk in a group about how they can keep themselves safe and avoid becoming the victim of cyber bullying. Discussion and suggestions around how to report this type of bullying.</p>	<p>Children to be given scenarios where there is conflict between friends. Can they work with each other to give advice and suggestions about how the conflict can be resolved?</p>	<p>might influence these.</p> <p>As a class children to talk about what exercise is. Does exercise have to just be sports or a PE lesson. Chdn to understand that exercise can be done in many different ways. Chdn to work in groups to talk about why it is important to be healthy and what health means to them.</p> <p>Chdn to look at the benefits of being healthy and in particular focus on the impact on mental health and concentration – link this to their school work and upcoming SATs.</p>	<p>do this. T to scribe the ideas.</p> <p>Chdn to make a poster detailing the importance of washing hands, disposing of tissues carefully and how they must make sure that they don't spread germs by coughing and sneezing in to their elbow (link to Charlotte's recent email re prevention of spread of germs)</p> <p>Chdn to talk about the importance of keeping clean as they grow up and their bodies begin to change.</p>
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 <p>Children to identify what qualities a good team member has.</p>								
	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Theme	Relations hips	Health and wellbeing	Living in the wider world	Living in the wider world	Health and wellbeing	Relationships		Relationships
Key Question for Week	What is peer pressure?	Why is it important to relax?	Digital resilience	How can we keep ourselves safe online?	Alcohol and drugs	What is peer pressure?	Who is the NSPCC?	What is a safe relationship?
Rights Respecting	Article 4 Making rights real Article 12- respect for children’s views	Article 31 – Rest, Play, Culture, Arts	Article 17 – Access to information	Article 17 – Access to information Article 36 – protection from exploitation	Article 33 – Protection from harmful drugs.	Article 4 Making rights real Article 12- respect for children’s views	Article 18 – responsibility of parents Article 19 – Protection from violence. Article 20 Children without families Article 42 Everyone must know children’s rights	Article 25 review of a childs placement Article 30 -minority cultures, languages and religions Article 34 – protection from sexual abuse
EY	Talk to the children about what we do if someone is making us do something bad or something we don't want to. Model saying 'No thank you' using the	Talk to the children about sometimes we need to be calm and relax. Complete a yoga video with the children, with lots of adult modelling of saying we are relaxing which is good for us.	Talk to the children about using phone, talk to them about how we need to be next to an adult to help us stay safe.	Talk to the children about how we can use ipads and technology for different reasons – remind children we should do this when a grown up is with us.	Talk about how we feel when we are poorly – sometimes our grownups give us medicine but we should never give medicine to ourselves. Ask the children if they remember getting their flu vaccine in school – remind them that this is to keep us safe.	Talk to the children about what we do if someone is making us do something bad or something we don't want to. Model saying 'No thank you' using the Makaton sign stop. Get the children to turn to their partner and say no thank you using their signs. Lots of support from adults in play to use their word to say no thank you.	If we need help who can help us? Model showing some pictures of a lollypop lady, police lady, teacher, NSPCC. Talk about how we should always ask for help and tell the truth.	Have a circle time discussion about using manners, what manners do we know? What do manners do? When should we use manners?

	<p>Makaton sign stop. Get the children to turn to their partner and say no thank you using their signs. Lots of support from adults in play to use their word to say no thank you.</p>							
Rec	<p>How does it feel when someone wants you to do something you don't want to?</p> <p>Adults to act out a situation of someone trying to get them to draw on another child's picture. Adults to narrate how it feels.</p> <p>Ask the children what they need to do if they don't</p>	<p>How to relax.</p> <p>Create a mini spa in the class room.</p> <p>Create various stations for children to explore. Which one made them feel the most relaxed?</p>	<p>Online safety. Watch the story of Smartie the penguin. https://www.youtube.com/watch?v=w7vZF-8bTFI</p>	<p>What should we do if there is something online we don't like.</p>	<p>When do we have medicine?</p> <p>Who gives us medicine?</p> <p>Why do we take medicine?</p>	<p>To be able to identify basic techniques for resisting pressure to do something I don't want to do and which may make me unsafe.</p> <p>Discuss what the basic techniques for resisting pressure.</p> <p>Take a deep breath technique Take each behaviour and list what might happen if I decide to take that step. e.g. Being mean to another child: Will make that child sad and hurt. Discuss what you could do instead.</p> <p>Children to discuss these steps and in role play practice a scenario involving peer pressure children to follow these steps.</p>	<p>To be able to know about the people whose job it is to help keep us safe.</p> <p>Discuss NSPCC and their job role.</p> <p>Discuss their partners (parents, schools, doctors, nurses)</p> <p>The NSPCC provide us with advice on how to keep safe. Can contact them on the telephone or on their website (show children the website).</p> <p>Example of advice/support provided by NSPCC</p>	<p>In pairs children to discuss what they like about their friend.</p> <p>Children to think about the qualities of a good friend/relationship. For example, respecting others and good manners.</p> <p>Children to think about other relationships they have. Provide images/figurines of a doctor, teacher and parent. Why do you think we need these relationships? How will these relationships keep you safe?</p> <p>Children to explore permission seeking and giving in relationships. Have sceneries available for children to discuss and</p>

	want to do something their peer might ask them to.							determine whether they are safe. Similar to these: https://www.twinkl.co.uk/resource/rshe-ks1-consent-and-respect-scenario-cards-t-lf-2549725
Y1	<p>I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>Watch the video from OpenView Education: https://www.youtube.com/watch?v=AtfXbWpS_Q4</p> <p>Explore scenarios that might happen in school + how we could resolve them.</p>	<p>I know about what keeping healthy means; different ways to keep healthy.</p> <p>How do you relax? What does relaxing mean to you? How does relaxing keep us healthy?</p> <p>Explain what mindfulness is and complete 1 activity</p> <p>Explain what a hobby is and complete 1 activity</p> <p>Explain what sleep is and the benefits that is relatable to KS1.</p> <p>Explain what exercise is and complete 1 activity</p>	<p>I know about the role of the internet in everyday life.</p> <p>What is respect? What is good behaviour in school? Therefore what is good behaviour online?</p> <p>Sharing personal information explanation</p> <p>What relationships can you build? What can they know about me?</p>	<p>I know about the role of the internet in everyday life.</p> <p>Complete online safety multiple choice quiz.</p>	<p>I know about things that people can put into their bodies or on their skin; how these can affect how people feel.</p> <p>Explore who gives us medicines</p> <p>What are they for?</p> <p>How can we keep ourselves safe?</p> <p>Complete activity identifying what medicines looks like</p>	<p>I know basic techniques for resisting pressure to do something I don't want to do, and which may make me feel unsafe.</p> <p>What is peer pressure? https://www.youtube.com/watch?v=AtfXbWpS_Q4</p> <p>What does peer pressure feel like?</p> <p>Use a range of scenarios to discuss how to respond to peer pressure</p>	<p>I know about people whose job it is to help keep us safe.</p> <p>Consider delivering Pol Ed lesson – How can I speak up?</p> <p>PPT from website and resource sheet available</p> <p>Look at the NSPCC website – link to children in need. Discuss what each letter stands for and the work they do. Why is it important that they exist? Look at the NSPCC information ppt.</p>	<p>I know how to respond safely to adults I don't know.</p> <p>I know basic what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard.</p> <p>Consider delivering Pol Ed lesson – Who are my trusted adults?</p> <p>PPT from website and resource</p> <p>My body belongs to me. Discuss social situations and personal space. How can we be respectful of/to each other?</p>
Y2	<p>I know some basic techniques for resisting pressure to do something I</p>	<p>I know about why sleep is important and different ways to rest and relax.</p> <p>Why is it important to relax?</p>	<p>I know about the internet and digital devices can be used safely to find things out and to communicate with others.</p>	<p>I know 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</p>	<p>I know about things that people can put into their body or on their skin; how these can affect how people feel.</p>	<p>I know some basic techniques for resisting pressure to do something I don't want to do, and which may make me unsafe.</p> <p>What is peer pressure?</p>	<p>I know about people whose job it is to help keep us safe.</p> <p>Show children the NSPCC website.</p>	<p>I know how to respond safely to adults I don't know.</p> <p>Consider delivering Pol Ed lesson – Why are</p>

