

**Clifton All Saints Academy**

**Curriculum Subject Map**

*PSHE 2021-2022*

*Overview*

<b>KS</b>	<b>Class</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	<b>YR</b>	<p>Reconnecting with friends after the six week break, exploring new friendships. Do the children accept others into their friendship circle?</p> <p>Engaging with other children through child-led activities. Noticing when a peer needs a friend and someone to play with.</p> <p>Expressing their feelings to adults and communicating their wants and needs. Initiate play with others. Building up an awareness of the individual needs within the class and recognising when a peer may need some support or space. Getting to know the adults within the class and school community.</p>	<p>Look at safety and rules around fireworks, bonfires and candles. Engaging in a discussion about Bonfire night. Do they like fireworks? Where do they prefer to watch them?</p> <p>Children to begin to understand that people have different opinions to them. Learning about Remembrance Sunday. What is war? Can people solve differences without fighting? How could we solve our disagreements? Observe and teach children to moderate their feelings and to think about the perspective of others. Show scenarios to children based on Rama and Sita and discuss how things can be resolved.</p>	<p>Marvellous Me- Children learn about themselves as individuals can talk about what makes them special. Looking at what we can do well and what we could continue practicing. Promote growth mind-sets and link to 'brave' writing. How can we improve our skills? Children to learn the importance of trying new things including food, activities, hobbies etc. Developing the ability to moderate their own feelings especially if something hasn't gone their own way. Through child-led activities and group</p>	<p>Looking back at last half term, can the children show a 'can do' attitude, working towards targets? Children to work on our 'star' challenges- demonstrating a sense of pride and accomplishment when the task is completed. Children applying their learning to their self-chosen activities and play. Children to be encourage to engage in maths and literacy opportunities in their play e.g. creating a map with directions Children becoming increasingly independent in accessing and using support aids such</p>	<p>Looking at how the people are different from each other, children to have an understanding that people are all different and have their own personalities and viewpoints. Do we all look and behave the same? What would the world be like if everyone was the same? Reflect on the learning from the Marvellous me unit, that we as individuals are special. Develop it further to thinking about the perspective of others. Can we see why some children like quiet activities and not wanting to learn in a 'loud' environment? Some children like to play in a group and some on their own etc. Children to begin to see the perspective of</p>	<p>Using the moral messages in traditional tales, children to explain the reasons for rules. Looking at character traits and key events in the stories, can the children talk about the 'right and wrong' actions and words? How could the characters of behaved differently to make the 'right' choice? Children to link their opinions with their own experiences. Children to give focussed attention during carpet times and group work. Children to be able to recall key information and learning in order to complete tasks or show their understanding.</p>

		<p>Opportunities for children to spend 'quality' time with adults.</p> <p>Confident to explore the classroom and resources, making choices in the activities to engage</p> <p>Children know some ways to calm themselves down when they feel scared or upset.</p>	<p>Preparing for Christmas-- at this time of year, as the children get excited, revisit class rules and why we need them.</p> <p>Children can see that their positive actions can be rewarded and are proud to see them celebrated.</p> <p>Children engaging with dojo points and moving up the rocket.</p> <p>Children can see that some actions get a negative reaction and try hard to make different choices.</p>	<p>games, opportunities to negotiate ideas can be explored.</p> <p>Children to identify how they feel about returning to school after the 2 weeks break.</p> <p>Can they share their feelings? Are the children able to moderate their feelings?</p> <p>Looking at different job roles and thinking about how our likes and skills can help us choose our future job. We all need to be different to carry out the varying jobs in society.</p>	<p>as sound mats, displays and peer support in order to complete tasks.</p> <p>Using story and non-fiction texts, how could the dinosaurs have lived peacefully together? Children to talk about controlling behaviour and impulses and working together.</p> <p>Children to play and learn together, understanding their own feelings and those of their peers.</p> <p>Children to develop positive friendships. Understanding healthy food choices- explore food groups and moderation when learning about dinosaur diets.</p>	<p>others and act accordingly.</p> <p>Promoting resilience and perseverance towards trickier tasks i.e. Writing and application of Maths.</p> <p>Can the children adjust to a little more structure during the school day?</p> <p>Children to work more independently during adult-led tasks e.g. larger writing groups and more whole class/group mathematical challenges.</p>	<p>Children to work together to retell the stories. Can they work collaboratively to arrange props and roles? Did they listen to the story? Can they recall the key events?</p> <p>Daily activities to be shared with the children at the beginning of the day, children to show the ability to follow instructions by completing the activities.</p> <p>Children to engage in group games during child-led learning and playtime. Children to play cooperatively, taking turns and encouraging each other.</p>
<b>KS1</b>	<b>Y1</b>	<p><b>Well-being</b></p> <p>Developing good mental health habits; learning about ourselves and exploring what different emotions are and how we can</p>	<p><b>Families and relationships</b></p> <p>Exploring how families can be different, the characteristics and impact of positive friendships; learning</p>	<p><b>Health and well-being</b></p> <p>Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the</p>	<p><b>Safety and the changing body</b></p> <p>Learning how to respond to adults in different situations; distinguishing appropriate and</p>	<p><b>Citizenship</b></p> <p>Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring</p>	<p><b>Economic well-being</b></p> <p>Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building</p>

		respond to these feelings.	that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy	inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	our similarities and differences and an introduction to democracy	societies, spending and saving and some of the jobs roles in schools <b>Transition</b> Helping Year 1 pupils with the transition to a new year and the changes that come with it.
	<b>Y2</b>	<b>Well-being</b> Developing awareness and understanding of other people's feelings and emotions, investigating strategies for dealing with difficult situations and emotions and learning about growth mindset.	<b>Families and relationships</b> Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect	<b>Health and well-being</b> Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	<b>Safety and the changing body</b> Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	<b>Citizenship</b> Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	<b>Economic well-being</b> Learning about where money comes from, how to look after money and why we use banks and building societies <b>Transition</b> Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move
<b>KS2</b>	<b>Y3</b>	<b>Well-being</b> Developing a sense of identity; understanding strengths and the different groups and communities we belong to. Reflecting on what makes us special, helping those	<b>Families and relationships</b> Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what	<b>Health and well-being</b> Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we	<b>Safety and the changing body</b> Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about:	<b>Citizenship</b> Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	<b>Economic well-being</b> Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and

		around us, our mental and physical health.	action can be taken; exploring trust and who to trust and that stereotyping can exist.	belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.		thinking about potential jobs and careers. <b>Transition</b> Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this.
	Y4	<b>Well-being</b> Exploring the concept of purpose, looking at the importance of different emotions we experience, considering what we are good at and enjoy and understanding the importance of a balanced diet.	<b>Families and relationships</b> Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	<b>Health and well-being</b> Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	<b>Safety and the changing body</b> Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	<b>Citizenship</b> Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	<b>Economic well-being</b> Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices. <b>Transition</b> Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.
	Y5	<b>Well-being</b> Focusing on developing independence and the increased responsibility that accompanies this, including safety and taking ownership of their happiness;	<b>Families and relationships</b> Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a	<b>Health and well-being</b> Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure;	<b>Safety and the changing body</b> Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence,	<b>Citizenship</b> An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and	<b>Economic well-being</b> Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.

		setting goals, maintaining successful relationships with others and managing their emotions.	friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	understanding the importance of rest and relaxation.	strategies to overcome potential dangers and how to administer first aid to someone who is bleeding	contributing to the community	<b>Transition</b> Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings
	<b>Y6</b>	<b>Well-being</b> Exploring: conflict resolution, resilience and growth mindset, relaxation strategies and taking increased responsibility for physical and emotional wellbeing.	<b>Families and relationships</b> Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	<b>Health and well-being</b> Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	<b>Safety and the changing body</b> Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	<b>Citizenship</b> Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	<b>Economic well-being</b> Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available. <b>Identity</b> Three lessons on the theme of personal identity, gender identity and body image <b>Transition</b> Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have <b>Identity</b> Personal identity, gender identity and body image
<b>AUTUMN 1</b>							
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	

<p><b>EYFS</b></p>	<p><b>STAY AND PLAY SESSIONS X2</b>          Become more outgoing with unfamiliar people, in the safe context of their setting 3-4          Chn to attend the stay and play sessions. Can they engage with the Robins staff and their peers? Do they need their parent/carer to support them in engaging with unfamiliar people? Select and use activities and resources, with help when needed.3-4          Chn to explore their environment and the resources. Can they make their own choices of activities based on their interests?</p>	<p><b>SETTLING IN REDUCED TT</b>          Play with one or more other children, extending and elaborating play ideas. 3-4          Observation and baseline.          How do the children engage with each other? Do they engage in parallel or solitary play? Support new chn to establish friendships through play. Express their feelings REC How are the chn settling? Can the chn express their feelings and seek comfort if feeling anxious, scared, over excited etc. Use emotions register. Link to My Friend Bear story</p>	<p>Build constructive and respectful relationships          REC Reconnecting with friends after the six week break, exploring new friendships. Do the children accept others into their friendship circle? Increasingly follow rules, understanding why they are important. REC As the chn settle into Robins and school life, chn to be supported in following the rules. Focus on walking inside, finding an activity, sitting nicely on the carpet and being kind to each other</p>	<p>Express their feelings and consider the feelings of others. REC Using the book Ruby's worry and the JC sequence of lessons, chn to learn and use vocabulary to talk about how they and others are feeling. Expressing their feelings to adults and communicating their wants and needs. Build constructive and respectful relationships. REC Engaging with other children through child-led activities. Noticing when a peer needs a friend and someone to play with.</p>	<p>Express their feelings and consider the feelings of others. REC Discuss how the bears feel about being different. How does the bear feel about being left out? Does it matter if we are different? We all form the community of Robins. Develop their sense of responsibility and membership of a community.3-4 Building up an awareness of the individual needs within the class and recognising when a peer may need some support or space.</p>	<p>Build constructive and respectful relationships. REC Support chn in building constructive and respectful relationships with others. Promote turn taking, sharing and communicating to engage cooperatively Express their feelings and consider the feelings of others. REC Model how to articulate feelings and frustrations when playing. Praise chn when using their words instead of actions when faced with disagreements. Model the idea and understanding that people have different ideas and opinions use role play to support if necessary.</p>
<p><b>KS1          Year 1          Wellbeing</b></p>	<p><b>Wonderful me: understanding my feelings</b>          To describe and understand their feelings • To develop simple strategies for</p>	<p><b>People around me: special people</b>          To recognise how others show feelings and how to respond to these • To identify their special people</p>	<p><b>Resilience: People to turn to.</b>          To identify special people around them and who to go to for help          What could you say?          How could you approach them?</p>	<p><b>Meaning and purpose: what am I like?</b>          To recognise and celebrate their strengths and set simple but challenging goals          Who have you seen from your Activity: Pocket</p>	<p><b>Healthy body, healthy brain: ready for bed</b>          To understand the benefits of physical activity and rest.          How do you feel when you are sleepy? What do you do before bedtime to help</p>	<p><b>Relaxation: progressive muscle relaxation</b>          To know how to relax in different ways          What does 'feeling relaxed' mean? What</p>



	<p>managing these feelings What do these 'feelings' feel like? When do you feel like this? Why do you think this is? How do I feel in different situations? How does this link to what I am doing? Am I doing something I enjoy? Is it something I am good at?</p>	<p>and how they should care for one another How could you let them know you cared? (Let them know you are there to listen). What do you think they might need? (Someone to talk to, time on their own, adult help). Where would you speak to them? (Somewhere quiet, at break time, after school). How could you help? (Give them space, listen to what they say, let them know that these 7 feelings are normal, offer advice, ask what you can do to help).</p>	<p>Who are your friends and family? Who do you trust? Who can you go to if you are feeling sad, angry or worried? How could you let them know?</p>	<p>people guide? What are you good at? What do you like doing at home? If you were an animal, what would you be? Why?</p>	<p>prepare you for sleep? Why is sleep important? How does it affect the body? Can being active in the day help you sleep better? What exercise makes you happy and keeps you healthy? What else can help you feel healthy and happy?</p>	<p>happens to your body when you sleep/rest? How does rest help your body and mind? When might they feel angry, upset or worried? What can they do to help relax?</p>
<b>Y1 key vocab</b>	<ul style="list-style-type: none"> <li>Action</li> <li>Emotions</li> <li>Feelings</li> <li>Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Action</li> <li>Emotions</li> <li>Feelings</li> <li>Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Action</li> <li>Emotions</li> <li>Feelings</li> <li>Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Action</li> <li>Emotions</li> <li>Feelings</li> <li>Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Action</li> <li>Emotions</li> <li>Feelings</li> <li>Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Action</li> <li>Emotions</li> <li>Feelings</li> <li>Strategy</li> <li>Laughter</li> <li>Relaxation</li> </ul>
<b>KS1 Year 2 Wellbeing</b>	<p><b>Wonderful me; experiencing different feelings</b> To describe a range of feelings and develop simple strategies for managing them</p>	<p><b>People around me: other people's feelings</b> To recognise how others show feelings in different ways and how to respond What would they be thinking? How would they be feeling? How might they show these</p>	<p><b>Meaning and purpose: steps to success</b> To understand their strengths and set themselves achievable goals What is the trickiest thing about...? How did you get better at...? What skills are important in...?</p>	<p><b>Resilience: developing a growth mindset</b> To identify strategies to help overcome barriers or manage difficult emotions How did they feel when their tower fell or they ran out of time? How many times did they try it? Why didn't they try more? What</p>	<p><b>Healthy body, healthy brain: being active</b> To understand the benefits of physical activity How do you think Dina Asher-Smith keeps motivated when she doesn't win a race? Has doing an energetic activity ever made you feel like</p>	<p><b>Relaxation: breathing techniques</b> To use breathing exercises to relax. What is stress? What is relaxation? What do you do to relax? Why is relaxation important?</p>

		feelings on the outside? Facial expression, tone of voice, language used.	When am I going to practise these skills? Where am I going to practise them? How often will I practise? Is there anyone that can help me?	might have happened if they kept trying? What situations make you want to give up? What is an alternative to giving up? What makes it easier to persevere? Why is it more difficult when you compare yourself to other people?	giving up? What helped you to keep going? Do you play active games? Do you walk to/from school? What physical activity do you enjoy? Do you prefer to do this in groups or on your own? What else affects how healthy and happy you feel? E.g. sleep, diet, relaxation.	
<b>Year 2 Key vocab</b>	<ul style="list-style-type: none"> <li>Action</li> <li>Emotions</li> <li>Feelings</li> <li>Strategy</li> <li>Laughter</li> <li>Relaxation</li> </ul>	<ul style="list-style-type: none"> <li>Action</li> <li>Emotions</li> <li>Feeling</li> <li>Strategy</li> <li>Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Skills</li> <li>Practise</li> <li>Progress</li> <li>Strategy</li> <li>Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Perseverance</li> <li>Progress</li> <li>Strategy</li> <li>Monitor</li> <li>Assessing pupils' understand</li> </ul>	<ul style="list-style-type: none"> <li>physical activity</li> <li>energetic</li> <li>hormones</li> <li>perseverance</li> <li>exercise</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation</li> <li>Calm</li> <li>Progress</li> <li>Strategy</li> <li>Still</li> </ul>
<b>KS2 Year 3 Wellbeing</b>	<b>Wonderful me: who am I?</b> To understand the different aspects of my identity	<b>People around me: Communication</b> To listen and communicate effectively <sup>7</sup>	<b>Meaning and purpose: my superpowers</b> To identify my own strengths and begin to see how they can affect others What are your strengths? What are you good at? If you were a superhero, what would your superpowers be? What would your superhero name be?	<b>Resilience: breaking down barriers</b> To break down barriers into smaller, achievable goals	<b>Healthy body, healthy mind: my healthy diary</b> To understand and plan for a healthy lifestyle including physical activity, rest and diet What do athletes eat? Do they eat at particular times? What do different types of food do to your body?	<b>Relaxation stretches</b> To perform a range of relaxation stretches Why is relaxation a good thing? When should you use relaxation strategies? What other types of relaxation are there?
<b>Year 3 Key vocab</b>	<ul style="list-style-type: none"> <li>Relaxation</li> <li>Calm</li> <li>Progress</li> <li>Strategy</li> <li>Still</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation</li> <li>Calm</li> <li>Progress</li> <li>Strategy</li> <li>Still</li> </ul>	<ul style="list-style-type: none"> <li>Superpower</li> <li>Helpful</li> <li>Traits</li> </ul>	<ul style="list-style-type: none"> <li>Problem</li> <li>Acheivable</li> <li>Solution</li> <li>Goals</li> </ul>	<ul style="list-style-type: none"> <li>Diet</li> <li>Exercise</li> <li>Health</li> <li>Energy</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation</li> <li>Stretch</li> <li>Breathe</li> <li>Movement</li> </ul>
<b>KS2 Year 4 Wellbeing</b>	<b>Wonderful me: My happiness</b> To identify what is important to me and to take	<b>People around me: a positive difference</b> To understand that my behaviours can have an impact on others	<b>Meaning and purpose: my role</b> To identify my own strengths and begin to	<b>Resilience: celebrating mistakes</b> To develop a growth mindset and understand that mistakes are useful	<b>Healthy body, healthy brain: diet and dental health</b>	<b>Relaxation: visualisation</b> To understand what relaxation feels like and that relaxation



	responsibility for my own happiness	What did they do? Why did it make that person happy? Was it difficult to do? How did it make them feel seeing that other person happy?	see how they can affect others		To understand the benefits of healthy eating and dental health Which would you like to eat? Which is the healthiest? What makes you think that?	techniques can be used anywhere
<b>Year 4 Key vocab</b>	• Important • Friends • Wellbeing • Changes	• Happiness • Others happiness	• skills • strengths • job • application	• Resilience • Mistake • Failure Assessing pu	• Teeth • Dental health • Diet • Food	• Relaxation • Visualisation • Expression • Calming intonation
<b>KS2 Year 5 Wellbeing</b>	<b>Wonderful me: taking responsibility for my feelings</b> To take responsibility for my own feelings and actions	<b>People around me: good friends</b> To understand how to form and maintain positive relationships How does Woody feel? What might he like to do?	<b>Meaning and purpose: going for goals</b> To learn how to set short-term, medium term and long-term goals What can they make a start on today? Who are they going to ask for help?	<b>Resilience: embracing failure</b> To understand the purpose of failure	<b>Healthy body, healthy brain: importance of rest</b> To understand the benefits of sleep	<b>Relaxation: Yoga</b> To use yoga poses and breathing to relax
<b>Year 5 Key vocab</b>	• Dilemma • Taking responsibility • Feelings • Emotional wellbeing	• Positive friendship • Friends	• Goals • Achievable goals	• Failure • Success • Problem solving	• Factors • Sleep	• Yoga • Relaxation • Mindfulness • Poses
<b>KS2 Year 6 Wellbeing</b>	<b>Wonderful me: our social media selves</b> To recognise how information in the media (and online) can affect how people feel about themselves What different types of feelings or emotions can a person have? How can you tell what a	<b>People around me: resolving conflict and compromising</b> To resolve disputes and conflict through negotiation and compromise What does the word 'conflict' mean? What is a 'conflict'? What happened when the two-headed monster tried to show conflict	<b>Meaning and purpose: what can I be?</b> To identify long term goals and how to work towards them What will you be when you are grown up? Does 'What will you be when you are grown up' only refer to your future job? What kind of person do you want to be? Where do you want to live?	<b>Resilience: resilience toolbox</b> To reflect on skills already developed to identify and respond to difficult situations	<b>Healthy body, healthy brain: taking responsibility for my health</b> To understand and plan for a healthy lifestyle How can you keep yourself mentally and physically healthy? What do you currently do to stay healthy?	<b>Relaxation and mindfulness</b> To use mindfulness to manage emotions

	person may be feeling?	using a flower? Can you think of any recent conflicts you have been involved in? Can you think of a time when you avoided a conflict? What happened?	What family or friends do you want around you?			
<b>Year 6 Key vocab</b>	• Social media • Emotions • Feelings	• Conflict • Resolution • Strategies	• Ambition • Long term goals	• Resilience • Strategies	• Physical wellbeing • Emotional wellbeing	• Relaxation • Mindfulness
<b>Autumn 2</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>EYFS</b>	<p>After listening to the Rama and Sita story, discuss how they would have saved Rita.</p> <p>Can the children Work together to build a bridge, listening to how they could approach the task?</p> <p>Read the story 'Sparks in the Sky'</p> <p>Do they like fireworks?</p> <p>Where do they prefer to watch them?</p> <p>Look at safety and rules around fireworks- why is it important to listen to rules around fire and fireworks.</p>	<p>Look at the PowerPoint of remembrance</p> <p>Discussion on What is war?</p> <p>Is it ok to have a different perspective?</p> <p>Can people solve differences without fighting?</p> <p>How could we solve our disagreements?</p> <p>Focus observation during child-led play</p> <p>Support and encourage children to solve conflicts and see the other person's perspective.</p> <p>Children to take part in 2 minutes silence.</p>	<p>Anti-bullying week</p> <p>Powerpoint on Kindness- what does it mean to be kind?</p> <p>Why is being kind so important?</p> <p>What can we do when someone isn't being kind?</p> <p>Who can we share our concerns with-</p> <p>Children to complete the 'helping hand' activity in small groups.</p> <p>Link to interfaith week-acceptance and being equal</p> <p>Focus observation during child-led play</p>	<p>The story of the first Thank Giving- Pilgrims were not accepted in England due to their faith.</p> <p>Accepted and helped by the Natives in America</p> <p>Link to kindness and feelings.</p> <p>Discussion- How are we accepted?</p> <p>Link to school and church community.</p> <p>Does anyone belong to a club?</p> <p>What could we do to make people feel accepted?</p>	<p>What is Hanukkah and why does the Jewish community celebrate it?</p> <p>Link to prior learning of conflicts and lack of acceptance in the past.</p> <p>Can the children see the link?</p> <p>How does this make them feel?</p> <p>How could the event have been prevented?</p> <p>Focus on the Hanukkah Bear story- how is this story different to the Hanukkah story? It is a story about kindness.</p> <p>Talk about the key elements of the story.</p>	<p>At this time of year, as the children get excited, revisit class rules and why we need them.</p> <p>Can the children identify and moderate their feelings?</p> <p>How has this topic supported the children in becoming more understanding of their friends?</p> <p>Do the children share ideas and resources?</p> <p>Support the children in staying calm and focused so close to Christmas.</p>

<b>KS1 Year 1 Families and relationships</b>	<b>To understand that families look after us</b> Who is in my family? What do I like to do with my family? Who is in a family? What information is personal to me?	<b>To begin to understand the importance and characteristics of positive friendships.</b> Who are my friends? What do I like to do with my friends? What makes a good friend? Am I a good friend? Who are my friends in the class?	<b>To recognise how others show feelings and how to respond</b> What feelings do people experience? What do these feelings feel like? How can you tell how someone is feeling? How do you let them know that you care? When and where could you speak to them? Who can help us if we are worried about our friends?	<b>To begin to understand how friendships can make us feel</b> What new things can we find out about each other? How can we work as a team? What do we feel about working with new people?	<b>To begin to understand that friendships can have problems but we can overcome these</b> What do we have in common? What makes a good friend? What problems can happen in friendships? What can we do to overcome problems in friendships? Who else can help us if we have problems with friendships?	<b>To begin to understand that being friendly to others makes them feel welcome and included</b> What is friendly behaviour and what isn't? How can problems in friendships be resolved? What is a friendly way to behave towards others?
<b>Year 1 Key vocab</b>	<ul style="list-style-type: none"> <li>• Family • Relation • Mum • Dad • Parent • Brother • Sister • Grandad • Grandma • Grandparent • Uncle • Aunty • Cousin</li> </ul>	<ul style="list-style-type: none"> <li>• Friend • Kind • Trust • Generous • Share • Listen • Fun • Helpful • Truth</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling • Sad • Worried • Help • Care • Listen</li> </ul>	<ul style="list-style-type: none"> <li>Challenge • Co-operate • Work together • Team</li> </ul>	<ul style="list-style-type: none"> <li>Friend • Falling out • Problem • Solution</li> </ul>	<ul style="list-style-type: none"> <li>Friend • Friendly • Feeling • Welcome • Included</li> </ul>
<b>KS1 Year 2 Families and relationships</b>	<b>To begin to understand the role of the family in their lives</b> Who makes up a family? What are the positive characteristics of a family? What do our families do for us?	<b>To begin to understand the range of families they may encounter now and in the future</b> What different types of families are there? How are families different? How are families the same? What do we need to remember when we meet people who	<b>To recognise how others show feelings in different ways and how to respond</b> How do we show our feelings on the outside? How do people feel in different situations? How might I feel? How can other people affect how we feel?	<b>To begin to understand that some friendships might make us feel unhappy and how to deal with this</b> What makes a good friend? What should I do if a friendship is making me feel unhappy? What can we do in school to help children have good friendships?	<b>To begin to understand the conventions of courtesy and manners</b> What happens if we forget our manners? What manners are important in school? How do our manners change in different situations? Where do we need to show really good manners and behaviour?	<b>To begin to understand how loss and change can affect us</b> What happy memories do we have? How might we feel when someone dies? • How can memories help us feel better? What might help us to remember special people or events?

		might be different to us?				
<b>Year 2 Key vocab</b>	Family • Relation • Care • Support • Love	• Family • Love • Care • Different • Same • Similar	Feeling • Emotion	• Happy • Unhappy • Good friendships • Bad friendships	• Manners • Behaviour • Please • Thank you • Taking turns • Table manners • Quiet • Respect	• Change • Remember • Happy • Sad • Upset • Death
<b>KS2 Year 3 Families and relationships</b>	<p><b>To understand that families love and support each other but sometimes problems can occur and help is available if needed.</b></p> <p>What do I do for my family?          What do my family do for me?          What problems might a family have?          How might they overcome problems?          Who can help with family problems?</p>	<p><b>To understand that friendships have ups and downs and that problems can be resolved.</b></p> <p>What do we already know about friendships?          What problems might occur in friendships?          How can we sort out problems in friendships?          What are our top tips for solving friendship problems?</p>	<p><b>To begin to understand the impact of bullying</b></p> <p>What is bullying?          How does bullying affect people?          What can we do if we are being bullied?          What happens about bullying in our school?</p>	<p><b>To listen and communicate effectively</b></p> <p>What is communication?          How can we communicate?          What does being a good listener involve?</p>	<p><b>To understand why trust is an important part of positive relationships</b></p> <p>Who would I trust to look after an important object?          Who can we trust?          Why do we trust these people?          Who might we need to think about carefully before we trust them?          What can we do if someone breaks our trust?          What can we do if we are not sure whether to trust someone?</p>	<p><b>To begin to understand the differences</b></p> <p>How are we different?          What similarities are there between people?          What differences are there between people?          How should we treat people who are different to us?</p>

<b>Year 3</b> <b>Key vocab</b>	<ul style="list-style-type: none"> <li>• Family • Different</li> <li>• Support • Care • Love • Problem • Help</li> </ul>	<ul style="list-style-type: none"> <li>Friend • Problem • Talking • Listening • Calm • Forgive • Apologise</li> </ul>	<ul style="list-style-type: none"> <li>Bullying • Repeated • Physical • Emotional • Report</li> </ul>	<ul style="list-style-type: none"> <li>Communicate • Communication • Listen • Empathy • Sympathy • Open questions</li> </ul>	<ul style="list-style-type: none"> <li>Trust • Reliable • Issues • Resolve • Breaking trust • Let down</li> </ul>	<ul style="list-style-type: none"> <li>• Same • Different • Similar • Respect</li> </ul>
<b>KS2</b> <b>Year 4</b> <b>Families and relationships</b>	<p><b>To develop understanding of courtesy and manners in a range of situations</b></p> <p>What do we think is bad manners?  How do manners change in different situations?  Why do good manners help us?  Who in society holds a position of authority?</p>	<p><b>To begin to understand the physical and emotional boundaries in friendships</b></p> <p>Why are personal boundaries important?  What boundaries are there in friendships?  What boundaries are there for online friendships?</p>	<p><b>To understand that my behaviour can have an impact on others</b></p> <p>How can one action affect others?  What would make people around me happy?  How do these actions make them feel?  How does it make me feel afterwards?</p>	<p><b>To understand the impact of bullying and the responsibility of bystanders to help</b></p> <p>What is bullying?  How does bullying make people feel?  Why might someone become a bully?  What can I do if I witness bullying?</p>	<p><b>To explore stereotypes in fictional characters and think about how these might influence us</b></p> <p>What characters are we aware of?  Which characters reinforce gender stereotypes?  What can we do in school to overcome stereotypes in books?</p>	<p><b>To recognise that stereotypes can relate to a number of factors</b></p> <p>What do we understand about the term 'disability'?  How do stereotypes affect people with disabilities?  How can stereotypes affect the way we see others?</p>
<b>Year 4</b> <b>Key vocab</b>	<ul style="list-style-type: none"> <li>Good manners • Bad manners • Rude • Respect • Different situations • Authority • Position of authority</li> </ul>	<ul style="list-style-type: none"> <li>• Respect • Permission • Boundary • Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Happiness • Impact • Act of kindness • Helping • Kind</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying • Witness • Bystander • Involved</li> </ul>	<ul style="list-style-type: none"> <li>• Gender • Stereotype • Reinforce • Character • Negative</li> </ul>	<ul style="list-style-type: none"> <li>Disability • Stereotype • Discrimination</li> </ul>
<b>KS2</b> <b>Year 5</b> <b>Families and relationships</b>	<p><b>To understand how to form and maintain positive relationships</b></p> <p>What consequences might actions have?  Why do we have friends?  What makes a good friend?  What am I like as a friend?</p>	<p><b>To explore the ups and downs of friendships</b></p> <p>How have my friendship skills developed?  What ups and downs might we experience in friendships?  How can we overcome problems in friendships?</p>	<p><b>To understand the concept of marriage</b></p> <p>What different types of weddings/marriages are there?  What is marriage?  Why might people decide to get married?  Why might people decide to get married?  What happens if a marriage does not work out?</p>	<p><b>To begin to understand self-respect</b></p> <p>What are the positive attributes of the children in our class?  What am I like?  How do I feel about myself?</p>	<p><b>To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens</b></p> <p>What positive things happen in families?  What might make someone feel unhappy or unsafe?  Why shouldn't we keep secrets if we or other</p>	<p><b>To understand more about bullying and how to get help</b></p> <p>What do we understand about bullying?  Why might someone bully somebody?  What can bystanders do?  Who can help with bullying?</p>

	What friendship skills do I need to improve?	How might our solutions work out? How might our friendships be stronger as a result of the issues we discussed?			people are unhappy about something? What happens if I contact Childline?	
<b>Year 5 Key vocab</b>	• Friend • Friendship • Skills • Good friend	Friendship • Problem • Ups and downs • Solution • Strengthened	Wedding • Marriage • Choice • Religion • Legal • Lifelong	Attributes • Proud • Skill • Self-respect	• Family • Positive • Problem • Help • Support	Bullying • Bystander • Cyberbullying • Victim • Unkind
<b>KS2 Year 6 Families and relationships</b>	<b>To understand what we mean by respect and why it is important</b> Who do you respect and why? Which groups do we respect in society? How can we earn respect? How can respect be lost? How can respect be regained?	<b>To understand that respect is two-way and how we treat others is how we can expect to be treated</b> What do we remember learning about respect? How do I want others to show their respect for me? How do I respect others? How do others show respect?	<b>To explore other people's attitudes and ideas and to begin to challenge these</b> What do we and other children think about gender stereotypes? How do gender stereotypes affect us? What can we do to change stereotypes? How can we work together to make changes to stereotypes?	<b>To understand stereotypes and be able to share information on them</b> What do we know about stereotypes? How can we share information on stereotypes? How well have we shared our information on stereotypes?	<b>To resolve disputes and conflict through negotiation and compromise</b> What is conflict? When might a conflict occur? How can conflicts be resolved?	<b>To begin to understand the process and emotions relating to grief</b> What emotions might we experience when someone dies? What situations might cause grief? How do people react to grief? Who can help us to deal with grief?
<b>Year 6 Key vocab</b>	• Respect • Earn • Lose • Courtesy	• Respect • Demonstrate • Peers • Online • Disrespect	Stereotype • Gender • Challenge • Change	• Stereotype • Message	• Conflict • Argument • Disagreement • Solve • Resolve • Apology	• Feelings • Grief • Grieving • Change • Loss • Death • Emotions
<b>Spring 1</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>EYFS</b>	Identify and moderate their own feelings socially and emotionally.	Know and talk about the different factors that support their overall health and wellbeing	Know and talk about the different factors that support their overall health and wellbeing How we can stay fit and	Know and talk about the different factors that support their overall health and wellbeing: Link to Marvelous me.	Know and talk about the different factors that support their overall health and wellbeing: Link to we're all wonders	Know and talk about the different factors that support their overall health and wellbeing:



	<p>To settle back down into school after 2 weeks off. Children to identify how they feel about returning to school after the 2 weeks break. Separating from parent/carer in the morning Think about the perspective of others Continuing on from last half term. Modelling appropriate behaviour and collaborative working.</p>	<p>What does a baby need to grow? Class discussion See themselves as a valuable individual. Where we fit with our family. Being a member of our family Think about the perspective of others Continuing on from last half term. Modelling appropriate behaviour and collaborative working.</p>	<p>healthy See themselves as a valuable individual. Where we fit in the community. Our house in our street. Think about the perspective of others Continuing on from last half term. Modelling appropriate behaviour and collaborative working.</p>	<p>The importance of good mental health. Believing in ourselves. See themselves as a valuable individual. Why are we special? What are our super powers? Think about the perspective of others Continuing on from last half term. Modelling appropriate behaviour and collaborative working.</p>	<p>Importance of mental health, being kind to ourselves and others See themselves as a valuable individual. How are we the same/different to each other? Think about the perspective of others Continuing on from last half term. Modelling appropriate behaviour and collaborative working.</p>	<p>Occupations to that help us Opticians Doctors Dentist See themselves as a valuable individual. What do we want to be when we grow up? What skills do we have? <a href="#"><u>All About Me Likes and Dislikes PowerPoint</u></a> Think about the perspective of others Continuing on from last half term. Modelling appropriate behaviour and collaborative working.</p>
<p><b>KS1 Year 1 Health and wellbeing</b></p>	<p><b>To describe and understand my feelings.</b> What feelings do we experience? How do these feelings look? What makes us feel this way? How do other people feel in situations? What makes me happy and sad? What can I</p>	<p><b>To recognise my strengths and set out goals.</b> Who can you go to for help if you need it? What am I good at? What am I like? What do I want to get better at? How can I do this?</p>	<p><b>To understand the benefits of physical activity and rest.</b> What is my bedroom like? How do you feel when you are sleepy? What do you do before bedtime to help prepare you for sleep? Why is sleep important? How does it affect the body?</p>	<p><b>I know how to relax in different ways.</b> Why are rest and relaxation important? Why is sleep important? What does being relaxed feel like? What can they do to help relax?</p>	<p><b>To begin to understand how germs are spread and how we can stop them from spreading.</b> Where did glitter from our hands end up? How do we wash our hands properly? Why is it important to wash our hands? When do we</p>	<p><b>To begin to understand allergies.</b> What is an allergy? What can people be allergic to? What allergens are found in food? What should I do if I have an allergic reaction or one of my friends does?</p>

	do when I feel sad? Who can help me?		Can being active in the day help you sleep better? What exercise makes you happy and keeps you healthy? What else can help you feel healthy and happy?		need to make sure that we wash our hands?	
<b>Year 1 key vocab</b>	<ul style="list-style-type: none"> <li>Feeling</li> <li>Emotion</li> <li>Help</li> <li>Happy</li> <li>Sad</li> <li>Angry</li> <li>Worried</li> <li>Assessing pupils' und</li> </ul>	<ul style="list-style-type: none"> <li>Skill</li> <li>Qualities</li> <li>Strengths</li> <li>Better</li> </ul>	<ul style="list-style-type: none"> <li>Sleep</li> <li>Rest</li> <li>Routine</li> <li>Relaxation</li> </ul>	<ul style="list-style-type: none"> <li>Relax</li> <li>Relaxation</li> <li>Sleep</li> <li>Rest</li> </ul>	<ul style="list-style-type: none"> <li>Dirt</li> <li>Hands</li> <li>Germs</li> <li>Wash</li> <li>Soap</li> <li>Water</li> <li>Scrub</li> <li>Clean</li> </ul>	<ul style="list-style-type: none"> <li>Allergy</li> <li>Allergen</li> <li>Food allergy</li> <li>Allergic reaction</li> </ul>
<b>KS1 Year 2 Health and wellbeing</b>	<p>NSPCC PANTS lesson</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>understand and learn the PANTS rules</li> </ul>	<p><b>To begin to understand the role of the family in their lives</b></p> <p>Who makes up a family?</p> <p>What are the positive characteristics of a family?</p> <p>What do our families do for us?</p>	<p>Anti-Bullying Week</p>	<p><b>To begin to understand the range of families they may encounter now and in the future</b></p> <p>What different types of families are there?</p> <p>How are families different?</p> <p>How are families the same?</p>	<p><b>To begin to understand that some friendships might make us feel unhappy and how to deal with this</b></p> <p>How do we show our feelings on the outside?</p> <p>How do people feel in different situations? How might I feel?</p> <p>How can other people affect how we feel?</p>	<p><b>To begin to understand the conventions of courtesy and manners</b></p> <p>What happens if we forget our manners?</p> <p>What manners are important in school?</p> <p>How do our manners change in different situations?</p> <p>Where do we need to show really good manners and behaviour?</p>
<b>Year 2 key vocab</b>		<ul style="list-style-type: none"> <li>Family</li> <li>Relation</li> <li>Care</li> <li>Support</li> <li>Love</li> <li>Assessing pupils' understanding an</li> </ul>		<ul style="list-style-type: none"> <li>Family</li> <li>Love</li> <li>Care</li> <li>Different</li> </ul>	<ul style="list-style-type: none"> <li>Feeling</li> <li>Emotion</li> </ul>	<ul style="list-style-type: none"> <li>Manners</li> <li>Behaviour</li> <li>Please</li> <li>Thank you</li> <li>Taking turns</li> <li>Table manners</li> <li>Quiet</li> <li>Respect</li> </ul>
<b>KS2 Year 3</b>	<p><b>My healthy diary</b></p> <p>To understand and plan for a healthy lifestyle including</p>	<p><b>Relaxation stretches</b></p> <p>To perform a range of relaxation stretches</p>	<p><b>Wonderful me</b></p> <p>To understand the different aspects of my identity</p>	<p><b>My superpowers</b></p> <p>To identify my own strengths and begin to see how they can affect others</p>	<p><b>Resilience: breaking down barriers</b></p>	<p><b>Diet and dental health</b></p> <p>To understand the benefits of healthy</p>

<b>Health and wellbeing</b>	physical activity, rest and diet What food gives us energy? Why is it important to have the correct amount of food for our bodies? What else keeps us healthy?	What healthy choices have we made recently? Why might making healthy choices be difficult? Why is relaxation important for our bodies? What might we do to help our bodies relax? What different ways can we use to relax?	What different groups do I belong to? Who am I? What groups do I belong to? What do I have in common with others? What does being lonely mean? What can we do if we feel lonely? What can we do if we think other people are lonely?	What powers do superheroes have? What are our strengths? What are we good at? How does helping other people make us feel?	To break down barriers into smaller, achievable goals What are we good at? How can we solve problems or overcome challenges? What else might help us overcome problems?	eating and dental health What do we like to eat? What is healthy? What is a balanced diet? Why do we need different types of food? Why do we need to look after our teeth?
<b>Year 3 vocab</b>	<ul style="list-style-type: none"> <li>• Exercise • Balance</li> <li>• Diet • Energy • Intake</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling • Balance • Relax • Stretch</li> </ul>	<ul style="list-style-type: none"> <li>• Group • Identity • Belonging • Alone • Lonely</li> </ul>	<ul style="list-style-type: none"> <li>• Hero • Power • Strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Barriers • Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Teeth • Healthy • Balanced • Food group</li> </ul>
<b>KS 2 Year 4 Health and wellbeing</b>	<b>Looking after our teeth</b> To understand how we can look after our teeth How can we keep our teeth healthy? What key messages about dental health do we want to share? How can we share information to get a message across? Did the group include facts? Was the presentation interesting? What was the best thing? What could they have improved?	<b>Relaxation: visualisation</b> To understand what relaxation feels like To understand that relaxation techniques can be used anywhere What places do we find relaxing? How do you feel when you are calm? What places make you feel calm? What helps us to calm down?	<b>Celebrating mistakes</b> To develop a growth mindset and understand that mistakes are useful How do you feel if you make a mistake? Why are mistakes useful? What can you do if you make a mistake? How can mistakes help our learning?	<b>Meaning and purpose: My role</b> To identify my own strengths and begin to see how they can affect others What types of jobs are there? How do these jobs help other people? What skills do you have which would make you good at certain jobs?	<b>My happiness</b> To identify what's important to me and to take responsibility for my own happiness Why are different emotions useful? What makes us happy? What can we do to maintain or increase our happiness? What actions can you take to reach a goal? How can other people help you? Who can you talk to if you feel unhappy or are worried about something?	<b>Emotions</b> To understand a range of emotions What different emotions can you identify? What different emotions can we experience? How can emotions change over time? What can we do to help if we have negative feelings?

<b>Year 4 vocab</b>	<ul style="list-style-type: none"> <li>• Tooth • Teeth • Sugary drink • Healthy • Brush • Dentist • Fluoride • Toothpaste</li> </ul>	<ul style="list-style-type: none"> <li>• Relax • Place • Calm • Visualise • Imagine</li> </ul>	<ul style="list-style-type: none"> <li>• Mistake • Learn • Resilience • Growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Job • Skill • Role • Strength</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings • Emotions • Happy</li> </ul>	<ul style="list-style-type: none"> <li>• Disappointed • Angry • Nervous • Anxious • Shocked • Positive emotions • Happy • Excited • Joyful • Astonished • Grateful • Enthusiastic • Negative emotions • Sad • Worried</li> </ul>
<b>KS2 Year 5 Health and wellbeing</b>	<p><b>Relaxation Yoga</b> To use yoga poses and breathing to relax What causes us stress or worry? What relaxation techniques have we used? What is meditation? How might it help us? Will meditation/yoga help me? When could I take part in yoga/mediation?</p>	<p><b>The importance of rest</b> To understand the benefits of sleep Why do we need to sleep? What happens when we sleep? How much sleep do we need? What helps us to sleep well? What can I do to make sure I get good quality sleep?</p>	<p><b>Embracing failure</b> What does 'fail' mean? How does it feel to fail? How does it feel to succeed? How does it feel when we find something difficult or fail the first time? How can being positive help? How can we learn from failures?</p>	<p><b>Going for goals</b> Learn how to set short-term, medium term and long-term goals What is a 'goal'? What would you like to achieve? How are you going to achieve this? What can they make a start on today? Who are they going to ask for help? Who can help me achieve my goal? What is my first step?</p>	<p><b>Taking responsibility for my own feelings</b> To take responsibility for their own feelings and actions and to use vocabulary to describe these How can our choices affect what happens next? What might have happened if we'd chosen differently? What choices do we have in different situations? What can help us to make decisions?</p>	<p><b>Healthy Meals</b> To understand and be able to plan healthy meals Why is it important to eat a balanced diet with a variety of foods? Where can we find calorie content information about food? Why is it important to plan meals carefully? What do we mean when a person is classed as obese? What do we need to do to eat a healthy diet?</p>
<b>Year 5 Key Vocab</b>	<ul style="list-style-type: none"> <li>• Yoga • Relaxation • Meditation • Thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• Quantity • Sleep • Rest • Relax • Quality</li> </ul>	<ul style="list-style-type: none"> <li>• Failure • Acceptance • Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Destiny • goal setting • challenge • reward</li> </ul>	<ul style="list-style-type: none"> <li>• Destiny • Choice • Feeling • Emotion</li> </ul>	<ul style="list-style-type: none"> <li>• Calories • Healthy diet • Food groups • Recommended daily intake (RDI) • Serving • Portion • Obesity</li> </ul>
<b>KS2 Year 6</b>	<b>What can I be?</b>	<b>Relaxation: mindfulness</b>	<b>Taking responsibility for my health</b>	<b>The impact of technology on health</b>	<b>Resilience toolbox</b>	<b>Immunisation</b>

<b>Health and wellbeing</b>	To identify long term goals and how to work towards them What might I be like in the future? What type of person do I want to be? How can I develop the skills I need? How can we help each other?	To use mindfulness to manage emotions How can we relax? Why is relaxing good for us? How do we feel when we're relaxed? How can I fit relaxation into my week?	To understand and plan for a healthy lifestyle What do our bodies need to be healthy? What do we know about health? What do we do to keep healthy? What else could we do? How can I take responsibility for my health? Who can help if I am worried about my health?	To understand the potential impact of technology on physical and mental health Have you seen these icons and images before? What is the purpose of these icons and images? How do we know if games/films are suitable for us? How does technology affect our physical and mental health? What pressures can technology place on people? What strategies can we use to reduce the negative impact of technology? What strategies would I use or recommend to people I know? Who can help with problems around technology?	To reflect on skills they have developed to identify and respond to difficult situations What is resilience? Why is resilience important? When did you show resilience? What strategies can you use to overcome problems or manage difficult emotions? When might we need resilience in the future?	To understand ways that we help prevent ourselves and others becoming ill How can we help prevent illness? How does vaccination work? What are the advantages of immunisation?
<b>Year 6 Key vocab</b>	• Future • Skills • Values	• Yoga • Stress • Worry • Relaxation • Technique • Progressive muscle • Stretches • Visualisation	• Responsibility • Health • Physical • Mental	• Restrictions • Pressure • Persuasive design • Physical health • Mental health	• Try • Resilience • Resilient • Overcome	• Immunisation • Vaccine • Illness • Disease • World Health Organisation • NHS
<b>Spring 2</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>EYFS</b>	To form positive attachments to adults and friendships with peers. Show an understanding of	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Link to that's not my dinosaur.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Working together to create their dino habitats. Showing	To form positive attachments to adults and friendships with peers. Provide opportunities for children to tell each other about their work and play.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour

	<p>their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Chn to settle back after a week off.</p> <p>Are the chn excited to see their friends? Are they keen to talk to adults and the chn about what they did over half term?</p>	<p>importance of healthy food choices.</p> <p>Linking to the diet of dinosaurs, what does a balanced diet look like for us?</p> <p>What happens if we have too much of the wrong thing? Teeth, health, calmness etc.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Talking about how Tyrannosaurus Drip felt when his family made fun of him. Has anyone else felt this way? Talk about positive language.</p>	<p>Has anyone got a toy, comforter that they are really fond of? Have you ever lost one? How would you feel if you lost your favourite toy?</p> <p>Be confident to try new activities and show independence</p> <p>Encourage the children to take ownership of their learning by putting a star on their name once they have completed the morning challenge.</p>	<p>sensitivity to chn ideas and their abilities.</p> <p>Be confident to try new activities and show independence.</p> <p>Applying skills learnt so far, can the chn work independently with a partner to create a dinosaur habitat?</p>	<p>Help them reflect and self-evaluate and peer assess.</p> <p>Be confident to try new activities and show independence.</p>	<p>accordingly.</p> <p>Working together to create their routine.</p> <p>Showing sensitivity to chn ideas and their abilities.</p> <p>Be confident to try new activities and show independence</p> <p>Becoming more confident and independence in writing based on what has been taught.</p>
<p><b>KS1</b> <b>Year 1</b> <b>Safety and the changing body</b></p>	<p><b>Adults in school</b></p> <p>To know how to respond to adults in a safe and familiar context</p> <p>Who are the adults who work in school? Where do children talk to adults outside school?</p>	<p><b>Adults outside school</b></p> <p>To understand how to respond to adults in a range of situations.</p> <p>Who are the adults we meet outside school? How do we talk to the adults in these different situations? Who do we know well? What is a stranger? Why should we be cautious around strangers? What should I do if an adult</p>	<p><b>Getting lost</b></p> <p>To understand what to do if you get lost.</p> <p>How does it feel to be lost? How does it feel to lose something?</p> <p>What is the name of the grown-up I am usually with? What is the mobile number of my grown-up?</p>	<p><b>Making an emergency call</b></p> <p>To know what an emergency is and how to make a phone call if needed.</p> <p>What are the three emergency services? What is an emergency? What number do I call in an emergency? What information do I need to give? What number do I call in an emergency? What can I do</p>	<p><b>Appropriate contact</b></p> <p>To begin to understand the difference between acceptable and unacceptable physical contact.</p> <p>What is physical contact? What physical contact do I like? What physical contact don't I like? What physical contact is not acceptable? What should I do if someone hurts me? What should I do if I don't like</p>	<p><b>Safety with substances</b></p> <p>To begin to understand what is safe to put into or onto our bodies.</p> <p>What can our bodies do? What goes into our bodies? What goes onto our body? What should I do if I am unsure about something? Where is a safe place to</p>



		makes me unhappy or hurts me?		to help if it isn't an emergency?	someone having contact with me?	keep medicines or potentially dangerous substances?
<b>Year 1 Key vocab</b>	<ul style="list-style-type: none"> <li>• adult • job • manners • polite • visitor</li> </ul> Assessing pupils' understanding and progress	<ul style="list-style-type: none"> <li>• adult • manners • stranger • worry • polite • hurt</li> </ul>	<ul style="list-style-type: none"> <li>• lost • safe • adult</li> </ul>	<ul style="list-style-type: none"> <li>• police • fire • ambulance • emergency • 999</li> </ul>	<ul style="list-style-type: none"> <li>• physical • contact • like • dislike • kind • unkind • hurt</li> </ul> Assessing pupils' understand	<ul style="list-style-type: none"> <li>• into • onto • adult • danger • ill • damage • medicine</li> </ul>
<b>KS1 Year 2 Safety and the changing body</b>	<b>Introduction to the internet</b> To understand what the internet is and how it can help us. What do these tools have in common? What do we do on the internet? How many devices do you have at home that connect to the internet? Can you name these devices? How have things changed for the better since the internet? What similarities are there between the older ways of doing things and the modern way? What other links can you make with things you do on the Internet with an old way of doing something?	<b>Communicating online</b> To understand how to stay safe when using the internet Is everybody kind online? What should you do if something 'pops-up' on your screen? What should you do if you see something that makes you uncomfortable? What other rules do you know about staying safe online? What should you do if someone makes you feel uncomfortable online? Who might you talk to?	<b>Secrets and surprises</b> To begin to understand the difference between secrets and surprises. What is the surprise? How do surprises make us feel? What is a secret? What is the difference between a secret and a surprise? What should children do if they are asked to keep something secret?	<b>Appropriate contact: my private parts</b> To begin to understand the concept of privacy and the correct vocabulary for body parts. What are the names of some of the parts of our body? What does private mean? What are our private parts called? What is the PANTS rule?	<b>Appropriate contact: my private parts are private</b> To understand safe and unsafe touches. What is the PANTS rule? What are the private parts of my body called? What is a safe touch? What might be an unsafe touch? What is the PANTS rule?	<b>Road safety</b> To understand ways to keep safe on and near roads. How did I travel to school today? How did I stay safe? Where should I walk to keep safe? How else can I keep safe when there is traffic around? Which poster is the most effective at helping people to understand road safety?

	What things can you think of that are positives of not using the internet?					
<b>Year 2 Key vocab</b>	<ul style="list-style-type: none"> <li>World Wide Web</li> <li>streaming</li> <li>website</li> <li>internet</li> <li>WiFi</li> </ul>	<ul style="list-style-type: none"> <li>internet</li> <li>online</li> <li>danger</li> <li>safe</li> <li>kind</li> <li>unkind</li> <li>bullying</li> </ul>	<ul style="list-style-type: none"> <li>excited</li> <li>good</li> <li>happy</li> <li>surprise</li> <li>secret</li> <li>unhappy</li> <li>worried</li> </ul>	<ul style="list-style-type: none"> <li>penis</li> <li>vulva - sometimes called the vagina, but vulva is the correct terminology</li> <li>arm</li> <li>leg</li> <li>hand</li> <li>wrist</li> <li>neck</li> <li>head</li> <li>knee</li> <li>foot</li> <li>ankle</li> <li>elbow</li> </ul>	<ul style="list-style-type: none"> <li>surprise</li> <li>safe touch</li> <li>unsafe touch</li> <li>PANTS rule</li> <li>private</li> <li>vulva</li> <li>penis</li> <li>testicles</li> <li>secret</li> </ul>	<ul style="list-style-type: none"> <li>pedestrian</li> <li>road</li> <li>safe</li> <li>walking</li> <li>pavement</li> <li>holding hands</li> <li>car park</li> <li>traffic</li> </ul>
<b>KS2 Year 3 Safety and the changing body</b>	<p><b>First aid: emergencies and calling for help</b></p> <p>To understand the role they can take in an emergency situation.</p> <p>It is recommended that you follow the lesson plan and resources using this link: 'St John Ambulance Lesson plan and resources: Emergencies and calling for help'.</p>	<p><b>Frist aid: bites and stings</b></p> <p>To understand how to help if someone has been stung or bitten. It is recommended that you follow the lesson plan and resources on link: 'St John Ambulance lesson plan: Bites and stings'.</p>	<p><b>Be kind online</b></p> <p>To understand the importance of being kind online and what this looks like.</p> <p>How can you tell which emotion your partner is expressing?</p> <p>How can we make emails positive? What should we do before sending an email? What should we do if we receive unkind emails?</p> <p>What is identity? Who can help us if we have a problem online?</p>	<p><b>Cyberbullying</b></p> <p>To understand that cyberbullying involves being unkind online.</p> <p>What is cyberbullying? Who can help if we have problems online?</p> <p>Why is it important to keep passwords secret?</p>	<p><b>Fake emails</b></p> <p>To understand that not all emails are genuine</p> <p>Why do people send fake emails?</p> <p>What clues are there that an email might be fake?</p> <p>Who can we check with if we are not sure?</p> <p>What new things have we learnt about being safe online?</p>	<p><b>Drugs, alcohol and tobacco</b></p> <p>To understand the choices people can make and those which are made by others.</p> <p>What would I rather do?</p> <p>What choices do I make? What choices are made for me? Who makes choices for me? What choices will I be able to make as I get older?</p>
<b>Year 3 Key vocab</b>	<ul style="list-style-type: none"> <li>calmly</li> <li>reassure</li> <li>casualty</li> <li>emergency operator</li> <li>999/111</li> <li>incident</li> <li>location</li> <li>injuries</li> <li>landmarks</li> <li>identification</li> <li>information</li> <li>hazards</li> <li>awareness</li> <li>accident</li> </ul>	<ul style="list-style-type: none"> <li>anaphylaxis</li> <li>allergic</li> <li>airways</li> <li>breathing</li> <li>reddening</li> <li>puncture</li> <li>swelling</li> <li>infection</li> <li>venom</li> <li>reaction</li> <li>auto injector</li> </ul>	<ul style="list-style-type: none"> <li>positive</li> <li>email</li> <li>kind</li> <li>identity</li> </ul>	<ul style="list-style-type: none"> <li>password</li> <li>intended</li> <li>cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>phishing</li> <li>fake</li> <li>real</li> </ul>	<ul style="list-style-type: none"> <li>decision</li> <li>rather</li> <li>choice</li> </ul>

	prevention • assistance					
<b>KS2 Year 4 Safety and the changing body</b>	<p><b>Share aware</b> To understand the benefits and risks of sharing material online. How quickly can information spread without using the internet? How quickly can information spread using the internet? How quickly can information spread without using the internet? How quickly can information spread using the internet? What are the good things about sharing news/information using the internet? What are the risks of sharing things over the internet? How can we report any concerns we have about something we have experienced online? Who can help us with problems online?</p>	<p><b>First aid: asthma</b> To understand how to help someone with asthma. We recommend following the lesson plan and resources from St John Ambulance lesson plan found on link: 'St John Ambulance: KS2 Asthma first aid lesson plan and teaching resources'.</p>	<p><b>Privacy and secrecy</b> To develop understanding of privacy and the difference between secrets and surprises. What is private? What is public? What is the difference between secrets and surprises? What should I do if an adult makes me feel uncomfortable? Can you remember the PANTS rule?</p>	<p><b>Consuming information online</b> To understand that not all information on search engines is valuable. Which book will be most useful to find out about polar bears? How else could we find out information about polar bears? How do you think search engines work? Are all websites true? Are all websites equally useful? Is the first website in a list always the best? What website have you chosen as useful? Why do you think it is a good website What website came up that you don't think was useful? Why was it not useful? What advice would you give to someone searching for information on the internet? How could you make sure they are going to get information that is most useful to them?</p>	<p><b>Growing up</b> To recognise that change is part of growing up. How have I changed physically? What can I do now that I couldn't when I was younger? What will I look like as an adult? What will I be able to do when I am an adult? How do I feel about growing up?</p>	<p><b>Introducing puberty</b> To recognise the physical differences between children and adults. How will my body change as I grow up? Why is good personal hygiene important as I grow and change? How will I change emotionally? What excites me about growing up? What might I be worried about? Who can I talk to? Do you understand the changes which are going to happen as you grow up?</p>

<b>Year 4 Key vocab</b>	<ul style="list-style-type: none"> <li>• share aware • sharing • internet • social media</li> </ul>	<ul style="list-style-type: none"> <li>• airways • trachea • triggers • inhaler • lungs • medicine • larynx • inhale • exhale • inflate • deflate</li> </ul>	<ul style="list-style-type: none"> <li>• private • public • Surprise • secret • uncomfortable • worried</li> </ul>	<ul style="list-style-type: none"> <li>• sorting • search engine</li> </ul>	<ul style="list-style-type: none"> <li>• child • adult • change • grow • develop • physical changes</li> </ul>	<ul style="list-style-type: none"> <li>• change • exciting • worries • physical • height • breasts • genitals • penis • testicles • hips • waist • shoulders • chest hair • puberty • hygiene</li> </ul>
<b>KS2 Year 5 Safety and the changing body</b>	<p><b>Online friendships</b> To begin to understand some issues related to online friendships including the impact of their actions. Who are our friends? How are online friends different? What should I share with my friends? What should I share online? What might happen to information I share online? How can I decide if I should send a message or comment online?</p>	<p><b>Staying safe online</b> To learn about staying safe online. Why should you only talk to people you know online? What should the girl have done differently in the video? What key messages about online safety do we want to share? Who can help with online problems?</p>	<p><b>Puberty</b> To understand physical changes during puberty. What do we know about growing up? What are the correct names for parts of the body?</p>	<p><b>Menstruation</b> To understand the menstrual cycle What is a period? How do you deal with periods? What changes do boys go through during puberty? Who can you go to if you have questions about growing up?</p>	<p><b>Emotional changes in puberty</b> To understand emotional changes during puberty What do we know about puberty? What other changes happen during puberty? Who can help with problems? What do I know now about puberty that I didn't at the start of these lessons</p>	<p><b>First aid: Bleeding</b> To understand how to help someone who is bleeding We recommend following the lesson plan and resources from St John Ambulance: Bleeding .</p>
<b>Year 5 Key vocab</b>	<ul style="list-style-type: none"> <li>• online • friend • acquaintance • trust</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate • sharing • risk • danger • private</li> </ul>	<ul style="list-style-type: none"> <li>• puberty • change • cervix • ovary • fallopian tube • uterus • vagina • vulva • clitoris • urethra • opening • vaginal opening • labia • penis • bladder • testicle • sperm • duct • scrotum •</li> </ul>	<ul style="list-style-type: none"> <li>• Menstruation/period • Egg • Ova • Ovaries • Fallopian tube • Uterus • Womb • Bleeding • Lining • Sanitary products • Towels • Tampons • Reusable products (period pants, cups) • Voice breaking •</li> </ul>	<ul style="list-style-type: none"> <li>• Attraction • Puberty • Change • Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Arteries • Heart • Severe • Minor • Veins • Positioning • Shock • Oxygen • Red blood cells • Reassuring • Circulating • White blood cells •</li> </ul>

			breasts • nipples • menstruation	Erections • Wet dreams • Ejaculation		Infection • Bandaging • Safety
<b>KS2 Year 6 Safety and the changing body</b>	<b>Alcohol</b> To begin to understand the risks of alcohol What alcoholic drinks do we know about? Where have you seen people drinking alcoholic drinks? Why do some adults choose to drink alcohol? Why do some adults choose not to drink alcohol? What are the risks of drinking alcohol? Who can help if we have any worries about alcohol?	<b>Critical digital consumers</b> To start to become a discerning consumer of information online What do we mean by the term 'fake news'? Why might someone choose to claim something is 'fake news' even if it's true? How can we check for fake news? Does the story come from a trustworthy source you have heard of? Has the same story been shared elsewhere? Does the website look trustworthy? Is the article written well, with accurate spelling and punctuation? Is the story reporting facts, not just the writer's opinion Are the facts and opinions supported by evidence?	<b>Social Media</b> To understand that online relationships should be treated in the same way as face to face relationships Why do people pretend to be someone they are not online? Why do people say things online they wouldn't in real life? What can we do about bullying online? How can we deal with negativity online?	<b>Physical and emotional changes of puberty</b> To understand the changes that happen during puberty What happens during puberty? What are the correct names for the parts of the body? What problems might people have during puberty and how can I help?	<b>Conception (parents can withdraw from this lesson)</b> To understand the biology of conception What happens during the menstrual cycle? How is a baby made? At what age can people legally have intercourse?	<b>Pregnancy and birth (parents can withdraw from this lesson)</b> To understand the development of the baby during pregnancy What happens during pregnancy? How does a baby develop? What does a baby need in the first months of life? What do we know about how babies develop during pregnancy? What do we know about babies' needs in the first months of life?
<b>Year 6 Key vocab</b>	• Excessive • Alcohol • Choice • Risk • Short term • Long term • Responsible	• Fake news • Reliable sources	• Internet trolling • Bullying • Cyberbullying • Negative • Anonymous • Identity • Respect	• Puberty • Change • Cervix • Ovary • Fallopian tube • Uterus • Vagina • Vulva • Clitoris • Vaginal opening • Labia • Penis • Bladder •	• Sperm • Egg • Erection • Fertilise • Conception • Sexual intercourse • Relationship	• Sperm • Egg • Erection • Fertilise • Conception • Sexual intercourse • Relationship • Pregnancy •

				Testicle • Scrotum • Sperm duct • Breasts • Nipples		Development • Commitment • Baby • Love • Care
<b>Summer 1</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>EYFS</b>	<p>Think about the perspectives of others.</p> <p>Children to begin to see the perspective of others and act accordingly.</p> <p>When playing and working, can the children solve their disagreements and agree that each have a different view point.</p> <p>Are they starting to negotiate with each other?</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Can the children adjust to a little more structure during the school day?</p>	<p>Think about the perspectives of others.</p> <p>Can we see why some children like quiet activities and not wanting to learn in a 'loud' environment?</p> <p>Some children like to play in a group and some on their own etc.</p> <p>Be confident to try new activities, Show resilience and perseverance in the face of challenge.</p> <p>Exploring a range of structured activities. Do the children explore a range of activities?</p> <p>Can they keep trying when something becomes a little tricky?</p> <p>Using visual aids and peer support to help with independence.</p>	<p>Think about the perspectives of others.</p> <p>Looking at how the people are different from each other, children to have an understanding that people are all different and have their own personalities and viewpoints.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Can the children when and how to approach a task, taking ownership of their own learning?</p>	<p>Think about the perspectives of others.</p> <p>Do we all look and behave the same?</p> <p>What would the world be like if everyone was the same?</p> <p>We all have different personalities, likes, dislikes, strengths and areas of development.</p> <p>Be confident to try new activities, Show resilience and perseverance in the face of challenge.</p> <p>Promoting resilience and perseverance towards trickier tasks i.e. Writing and application of Maths.</p>	<p>Think about the perspectives of others.</p> <p>Each animal had a favourite food.</p> <p>Why didn't they all want the same?</p> <p>Do we all need to like the same things as each other?</p> <p>Can we be like the animals and like different things?</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Children to work more independently during adult-led tasks e.g. larger writing groups and more whole class/ group mathematical challenges.</p>	<p>Think about the perspectives of others.</p> <p>Working in pairs or small groups, can the children work together to retell the Handa's Surprise story?</p> <p>Does it matter if people's story maps and versions differ to the main story and each other's?</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Children to work more independently during adult-led tasks e.g. larger writing groups and more whole class/ group mathematical challenges.</p>
<b>KS1 Year 1</b>	<b>Rules</b>	<b>Caring for others: animals</b>	<b>The needs of others</b>	<b>Similar yet different</b> To begin to recognise ways in which we are the same	<b>Belonging</b> To understand the range of groups people belong to	<b>Democratic decisions</b>



<b>Citizenship</b>	To begin to understand the importance of rules What rules do we have in our classroom? What other rules do we have in school? Why do we have rules? How do rules help us?	To understand that animals have different needs and how to care for them What pets do we have? How do we care for pets? What do different pets need? What pets would suit different people?	To begin to understand the needs of babies and young children Who are the younger children in our families? What needs do children have? How can we help to care for younger children?	and different to other people What makes me who I am? What is the same about us? What is different about us? Why are differences important?	What makes us different? What groups can we create? What groups do we belong to?	To begin to understand how democracy works What activities do we like to do? How can we decide on something fairly? What is democracy?
<b>Year 1 Key vocab</b>	• Rule • Different	• Animal • Care • Pet • Need	• Need • Baby • Child • Care	• Same • Different • Unique	• Different • Group • Same	• Fair • Unfair • Choice • Vote • Democracy
<b>KS1 Year 2 Citizenship</b>	<b>Rules beyond school</b> To understand the importance of rules What is a rule? What rules do we have in school? Where else do we find rules? Why are rules different in different places? Why do we have rules?	<b>Our school environment</b> To understand ways to look after the school environment How do we feel about our classroom environment? How do we feel about our classroom environment? What do we like about our school environment? What could be improved about our school environment? What can we do to improve bigger issues in our school?	<b>Our local environment</b> To recognise the role people play in looking after the environment Who looks after our school environment? What do we like about our local area? Who helps to keep it this way? What can we do to keep our local area a good place to live?	<b>Job roles in our local community</b> To begin to understand the roles people have in the community. Who works in our local community? What do these jobs involve? What would it be like if no one did these jobs? Which of these jobs would we want to do?	<b>Similar yet different: my local community</b> To recognise similarities and differences between people in the local community What makes us who we are? Who makes up our local community? What is the same and different about these groups? What do different people do for our community?	<b>School council</b> To begin to understand how democracy works in school What is a school council? How does our School Council work? How is our school council democratic? What ideas do we have to help our school council make school better?
<b>Year 2 Key vocab</b>	• Rule • Reason • Different	• Environment • Responsibility • Problems	• Environment • Pleasant • Job • Volunteer • Look after	• Job • Role • Community	• Identity • Same • Similar • Different • Community	• School council • Representative • Meeting •

						Democracy • Vote • Election
<b>KS2 Year 3 Citizenship</b>	<p><b>Rights of the child</b> To begin to understand the UN convention on the rights of the child What is the UN Convention on the rights of the child? How do we benefit from the rights of the child? How can we help others benefit from the rights of the child? How do the rights of the child affect children in other countries?</p>	<p><b>Rights and responsibilities</b> To understand the responsibilities of both children and adults to help all children benefit from their rights What can we remember about the rights of the child? What responsibilities do adults have in relation to rights? What responsibilities do children have in relation to their rights? What have we learnt about the rights of children?</p>	<p><b>Recycling</b> To understand the environmental benefits of recycling How do we and other people look after our immediate environment? What are the benefits of recycling? What can we do to increase/improve recycling at home and/or at school?</p>	<p><b>Local community groups</b> To understand the groups which make up the community What buildings are part of our community? Who uses the buildings in our local community? What are the buildings used for? How do community groups work together and support each other?</p>	<p><b>Charity</b> To understand that charities care for others and how people can support them How could our school be involved in the local community? What charities work in our community? Which charity would we support and why?</p>	<p><b>Local democracy</b> To begin to understand how democracy works in the local area How does democracy work in our school? How does democracy work in our area? How do councillors decide what to spend money on? What have we learnt about local democracy? What else would we like to find out?</p>
<b>Year 3 Key vocab</b>	<ul style="list-style-type: none"> <li>• UN/United Nations</li> <li>• Convention on rights</li> <li>• Rights</li> <li>• Benefit</li> </ul>	<ul style="list-style-type: none"> <li>• Rights</li> <li>• UN/United Nations</li> <li>• Convention on rights</li> <li>• Benefit</li> <li>• Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Recycle</li> <li>• Materials</li> <li>• Rubbish</li> <li>• Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Building</li> <li>• Community</li> <li>• Purpose</li> <li>• Support</li> <li>• Together</li> </ul>	<ul style="list-style-type: none"> <li>• Community</li> <li>• Care</li> <li>• Charity</li> <li>• Support</li> <li>• Volunteer</li> <li>• Fundraise</li> <li>• Donations</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Council</li> <li>• Councillor</li> <li>• County council</li> <li>• District council</li> <li>• Unitary authority</li> <li>• Budget</li> <li>• Priority</li> </ul>
<b>KS2 Year 4 Citizenship</b>	<p><b>What are human rights?</b> To begin to understand the Human Rights convention What are human rights?</p>	<p><b>Caring for the environment</b> To understand how reusing items benefits the environment What do we remember about recycling? How does</p>	<p><b>Community</b> To understand the role of groups in the wider community What groups are there in our local community? What community groups are there in my city/county/region?</p>	<p><b>Contributing</b> To understand the contribution groups make to a community What community group would we start? What community group would you set up?</p>	<p><b>Diverse communities</b> To understand the value of diversity in a community What would the world be like if we were all exactly the same? How do different groups contribute to a society?</p>	<p><b>Local councillors</b> To develop an understanding of the role of local government What is it like being a local councillor?</p>

	<p>Why are rights important? How are rights protected in this country?          What can we do if we think human rights are not being protected?</p>	<p>the hierarchy of waste work?          How does reusing things benefit the environment? What other benefits come from reusing something?          What can we do to reuse items?</p>	<p>What community group would we set up?</p>	<p>What difference do groups make to a community?</p>	<p>How does diversity help communities?</p>	<p>How do local surgeries with local councillors work?          How could you share your ideas with your local councillor?</p>
<p><b>Year 4</b>  <b>Key vocab</b></p>	<ul style="list-style-type: none"> <li>• Human rights</li> <li>• United nations</li> <li>• Protect</li> <li>• MP</li> <li>• Judges</li> <li>• Politicians</li> </ul>	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Benefit</li> <li>• Waste hierarchy</li> <li>• Recycling</li> <li>• Reusing</li> </ul>	<ul style="list-style-type: none"> <li>• Community</li> <li>• Group</li> </ul>	<ul style="list-style-type: none"> <li>• Community group</li> <li>• Volunteer</li> <li>• Making a difference</li> <li>Assessing pupils' understanding and</li> </ul>	<ul style="list-style-type: none"> <li>• Benefit</li> <li>• Community</li> <li>• Group</li> <li>• Diversity</li> <li>• