







Stanley Grove Primary Academy


# **Medium Term Plan**


## Personal

## Development

Rights and responsibilities		Feelings and friendship		Identity		
Money		Health		Safety and risk		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6Rs	Readiness (Ready Rabbit) 	Responsibility (Responsible Dog) 	Resilience (Resilient Tortoise) 	Reasoning (Reasoning Elephant) 	Resourcefulness (Resourceful Squirrel) 	Reflection (Reflective Owl) 

Ongoing - Travel Tracker – Class log-in  
squad-tying-await  
<https://www.traveltracker.org.uk/en-gb/accounts/classroom-login/>

 **WOW** THE WALK TO SCHOOL challenge

 BritishRedCross First Aid Champions.  
<https://www.redcross.org.uk> [First Aid Skills for Children | First Aid Champions](#)  
Articles 6,17,27

<https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools>  
Where possible mention e-safety during daily teaching. (ES) links to be highlighted in purple on long term plans.


**Zones of Regulation - <https://zonesofregulation.com/index.html>**  
**Highlighted in green throughout LTP.**


This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others.

It is important to note that everyone experiences all of the zones—the red and yellow zones are not the “bad” zones. All of the zones are expected at one time or another. The Zonenns of Regulation is intended to be neutral and not communicate judgment.



The Zones of Regulation and Dojo Conundrums can be used as a BOXALL intervention.  
<https://www.nutureuk.org/what-is-nuture/#six-principles>

 **THE SIX PRINCIPLES OF NURTURE**

 **The Boxall Profile®**  
Early identification of potential social, emotional, behavioural and/or mental health concerns

The language of the 6Rs can be used to support the children regulating their learning and also linked with the language of the ZoR emotions. For example;  
I can see you are ready to learn and that is showing me that you are focussed and in the green zone.  
It's great to see you being responsible for your learning and moving away from your friends who are talking, so you can be calm and get on with your writing.  
I can see you are stuck in your learning and this is causing you to be frustrated and in the red zone, - you are being resilient by not giving up and resourceful by using a number square to help you get back in the green zone.

**British Values**

Our school reflects British Values in all that we do. We aim to nurture our children through life, so they grow into safe, caring, democratic and tolerant adults who make a positive difference to British society and the wider world.

[Guidance on promoting British values in schools published - GOV.UK \(www.gov.uk\)](#)

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Respect for British Institutions
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Year 1	<p><b>How do we decide how to behave?</b> Rules; good and bad behaviours; good about me; being a good listener.</p>	<p><b>What makes us special?</b> Unique me; feelings, difference and similarities between people including boys and girls; special people in our lives.</p>	<p><b>How do I keep safe?</b> Good and bad secrets; feeling uncomfortable in a situation; stranger danger.</p>	<p><b>How do I keep safe?</b> Rules for staying safe at school, home and outside; emergencies.</p>	<p><b>How do I look after myself inside and outside?</b> Looking after our teeth; hygiene; different feelings and managing feelings; being healthy.</p>	<p><b>What can we do with money?</b> Wants and needs; different types of money; saving money; keeping money safe.</p>
Year 2	<p><b>How can we help?</b> School and class rules; rights and respecting our rights; privacy; looking after the environment.</p>	<p><b>How do we show our feelings?</b> Managing our feelings; difference between small and big feelings; experiencing unwanted feelings; feeling good about myself.</p>	<p><b>How can we be healthy?</b> Keeping our bodies healthy; keeping our minds healthy; healthy choices; spreading of disease; hygiene.</p>	<p><b>What is the same and different about us?</b> Celebrating achievements; independence; groups and communities we are a part of; changes in the body as we grow; naming body parts and genitalia.</p>	<p><b>What is bullying?</b> Joking, teasing and bullying; fair, unfair, kind and unkind behaviours; responding to bullying; secrets; inappropriate behaviour, unwanted touch.</p>	<p><b>How can we keep safe in different places?*</b> Everyday medicines; household substances; dangers inside and outside; getting help when in danger; keeping myself and others safe.</p>
Year 3	<p><b>What are the rules that keep us safe?</b> Rules and laws; self-control; personal space; keeping safe in the local environment; managing risks.</p>	<p><b>How can we describe our feelings?</b> Describing feelings to others; feelings affecting behaviour, good and bad; managing feelings and emotions; changing in emotions.</p>	<p><b>What are we responsible for?</b> Responsibility in school, home and community; rights and duties; local British communities and global communities.</p>	<p><b>What can we do about bullying?</b> Bullying; healthy relationships; equality; looking after mental health.</p>	<p><b>How do we live healthily?</b> Balanced lifestyle; influence on choices; safety in the sun; hygiene routines; medication.</p>	<p><b>What jobs would we like?</b> Stereotyping in the workplace; links between work and money; enterprising; different roles and responsibilities; celebrating achievements.</p>
Year 4	<p><b>How can we be a good friend?</b> Complex feelings; responsibility over choices and actions; resolving disputes; negotiation and compromise; resilience.</p>	<p><b>What is diversity?</b> My identity; diversity; boys and girls – differences and similarities; diversity of the UK; values and customs.</p>	<p><b>How do we grow and change?</b> Naming all body parts; changes during puberty; good hygiene; health and wellbeing; good quality sleep.</p>	<p><b>What is a good relationship?</b> Different relationships; healthy relationships; managing intense feelings for others; bullying in relationships.</p>	<p><b>How can we stay safe in our local environment?*</b> Managing risks in familiar situations and the local environment; peer pressure; legal and illegal drugs; emergency situations.</p>	<p><b>Why do we have money?</b> Looking after money; sustainability; citizenship; making a change.</p>
Year 5	<p><b>Why do we have different feelings?</b> Brain function and hormones; feelings changing with puberty; negotiation and compromise; making and changing rules; disability awareness.</p>	<p><b>What makes a community?</b> People in our community; community groups; my identity; comparing my life to others.</p>	<p><b>What does discrimination mean?</b> Happy being me; body image; discrimination; equality.</p>	<p><b>How do my choices keep me healthy?</b> Nutritional content of food; balanced lifestyle; habits; drugs – legal and illegal; responsibility and independence.</p>	<p><b>How do we grow and change?</b> Changes in my life; different relationships; wanted and unwanted touch, FGM; menstruation and puberty; hygiene.</p>	<p><b>How can we manage our money?</b> The role of money; managing my money; fair trade and sustainability; media influence.</p>
Year 6	<p><b>What makes a happy and healthy relationship?</b> Different relationships; forced marriages, civil partnerships, arranged marriage; healthy relationships; challenging negative thoughts and feelings; stereotyping.</p>	<p><b>How will my body change?</b> Puberty; naming body parts and how they change; pressure.</p>	<p><b>What are human rights?</b> Laws and how they are made; human rights and rights of the child; being critical of the media; rights to protect us – FGM, marriage; confidentiality.</p>	<p><b>How can money affect us?</b> Managing money; aspirations; allocation of resources in the world; research and debate project.</p>	<p><b>How can we stay healthy?</b> Positive and negative effects on health; connection between physical and mental health; plan and prepare a healthy meal; the law and drugs.</p>	<p><b>How can we manage risks?</b> Responsibility and independence; strategies to manage risks; influence and peer pressure; handling anti-social behaviour;</p>

# THRESHOLD CONCEPTS

**Threshold Concepts** are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and permeate through all units



Try new things



Concentrate



Improve



Work hard



Imagine



Not give up



Push oneself



Understand others

# Progression Across Milestones

Milestones describe subject specific, broad objectives and span two academic years e.g. Milestone 2 for Y3-4

	Milestone 1	Milestone 2	Milestone 3
<p><b>Try new things</b></p> <p><i>Ready Rabbit</i> <i>Article 8-Identity</i> <i>Nurture is important for the development of self-esteem</i></p>	<ul style="list-style-type: none"> <li>• Try new things with the help of others.</li> <li>• Talk about some things of personal interest.</li> <li>• Join in with familiar activities.</li> <li>• Concentrate on things of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Try new things when encouraged.</li> <li>• Enjoy new experiences.</li> <li>• Join clubs or groups.</li> <li>• Talk about new experiences with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy new things and take opportunities wherever possible.</li> <li>• Find things to do that give energy.</li> <li>• Become fully involved in clubs or groups.</li> <li>• Meet up with others who share interests in a safe environment</li> </ul>
<p><b>Work hard</b></p> <p><i>Responsible Dog</i> <i>Article 13 - Share thoughts freely</i> <i>Children's learning is understood development</i></p>	<ul style="list-style-type: none"> <li>• Work hard with the help of others.</li> <li>• Enjoy the results of effort in areas of interest.</li> <li>• Take encouragement from others in areas of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy working hard in a range of activities.</li> <li>• Reflect on how effort leads to success.</li> <li>• Begin to encourage others to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• Have fun working hard.</li> <li>• Understand the benefits of effort and commitment.</li> <li>• Continue to practise even when accomplished.</li> <li>• Encourage others by pointing out how their efforts gain results</li> </ul>
<p><b>Concentrate</b></p> <p><i>Ready Rabbit</i> <i>Article 8-Identity</i> <i>Nurture is important for the development of self-esteem</i></p>	<ul style="list-style-type: none"> <li>• Give attention to areas of interest.</li> <li>• Begin to 'tune out' distractions.</li> <li>• Begin to show signs of concentration.</li> <li>• Begin to seek help when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on activities.</li> <li>• 'Tune out' some distractions.</li> <li>• Search for methods to help with concentration.</li> <li>• Develop areas of deep interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Give full concentration.</li> <li>• 'Tune out' most distractions.</li> <li>• Understand techniques and methods that aid concentration</li> </ul>

			* Develop expertise and deep interest in some things.
<b>Push oneself</b>  <i>Resilient Tortoise</i> <b>Article 8 – Identity</b> <i>Nurture is important for the development of self-esteem</i>	<ul style="list-style-type: none"> <li>• Express doubts and fears.</li> <li>• Explain feelings in uncomfortable situations.</li> <li>• Begin to push past fears (with encouragement).</li> <li>• Listen to people who try to help.</li> <li>• Begin to try to do something more than once.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand why some activities feel uncomfortable.</li> <li>• Show a willingness to overcome fears.</li> <li>• Push past fears and reflect upon the emotions felt afterwards.</li> <li>• Begin to take encouragement and advice from others.</li> <li>• Keep trying after a first attempt.</li> </ul>	<ul style="list-style-type: none"> <li>• Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.</li> <li>• Push oneself in areas that are not so enjoyable.</li> <li>• Listen to others who encourage and help, thanking them for their advice.</li> <li>• Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.</li> </ul>
<b>Imagine</b>  <i>Reasoning Elephant</i> <b>Article - 13 Share thoughts freely</b> <i>Language is understood as vital means of communication</i>	<ul style="list-style-type: none"> <li>• With help, develop ideas.</li> <li>• Respond to the ideas of others’.</li> <li>• Respond to questions about ideas.</li> <li>• Act on some ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to enjoy having new ideas.</li> <li>• Show some enthusiasm for the ideas of others.</li> <li>• Ask some questions in order to develop ideas.</li> <li>• Show enjoyment in trying out some ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate lots of ideas.</li> <li>• Show a willingness to be wrong.</li> <li>• Know which ideas are useful and have value.</li> <li>• Act on ideas.</li> <li>• Ask lots of questions.</li> </ul>
<b>Improve</b>  <i>Reflective Owl</i> <b>Article 28 - Access to Education</b> <i>Children’s learning is understood development</i>	<ul style="list-style-type: none"> <li>• Share with others likes about own efforts.</li> <li>• Choose one thing to improve (with help).</li> <li>• Make a small improvement (with help).</li> </ul>	<ul style="list-style-type: none"> <li>• Share with others a number of positive features of own efforts.</li> <li>• Identify a few areas for improvement.</li> <li>• Attempt to make improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identify own strengths.</li> <li>• Identify areas for improvement.</li> <li>• Seek the opinion of others to help identify improvements.</li> <li>• Show effort and commitment in refining and adjusting work.</li> </ul>
<b>Understand others</b>  <i>Reasoning Elephant</i> <b>Article - 13 Share thoughts freely</b> <i>Language is understood as vital means of communication</i>	<ul style="list-style-type: none"> <li>• Show an awareness of someone who is talking.</li> <li>• Show an understanding that ones own behaviour affects other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others, showing attention.</li> <li>• Think of the effect of behaviour on others before acting.</li> <li>• Describe the points of view of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Listen to other people's point of view.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe and understand others' points of view.</li> </ul>
<p><b>Not give up</b></p> <p><i>Resilient Tortoise</i>  <i>Article 8 – Identity</i>  <i>Nurture is important for the development of self-esteem</i></p>	<ul style="list-style-type: none"> <li>• Try again with the help of others.</li> <li>• Try to carry on even if a failure causes upset.</li> <li>• Keep going in activities of interest.</li> <li>• Try to think of oneself as lucky.</li> </ul>	<ul style="list-style-type: none"> <li>• Find alternative ways if the first attempt does not work.</li> <li>• Bounce back after a disappointment or failure.</li> <li>• Show the ability to stick at an activity (or a club or interest).</li> <li>• See oneself as lucky.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a determination to keep going, despite failures or set backs.</li> <li>• Reflect upon the reasons for failures and find ways to bounce back.</li> <li>• Stick at an activity even in the most challenging of circumstances.</li> <li>• See possibilities and opportunities even after a disappointment.</li> <li>• Consider oneself to be lucky and understand the need to look for luck.</li> </ul>





# Pupil Parliament Assembly Planner 2023/24





Education	Society	Environment	Technology	Sports	Health & Safety	Health	Culture	Early Years
Amy (1)	Amina (8)	Hazel(4)	Jon (3)	Tracey (7)	Nathan (1)	Karen (11)	Sandra (5)	Eleanor

2023					2024						
August	September	October	November	December	January	February	March	April	May	June	July
1 Tu	1 Fr	1 Su	1 We	1 Fr	1 Mo <small>New Year's Day</small>	1 Th	1 Fr	1 Mo <small>Easter Monday</small>	1 We	1 Sa	1 Mo <small>Pup Parliament</small>
2 We	2 Sa	2 Mo <small>Black History</small>	2 Th	2 Sa	2 Tu <small>Teacher Day</small>	2 Fr	2 Sa	2 Tu	2 Th	2 Su	2 Tu
3 Th	3 Su	3 Tu	3 Fr	3 Su	3 We <small>NRS</small>	3 Sa	3 Su	3 We	3 Fr	3 Mo	3 We
4 Fr	4 Mo <small>Teacher Day</small>	4 We	4 Sa	4 Mo <small>Build up Human</small>	4 Th	4 Su	4 Mo <small>Women's History</small>	4 Th	4 Sa	4 Tu	4 Th
5 Sa	5 Tu	5 Th	5 Su	5 Tu	5 Fr	5 Mo	5 Tu	5 Fr	5 Su	5 We <small>World Environment</small>	5 Fr
6 Su	6 We	6 Fr	6 Mo <small>Build Up Human</small>	6 We	6 Sa	6 Tu <small>Safety Week</small>	6 We	6 Sa	6 Mo <small>Early May Sk. Mol.</small>	6 Th	6 Sa
7 Mo	7 Th	7 Sa	7 Tu	7 Th	7 Su	7 We <small>NHS</small>	7 Th	7 Su	7 Tu <small>San Awareness</small>	7 Fr	7 Su
8 Tu	8 Fr	8 Su	8 We	8 Fr	8 Mo <small>NRS</small>	8 Th	8 Fr	8 Mo	8 We	8 Sa	8 Mo <small>Pup Parliament</small>
9 We	9 Sa	9 Mo	9 Th	9 Sa	9 Tu	9 Fr	9 Sa	9 Tu	9 Th	9 Su	9 Tu
10 Th	10 Su	10 Tu <small>World Mental Health Day</small>	10 Fr	10 Su	10 We	10 Sa <small>Chinese New Year</small>	Su	10 We	10 Fr	10 Mo <small>Healthy Eating</small>	10 We
11 Fr	11 Mo <small>NRS Charter</small>	11 We	11 Sa	11 Mo	11 Th	11 Su	11 Mo	11 Th	11 Sa	11 Tu	11 Th
12 Sa	12 Tu	12 Th	12 Su	12 Tu	12 Fr	12 Mo	12 Tu	12 Fr	12 Su	12 We	12 Fr
13 Su	13 We	13 Fr	13 Mo <small>Kindness Day</small>	13 We	13 Sa	13 Tu	13 We	13 Sa	13 Mo <small>NRS</small>	13 Th	13 Sa
14 Mo	14 Th	14 Sa	14 Tu <small>Anti-Bullying Week</small>	14 Th	14 Su	14 We	14 Th	14 Su	14 Tu	14 Fr	14 Su
15 Tu	15 Fr	15 Su	15 We	15 Fr	15 Mo	15 Th	15 Fr	15 Mo <small>Widua Calendar</small>	15 We	15 Sa	15 Mo <small>Safer Summer</small>
16 We	16 Sa	16 Mo <small>Pup Parliament</small>	16 Th	16 Sa	16 Tu	16 Fr	16 Sa <small>Young Citizens Day</small>	16 Tu	16 Th	16 Su	16 Tu
17 Th	17 Su	17 Tu	17 Fr	17 Su <small>Human Rights Day</small>	17 We	17 Sa	17 Su	17 We	17 Fr	17 Mo <small>EID</small>	17 We
18 Fr	18 Mo	18 We	18 Sa	18 Mo	18 Th	18 Su	18 Mo <small>Global Awareness</small>	18 Th	18 Sa	18 Tu <small>EID</small>	18 Th
19 Sa	19 Tu	19 Th	19 Su	19 Tu	19 Fr	19 Mo	19 Tu	19 Fr	19 Su	19 We <small>Sport's Week</small>	19 Fr
20 Su	20 We	20 Fr <small>Teacher Day</small>	20 Mo <small>Road Safety</small>	20 We	20 Sa	20 Tu	20 We	20 Sa	20 Mo <small>E-Safety</small>	20 Th	20 Sa
21 Mo	21 Th <small>National Chinese Day</small>	21 Sa	21 Tu	21 Th	21 Su <small>World Religion Day</small>	21 We	21 Th	21 Su	21 Tu	21 Fr	21 Su
22 Tu	22 Fr	22 Su	22 We <small>Systems Week</small>	22 Fr	22 Mo <small>Pup Parliament</small>	22 Th	22 Fr	22 Mo <small>Earth Day</small>	22 We	22 Sa	22 Mo <small>Safer Summer</small>
23 We	23 Sa	23 Mo	23 Th	23 Sa	23 Tu	23 Fr	23 Sa	23 Tu <small>Water Safety</small>	23 Th	23 Su	23 Tu
24 Th	24 Su	24 Tu	24 Fr	24 Su	24 We	24 Sa	24 Su	24 We	24 Fr <small>Teacher Day</small>	24 Mo	24 We
25 Fr	25 Mo <small>NRS ABC</small>	25 We	25 Sa	25 Mo <small>Christmas Day</small>	25 Th	25 Su	25 Mo <small>Holi</small>	25 Th	25 Sa	25 Tu	25 Th
26 Sa	26 Tu	26 Th	26 Su	26 Tu <small>Boxing Day</small>	26 Fr	26 Mo <small>Keeping fit Indoors</small>	26 Tu	26 Fr	26 Su	26 We	26 Fr <small>Teacher Day</small>
27 Su	27 We	27 Fr	27 Mo <small>Environment Week</small>	27 We	27 Sa	27 Tu	27 We	27 Sa	27 Mo <small>Spring Sk. Mol.</small>	27 Th	27 Sa
28 Mo <small>August Sk. Mol.</small>	28 Th	28 Sa	28 Tu	28 Th	28 Su	28 We	28 Th	28 Su	28 Tu	28 Fr	28 Su
29 Tu	29 Fr	29 Su <small>Normal Day</small>	29 We	29 Fr	29 Mo <small>Build up Ch. Mol.</small>	29 Th	29 Fr <small>Good Friday</small>	29 Mo <small>International Dance</small>	29 We	29 Sa	29 Mo
30 We	30 Sa	30 Mo <small>E-Safety</small>	30 Th	30 Sa	30 Tu		30 Sa	30 Tu	30 Th	30 Su	30 Tu
31 Th		31 Tu		31 Su	31 We		31 Su		31 Fr		31 We

## Year 1 - 6 long term PSHE plan.


<u>Year 1</u>			
	Overarching question	Key questions for each lesson	Medium term planning toolkit
Autumn 1	<p>How do we decide how to behave?</p> <p>7 week Ready Rabbit</p>	<ol style="list-style-type: none"> <li>1. Why do we have rules? (class rules)</li> <li>2. How does my behaviour affect others?</li> <li>3. How can feelings and bodies be hurt? (the good and the bad)</li> <li>4. What is good about me? (emotions and self-esteem) What makes a good listener?</li> <li>5. <b>What are the Zones of Regulation-?</b></li> <li>6. What are worries?</li> <li>7. What is road safety? Be bright be seen!</li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>First lesson should include ground rules for Personal Development lessons:</p> <ul style="list-style-type: none"> <li>• Respecting other people’s ideas. Keeping what has been said in the room. We are all different and that is fine.</li> </ul> </div>	<p>L1. how they can contribute to the life of the classroom and school (Article 37)</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them (Article 37)</p> <p>R2. to recognise that their behaviour can affect other people (Article 14)</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong (Article 14)</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (Article 12,13)</p> <p>R7. to offer constructive support and feedback to others (Article 12,13)</p> <p>R11. that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (Article 19, 34)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (Article 14)</p> <p><b>Lesson 5 -Complete the red/yellow zone for Mental Health First Aid Kit</b></p> <p>Lesson 6 - ‘Worry Monster’ – (Article 13) <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-worried/zb6ngwx">https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-worried/zb6ngwx</a></p> <p>Lesson 7 – Linked to Road Safety (Article 27) <a href="https://www.think.gov.uk/education-resources/">https://www.think.gov.uk/education-resources/</a> - Resource Wellbeing -Unintentional Injury – Road Safety</p>
Autumn 2	<p>What makes us special?</p> <p>7 Week Responsible Dog</p>	<ol style="list-style-type: none"> <li>1. What makes me unique?</li> <li>2. What are feelings? (first aid kit, happy sad)</li> <li>3. What are the differences and similarities between people? (religion, culture, skin colour, disability and ability)</li> <li>4. Who are the special people in my life? (family)</li> <li>5. What are the similarities and differences between girls and boys? (pantastorous) – <b>ES LINK</b></li> <li>6. <b>What are the Zones of Regulation?</b></li> <li>7. How do I stay safe around fireworks?</li> </ol>	<p>R8. to identify and respect the differences and similarities between people (Article 14, 23, 30)</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another (Article 20)</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another ‘them’ (Article 30)</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else (Article 14, 29 30)</p> <p>Lesson 6 - <b>Complete the Blue/Green zone in Mental Health First Aid Kit</b></p> <p>Lesson 7: Firework Safety Lesson (Article 24)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 1</p>	<p>How do I keep safe?</p> <p>7 Week Resilient Tortoise</p>	<ol style="list-style-type: none"> <li>1. What is the difference between good and bad secrets? <b>ES-LINK</b></li> <li>2. What should I do if I ever feel uncomfortable? (inappropriate touch, who to ask for help)</li> <li>3. Who should I trust? What is trust? (trust, stranger danger)</li> <li>4. <b>Why is first aid important?</b></li> <li>5. How do I stay safe on-line? <b>ES-LINK</b></li> <li>6. Who are my trusted adults? <b>ES-LINK</b></li> <li>7.Circle Time /Pupil Voice-/update Mental Health First Aid Kit. Use this time to address any areas specific to class</li> </ol> 	<p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets (Article 12)</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (Article 16)</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (Article 16, 19, 34)</p> <p>Lesson 4 – <b>Show powerpoint – look at website (Articles 6,17,27)</b></p> <p>Lesson 5 – Video and discussion- Buddy the Dog <a href="https://www.youtube.com/watch?v=C5VOhFVCF2E">https://www.youtube.com/watch?v=C5VOhFVCF2E</a></p> <p>Lesson 6 - <a href="https://oursaferschools.co.uk/2021/02/08/trusted-adults/">https://oursaferschools.co.uk/2021/02/08/trusted-adults/</a> Complete trusted adult worksheet/powerpoint . Wellbeing File –Safety and Risk <a href="https://oursaferschools.co.uk/2021/02/08/trusted-adults/">https://oursaferschools.co.uk/2021/02/08/trusted-adults/</a></p> <p>Lesson 7- linked to class emotional need (Article 13)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2</p>	<p>How do I keep safe?</p> <p>5 Week Reasoning Elephant</p>	<ol style="list-style-type: none"> <li>1. What are the rules for keeping me safe at school and outside? (road, water, fire)</li> <li>2. How do I keep safe at home? (road, water, fire, electricity, burns, irons)</li> <li>3. How do I keep safe at home? (hazardous products, cleaning products, medicines)- <b>PHSE Association Resource</b> <b>Lesson 1 – Keeping safe -Things that go into/onto our bodies</b> <b>Lesson 2 – What do I know about asthma Attack?</b> <b>Lesson 3 – Medicines and Household Products</b></li> <li>4. What is an emergency?</li> <li>5. What do I do in an emergency? (who helps us, school and home) <b>Calling 999</b></li> </ol>	<p>H11. that household products, including medicines, can be harmful if not used properly (Article 27, 33)</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (Article 27)</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention (Article 12)</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them (Article 12)</p> <p><b>Lesson 2 - Asthma Attack powerpoint (Articles 6,17,27)</b></p> <p>Lesson 3 – choice of resources in PD file staffshare- Safety/ powerpoint (Article 33)</p> <p><b>Lesson – First Aid website – calling 999 (Articles 6,17,27)</b></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p>How do I look after myself inside and outside?</p> <p>6 Week Resourceful Squirrel</p>	<ol style="list-style-type: none"> <li>How do I look after my teeth?</li> <li>How do I keep myself clean? (handwashing, tissues, toileting)</li> <li>What are the different kinds of feelings? (anger, upset, frustration, jealousy) – <b>ES-LINK</b></li> <li>How do I manage my feelings? (change and loss – babies, moving house/abroad, death) – Books in PD box</li> <li>What makes me healthy? (food, being active)</li> <li>How do I stay safe in the sun?</li> </ol> 	<p>H1. about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) (Article 31, 24) Dental Hygiene – powerpoint Resource in PD file – Health</p> <p>H2. about making healthy choices (Article 24)</p> <p>H3. to recognise what they are good at and set simple goals (Article 29)</p> <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings (Article 29, 14)</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (Article 29)</p> <p>H6/7. about basic personal hygiene routines and why these are important (Article 24, 27)</p> <p>H8/9. about growing, changing and becoming more independent (Article 8, 27)</p> <p>Lesson 6– Sun safety resources in PD file – Drugs and Alcohol – Sun safe (Article 27)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p>What can we do with money?</p> <p>8 Weeks Reflective Owl</p>	<ol style="list-style-type: none"> <li>What is a want and what is a need?</li> <li>What are the different types of money? (coins, notes, cards)</li> <li>Where does money come from? (earn money, different types of jobs)</li> <li>How can I save money? (bank, piggy bank)</li> <li>How can I keep my money safe? <b>ES-LINK</b></li> <li><b>What does kindness and coping mean?</b></li> <li><b>E-Safety</b> Lesson – Lesson 1 – Watching videos</li> <li>How can I stay safe outside? – (link to local area/summer holiday/online/stranger danger/road etc)</li> </ol>	<p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (Article 26)</p> <p>L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices (Article 26)</p> <p>Lesson 6 – <b>Resource from First Aid – website (Articles 6,17,27)</b></p> <p>Lesson 7 – Watch videos</p> <p><a href="https://www.thinkuknow.co.uk/4_7/6-7/badges/watching-videos/">https://www.thinkuknow.co.uk/4_7/6-7/badges/watching-videos/</a></p> <p>Lesson 8- (Article 27)</p>

I agree with..... because..... I disagree with..... because.....**I would like to ask ..... a question about ... I would like to build on what .... has just said**

**Year 2**

	<b>Overarching question</b>	<b>Key questions for each lesson</b>	<b>Medium term planning toolkit</b>
<b>Autumn 1</b>	<p>How can we help?</p> <p>7 week Ready Rabbit</p>	<ol style="list-style-type: none"> <li>1. Meet the characters. (First Aid)</li> <li>2. What are our school and class rules?</li> <li>3. Why do we have rights and how can we respect them?</li> <li>4. What is privacy? (wanted and unwanted touch, school work privacy, toilet privacy)- <a href="#">ES - LINK</a></li> <li>5. Why do we need to look after the environment?</li> <li>6. What are the Zones of Regulation? – Link to First Aid (calm) resource in First Aid keeping calm</li> <li>7. What are worries?</li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>First lesson should include ground rules for Personal Development lessons:</p> <ul style="list-style-type: none"> <li>• Respecting other people’s ideas. Keeping what has been said in the room. We are all different and that is fine.</li> </ul> </div>	<p>L1. how they can contribute to the life of the classroom and school (Article 37)</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them (Article 37)</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (Article 12,28)</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (Article 29)</p> <p>H16. what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy (Article 16, 34)</p> <p>1. Meet the charcaters – First Ad Resource Powerpoint (Articles 6,17,27)</p> <p>6-Complete the red/yellow zone for Mental First Aid Kit- Article 13</p> <p>7- Read worry story introduce ‘Worry Monster’ – Article 13 – spinning worries <a href="https://www.youtube.com/watch?v=NEXoS0NYoHI">https://www.youtube.com/watch?v=NEXoS0NYoHI</a></p>
<b>Autumn 2</b>	<p>How do we show our feelings?</p> <p>7 Week Resonsible Dog</p>	<ol style="list-style-type: none"> <li>1. What feelings do we feel?</li> <li>2. How can we manage our feelings?</li> <li>3. What is the difference between small feelings and big feelings? (change and loss, moving house, deaths in the family)</li> <li>4. Who helps us when we experience unwanted feelings?</li> <li>5. What is good about me? What makes me happy?</li> <li>6. What are the Zones of Regulation?</li> <li>7. How do I stay safe around fireworks?</li> </ol>	<p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings (Article 29, 14)</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (Article 29) ‘Don’t Forget your jumper story’ saved on staff share in ‘loss’ folder.</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond (Article 12,13)</p> <p>Lesson 6 – Complete the blue/green zone – Article 13</p> <p>Lesson 7 – Firework safety/safe in the dark – Article 27</p> <div style="text-align: right; margin-top: 10px;">  </div>

Spring 1	<p>How can we be healthy?</p> <p>6 Week Resilient Tortoise</p>	<ol style="list-style-type: none"> <li>1. What keeps our bodies healthy? (food, water, sleep, physical activity)</li> <li>2. What keeps our mind healthy? (physical activity, social activities)</li> <li>3. What is a healthy choice and what is unhealthy? (food, behaviours)</li> <li>4. How can I prevent spreading disease? (hygiene, hand washing, tissues)</li> <li>5. How do I stay safe on-line ? <b>ES- LINK</b> Lesson 1</li> <li>6. Why is sleep important?</li> <li>7. Circle Time /Pupil Voice-/update Mental Health First Aid Kit. Use this time to address any areas specific to class</li> </ol>	<p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (Article 31, 24)</p> <p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (Article 24)</p> <p>H6. the importance of, and how to, maintain personal hygiene about people who look after them, their family networks, who to go to if they are worried and how to attract their attention (Article 27,24)</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (Article 27,24)</p> <p>Lesson 5 - Think before you click poster (PD file – e-Safety) Watch <a href="https://www.thinkuknow.co.uk/4_7/6-7/badges/watching-videos/">https://www.thinkuknow.co.uk/4_7/6-7/badges/watching-videos/</a></p> <p>Jessie and Friends - Article 27</p> <p>Lesson 6 – Wellbeing lesson – Sleep</p> <p>Lesson 7- linked to class emotional need (Article 13)</p>
Spring 2	<p>What is the same and different about us?</p> <p>5 Week Reasoning Elephant</p>	<ol style="list-style-type: none"> <li>1. What am I good at? (in school, at home, hobbies)</li> <li>2. What is independence? (in school, at home, in year 2 what are we allowed to do ourselves?)</li> <li>3. What groups and communities am I a part of?</li> <li>4. What happens when the body grows young to old?</li> <li>5. Naming all the body parts. (naming all the body parts including the correct name for external genitalia)</li> <li>6. How do I stay safe on-line? <b>ES- LINK</b> Lesson 2</li> </ol>	<p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (Article 29)</p> <p>H8. about the process of growing from young to old and how people’s needs change (Article 8, 27)</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring (Article 27)</p> <p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (Article 29, 28)</p> <p>R8. to identify and respect the differences and similarities between people (Article 14, 23, 30)</p> <p>L4. that they belong to different groups and communities such as family and school (Article 14, 15, 30)</p> <p>Lesson 6 – Watch Jessie &amp; Friends – sharing pictures- Article 27 <a href="#">6-7s</a></p> <p><a href="#">Videos (thinkuknow.co.uk)</a></p>

Watch Jessie & Friends

Episode 2 - Sharing Pictures

Summer 1	<p>What is bullying?</p> <p>6 Week Resourceful Squirrel</p>	<ol style="list-style-type: none"> <li>1. What is different between joking, teasing and bullying?</li> <li>2. What is fair, unfair, kind and unkind? (friendship)</li> <li>3. How should I respond to something unkind? (bullying)</li> <li>4. What are secrets? (safe and unsafe secrets, what should we do if we have an unsafe secret?)</li> <li>5. Inappropriate behaviour, what should I do? (unwanted and inappropriate touch)</li> </ol>	<p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (Article 16)</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (Article 16, 19, 34)</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable (Article 19)</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help (Article 19)</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention (Article 12)</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them (Article 12)</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (Article 12)</p>
Summer 2	<p>How can we keep safe in different places?</p> <p>8 Weeks Reflective Owl</p>	<ol style="list-style-type: none"> <li>1. What are common medicines we see in everyday life? (how do they help people)</li> <li>2. What are rules about household substances? (hazard symbols in the house, cleaning products, medicines)</li> <li>3. What are the dangers inside and outside? (fire, water, roads, train tracks, stranger danger)</li> <li>4. What should I do if I am in danger? (emergency services, who in our community helps us?)</li> <li>5. What is my responsibility for keeping myself and others safe outside? <a href="#">ES- LINK</a></li> <li>6. How do I keep safe in the sun?</li> <li>7. <a href="#">What do I know about burns?</a></li> <li>8. How do I keep safe on-line? <a href="#">ES- LINK</a> Lesson 3</li> </ol>	<p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (Article 27)</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention (Article 12)</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them (Article 12)</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (Article 12)</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. (Article 14)</p> <p>Lesson 6- Sun resources – PD file – Sun-safety Article 27</p> <p><a href="#">Lesson 7- Burns lesson.- video/ powerpoint- activity (display poster) (Articles 6,17,27)</a></p> <p>Lesson 8 – Watch video 3 playing games. <a href="#">6-7s Videos (thinkuknow.co.uk)</a></p> <p>- <a href="https://oursaferschools.co.uk/2021/02/08/trusted-adults/">https://oursaferschools.co.uk/2021/02/08/trusted-adults/</a> Complete trusted adult worksheet/powerpoint . Wellbeing File –Safety and Risk <small>Episode 3 - Playing Games</small></p> <p><a href="https://oursaferschools.co.uk/2021/02/08/trusted-adults/">https://oursaferschools.co.uk/2021/02/08/trusted-adults/</a></p>

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**Year 3**

	<b>Overarching question</b>	<b>Key questions for each lesson</b>	<b>Medium term planning toolkit</b>
<b>Autumn 1</b>	<p>What are the rules that keep us safe?</p> <p>7 week Ready Rabbit</p>	<ol style="list-style-type: none"> <li>1. What are our school and class rules? (the importance of the rules for health and hygiene) How do rules and law protect me? (in the community, in school)</li> <li>2. What is self-control?</li> <li>3. What is personal space? (unwanted touch and how to respond to it) <b>ES- LINK</b></li> <li>4. How can I keep safe in the local environment? (fire, water, stranger danger, railways) How can I get help in an emergency? (people who keep us safe, both professionals and in the community)</li> <li>5. How can I manage risks in my life? (peer pressure, wanting to fit in) – <b>Own strengths</b> – (develop self esteem-self-awareness)</li> <li>6. <b>What are the Zones of Regulation?</b> - / link -What is worry?</li> <li>7. <b>Giving First Aid- First Aid link</b></li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>First lesson should include ground rules for Personal Development lessons:</p> <ul style="list-style-type: none"> <li>• Respecting other people’s ideas. Keeping what has been said in the room. We are all different and that is fine.</li> </ul> </div>	<p>H9. about managing risk in familiar situations and keeping safe (Article 27)</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help (Article 27)</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) (Article 24, 27)</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond (Article 19)</p> <p>R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ (Article 16)</p> <p>R21. about the importance of keeping personal boundaries and the right to privacy (Article 16)</p> <p>L1. about the ways in which rules and laws keep people safe (Article 12)</p> <p><b>Lesson 6 -Complete the red/yellow zone for Mental First Aid Kit</b> – Article 13</p> <p>Lesson 6- Discuss worry box /Ask-it Basket – Article 13</p> <p><a href="https://www.justonenorfolk.nhs.uk/emotional-health/children-young-peoples-emotional-health/worries-anxiety">https://www.justonenorfolk.nhs.uk/emotional-health/children-young-peoples-emotional-health/worries-anxiety</a></p> <p><a href="https://www.justonenorfolk.nhs.uk/emotional-health/children-young-peoples-emotional-health/worries-anxiety">https://www.justonenorfolk.nhs.uk/emotional-health/children-young-peoples-emotional-health/worries-anxiety</a> - listen to worry story</p> <p><b>Lesson 7 – Giving first aid powerpoint – worksheet (body outline) (Articles 6,17,27)</b></p>
<b>Autumn 2</b>	<p>How can we describe our feelings?</p> <p>7 Week Responsible Dog</p>	<ol style="list-style-type: none"> <li>1. How can I describe my feelings to others?</li> <li>2. How do my feelings affect my behaviour? (both positively and negatively)</li> <li>3. How can I manage my feelings? (stress)</li> <li>4. What feelings might I feel during change? (puberty, moving environment, loss and death)</li> <li>5. How can I respond to other’s feelings?</li> <li>6. <b>What are the Zones of Regulation?</b></li> <li>7. Why is sleep important?</li> </ol>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others (Article 13)</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain (Article 13)</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (Article 13)</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (Article 29)- Books in PD box <a href="https://www.winstonswish.org/pshe-lessons/">https://www.winstonswish.org/pshe-lessons/</a> in Well being file – Loss KS2 (read teacher guide)</p> <p>Lesson 6 - <b>Complete the Blue/Green zone in Mental Health First Aid Kit</b> – Article 13</p> <p>Lesson 7 – Sleep lesson – saved in Well-being file – (sleep) Article 27</p>



<p style="text-align: center;"><b>Spring 1</b></p>	<p>What are we responsible for?</p> <p>7 Week Resilient Tortoise</p>	<ol style="list-style-type: none"> <li>1. What am I responsible for? (in school, at home, in the wider world)</li> <li>2. What rights and duties do I have at home and in school?</li> <li>3. In the local environment, what are my rights and duties?</li> <li>4. How can my actions affect myself and others?</li> <li>5. What is the difference between my local British community and global communities?</li> <li>6. How can I stay safe on-line?</li> <li>7. How do I stay safe on line?</li> </ol>	<p>L3. that everyone has human rights (and that children have their own set of human rights) (Article 14, 28,29)</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (Article 28,29)</p> <p>L10. about being part of a community (Article 15, 32)</p> <p>L12. about the values and customs of people around the world (Article 29, 30)</p> <p>R7. that their actions affect themselves and others (Article 37, 40)</p> <p>Lesson 6 – E-safety – <a href="http://www.thinkuknow.co.uk/8_10/cybercafe/">http://www.thinkuknow.co.uk/8_10/cybercafe/</a> saved in well-being (E-safety Y3 lesson 1 ) watch film 1 and discuss “Block him and right good Alfie”</p> <p>Lesson 7 - <a href="http://www.thinkuknow.co.uk/8_10/cybercafe/on_6">http://www.thinkuknow.co.uk/8_10/cybercafe/on_6</a> Watch film 2 and discuss “Who’s Magnus?”</p>
<p style="text-align: center;"><b>Spring 2</b></p>	<p>What can we do about bullying?</p> <p>5 Week Reasoning Elephant</p>	<ol style="list-style-type: none"> <li>1. What is bullying and how can I recognise it? How should I respond to bullying and how can I get help?</li> <li>2. Who keeps me safe and healthy?</li> <li>3. What does a healthy relationship look like? (friendship, family, marriage)</li> <li>4. Why is being equal important in a relationship? (equality, sexism, stereotyping)</li> <li>5. What am I good at? How can I look after my mental health?</li> </ol>	<p>R2/4. about what makes a positive, healthy relationship, including friendships (Article 20)</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (Article 16, 23)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (Article 12)</p> <p>H13. about feeling negative pressure and how to manage this (Article 12, 14, 29)</p>
<p style="text-align: center;"><b>Summer 1</b></p>	<p>How do we live healthily?</p> <p>6 Week Resourceful Squirrel</p>	<ol style="list-style-type: none"> <li>1. What makes a balanced lifestyle? (healthy and unhealthy eating, Eatwell plate)</li> <li>2. When making choices, what influences my choices? (health and unhealthy choices)</li> <li>3. How do I keep safe in the sun? (Wellbeing – sun-safety) – <a href="#">link safety in home first aid</a> (kitchen image spot danger)</li> <li>4. What are good hygiene routines? (washing, toileting, hand washing, creams and deodorant)</li> <li>5. What is medication? (everyday medicines, who should take it, who should administer, what to do if we take it by accident)</li> <li>6. How do I stay safe on line?</li> </ol>	<p>H1. what positively and negatively affects their physical, mental and emotional health (Article 24)</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ (Article 24)</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (Article 24)</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread (Article 24)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy (Article 12) <a href="#">link with spot danger – first aid (starter)</a> (Articles 6,17,27)</p> <p>H17. about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) (Article 33)</p> <p>Lesson 6 - <a href="http://www.thinkuknow.co.uk/8_10/cybercafe/on_6">http://www.thinkuknow.co.uk/8_10/cybercafe/on_6</a></p> <p>Watch film 2 and discuss “They have fans but we have friends”.</p>



Summer 2	What jobs would we like?  8 Weeks Reflective Owl	<ol style="list-style-type: none"> <li>1. What is meant by stereotyping? (stereotypes in jobs)</li> <li>2. What are the links between work and money? (why do we have to work, what do we use our money for?)</li> <li>3. What it means to be enterprising?</li> <li>4. In the work place, what are the different roles and how do people work together? (management, teamwork, working collaboratively)</li> <li>5. What have I achieved? (achievements and setting targets)</li> <li style="background-color: cyan;">6. What do I know about bleeding?- First Aid</li> <li>7.Circle Time /Pupil Voice-/update Mental Health First Aid Kit. Use this time to address any areas specific to class</li> <li>8. How can I stay safe outside? – (link to local area/summer holiday/online/stranger danger/road etc)</li> </ol>	<p>R16. to recognise and challenge stereotypes (Article 8, 14, 23, 30)          L16. what is meant by enterprise and begin to develop enterprise skills (Article 32)          R11. to work collaboratively towards shared goals (Article 15, 29)          H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (Article 29)</p> <p style="background-color: cyan;">Lesson 6 – First Aid lesson – Bleeding – Powerpoint/video=Display poster (Video shows accident blood) (Articles 6,17,27)</p> <p>Lesson 7- linked to class emotional need (Article 13)          Lesson 8 – Article 27 <a href="#">Being safe - BBC Bitesize</a></p>
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**Year 4**

	<b>Overarching question</b>	<b>Key questions for each lesson</b>	<b>Medium term planning toolkit</b>
<b>Autumn 1</b>	<p>How can we be a good friend?</p> <p>7 week Ready Rabbit</p>	<ol style="list-style-type: none"> <li>1. What wider feelings do I feel and others feel? (more complex feelings)</li> <li>2. What does it mean to have responsibility over my choices and actions?</li> <li>3. What strategies do I know to resolve disputes? <b>ES- LINK</b></li> <li>4. When should I use negotiation and when should I use compromise?</li> <li>5. What is resilience? How can I use it to overcome emotions and problem solve?</li> <li>6. <b>What are the Zones of Regulation?</b></li> <li>7. <b>What is worry? – Link to first Aid (video) Thinking about helping others</b></li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>First lesson should include ground rules for Personal Development lessons:</p> <ul style="list-style-type: none"> <li>• Respecting other people’s ideas. Keeping what has been said in the room. We are all different and that is fine.</li> </ul> </div>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others (Article 13)</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (Article 20)</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (Article 12, 13, 14)</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices (Article 14)</p> <p><b>Lesson 6 -Complete the red/yellow zone for Mental Health First Aid Kit</b> (Article 13)</p> <p>Lesson 7 – Introduce worry monster/Ask-it basket - <a href="https://www.bbc.co.uk/bitesize/topics/zd7pm39/articles/zwmrydm">https://www.bbc.co.uk/bitesize/topics/zd7pm39/articles/zwmrydm</a></p> <p>Video talking about how to cope with worry.</p>
<b>Autumn 2</b>	<p>What is diversity?</p> <p>7 Week Responsible Dog</p>	<ol style="list-style-type: none"> <li>1. Who am I? (identifying everyone is different)</li> <li>2. What is diversity? (religion, race, LGBT+)</li> <li>3. Do boys and girls have different roles? (sport, jobs, household)</li> <li>4. What are the differences and diversity of people living in the UK?</li> <li>5. What are values and customs? (comparing themselves to people around the world)</li> <li>6. <b>What are the Zones of Regulation?</b></li> <li>7. <b>Introduction to the red cross- meet characters</b></li> </ol>	<p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (Article 14, 29, 30)</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs (Article 29, 30)</p> <p>R16. to recognise and challenge stereotypes (Article 8, 14, 23, 30)</p> <p>Lesson 6 -<b>Complete the Blue/Green zone in Mental Health First Aid Kit</b> – Article 13</p> <p><b>Lesson 7 – Resources on website (Articles 6,17,27)</b></p>


Spring 1	<p>How do we grow and change?</p> <p>7 Week Resilient Tortoise</p>	<ol style="list-style-type: none"> <li>1. Naming all the body parts.</li> <li>2. What changes happen at puberty? (menstruation, hair growth, hormones)</li> <li>3. What is good hygiene?</li> <li>4. Who is responsible for our health and wellbeing? (managing health and wellbeing, who helps us)</li> <li>5. How do I make sure I get good quality sleep?</li> <li>6. How do I stay safe on-line?</li> <li>7. What are viruses and malware?</li> </ol>	<p>H12. to understand that bacteria and viruses affect health and simple routines reduce their spread (Article 24)</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty (Article 24)</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zsycbqt">https://www.bbc.co.uk/bitesize/articles/zsycbqt</a></p> <p>Lesson 6 :Watch and discuss – quiz- design poster stay safe. Article 27</p> <p>Lesson 6 - <a href="https://www.bbc.co.uk/bitesize/topics/zv63d2p/articles/zcmbgk7">https://www.bbc.co.uk/bitesize/topics/zv63d2p/articles/zcmbgk7</a></p> <p>Children to create a poster – how to protect your computer. Article 27</p>
Spring 2	<p>What is a good relationship?</p> <p>5 Week Reasoning Elephant</p>	<ol style="list-style-type: none"> <li>1. What are the different types of relationships?</li> <li>2. What makes a healthy relationship? (friendship, family relationships, loving relationships)</li> <li>3. How do we manage intense feelings for others?</li> <li>4. How can bullying affect a relationship?</li> <li>5. What should I do if I feel uncomfortable in a relationship?</li> </ol>	<p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (Article 13)</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (Article 29)</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty (Article 24)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (Article 12)</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (Article 20)</p>
Summer 1	<p>How can we stay safe in our local environment?</p> <p>6 Week Resourceful Squirrel</p>	<ol style="list-style-type: none"> <li>1. How can I manage risks in familiar situations and the local environment? (in the house, escape plans at home and out of the house, road safety, water safety, railway safety)</li> <li>2. What is peer pressure and how can I manage this? (recognising and managing dares and risks) <a href="#">ES- LINK</a></li> <li>3. How can my actions affect myself and others?</li> <li>4. What is the difference between legal and illegal drugs? Are all drugs harmful?</li> <li>5. What do I do in an emergency? (emergency services)</li> <li>6. What do I know about head injuries? <a href="#">First Aid link</a></li> </ol>	<p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' (Article 27)</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (Article 27)</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe (Article 27)</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (Article 12, 14, 29)</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (Article 12, 14, 29)</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) (Article 24, 27)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (Article 12)</p> <p>R7. that their actions affect themselves and others (Article 37, 40)</p> <p>R15. to recognise and manage 'dares' (Article 23)</p> <p><a href="#">Lesson 6 – First Aid lesson powerpoint – poster to display (Articles 6,17,27)</a></p>

Summer 2	<p>Why do we have money?</p> <p>8 Weeks Reflective Owl</p>	<ol style="list-style-type: none"> <li>1. How do we look after our money?</li> <li>2. What is sustainability? (living a financially stable life)</li> <li>3. What makes a good citizen of the world?</li> <li>4. How can I make a change in the world?</li> <li>5. Is everything we see in the media real?</li> <li>6. <b>Should I trust everything I read on the web?</b></li> <li>7. Circle Time /Pupil Voice-/update Mental Health First Aid Kit. Use this time to address any areas specific to class</li> <li>8. How can I stay safe outside? – (link to local area/summer holiday/online/stranger danger/road etc)</li> </ol>	<p>L13. about the role of money and ways of managing money (budgeting and saving) (Article 26)</p> <p>L14. about what is meant by ‘interest’ and ‘loan’ (Article 26)</p> <p>L15. about the sustainability of the environment across the world (Article 29)</p> <p>L16. what it means to be ‘enterprising’ (Article 32)</p> <p>L17. that information presented in the media can be misleading (Article 17)</p> <p>Lesson 6 - <a href="https://www.bbc.co.uk/bitesize/topics/zv63d2p/articles/zt9thyc">https://www.bbc.co.uk/bitesize/topics/zv63d2p/articles/zt9thyc</a> Children to write a top-tips guide for searching on the web. Article 17</p> <p>Lesson 7 - linked to class emotional need (Article 13)</p> <p>Lesson 8 Article 27</p>
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Year 5

	Overarching question	Key questions for each lesson	Medium term planning toolkit
Autumn 1	Why do we have different feelings?  7 week Ready Rabbit	<ol style="list-style-type: none"> <li>How can I understand my feelings? (looking at brain function and hormones)</li> <li>Have my feelings changed as I've got older?</li> <li>How do I negotiate and compromise?</li> <li>How and why do we make and change rules?</li> <li>How might other people feel? (SEN, disability awareness, EAL)</li> <li>Zones of Regulation Lesson – Mental Health First Aid Kits</li> <li>What are worries? Link other people worries – emotion comfort others – short video(25 sec) and discussion - first aid.</li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>First lesson should include ground rules for Personal Development lessons:</p> <ul style="list-style-type: none"> <li>Respecting other people's ideas. Keeping what has been said in the room. We are all different and that is fine.</li> </ul> </div>	<p>H6. how to further describe the range and intensity of their feelings to others and how to manage complex or conflicting emotions (Article 13)</p> <p>R1. how to respond appropriately to a wider range of feelings in others (Article 13)</p> <p>R12. negotiation and compromise strategies to resolve disputes and conflict and to give helpful feedback and support to others (Article 12, 13, 14)</p> <p>L2. why and how laws are rules and laws are made and how to take part in making and changing rules (Article 37, 40)</p> <p><b>Discuss the zones – Complete red/yellow zone activity for Mental Health First Aid Kit.</b></p> <p>Worry Monster/Ask it basket ' – (Article 13)</p>
Autumn 2	What makes a community?  7 Week Responsible Dog	<ol style="list-style-type: none"> <li>What does it mean to be in a community?</li> <li>Are there groups and individuals in the community who help me? Who are they?</li> <li>What should I do if a group in the community pressures me? (politics, gangs) – <b>ES - LINK</b></li> <li>Who am I? What is my identity? (religion, heritage, race, family life)</li> <li>How is my life the same or different to other people around the world?</li> <li>Zones of Regulation Lesson – Mental Health First Aid Kits</li> <li>What can we watch?</li> </ol>	<p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally (Article 15, 31)</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (Article 15, 31)</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (Article 14, 29, 30)</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs (Article 29, 30)</p> <p><b>Discuss the Zones – Complete blue and Green activity for Mental Health First Aid Kit – Article 13</b></p> <p align="right">Lesson 7 - Wellbeing – E-Saety  View what's right for you - Article 27</p>

Spring 1	<p>What does discrimination mean?</p> <p>7 Week Resilient Tortoise</p>	<ol style="list-style-type: none"> <li>1. How can I be happy being me?</li> <li>2. What is body image? (reacting positively and negatively to body image) – <a href="#">ES- LINK</a></li> <li>3. How do I deal with discrimination? (different types of discrimination, racism, sexism, homophobia)</li> <li>4. What are the similarities and differences between people?</li> <li>5. What does it mean to be equal? Are all people equal?</li> <li>6. <a href="#">Can we choose what to watch?</a></li> <li>7.</li> </ol> <p><a href="#">Additional Words and Kindness Activity – 30 mins</a>  <a href="#">Kindness and coping- Emotion and comforting others</a>  (Articles 6,17,27)</p>	<p>R7. that their actions affect themselves and others (Article 37, 40)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) (Article 16, 23)</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (Article 19)</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) (Article 8, 14, 23, 30)</p> <p>R16. to recognise and challenge stereotypes (Article 8, 14, 23, 30)</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation (Article 8, 14, 23, 30)</p> <p>Lesson 6 – Wellbeing File – E-Safety leeson 2 – Article – 27</p> <p>Lesson 7 - <a href="#">exploring-helping-others worksheet shield-of-strength.pdf</a>  (<a href="#">redcross.org.uk</a>) resource in PD – First Aid</p>
Spring 2	<p>How do my choices keep me healthy?</p> <p>5 Week Reasoning Elephant</p>	<ol style="list-style-type: none"> <li>1. Why is it important to know about nutritional content of food? (portion size, sugar smart, balanced diet)</li> <li>2. What is a balanced lifestyle?</li> <li>3. What are ‘habits’? (drugs, alcohol, exercise, good and bad habits) <a href="#">Resource PHSE Association</a></li> <li>4. Which drugs are common to everyday life? (legal and illegal drugs) – <a href="#">Resource PHSE Association</a></li> <li>5. Why do I have more responsibility with the more independence I have? (staying safe, influence, walking to school, house key, phone)</li> </ol>	<p>H1. what positively and negatively affects their physical, mental and emotional health (Article 24)</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ (Article 24)</p> <p>H16. what is meant by the term ‘habit’ and why habits can be hard to change (Article 24, 33)</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco, e-cigarettes and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (Article 33)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (Article 12)</p> <p>R7. that their actions affect themselves and others (Article 37, 40)</p>

<p style="text-align: center;">Summer 1</p>	<p>How do we grow and change?</p> <p>6 Week Resourceful Squirrel</p>	<ol style="list-style-type: none"> <li>1. What changes happen in my life?</li> <li>2. What are the different relationships in my life?</li> <li>3. What is unwanted and wanted touch? (understanding FGM, how to deal with unwanted touch) – Wellbeing file – FGM)</li> <li>4. What changes will my body go through as I grow older? (menstruation, hair growth)</li> <li>5. How do I keep myself clean and healthy? (hygiene, perspiration)</li> <li>6. First Aid – Why is First Aid Important – What do I know about broken bones?</li> </ol> <p>Please discuss marriage – arranged/forced * see KR CM</p>	<p>H8. about coping with change and transition - how this relates to bereavement and the process of grieving (Article 29)</p> <p>H18. about the changes that happen at puberty (Article 24)</p> <p>H20. about the right they have to protect their body; that female genital mutilation (FGM) is physical abuse and is illegal; about the importance of speaking out about FGM (Article 16)</p> <p>H12. how the spread of infection can be prevented (Article 24)</p> <p>R21. about the importance of keeping personal boundaries and the right to privacy (Article 16)</p> <p>R2. about different types of relationships (friends, families, couples, marriage, civil partnership); about what constitutes a positive, healthy relationship; about the skills to maintain positive relationships (Article 20)</p> <p>R3. to recognise when a relationship is unhealthy (Article 20)</p> <p>R5. about committed loving relationships (including marriage and civil partnership) (Article 29)</p> <p>R8. about judging whether physical contact is acceptable or unacceptable; how to respond (Article 19)</p> <p>Lesson 6 – Broken bone resource – website – poster to display (Articles 6,17,27)</p>
<p style="text-align: center;">Summer 2</p>	<p>How can we manage our money?</p> <p>8 Weeks Reflective Owl</p>	<ol style="list-style-type: none"> <li>1. What is the role of money?</li> <li>2. How can I manage my money?</li> <li>3. What is fair trade? Why do we have fair trade?</li> <li>4. How can I combine Fairtrade and sustainability using my enterprise skills?</li> <li>5. Is everything we see in the media real? – ES-LINK</li> <li>6. What are Influences and goals ?</li> <li>7. First Aid – What do I know about choking?</li> <li>8. How do I say no to peer pressure? ES-LINK</li> </ol>	<p>L13. To learn about the role money plays in their own and others' lives, including how to manage their money and being a critical consumer (Article 26)</p> <p>H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (Article 17)</p> <p>Lesson 6 – Wellbeing –Future Goals Lesson1 (Boxer) Article 28  <a href="https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe">https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe</a>  Video for lesson  Lesson 7 – Choking resources – website – poster to display (Articles 6,17,27)  Lesson 8 - Risk, Danger, Pressure,  Choice Discussion Cards – wellbeing -Drugs-Alcohol KS2 – Article - 13</p>

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**Year 6**

After SATS children to use equipment and have additional PD lesson – **First Aid Unresponsive and not breathing. Resources on website 30 mins**

**Keeping calm activity – creating calm and kindness- 15-20 min**

**Make a kindness plan – 30-40 mins (Articles 6,17,27)**

	<b>Overarching question</b>	<b>Key questions for each lesson</b>	<b>Medium term planning toolkit</b>
<b>Autumn 1</b>	<p>What makes a happy and healthy relationship?</p> <p>7 week Ready Rabbit</p>	<ol style="list-style-type: none"> <li>1. What different relationships will I come across in life?</li> <li>2. What happens in a loving relationship and what is a forced marriage? (arranged, forced marriages, civil partnerships)</li> <li>3. What makes a positive and healthy relationship? When does a relationship become unhealthy?</li> <li>4. How can I challenge negative thoughts and feelings?</li> <li>5. What is stereotyping, how do I overcome it?</li> <li>6. <b>What are the Zones of Regulation?</b> – worry</li> <li>7. <b>Giving first aid (15 mins) -What do I do if someone is unresponsive and not breathing?</b></li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>First lesson should include ground rules for Personal Development lessons:</p> <ul style="list-style-type: none"> <li>• Respecting other people’s ideas. Keeping what has been said in the room. We are all different and that is fine.</li> </ul> </div>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (Article 20)</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (Article 20)</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families (Article 20)</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves (Article 29)</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (Article 29)</p> <p>Lesson 6 - <b>Lesson 5 -Complete the red/yellow zone for Mental Health First Aid Kit</b> – Article 13</p> <p>Lesson 6– Introduce class worry box/Askit basket - Powerpoint in wellbeing file- Worry Monster Y6</p> <p><b>Lesson 7- Resources – powerpoint /outline sheet – giving first aid – 20 mins</b></p> <p align="center">Unresonsive not breathing – powerpoint/activity – 20-30 mins <b>website</b></p> <p><b>(Articles 6,17,27)</b></p>
<b>Autumn 2</b>	<p>How will my body change?</p> <p>7 Week Resonsible Dog</p>	<ol style="list-style-type: none"> <li>1. What is puberty?</li> <li>2. Naming parts of the body, and how they may change over time?</li> <li>3. What should I do if I’m pressured into a situation?</li> <li>4. <b>What are the Zones of Regulation?</b></li> <li>5. What is the best way for me to relax?</li> <li>6. What are Influences and goals ?</li> </ol>	<p>R8. about judging whether physical contact is acceptable or unacceptable; how to respond (Article 19)</p> <p>H13. about different influences on behaviour, including peer pressure and media influence; how to resist unhelpful pressure and ask for help (Article 12, 14, 29)</p> <p>H23. about who is responsible for their health and wellbeing; where to get help advice and support (Article 12)</p> <p>H18. about the changes that happen at puberty (<b>recap learning from years 4 and/or 5</b>) (Article 24)</p> <p>Lesson 5 - <b>Complete the Blue/Green zone in Mental Health First Aid Kit</b> – Article 13</p> <p>Lesson 6 – Relaxation techniques – wellbeing file – Worry monster -Y6</p> <p>Lesson 7 - Lesson 7 - Wellbeing –Future Goals Lesson (Head Chef) Article 28</p> <p><a href="https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe">https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe</a> Video for lesson</p>

Spring 1	<p>What are human rights?</p> <p>7 Week Resilient Tortoise</p>	<ol style="list-style-type: none"> <li>1. Why and how are laws made?</li> <li>2. What is the importance of having human rights and the rights of the child?</li> <li>3. Why is it important to be critical of the media?</li> <li>4. What rights do we have which protect us? (FGM, marriage)- Resources in wellbeing file- FGM)</li> <li>5. What is confidentiality, when should I break it?</li> <li>6. How can I stay safe online?</li> <li>7. How do I stay safe online?</li> </ol>	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (Article 37, 40)</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (Article 14, 28, 29)</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (Article 14, 28, 29)</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (Article 19, 34)</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers (Article 16)</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others (Article 29)</p> <p>R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ (Article 16)</p> <p>Lesson 6 – Cyberbullying – Wellbeing – E-Safety Y6 Lesson 1 Article 27</p> <p>Lesson 7 - Secure online - Wellbeing – E-Safety Y6 Lesson 2 Article 27</p>
Spring 2	<p>How can money affect us?</p> <p>5 Week Reasoning Elephant</p>	<ol style="list-style-type: none"> <li>1. How do people manage money? (tax, loan, interest, debt)</li> <li>2. What do I want to be? (jobs and aspirations)</li> <li>3. How are resources allocated and how this affects individuals, communities and the environment?</li> <li>4. Research and debate (EG. Should the government provide benefits to people? Should men and women have equal pay?)</li> <li>5. How do I stay safe online?</li> </ol>	<p>L13. about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer (Article 26)</p> <p>L14. to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) (Article 26)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (Article 29)</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (Article 12)</p> <p>Lesson 5- Secure online - Wellbeing – E-Safety Y6 Lesson 2 Article 27</p> <p>Lesson 6 – People online - Wellbeing – E-Safety Y6 Lesson 3 Article 27</p>
Summer 1	<p>How can we stay healthy?</p> <p>6 Week Resourceful Squirrel</p>	<ol style="list-style-type: none"> <li>1. What positively and negatively affects health? (exercise, nutrition, diet, drugs, emotions, feelings, mental health issues)</li> <li>2. How is my physical and mental wellbeing connected? (C4L) Who is responsible for my health and wellbeing?</li> <li>3. Can I plan and prepare a healthy meal?</li> <li>4. How can drugs affect my health and safety?</li> <li>5. The law and drugs.</li> <li>6. How do I stay safe online?</li> </ol>	<p>H1. what positively and negatively affects their physical, mental and emotional health (Article 24)</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ (Article 24) (Peer pressure)</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (Article 33)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (Article 12)</p> <p>Lesson 6- Boys and Girls online Wellbeing – E-Safety Y6 Lesson 4 Article 27</p>

Summer 2	<p>How can we manage risks?</p> <p>8 Weeks Reflective Owl</p>	<ol style="list-style-type: none"> <li>1. What responsibilities come with independence?</li> <li>2. What strategies do I have to manage risk?</li> <li>3. Who influences me, what should I do if they are pressuring me? <a href="#">ES- LINK</a></li> <li>4. How might anti-social behaviour affect my wellbeing? <a href="#">ES- LINK</a></li> <li>5. How can I handle anti-social or aggressive behaviour?</li> <li>6. <a href="#">How can I look after my wellbeing online?</a></li> <li>7. Why is sleep important?</li> <li>8. Transition to high school activity</li> </ol>	<p>H9. to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ (Article 27)</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (Article 27)</p> <p>H11. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (Article 27)</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (Article 12, 14, 29)</p> <p>H14. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (Article 12, 14, 29)</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (Article 17)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request (Article 17)</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (Article 37, 40)</p> <p>R7. that their actions affect themselves and others (Article 37, 40)</p> <p>Lesson 6- <a href="https://campaignresources.phe.gov.uk/schools/resources/social-media-year6-lesson-plan-pack">https://campaignresources.phe.gov.uk/schools/resources/social-media-year6-lesson-plan-pack</a> - powerpoint Wellbeing- E-Safety Y6</p> <p>Lesson 7- Wellbeing – Sleep KS2</p> <p>Lesson 8 - <a href="http://fyf-teacher-resource-year-6.pdf">fyf-teacher-resource-year-6.pdf</a> (<a href="http://youngminds.org.uk">youngminds.org.uk</a>) Resource PD File (Transition)</p>
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I agree with..... because..... I disagree with..... because..... I would like to ask ..... a question about ... I would like to build on what .... has just said

Self Regulation	Managing Self	Building Relationships
Rights and Responsibilities	Safety and Risk	Feelings and Friendships
Feelings and Friendships	Health	Identity
	Rights and Responsibilities	Rights and Responsibilities

## Nursery

Nursery Core Knowledge				
Rights and Responsibilities	Feelings and Friendships	Safety and Risk	Identity	Health
To be aware our rights. To understand what manners are. To agree to a class charter. To know who to ask for help to solve problems. To know how to use the Nurture Area To know how to turn take.	To know feelings and emotions are. To know what a friend is. To know what a family is. To know who is in my family. To name the different parts of the school. To know how to take turns.	To know what "Pants are Private" mean To know what is meant by an emergency. To know what to do in an emergency. To know who helps us in an emergency. To know about road safety. To know what an accident is.	To know my name. To know how old, I am. To know who is in my family. To know what I am I good at. To know where I live. To know what a community is.	To know how to use the toilet. To know how to wash my hands. To know what healthy eating is. To know what sun safety is. To know how to look after my teeth.

Core Vocabulary
<ul style="list-style-type: none"> <li>• <b>Routine-</b> now and next, visual timetable</li> <li>• <b>Class charter-</b> good sitting, good listening, good looking, respect, kind hands, kind feet, tidy up, care, looking after, making choices</li> <li>• <b>RRS-</b> Ready Rabbit, Responsible Dog/handy helper, Resilient Tortoise, Reasoning Elephant, Resourceful Squirrel, Reflective Owl,</li> <li>• <b>ABCDE Rights-</b> rights are for all children, rights are there from birth, rights cannot be taken away, rights do not need to be earned, all rights are equally important</li> <li>• <b>Asking for help-</b> adult, teacher, help, mental health first aid kit</li> <li>• <b>Solutions to problems-</b> feelings (happy, sad, excited, cross, tired, frustrated, upset, calm) and managing self, zones of regulation, nurture area, worry monster, sensory room, teacher, adult, mental health first aid kit</li> <li>• <b>Turn taking-</b> fair, unfair, sharing</li> <li>• <b>Feelings and emotions-</b> happy, sad, excited, cross, tired, frustrated, upset, calm</li> <li>• <b>Families-</b> mum, dad, grandma, grandad, auntie, uncle, home</li> <li>• <b>School-</b> new places, hall, classroom, playground etc.</li> </ul>

- **Pants are private-** private, underwear, knickers, boxers, vulva, penis, toilet, no means no, adult, trust, teacher, family
- **People that help us-** police, fire fighters, doctors, nurse, ambulance, fire engine, 999
- **Unintentional injury-** accident, sorry, adult, first aid
- **Road safety-** zebra crossing, crossing guard, left, right, looking, red light, amber light, green light, holding hands, adult
- **Identity-** myself, skills, family, different, community, home
- **Toileting** – toilet, wash hands, clean, soap
- **Healthy living-** healthy food, exercise, balanced diet, sun safety, sun cream, sunglasses, hat
- **Hygiene-** wash, brush teeth, toothbrush, toothpaste, dentist, brush hair, wash, bath, shower

## Reception:

Self Regulation	Managing Self	Building Relationships
Rights and Responsibilities	Safety and Risk	Feelings and Friendships
Feelings and Friendships	Health	Identity
	Rights and Responsibilities	Rights and Responsibilities

Reception Core Knowledge				
Rights and Responsibilities	Feelings and Friendships	Safety and Risk	Identity	Health
To know my rights To know what manners are. To agree to a class charter. To know who I can ask for help to solve problems. To know how to use the Nurture Area. To know how to turn take. To know what is first, next and after that.	To know what feelings and emotions are. To know what it means to be a good friend. To know what a family is. To know who is in my family. To know what I should do when I am sad or angry. To know how to turn take. To know how I should behave in school. To know how my behaviour affect others.	To know what "Pants are Private" mean. To know what might cause me harm or injury. To know who should give me medicine. To know what an emergency is. To know what to do in an emergency. To know who helps us in an emergency. To know how to cross a road safely. To know what to if someone hurts me accidentally.	To know my name. To know how old, I am. To know who is in my family. To know what I am I good at. To know where I live. To know what my community is. To know why we celebrate Halloween, Diwali, Bonfire Night, Hanuka, Christmas, Chinese New Year, Eid, Easter, Mothers and Father's Day. To know how I can make people feel welcome. To know What my goals are for the future.	To know how to use the toilet. To know how to wash my hands. To know what is means to be healthy. To know how I can look after my physical and mental health. To know what healthy eating is. To know what sun safety is. To know how to look after my teeth. To know what 'sensible screen time' is.

## Core Vocabulary

- **Routine-** first, next, then/ now and next, visual timetable, instructions
- **Manners-** please, thank you, excuse me
- **Class charter-** good sitting, good listening, good looking, respect, kind hands, kind feet, tidy up, care, looking after, making choices
- **RRS-** Ready Rabbit, Responsible Dog/handy helper, Resilient Tortoise, Reasoning Elephant, Resourceful Squirrel, Reflective Owl,  
**ABCDE Rights-** rights are for all children, rights are there from birth, rights cannot be taken away, rights do not need to be earned, all rights are equally important
- **Turn taking-** waiting, manners, being polite
- **Making choices-** discussing feelings and managing self, zones of regulation, nurture area, worry monster
- **Problem solving-** feelings, managing self, zones of regulation, nurture area, worry monster, sensory room, adult, teacher, mental health first aid kit
- **Feelings and emotions-** surprised, excited, frustrated, upset, cross, lonely, worried, calm
- **Respectful relationships-** good listening, taking turns, manners
- **Friendship-** friends, sharing, playing
- **Setting goals-** yet, better at, goals
- **Pants are private-** private, underwear, knickers, boxers, vulva, penis, toilet, no means no, adult, trust, teacher, family
- **People that help us-** police, fire fighters, doctors, nurse, ambulance, fire engine, 999
- **Unintentional injury-** accident, sorry, adult, first aid
- **Road safety-** zebra crossing, crossing guard, left, right, looking, red light, amber light, green light, holding hands, adult
- **Identity-** myself, skills, family, different, community, Longsight, home, interests, opinions
- **Toileting –** toilet, wash hands, clean, soap
- **Healthy living-** healthy food, exercise, balanced diet, sleep, sun safety, sun cream, sun glasses, hat
- **Hygiene-** wash, brush teeth, toothbrush, tooth paste, dentist, brush hair, wash, bath, shower
- **Screen time-** ipad, computer, television, tablet, switching off, playing different games

## Years 1-6

Health and Wellbeing	Healthy Relationships	Living in the wider world
Healthy Lifestyle	Healthy Relationships	Rights and Responsibilities
Keeping Safe	Feelings and Emotions	Taking Care of the Environment
Growing and Changing	Valuing Differences	Money

Year 1: Core Knowledge		
Health and Wellbeing	Relationships	Living in the Wider World
<p>To understand what it means to be healthy.</p> <p>To know how we can stay healthy.</p> <p>To understand how medicines can help us.</p> <p>To know why hygiene is important.</p> <p>To know how we can take care of ourselves.</p> <p>To understand can I keep my body private.</p> <p>To know how we can we help protect our mental health.</p> <p>To know how we can manage change.</p> <p>To know which people keep us safe.</p> <p>To know who can help us if we have a problem.</p> <p>To know what we should we do around strangers.</p> <p>What can we do if we are worried about ourselves or other people.</p> <p>To know how to get help if there is an accident.</p>	<p>To be aware of what makes me special.</p> <p>To understand how I am similar or different to other people.</p> <p>To be aware how our behaviour affects others.</p> <p>To identify the groups that I belong to.</p> <p>To know who is in my family.</p> <p>To know what different families are like.</p> <p>To know what families do together.</p> <p>To know who I should I tell if I don't feel safe or happy.</p>	<p>To know our rights and how are they protected.</p> <p>To be aware how we can help people at school and home.</p> <p>To know what can harm the environment around us.</p> <p>To know how we can we look after older people.</p> <p>To know what money is.</p> <p>To know how people get money.</p> <p>To understand what choices people can make about money.</p> <p>To know the difference between wants and needs.</p>
Core Vocabulary		
<p>Bored, happy, sad, angry, surprise, sick, embarrassed, tired, scared, share, give, receive, correct, incorrect, equal, unequal, one sided, wrongful, bad, good, Unkindness, kindness, bully, rude, attitude, respect, friendship, teeth, toothbrush, toothpaste, brushing, washing, shower, bath, healthy, unhealthy, physical characteristics, gender, hair, face, secrets vitamins, minerals, balanced diet, friendly, kind, caring, members, Mum, Dad, brother, sister, get dressed, clean, hygiene, boy, girl, same, different, earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs, <b>respect, responsible, rules (RRS)</b> democracy, mutual respect (British Values)</p>		

### Year 2: Core Knowledge

Health and Wellbeing	Relationships	Living in the Wider World
<p>To identify my feelings.</p> <p>To understand what helps me to feel good.</p> <p>To be aware that my feelings might change.</p> <p>To begin to regulate and know when I should I ask for help with my feelings.</p> <p>To understand that rules can keep me safe.</p> <p>To know how I can make safe decisions.</p> <p>To know who I should trust online.</p> <p>To know who I should tell if I don't feel safe or happy.</p> <p>To understand what can help me to be healthy.</p> <p>To understand why sugar can be a problem.</p> <p>To know how much exercise and sleep I should get.</p> <p>To know what different ways I can play.</p> <p>To know how I can keep safe in the sun.</p> <p>To know how I can manage change.</p>	<p>To know how I can I make friends.</p> <p>To understand what makes a good friend.</p> <p>To know the skills needed to solve arguments.</p> <p>To know who I should tell if I feel lonely or unhappy about friendship.</p> <p>To understand how my words or actions affect other people.</p> <p>To know when I should or shouldn't touch someone.</p> <p>To know what behaviour is unacceptable.</p> <p>To know what I do if other people are being hurtful.</p> <p>To know how I can stop hurtful behaviour and who I should tell.</p> <p>To know what peer pressure is.</p> <p>To know when I should keep a secret.</p>	<p>To know my rights and how are they protected.</p> <p>To be aware of the jobs that people do.</p> <p>To know why people, have jobs.</p> <p>To be aware of my strengths and interests.</p>

### Core Vocabulary

Expect, respectful, respect, rules, change, ownership, feelings, reflect, friends, enemies, kind, companion, caring, brave, good listener, considerate, goals, bad, good, actions, proud, respected, fulfilled, powerful, loving, important, brave, remorseful, threatened, frustrated, furious, grumpy, boisterous, scared, excited, surprise, goals, bad, good, actions, proud, respected, fulfilled, powerful, loving, important, hateful, threatened, frustrated, similar, different, gender, roles, stereotypes, boy, girl, male, female, body parts, hygiene, career, jobs, pounds, pence, currency, notes, coins **respect, responsible, rules, rights (RRS)** democracy, rule of law (British Values)

### Year 3: Core Knowledge

Health and Wellbeing	Relationships	Living in the Wider World
<p>To know what things might cause harm or injury.</p> <p>To know how to keep my body safe and protected.</p> <p>To know who can touch my body.</p> <p>To understand how health /hygiene routines keep me healthy.</p> <p>To know what I should do if there is an accident.</p> <p>To understand what it means to be healthy.</p> <p>To know how I can protect my physical and mental health.</p> <p>To understand what a healthy balanced diet is.</p> <p>How can I look after my teeth.</p> <p>To understand what influences my choices about eating, drinking and exercise.</p> <p>To know where I should I get advice about my health.</p>	<p>To know what makes a good friend.</p> <p>To know how to manage a difficult friendship.</p> <p>To know if a friendship is making me unhappy and know what I should do.</p> <p>To know what peer pressure is and how to manage it.</p> <p>To know who is special to me.</p> <p>To know how families are different.</p> <p>To know what good things a family might do together.</p> <p>To understand how a family care for each other.</p> <p>To know what I should I do if family relationships are making me worried.</p>	<p>To know our rights and how are they protected.</p> <p>To identify the groups do I belong to.</p> <p>To understand what a diverse community is.</p> <p>To know how our community can value everyone.</p> <p>To know the importance of respectful.</p> <p>To know how I can celebrate and respect different people.</p>



To know why physical exercise important. To know what happens if I don't get enough sleep or exercise.		
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**Core Vocabulary**

Loss, death, separate, divorce, trusted, adult, personal, information, website, internet, gaming, socialising, email, password, tolerance, consequence, law, legal, illegal, democracy, liberty, British values, obey, listen, understand, pounds, currency, economy, pence, notes, coins, balanced, diet, nutrients, healthy, carbohydrates, fats, vitamins, minerals, fibre, water, protein, sugars, exercise, emotions, health, mind, body, emotions, muscles, body, similar, different, male, female, body parts, comfortable, uncomfortable, body parts, like, dislike, touch, hug, kiss, police, ambulance, fire engine, 999, fostering, adoption, relationship, stereotypes, gender roles, worship, genetics, Religion, culture, traditions, fair, rules, **rights, responsibilities, respect, conflict, disagreement, help, safe, risk, resolve (RRS)**

**Year 4: Core Knowledge**

Health and Wellbeing	Relationships	Living in the Wider World
<p>To be aware of what is special about me.                      To know how we value and celebrate differences.                      To know what goals we have.                      To know how I can manage setbacks.                      To understand what self-esteem is and why is it important.                      To be aware how I can express and manage feelings.                      To know strategies that I could use to manage my mental health.                      To know where to get support.                      To know what drugs are.                      To know how I can make safe choices around drugs and where can I get help.                      To recognise, predict and assess risk.                      To know how can I keep safe in my local environment.</p>	<p>To know how we show care, kindness, and concern for others.                      To know when I should I keep a secret.                      To know how I should respond if I am upset by someone else’s inappropriate behaviour.                      To know what peer pressure is and how I should manage it.                      To know why we should behave respectfully.                      To know how we can we make sure everybody is included, respected and not discriminated against.</p>	<p>To know our rights and how are they protected.                      To understand how our everyday choices affect the environment.                      To know what steps we can take to protect the environment.                      To identify issues we are concerned about. To know how we can help affect them in a positive way.                      To understand what campaigning is.                      Why are there rules, restrictions and laws to keep us safe.                      To know what I should do if I become aware of something that is illegal.</p>

**Core Vocabulary**

Self esteem, dignity, self-respect, pride, proud, perseverance, continuation, determination, purpose, flexible, loss, death, separate, divorce, trusted, adult parents, step, family, half, sister, half brother, friends, helping, kind, respectful, good, friend, listens, advice, fact, opinions, different, similar, answer, listening, respond, advice, respectful, aspirations, set ambitions, communities, school, local, global, religious, ethnic, cultural, LGBTQ+, lesbian, gay, bisexual, transgender, social, setting, goals, ambitions, cooperation, self-control, enthusiasm, team, teamwork, community, gender, stereotype, female, male, discrimination, empowerment, perspective, social, saving, money, budget, **rules, laws, rights, responsibilities, community, anti -social, road safety (RRS)**

**Year 5: Core Knowledge**

Health and Wellbeing	Relationships	Living in the Wider World
<p>To know what makes up our identity.</p> <p>To understand how we can recognise and respect similarities and differences.</p> <p>To know what stereotypes are and how can we challenge them.</p> <p>To know basic first aid and when is it appropriate to use it.</p> <p>To know what to do in an emergency.</p> <p>To know what mental health first aid is and identify what strategies I can use to ensure I have good mental health.</p> <p>To know what puberty is and how my body might change.</p> <p>To understand that puberty might affect my emotions and feelings. To know how my personal hygiene should change.</p> <p>To know how I can get advice and support about growing and changing.</p>	<p>To know a there are different types of relationships.</p> <p>To know how friends and family communicate positively.</p> <p>To know how to recognise risk in relation to online friendships.</p> <p>To identify how communication online is different or the same and what is appropriate.</p> <p>To know how I should respond if an online friendship is making me worried or uncomfortable and how I can I ask for help or advice.</p>	<p>To know what rights we have and how are they protected.</p> <p>To understand what influences people to spend or save money.</p> <p>To know how people can keep track of money.</p> <p>To know the choices I will have to make to pay for things.</p> <p>To understand what it means when you say something is 'value for money'.</p> <p>To identify what risks there are with money.</p> <p>To know how money affect people's feelings and emotions.</p> <p>To be aware what different jobs there are and the skills needed to enter different jobs.</p> <p>To know what influences someone's choice of job. To know there are stereotypes around jobs and how to challenge them.</p>

**Core Vocabulary**

Tolerance, consequence, law, legal, illegal, democracy, liberty, British Values, obey, listen, understand, rights, die, grief, sadness, death, pass away, argument, resolution, argue, conflict, unhealthy, healthy, obese, drugs, tablets, alcohol, drink, abuse, unit, secret, hidden, private, quite, respectful, answer, advice, healthy, unhealthy, fast food, fruit, vegetables, meat, fish, plant based, vegan, vegetarian, pescatarian, ambitions, aspirations, community, local, global, residential, school team, teamwork, helping, social, stereotype, homophobic, sexist, disability, trans phobic, discrimination, gender, role models, prejudice, Community Laws, Anti-social, responsibility, organisations, research, migration, rights, responsibilities, conflict, organisation, homeless, **right responsibility, entitlement, MP, shelter, education, healthcare, safety (RRS)** democracy, vote, election, influence, organisation, council, government, resources, community British Values, customs, birthplace, extended, families, citizen, etiquette, diverse, stereotype, racism, power superiority (British Values)

**Year 6: Core Knowledge**

Health and Wellbeing	Relationships	Living in the Wider World
<p>To know what mental and physical health is.</p> <p>To understand how friendships can support my wellbeing.</p> <p>To know what appropriate touch is.</p> <p>To know what healthy choices I can make around food and exercise.</p> <p>To understand why managing screen time and getting enough sleep so important.</p> <p>To be aware of how drugs can affect health.</p> <p>To identify the early signs of poor physical and mental health and what can I do about this.</p> <p>To know what strategies can be used to manage my mental health.</p> <p>To know who I can talk to with worries, concerns or problems with my mental health.</p>	<p>To know the different types of relationships.</p> <p>To know how we respect and value different relationships.</p> <p>To know what marriage is.</p> <p>To know what puberty is.</p> <p>To identify the different opportunities and responsibilities that I will I have as I grow up.</p> <p>To know that friendships might change as I grow older.</p> <p>To know how to manage change and where to get support.</p>	<p>To know our rights and how are they protected.</p> <p>To understand what the media is and how can it affect my wellbeing.</p> <p>To know what I can trust in the media and online and how I can recognise 'fake news'.</p> <p>How can I evaluate how reliable something is and report suspicious content.</p> <p>How can I make decisions about whether something is appropriate for my age group.</p> <p>How should I respond to something upsetting or frightening in the media.</p> <p>To identify the risks that there are with gambling.</p> <p>To know how we can make sure we are considerate and respectful of diverse viewpoints.</p>

Aspirations, setting goals, ambitions, cooperation, self-control, enthusiasm, future, race, ethnicity, culture, nationality, religion, country, gender, stereotype, female, male, discrimination, LGBTQ+, lesbian, gay, bisexual, transgender, empowerment, perspective, emotions, health, mind, body, emotions, family, friendship, blood, fostering, adoption, marriage, parents, children, genetics, budget, spending, expenditure, tax, insurance, loans, credit cards, hire-purchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers, **ballot, vote, taxes, political party, Prime minister, economy, welfare, state, NHS, Democracy, Manifesto (RRS)**