	<p>don't want to do, and which may make me unsafe. What is peer pressure?</p> <p>TPShare – the word peer pressure What is a peer? What is pressure?</p> <p>Explain to children https://www.youtube.com/watch?v=AtfXbWpS_Q4</p> <p>can they give an example of when they have felt pressure?</p>	<p>New vocab: relax What does this mean? Can chn suggest ways to relax – how do we all relax?</p> <p>Can children draw 2 ways that they relax? HA -Write sentence explaining how it makes them feel when they do this.</p>	<p>Consider delivering Pol Ed lesson – What is the internet?</p> <p>PPT from website and resource sheet available</p> <p>Digital resilience</p> <p>Watch video around being safe online – discuss what problems might happen online.</p> <p>Importance of not giving out information/addresses/numbers/names etc</p> <p>Discuss word 'anonymous'</p>	<p>they come across something that scares them.</p> <p>Consider delivering Pol Ed lesson – How can we keep safe online?</p> <p>PPT from website and resource sheet available</p> <p>How can we keep ourselves safe online?</p> <p>https://www.youtube.com/watch?v=C5VOhFVCF2E</p> <p>watch story on being safe online – what was this story about? What can we learn?</p> <p>As a class create list of ways we can stay safe online – print and display in class.</p>	<p>I know that medicines can help people to stay healthy.</p> <p>Consider delivering Pol Ed lesson – What are medicines?</p> <p>PPT from website and resource sheet available</p> <p>Alcohol and drugs</p> <p>How can we stay healthy? What do we do if we are unwell</p> <p>Discuss medicines and how they make us better.- what happens if we take medicines/tablets when we aren't poorly? What will happen?</p>	<p>Who are my peers? Discuss the definition of negative and positive peer pressure? Children to share examples of both types of peer pressure</p>	<p>Has anyone heard of the NSPCC? Does anyone know what they do?</p> <p>Go through the website and discuss the key messages – encourage children to talk to trusted adults if they have a problem – talk through different scenarios with children and work together to decide what to do to feel safe.</p>	<p>relationship important?</p> <p>PPT from website and resource sheet available</p> <p>Talk about the word relationship – what does it mean? Who do we have a relationship with? – parents, family, friends. What do our families do for us? How can we have respectful relationships with our family? How can we be a respectful friend to others? Make a recipe for a respectful relationship – children to write down what a respectful relationships needs – read ideas as a class and put them into a big mixing bowl.</p>
<p>Y3</p>	<p>I know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online</p>	<p>I know about the elements of a balanced, healthy lifestyle. What do you do to relax?</p> <p>Have 3 activities to choose to experience relaxing. E.g. mindfulness colouring, reading, exercise.</p>	<p>I can recognise ways in which the internet and social media can be used both positively and negatively. Why do we need to safe when online?</p> <p>Give scenarios of behaviour online and discuss if this is the way we should behaviour. What</p>	<p>I know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of myself 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>I know why people choose to sue or not use drugs (including, nicotine, alcohol and medicines). What can medicine help us with?</p> <p>Should we take medicine without an adult?</p> <p>Why should we not take medicine without an adult?</p>	<p>I know 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>I know strategies for recognising and managing peer influence and a desire for peer approval in friendships.</p> <p>I know that friendships have ups and downs;</p>	<p>I know where to get advice and report concerns if worried about my own or someone else's personal safety. I know what the NSPCC is.</p> <p>I know what the NSPCC do.</p> <p>I know how the NSPCC can keep people safe.</p>	<p>I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this.</p> <p>Consider delivering Pol Ed lesson – What do we mean by consent in friendships?</p>

<p>actions on others. Explain what peer pressure is.</p> <p>Give different scenarios and discuss if this is peer pressure or not.</p> <p>If it is what could we do to stop this?</p>			<p>could we do differently?</p>	<p>I know 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>Think back to last week and the different scenarios.</p> <p>Create rules for being safe online.</p>	<p>Talk about what a vaccination is and how they help us.</p>	<p>strategies to resolve disputes and reconcile differences positively and safely.</p> <p>Recap/build on learning from Sp1Wk3- What is peer pressure?</p> <p>Who can you speak to should you experience peer pressure?</p> <p>Look at scenarios for peer pressure and discuss if it is peer pressure.</p> <p>Pupils write / act out their own scenarios, showing how peer pressure can be handled.</p>	<p>Discuss/inform pupils what the NSPCC is and how they keep people safe.</p> <p>Link to writing to inform. Pupils make informative poster to share with others about the NSPCC.</p>	<p>PPT from website and resource sheet available</p> <p>I know that in school and in wider society I can expect to be treated with respect by others, and that in turn</p> <p>I should show due respect to others, including those in positions of authority.</p> <p>Explore and look at Comic Relief in March, what is its purpose and what is it for.</p> <p>How can we create a safe relationship, building on skills such as:</p> <ul style="list-style-type: none"> - Manners - Respecting others - Treating people with respect/being respected - Self -respect - Contexts of relationships - Permission seeking and giving in relationships <p>Explore some scenarios that include the above traits and lack above traits. Children discuss how it can be improved and if it is healthy.</p>
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<p>Y4</p>	<p>I know 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>What is peer pressure? Deliver Pol Ed lesson – What is peer influence?</p> <p>PPT from website and resource sheet available Class discussion - Understand ing the meaning of peer pressure. - What to do if you experience peer pressure.</p>	<p>I know that mental health, just like physical health is part of daily life; the importance of taking care of mental health.</p> <p>Why is it important to relax?</p> <p>Discuss different ways of relaxing and why they are good for us.</p> <ul style="list-style-type: none"> - Mindfulness - Hobbies - Sleep - Exercise <p>Try out a cosmic kids mindfulness sessions. Follow up discussion - How did the mindfulness session make you feel? What will you do at home to help you relax?</p> <p>Follow up with links on Seesaw so pupils can access mindfulness at home to help them relax.</p>	<p>I recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of image.</p> <p>Digital resilience Make links to computing in Autumn 2 – how data is shared online/online safety/respect for others online.</p> <p>Critically consider online relationships – risks associated with this. Discuss scenarios as a class – <i>what would you do? How can you ensure you stay safe online?</i></p>	<p>I recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of image.</p> <p>How can we keep ourselves safe online?</p> <p>Recap from last week – online safety.</p> <p>Look at posters for keeping safe online (SMART). Pupils create their own posters and orally explain how to stay safe online.</p>	<p>I know why people choose to use or not use drugs. I know about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>Alcohol and drugs Deliver Pol Ed lesson – What are hazards in the home?</p> <p>PPT from website and resource sheet available</p> <p>Discuss/cover main areas: - Substance misuse - Medicines - Vaccinations Then group/class discussion: Why do people choose to use/not use drugs?</p>	<p>I know 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>What is peer pressure? Recap/build on learning from Sp1Wk3- What is peer pressure? What should you do if you experience peer pressure?</p> <p>Pupils write / act out their own scenarios, showing how peer pressure can be handled.</p>	<p>I know how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health.</p> <p>Who is the NSPCC? Discuss/inform pupils: - What is the NSPCC? - What do they do? - How do they keep people safe?</p> <p>Pupils make informative poster to share with others about the NSPCC.</p>	<p>I can recognise if a friendship is making me feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>I know about privacy and personal boundaries; ehat is appropriate in friendships and wider friendships.</p> <p>What is a safe relationship? Explain what Comic relief is (17.3) Deliver Pol Ed lesson – Who do I encounter?</p> <p>PPT from website and resource sheet available What is a safe relationship? Share/discuss key areas - Manners - Respecting others - Treating people with respect/being respected - Self -respect - Contexts of relationships - Permission seeking and giving in relationships</p> <p>Go into particular detail about permission within relationships. Explore some scenarios and</p>
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	Give pupils scenarios in groups – who is feeling pressured by their peers? What should they do?							discuss whether these are safe/healthy relationships.
Y5	<p>I know 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>What is peer pressure? Consider delivering Pol Ed lesson – What is peer pressure?</p> <p>PPT from website and resource</p>	<p>I know the elements of a balanced, healthy lifestyle.</p> <p>Short guided meditation videos on YouTube.</p> <p>Discuss other strategies to support with relaxation and give chn time in this session to explore these.</p> <p>(Carousel of activities across Y5 e.g. a quiet room for reading/puzzles; an artistic room for colouring/painting; a musical room with iPads etc...)</p>	<p>I know how to access the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>Consider delivering Pol Ed lesson – What can and can't I do on the internet?</p> <p>PPT from website and resource sheet available</p> <p>Digital resilience: children to be given cards to sort of children's positive and negative experiences using digital media.</p> <p>Remind children of ways to share information if they have had a negative experience.</p>	<p>I know 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>Consider delivering Pol Ed lesson – What are online friendships?</p> <p>PPT from website and resource sheet available</p> <p>How can we keep ourselves safe online?</p> <p>Online safety posters.</p>	<p>I know why people choose to use or not use drugs.</p> <p>I know 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>Consider delivering Pol Ed lesson – What do I know about drugs?</p> <p>PPT from website and resource sheet available</p> <p>Alcohol and drugs. Discuss the impact of these. Make links to previous topics e.g. many medicines have been discovered by using different plants in the rainforest.</p> <p>Good resources:</p>	<p>I know strategies to respond to feelings, including intense or conflicting feelings, how to manage and respond to feelings appropriately and proportionally in different situations.</p> <p>Recap of previous teaching on peer pressure – can they define it.</p> <p>List the positivity's and negatives associated with it.</p>	<p>I know where to get advice and report concerns if worried about my own or someone else's personal safety.</p> <p>What is NSPCC – ensure that all children know what this is. Youtube link to explain to the chn</p> <p>Give the chn a problem and ask them how NSPCC would help them to find solution</p>	<p>I know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice.</p> <p>Consider delivering Pol Ed lesson – What is grooming?</p> <p>PPT from website and resource sheet available</p> <p>Revisit the word relationship and what that means – then bring the word safe in too discuss.</p> <p>Chn to make a hand which shows each important part of a safe relationship.</p>

	<p>sheet available</p> <p>Invite chn to define this first. Can anyone give examples of when they have felt peer pressure? Have you ever given into peer pressure? What was the outcome? How did it make you feel?</p>				<p>https://www.sandfordprimary.org/week-5-drugs-alcohol/</p>			
Y6	<p>I know how to recognise pressure from others to do something unsafe or that make me feel uncomfortable and strategies for managing this.</p> <p>Chdn to suggest what they believe peer pressure is. Ideas on a whiteboard</p>	<p>I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>I know 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</p>	<p>I know about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>I recognise things appropriate to share and things that should not be shared on social media; rules surrounding distributing images.</p> <p>I recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face.</p>	<p>I know reasons for following and complying with regulations and restrictions; how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online shopping.</p> <p>I know 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>Consider delivering Pol Ed lesson – Why does media have age restrictions?</p>	<p>I know about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>Consider delivering Pol Ed lesson – What is the issue with addiction?</p> <p>What is spiking?</p> <p>What does the law say about legal drugs?</p>	<p>I know 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>Recap the learning from Spring 1. Can chdn recall learning and what to do if they experience peer pressure.</p>	<p>I know where to get advice and report concerns if worried about my own or someone else's personal safety.</p> <p>Chdn research the charity and make a poster/mind map about the work that they do.</p>	<p>I know about seeking and giving permission in different situations.</p> <p>Consider delivering Pol Ed lesson – How can we respect different relationships?</p> <p>PPT from website and resource sheet available</p> <p>Chdn to think about relationships. Who might you have a relationship with – parents, other family members, friends, boyfriends, girlfriends etc</p>

<p>and then shared. Talk about what the word peers means. Discussion about how children may be influenced by their peers and why some children want to do what their friends are doing. Link to vaping with it being a current issue in Y6. Classes to look at the affect peer pressure may have on them as they move to secondary school. Think about the new pressures that they may face in order to fit in.</p>	<p>mental health and wellbeing. Chn to share ways that they relax. Talk about how this makes them feel. Chdn to identify why relaxing is important. Again this will be linked to the upcoming SATs and the importance of looking at ways to relax when they may be feeling under pressure. Chdn to look at different mindfulness and calming techniques that they could use if they needed to.</p>	<p>Consider delivering Pol Ed lesson – How is my data shared?</p> <p>PPT from website and resource sheet available</p> <p>Chdn to talk about any previous work that they have looked at around keeping safe online. What do they already know. Ensure that chdn are clear that people who they speak to online may not always be who they seem to be. Talk in a group about different ways that they communicate with others online and identify opportunities where they people that they speak to are not people who they know or have met. Chdn to come up with a list of rules that children their age should stick to when playing online and when sharing things online.</p>	<p>PPT from website and resource sheet available</p> <p>Chdn to understand the dangers of sharing things online. They should understand that things that they put online will be there forever and can be seen by people all over the world. Talk about trolling and the use of digital resources to bully people online. Talk as a group about the legal implications of this and also about what they should do if they feel that they are a victim of this.</p>	<p>PPT from website and resource sheet available</p> <p>Chdn to talk about what drugs are. Is it just medication? (link to smoking/vaping/nicot inie/aerosols) Look at addiction and why people may use drugs. Link to lesson on peer pressure and what they should do if someone is encouraging them to take drugs.</p>	<p>PPT from website and resource sheet available</p> <p>Chdn to talk about what drugs are. Is it just medication? (link to smoking/vaping/nicot inie/aerosols) Look at addiction and why people may use drugs. Link to lesson on peer pressure and what they should do if someone is encouraging them to take drugs.</p>			<p>What does it mean to show respect? Chdn to write ideas on a post it note. Does their idea match with their partner? Think about how they can show respect. Discuss what they think they could do if they felt that they were not being shown respect.</p>
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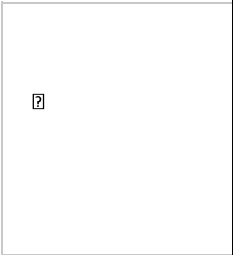
	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Theme	Health and wellbeing	Relationships	Health and wellbeing	Health and wellbeing	Health and wellbeing	Health and wellbeing	Health and wellbeing	Health and wellbeing
Key Question for Week	How can we keep ourselves safe?	Who can I talk to?	What makes me unique?	Growing up	Life cycles	Why is my body changing?	Why are boys and girls different?	Is it fun or is it fear?
Rights Respecting	Article 11 – protection from kidnapping Article 16 - protection of privacy Article 35 – prevention of sale and trafficking	Article 13 – Sharing thoughts freely. Article 14 – freedom of thought and religion	Article 7 – Name and Nationality Article 8 identity Article 30 Minority culture, language an eligion	Article 5 Family guidance as children develop Article 24 -health, water, food, environment	Article 6 -life survival and development Article 27 food clothing a safe home	Article 16 – Protection of Privacy	Article 8 - identity	Article 12 respect for children’s views. Article 13 – Sharing thoughts freely
EY	How do we keep ourselves safe? Have a circle time discussion about always being near an adult, always listening to our adults and being kind to our friends.	Who can we talk to if we need help? Model showing some pictures of a lollypop lady, police lady, teacher, NSPCC etc – how do they help us? Talk about how we should always ask for help and tell the truth.	Have a circle time about how we are all children but we all different. Talk about different skin, hair and eye colour. Jumpers or cardigans etc. Lots of support from adults in play to talk about differences.	Have a circle time about how we grow. Look at a picture of a baby, then a toddler, then a child and then an adult. Talk about this as you do it. Lots of support from adults in play to talk about age/growing – home corner.	Have a circle time about how different people need different help. Show the picture of the baby, what help do they need? Show the picture of the child, what help do they need? What can they do now independently etc?	Have a circle time about how we have to wear pants to cover up our private parts. Talk about how we don’t show anyone and we say no if someone asks to see. Play/watch the ‘Pantosaurus’ song on Youtube. Lots of support from adults in play to reinforce this.	Have a circle time about how boys and girls are different however can do the same things. Miss Ratcliffe and Mr Corcoran are both teachers. Show pictures of a police lady and police man and more. Discuss how anyone can do any job. Lots of support from adults in play to reinforce this in roleplay – dressing up.	Have a circle time about what makes you happy and what makes you scared. Talk about any differences between the children – A likes spiders. B doesn’t and that’s ok. Lots of support from adults in play to reinforce this in – snack etc.
Rec	Have a set of images of a doctor, fireman, teacher, parent and	Discuss who are our trusted adults (teachers, parents etc)	Draw around a child’s body on large paper. Discuss how everybody is different and have	Look at a range of photographs. Which photo shows the youngest person?	Continue from last week: Look at the photo of the baby. Who has a baby in their family?	Can you dress the person? (could have a suitcase with various clothing and items in to make this task more practical)	Link to Continuous provision. Allow children the opportunity to explore the home	Link to topic ‘In the Garden’ Go on a bug hunt on the green space.

<p>stranger. Children to discuss who can keep them safe and how.</p> <p>Read story My body belongs to me: https://www.youtube.com/watch?v=2Y3JHm524E4</p> <p>Revisit NSPCC and discuss how each person's body belongs to themselves. Watch the Pantosaurus Song. https://www.youtube.com/watch?v=Lnr0Txz7USI</p> <p>Discuss reporting incidents to appropriate adults if you are feeling unsafe or if you are aware of anyone who is</p>	<p>Read: Trusted adults story https://www.twinkl.co.uk/resource/eyfs-trusted-adults-information-powerpoint-t-tp-1637668063</p> <p>Have images of safer strangers/trusted adults and strangers. Children to sort them into categories of safe adults and stranger.</p>	<p>different qualities. All children to say something about themselves. Write or draw these in the centre of the body. i.e. hair colour, glasses, kind, generous etc.</p>	<p>Ask chn to put the photos in order of youngest to oldest. Discuss the differences in how the people look in the photos.</p>	<p>What do you do to help the baby?</p> <p>Look at the photo of the old lady. What do you do at home to help look after your grandparents?</p>	<p>Can you choose the appropriate clothes a person to wear if they are going to the beach/school/swimming lesson/cold winter day/party etc.</p> <p>Discuss wearing appropriate clothing.</p>	<p>corner, dress up and pretend to be a different character.</p> <p>Talk to the children about who they are ie mother, father, chef, baby, shop keeper, hair dresser etc.</p>	<p>Search for different types of bugs.</p> <p>Who found the bug hunt fun? Who was scared when they saw the bug? Discuss how we can all have different opinions about the same thing. It is OK to feel different to your friend.</p>
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	<p>feeling unsafe.</p> <p>Circle time – If I am feeling unsafe what can I do?</p>							
Y1	<p>I know ways to keep safe in familiar environments. What makes you feel safe? Who makes you feel safe? Draw your own safe class bubble – who is in your safe bubble and why? Go outside and blow bubbles – tell them to take deep breaths and close their eyes and imagine their safe bubbles.</p>	<p>I know about people whose job it is to help keep us safe.</p> <p>Why might we talk to someone?</p> <p>Who can we talk to?</p> <p>Do we talk to different people depending on the situation?</p> <p>Is there anyone we shouldn't talk to? Link to stranger danger.</p> <p>Show the children some key people (police, teacher, Doctor etc) Can the children think about why we would talk to these people?</p>	<p>I know how to recognise what makes me special.</p> <p>Discuss article 7 with the children – we all have the right to a name and nationality.</p> <p>Our name and who we are makes us unique.</p> <p>We are all good at different things and like and dislike different things.</p> <p>Children to draw a picture of themselves and identify what they are good at and their likes and dislikes.</p>	<p>I know about growing and changing from young to old and how people's needs change.</p> <p>What does 'growing up' mean?</p> <p>Watch - https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zk4bgwx</p> <p>What changes happen to us as we grow up?</p> <p>Children to complete the sheet.</p> <p>When they were a baby... Now they are older... In the future...</p>	<p>I know about growing and changing from young to old and how people's needs change.</p> <p>Recap previous learning from last week and how things change as we grow up.</p> <p>Watch - https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zk4bgwx</p> <p>Explain to the children that this is part of our life cycle.</p> <p>Children to complete a timeline to show the life cycle of a human.</p>	<p>I know about growing and changing from young to old and how people's needs change.</p> <p>Show the children a picture of you the teacher as a baby – do they know who it is? Why do we not recognise who it is?</p> <p>In pairs, talk about all the ways they can think of that they have changed since they were babies. Share round the circle the ideas they have come up with. Can they think of a change in their body as well as another change e.g. abilities, personality etc. Write their ideas on the whiteboard in two columns labelled 'Body changes' and 'Other changes'</p>	<p>I recognise the ways I am the same as, and different to other people.</p> <p>Ask the children to work in pairs and briefly discuss a way that boys and girls often look different.</p> <p>Conclude that one way we can tell the difference between boys and girls is by their private body parts.</p> <p>Reinforce that our private parts are those parts that our swimsuits or underwear cover. Ensure 'private' is taken to mean special and important, not 'guilty', 'dirty' or 'not very nice', and that children understand their private parts belong to them and no-one has the right to touch them without their permission. Emphasise that our</p>	<p>I know about different feelings that humans can experience.</p> <p>Recap previous lesson on feelings.</p> <p>Show the children a picture of children on a roller coaster – ask the children to vote is this fun or fear?</p> <p>Explain that we have many different feelings and depending on the situation we may feel different to how our friend is feeling.</p> <p>Show a range of situation children to decide whether they think it is fun or fear – can they explain their feelings?</p>

							<p>private parts are special and nobody should do anything to them which hurts or makes us feel scared. Ask the children what they should do if they feel hurt or scared. Ensure they know who to tell or go to for help.</p> <p>In a group sort pictures of body parts from boys and girls...do boys and girls have any parts that are the same?</p>	
Y2	<p>I know about rules and age restrictions that keep us safe.</p> <p>Show the children a picture of an animal in danger – do you think it feels safe? Why/why not? What makes you feel safe? Talk about different places and people who make us feel safe. How do you feel when</p>	<p>I know that it is important to tell someone if something about my family makes me feel unhappy or worried.</p> <p>Why might we talk to someone?</p> <p>Who can we talk to?</p> <p>Do we talk to different people depending on the situation?</p> <p>Give children a selection of different scenarios where they would need to talk to someone – can the children identify the right person to talk to?</p>	<p>I recognise ways in which we are all unique.</p> <p>What makes me unique?</p> <p>Book link- There's only one you.</p> <p>Activity- Top trump/fact file around themselves. How are they different to others?</p>	<p>I know about growing and changing from young to old and how people's needs change.</p> <p>I can recognise the ways in which I am the same and different to others.</p> <p>Discussion around difference that can be seen in school.</p> <p>Activity- difference game. E.g. find someone with different hair colour than yours.</p>	<p>I know about growing and changing from young to old and how people's needs change.</p> <p>I can name the main parts of the body including external genitalia.</p> <p>Consider delivering Pol Ed lesson – What are private body parts?</p> <p>PPT from website and resource sheet available</p> <p>I know about growing and changing from young to old and how</p>	<p>I know about growing and changing from young to old and how people's needs change.</p> <p>Why is my body changing?</p> <p>Introduction to changes that happen to the body as children get older. Group discussion around what changes and why.</p>	<p>I know about growing and changing from young to old and how people's needs change.</p> <p>Life cycles</p> <p>Activity- Children to draw the different stages of the human life cycle.</p>	<p>I know how to recognise and name different feelings.</p> <p>I know how feelings can affect people's bodies and how they behave.</p> <p>Book link- Ravi's Roar</p> <p>Group discussion- can children identify different feelings? When do they feel like that? What happens to our body when we feel different things?</p>

	<p>you are safe? Conscience alley – give children a scenario ‘Should I tell someone if I don’t feel safe?’ – split children into two groups for conscience alley activity. Each group to work with an adult to discuss what we should do.</p>	<p>For example, if someone was hurting them – NSPCC.</p>			<p>people’s needs change. I can name the main parts of the body including external genitalia. Growing up Activity- Children are able to label parts of the body.</p>			
Y3	<p>I know reasons for following and complying with regulations and restrictions; how they promote personal safety and wellbeing with reference to social media, television programme</p>	<p>I know where to get advice and report concerns if worried about my own or someone else’s personal safety. Consider delivering Pol Ed lesson – Who are my key people? How can I share my worries? PPT from website and resource sheet available</p>	<p>I know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). Activity where children draw their hands and label their strengths and weaknesses and what makes them different, their interests etc.</p>	<p>I know about where to get more information, help and advice about growing and changing, especially about puberty. Who can you ask questions about growing up? What happens as we get older? Does anyone have an older sister/brother? do you have any questions, write them on a post it.</p>	<p>I know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. Discuss life cycle, what happens to us? Order pictures... Watch the video...</p>	<p>I know about how hygiene routines change during the time of puberty. Name body parts. Children to say the names they know for body parts. Put them on post its and place on body outline.</p>	<p>I know about respecting the differences and similarities between people and recognising what they have in common with others. I know about personal identity; what contributes to who we are. I know how to recognise my individuality.</p>	<p>I know about everyday things that affect feelings and the importance of expressing feelings. Read the colour monster. Discuss feelings. How do you feel when...?</p>

<p>s, films, games and online gaming. Consider delivering Pol Ed lesson – What are emergency situations? PPT from website and resource sheet available</p> <p>I know strategies to keep me safe in the local environment.</p> <p>I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard.</p>	<p>I know where to get advice e.g. family, school and/or other sources.</p> <p>Follow on from last week with safe scenarios and who can be spoken to and support us.</p> <p>Discuss if they appear to be safe/healthy and why they may not be.</p> <p>- Who can help us in different situations?</p> <p>What can we do if we need help in different situations?</p> <p>Who can we talk to when ...?</p>				<p>https://www.youtube.com/watch?v=FfBfk4bTUhY</p>  <p>Where does a baby grow? How is it born?</p>		<p>To discuss that some parts are private.</p> <p>Are we all the same height? Do we all have the same size shoes? Discuss being individuals.</p>	
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<p>Follow up from discussion last week around relationships and keeping safe:</p> <p>Discuss</p> <ul style="list-style-type: none">- Friendships with peers and others (linking briefly into peer pressure)- Concept of privacy- Each person's body belongs to themselves- Recognise and report feelings of being unsafe- Who can you talk to for advice? <p>Explore scenarios of situations showing children in safety or not, discuss as a class.</p>								
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<p>Y4</p>	<p>I know strategies for keeping safe in the local environment or unfamiliar places. I know reasons for following and complying with regulations and restrictions. How can we keep ourselves safe? Deliver Pol Ed lesson – How can I keep safe in my local area?</p> <p>PPT from website and resource sheet available</p> <p>Recap safe relationships from last week. Discuss - Friendships with peers and others</p>	<p>I know how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health. Who can I talk to? Show some images of scenarios/relationships from last week. Discuss if they appear to be safe/healthy and why they may not be. → Who can help us in different situations? → What can we do if we need help in different situations? → Who can we talk to when ...?</p>	<p>I recognise my individuality and personal qualities. What makes me unique? Explore the term 'unique' – how are we all unique? What makes you unique? Pupils explore and share their likes and dislikes in order to recognise their individuality and personal qualities.</p> <p>Task - Identify personal strengths, skills, achievements and interests around a drawing image of themselves.</p>	<p>I know about the physical and emotional changes that happen when I grow up. Growing up Explore growing and changing from young to old and how people's needs change. Share scenarios – can pupils identify and discuss how people and other living things have different needs? Discuss the responsibilities of caring for them.</p>	<p>I know about the processes of reproduction and birth as part of the human life cycle. Life cycles Show images and videos about growing and changing from young to old and how people's needs change. Discuss own experiences e.g. changing needs of a baby, elderly grandparent.</p>	<p>I know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. I can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. Why is my body changing? Longer session / consider smaller groups and possibly G and B separately Pupils discuss/learn to: - name the main parts of the body, including external genitalia. - recognise that some things are private and the importance of respecting privacy.</p>	<p>I know about respecting the differences and similarities between people and recognising what they have in common with others. Why are boys and girls different? Longer session / consider smaller groups and possibly G and B separately Lesson to explore puberty, physical and emotional changes.</p>	<p>I know about everyday things that affect feelings and the importance of expressing feelings. Is it fun or is it fear? Class discussion: What is fun? What is fear? Show images to support. Do people always think the same? Why might people think differently? Group task – pupils given situations and decide if fun or fear is being experienced and how they know.</p>
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	<ul style="list-style-type: none"> - Concept of privacy - Each person's body belongs to themselves - Recognise and report feelings of being unsafe - Where to get advice <p>Share images and discuss if the children seem safe. Why/how/why not?</p>							
Y5	<p>I know how to respond and react in an emergency; how to identify situations that may require the emergency services.</p> <p>I know how to respond safely and appropriately to adults I may encounter whom I do not know.</p> <p>Give chn a problem</p>	<p>I know where to get advice and report concerns if worried about my own or someone else's personal safety.</p> <p>Consider delivering Pol Ed lesson – Why are our special people important?</p> <p>PPT from website and resource sheet available</p> <p>Share a range of problems with the chn and discuss who can help in these situations – link back to</p>	<p>I recognise my individuality and personal qualities.</p> <p>To recognise ways in which we are all unique</p> <p>Identify likes and dislikes</p> <p>To recognise their individuality and personal qualities</p> <p>Identify personal strengths, skills, achievements and interests</p> <p>Chn to be given mirror or an ipad to see themselves ask</p>	<p>I know about the physical and emotional changes that happen when I grow up.</p> <p>Know about growing and changing from young to old and how people's needs change</p> <p>To know how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>Match activity with pictures people and the needs they have, can link here with the fact that some people who are an adult may have needs due to illness etc</p>	<p>I know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for.</p> <p>Know about growing and changing from young to old and how people's needs change</p> <p>Show chn timeline of growing up (recap from Y2) discuss what needs each stage of life requires – elderly need help similar to children discuss this with chn</p>	<p>I know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>I can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>I know about the physical and emotional changes that happen when approaching and during puberty.</p> <p>Name the main parts of the body, including external genitalia</p> <p>To recognise that some things are private and the importance of respecting privacy</p> <p>Why is my body changing and why</p>	<p>I can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Name the main parts of the body, including external genitalia</p> <p>To recognise that some things are private and the importance of respecting privacy</p> <p>Why is my body changing and why</p>	<p>I know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>What is fun?</p> <p>What is fear?</p> <p>Do people always think the same ?</p> <p>Why might people think differently?</p> <p>Situations – fun/fear</p> <p>Ask chn to define fun and fear. Share with them the actual.</p>

	<p>card and ask them how they would help this person – discussion around key facts stated.</p> <p>Share their problem with the class and the solution their group has came up with,</p> <p>End session with where chn can get advice from and emphasis on the importance.</p>	<p>previous learning here.</p> <p>Chn to complete a speech bubble for each problem with the person/people they can speak too.</p> <p>Explain the different situations to chn and how they can be the same person or different.</p>	<p>chn to look around the room and find someone who is the same. They cannot therefore they are all unique</p> <p>Tell their partner one like and one dislike they have – are they the same no</p> <p>Draw a self portrait and put around it everything they are good at and anything they have done they are proud of.</p>	<p>But however, they need to be aware that growing up means they are caring for themselves and becoming more independent.</p>	<p>Give each table a age and talk about what their needs would be,who cares for them and how they are cared for.</p>	<p>importance of respecting privacy</p> <p>Why is my body changing and why do I feel this way? (puberty, physical and emotional changes)</p> <p>Introduce new vocabulary to the chn and ensure they know the correct terminology for each body part.</p> <p>Label the body – which are private parts and which need to be respected as private.</p> <p>Discuss with Y5 puberty Showers each day Using deodorant</p> <p>Ensure they know that all the feelings they may be having are normal and who they can talk to if they need too.</p> <p>Link here with social story</p>	<p>do I feel this way? (puberty, physical and emotional changes)</p> <p>What is different about girls and boys appearances.</p> <p>Look closer at girls starting their periods and discuss whole class what this means. Chn need to know this is what happens to every girl and isn't something to be worried or ashamed.</p> <p>Practical venn diagram to look at the similarities and differences</p>	<p>Give the chn scenarios and ask whether it is fun or fear – note that not all chn will think the same and point this out to the class.</p> <p>Discuss why chn feel like this.</p> <p>Give the chn a situation and ask them to write if they think it is fun or fear – and give reason for this,.</p>
Y6	<p>I know how to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact</p>	<p>I know where to get advice and report concerns if worried about my own or someone else's personal safety.</p> <p>Chdn to work in groups and as a class to make a list of all of the ways that they can get help of they need it. Where can they go for different types of help -childline</p>	<p>I know my personal identity, what contributes to who we are.</p> <p>Chdn to discuss what the word unique means.</p> <p>Partner discussion around ways that they feel that they are unique. What unique qualities do they have? What do they think is unique</p>	<p>I know about the physical and emotional changes that happen when approaching and during puberty.</p> <p>Chdn to discuss the different periods of the life that they will go through in their life (baby, toddler, child, adolescent, adult, old age)</p> <p>Groups to discuss the needs of a human at each</p>	<p>I know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for.</p> <p>I can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Chdn to continue their discussion from the previous session and look at the lifecycle of a human. Chdn to match their thoughts and ideas to each stage of the human life cycle.</p>	<p>I know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>Sessions to be led by the Y6 PSHE puberty PPT that the children study each year. May be split in to two or</p>	<p>I know strategies to respond to feelings, including intense or conflicting feelings, how to manage and respond to feelings appropriately and proportionally in different situations.</p> <p>Chdn to talk to a partner and discuss the meaning of the</p>	

<p>them and what to say. What does it mean to be safe? Ideas scribed by the teacher. Discuss with the children how they should always feel comfortable in the relationships that they have and should never feel forced in to a situation that they don't feel comfortable with. They should know that their body is personal to them and if anyone was to ask to see or touch any part of them they should say no – link to online safety and grooming from previous lessons.</p>	<p>etc if they want to speak to someone who they don't know.</p>	<p>about their friend/partner. Discussion – why is it good to have different opinions/feelings/t houghts/interests?</p>	<p>of the different phases in their life. Who is responsible for them at each stage? At what stages do they need someone else to help look after them? Groups to further discussion by talking about how their needs will change as they grow up.</p>		<p>delivered in a block as a longer session. LETTER TO BE SENT OUT.</p>	<p>word fun and the word fear. T to scribe ideas. Chdn to think about if the two can be linked. Cab something fun cause fear? Can something that causes fear be fun. Chdn/groups to explain their ideas, with examples, to the rest of the class. Chdn to think about whether or not people share the same fears. Again they will be encouraged to give their ideas to support the ideas. Class to talk about the dangers of doing things that are dangerous to them and others.</p>
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	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
Theme	Living in the wider world	Living in the wider world	Living in the wider world	Living in the wider world	Living in the wider world	Living in the wider world	Living in the wider world
Key Question for Week	What have you achieved?	How have you succeeded this year?	What challenges have you come across?	Is money important?	Are you ready for your future?	Jobs and careers	What are your dreams and goals for next year?
Rights Respecting	Article 28- access to education	Article 28- access to education Article 29 aims of education	Article 31- rest play cultural arts	Article 26 – Social and economic help	Article 29 -aims of education	Article 32- Protection from harmful work Article 40 – children who break the law Article 41 – best law for children applies	Article 28 – Access to education Article 29 aims of education
EY	Have a circle time and show the children photo from the year, what have we learnt to do? Cooking, planting, putting our shoes on, sharing, writing our name etc.	Have a circle time, recap what we talked about last week. Ask the children individually what they think they did good at this year?	Have a circle time, recap previous weeks. What have we found tricky this year? Writing our name, waiting our turn, pedalling a bike etc. Talk about even though we find something tricky, we need to keep trying.	Have a circle time, ask the children how we get food, how we get clothes? Explain we need money to buy things, where do we get money from? Explain to the children we go to work and then we get money to buy things.	Have a circle time about what you want to be when your older? Talk about how we need to listen in school so we can grow and learn for when we are older.	Have a circle time about what you want to be when your older? Talk about how we need to listen in school so we can grow and learn for when we are older.	Have a circle time, talk about how some of our friends and moving up to Reception, talk about all the things they are going to learn in Reception and how exciting it will be.
Rec	Circle time - discuss the different things we have done this year at school – explore the children’s favourite experiences . Look back at photographs from	Circle time – discuss the people in our school and their roles. Ask the children who has helped them to achieve this year? Make a thank you card for an adult in school.	Circle time – think of something that might be tricky... suggestions e.g. learning to rise a bike, learning to swim etc. Discuss how the children are going to achieve these things. Think about lots of practise. Watch this story –	Have some money for the children to look at. Discuss what it is and try to think about the different values of the coins. Explain that some coins are worth more pennies than others. Explore what the children would do with this money? What do they need/ what do they want?	Think about people who help us. Watch the videos on youtube of firefighters, nurses and police – do the children remember when we had a visit from the police men? What would the children like to do? Make a picture of the different jobs they suggest.	Circle time – think back to a few weeks ago when we thought about jobs. Children to be encouraged to think about the different skills someone may need for a job. Look at the people who help us stories and discuss.	Recap our year together in reception and think ahead to Year 1. Discuss the children’s goals and explore what they may need to do next year in order to achieve their goals.

	throughout the year.		https://www.youtube.com/watch?v=kPO21NiUbU0				
Y1	<p>I can identify what I like and dislike. Show the children the pictures – can the children identify the successes in the picture.</p> <p>Talk to the children about their successes/achievements this year.</p> <p>Give each child a treasure chest can they draw/write about what they have achieved this year?</p>	<p>I can identify what I like and dislike. Think back to last week when the children identified what they have achieved over the year.</p> <p>Link this to our 'STARS'</p> <p>As a group can the children come up with their successes and achievements linked to 'STARS'.</p>	<p>I know how feelings can affect people's bodies and how they behave. Share with the children the story: 'We're going on a bear hunt', by Michael Rosen and Helen Oxenbury. Introduce the idea that there are obstacles to overcome, e.g. long grass, snow storm, fear.</p> <p>Can the children identify challenges they have come across this year, how have these challenges been overcome?</p>	<p>I know what money is; forms that money comes in; that money comes from different sources. I know that people make different choices about hot to save and spend money.</p> <p>Is money important? Why do we need money? Do you have to spend all of your money? What else can you do with your money?</p>	<p>I know some of the strengths and interests someone might need to do different jobs.</p> <p>Fire brigade, Police and Ambulance to visit school – talk about careers within those jobs.</p>	<p>I know that jobs help people to earn money to pay for things. List as many jobs as we can think of. Go round the circle and say what job you would like and why. Use job word mats to write on a star 'I would like to be a ...'</p>	<p>I know about preparing to move to a new class/year group. What are you looking forward to when you move to year 2?</p> <p>What are you worried about when you move to year 2?</p> <p>What is your goal for year 2?</p>
Y2	<p>I can identify what I am good at and what I like and dislike. What have you achieved?</p>	<p>I can identify what I am good at. How have you succeeded this year?</p>	<p>I know how to manage when finding things difficult. What challenges have you come across?</p> <p>Link to managing feeling- how do you feel when you don't</p>	<p>I know what money is; forms that money comes in; that money comes from different sources. I know the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p>	<p>I know different jobs that people I know or people who work in the community do.</p> <p>Fire brigade, Police and Ambulance to visit school – talk about careers within those jobs.</p>	<p>I know some of the strengths and interests someone might need to do different jobs.</p> <p>Jobs and Carers</p> <p>Consider delivering Pol Ed lesson – What is a job?</p>	<p>I know about preparing to move to a new class/year group. What are your dreams and goals for next year?</p> <p>Transition link Next school year worksheet- Children</p>

	<p>Personal reflection- What are 2 things you have done well this year.</p>		<p>achieve what you want? <i>Spider diagram what am I good at</i></p>	<p>Consider delivering Pol Ed lesson – What is money? PPT from website and resource sheet available Is money important? I know what money is; forms that money comes in; that money comes from different sources. I know about the difference between needs and wants; that sometimes people may not always be able to have the things they want. <i>Link to careers and jobs. Group discuss- why is money important? What do we need it for? How do we get it? FB task</i></p>		<p>PPT from website and resource sheet available I know different jobs that people I know or people who work in the community do. Children to discuss different jobs and careers- Link to people who help us. https://www.youtube.com/watch?v=soKRa6D90WQ <i>Job guessing game- Who am I</i></p>	<p><i>to discuss and write/ draw what they are looking forward too, want to achieve, worries for the coming year.</i></p>
Y3	<p>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. I can look back and reflect on the year and can say</p>	<p>I recognise my individuality and personal qualities. I can say what I have made the biggest improvement in this year.</p>	<p>I know about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking. I can name something I found hard but have got better at over the year. Have you learnt a new skill? Is there something you feel you have improved over the year?</p>	<p>I recognise that people make spending decisions based on priorities, needs and wants. I know the difference between what I need and what I want. Make a list of what we need. Discuss how these needs must be met and money is often needed to do this. Wants are a luxury.</p>	<p>I know about some of the skills that will help me in my future careers. Careers week assembly 1.15pm Thursday 6th July (Y3/4)</p>	<p>I can identify the kind of job that I might like to do when I am older. I know that we need money to live, pay bills and buy clothes. I can talk about the jobs people do in the local community. I can say what strength/interest you may need to do a particular job. Discuss why people go to work. Who do they know that works? What do they do?</p>	<p>I know about some of the skills that will help me in my future careers. I know what a dream is. I know how to reach my goals. I can set myself goals for the next academic year and I know who can help me achieve them. Discuss future dreams and goals, what would you like</p>

	<p>what I have learnt to do better now.</p> <p>Better gymnast? Better friend? Better reader? Writer? Etc.</p> <p>Write: 1: development 2: something you have learnt 3: something you have improved.</p>		<p>In the centre of a flower write what you have got better at. Bloomed like a flower.</p>				<p>to be better at? How can you do this? Who can make it happen? Do you need help with this?</p>
Y4	<p>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. What have you achieved?</p> <p>Reflective lesson – what have you</p>	<p>I recognise my individuality and personal qualities. How have you succeeded this year?</p> <p>Reflect on stars from last week – what were your biggest successes? What are you most proud of? Who helped you to achieve? Who will help you in future? Group/paired discussion and then feedback to the class.</p>	<p>I know about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking. What challenges have you come across?</p> <p>Discuss - Think ahead to Y5, what challenges might you face?</p> <p>Show images/scenarios and pupils discuss who can help them overcome these challenges. Group task and feedback</p>	<p>I recognise that people make spending decisions based on priorities, needs and wants. I know about the different ways to pay for things and the choices people have about this. Is money important?</p> <p>Discuss as a class pros and cons of saving money / spending money.</p> <p>Group task – to spend or to save? List reasons (half the class) and then do conscious alley.</p> <p>End with a discussion summarises thoughts from session about if</p>	<p>I know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>Deliver Pol Ed lesson – What can I be?</p> <p>PPT from website and resource sheet available</p> <p>Careers week assembly 1.15pm Thursday 6th July (Y3/4)</p>	<p>I know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>Jobs and careers</p> <p>Build on work from last week (careers fair/professionals in to share careers info). Discuss/remind pupils that jobs earn money and that different qualifications/skills are needed for different jobs.</p> <p>Pupils consider skills needed for jobs. Match</p>	<p>I can recognise positive things about myself and my achievements; set goals to help achieve personal outcomes.</p> <p>What are your dreams and goals for next year?</p> <p>Pupils identify their goals to achieve in Y5 – write themselves 3 school related targets. Then they consider dreams – long term goals//aspirations. They write these into a dream jar and discuss how</p>

	<p>achieved this year? Pupils to discuss and write their own successes inside a star. On the outside, pupils write future aims/targets/aspirations – ranging from next year in school to what they want to be when they grow up.</p>		<p>to whole class, after T model/whole class discussion examples.</p>	<p>money is important and why.</p>		<p>up/identify skills that match a range of jobs.</p>	<p>they can achieve them and who can support them (link to 'safe' adults e.g. in school, parents, family).</p>
Y5	<p>I can recognise positive things about myself and my achievements; set goals to help achieve personal outcomes; set goals to help achieve personal outcomes. Give children a jigsaw puzzle with a space in the centre for them to write their name/self-portrait.</p>	<p>I can recognise positive things about myself and my achievements; set goals to help achieve personal outcomes. Teacher to model filming a short clip that discusses biggest success this year/how they gained success/who helped them to succeed. Working in partners, film each other talking about their own success story.</p>	<p>I know how to manage setbacks/perceived failures, including how to reframe unhelpful thinking. Children complete a flowchart diagram following teacher modelling. E.g. A challenge I faced this year was... This was challenging for me because... I overcame this challenge by.../ I am still working on</p>	<p>I know about the different ways to pay for things and the choices people have about this. I know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. https://barclayslifeskills.com/i-want-to-get-to-grips-with-money-and-fraud/school/ Consider delivering Pol Ed lesson – What are the risks with money?</p>	<p>I know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. Careers Fair in school. Within each class children to focus on 5 different jobs and research the qualifications, skills and responsibilities that come with each. As a Y5 cohort, children to present info about jobs to each other to inspire and raise aspirations.</p>	<p>I know what might influence people's decisions about a job or career. Investigate salaries for the careers that were chosen in the first week. Discuss how usually higher salaried jobs come with more responsibility. Do all important jobs with responsibility come with a high salary? Is this fair or not? Discuss with the children current issues to do with cost of living/ different jobs striking for higher wages and why this is important to workers to receive a fair wage.</p>	<p>I can recognise positive things about myself and my achievements; set goals to help achieve personal outcomes. Discuss dreams and goals. Discuss how children might achieve their goals in Y6 and what will happen if they do achieve them/ don't achieve them. Revisit goals that the children set when they came into Y5- how successful have they been?</p>

	<p>In each part of the jigsaw chn must think, pair, share and write down their achievements, biggest developments, favourite learning and how/what they want to improve further in Y6.</p> <p>Chn to be challenged to think about this on a personal and academic level.</p>	<p>Send some of these to SLT to share on social media.</p>	<p>overcoming this challenge by...</p> <p>X supported me to overcome this challenge by...</p> <p>If I was to be challenged by this again or by something similar I would...</p> <p>I anticipate in Y6 I will be challenged in the following ways: ...</p>	<p>PPT from website and resource sheet available</p> <p>Use resources from website above to promote healthy spending and saving money habits.</p>			
Y6	<p>I can recognise positive things about myself and my achievements; set goals to help achieve personal outcome.</p> <p>Chdn to talk about what</p>	<p>I can recognise positive things about myself and my achievements; set goals to help achieve personal outcome.</p> <p>Recap the outcomes of the previous lesson.</p> <p>Chdn to discuss the meaning of the word success and give examples of</p>	<p>I know how to manage setbacks/perceived failures, including how to reframe unhelpful thinking.</p> <p>Chdn to begin to think about their move to secondary school and use this to identify any challenges that they might face as they do this. T to scribe the ideas from the class.</p>	<p>I know about risks associated with money and ways of keeping money safe.</p> <p>I know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>Chdn to begin to talk about jobs (link to careers fair topic) What jobs do they know of already?</p>	<p>I know that there is a broad range pf different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>Careers event to link with topic that has moved to tie in.</p>	<p>I know about what might influence people's decisions about a job or career.</p> <p>Chdn to use the jobs from the careers' sessions in the last two weeks and look at the person specifications for each of the jobs.</p> <p>Chdn to work in groups and use internet research.</p> <p>Class discussion at the end of the session to share findings.</p>	<p>I can recognise positive things about myself and my achievements; set goals to help achieve personal outcomes.</p> <p>Chdn to think about what dreams and goals are. T to ensure the understanding of a dream is secure.</p> <p>Chdn to discuss their dreams and goals with their partner. At least</p>

<p>an achievement is. Working together they will discuss their achievements this year. Chdn to be encouraged to think about SATs and the work towards that but to also think about personal achievements too.</p> <p>After discussing their improvements they will go on to discuss the things that they would like to continue to develop as the year goes on and when they move on to their new schools. What new</p>	<p>things that show success. Using this discussion chdn to think about their biggest success this year. Again, this can be about school and outside of school (both can be talked about) Ones they have identified their success they will explain how they gained the success and think about the people who helped them to achieve it. Chdn to be reminded that thy should also be considered in this.</p>	<p>Chdn to identify the one thing that they believe will be the most challenging and use that to think about how they will overcome that challenge and who to talk to/approach if they need help with this. Ideas to be shared with the class.</p>	<p>Chnd to think about the benefits of having a job. Linking a job to earning money, chdn to think about why money is important. What will yo need to pay for as you grow up?</p> <p>Chdn to discuss what it means to save and what they need to for? How can they save (banks etc)</p>				<p>one must be linked to their next academic year at secondary school. Chdn to work together to plan how they are going to achieve their dreams and who will help them.</p>
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This Information has been classified as Customer / General.

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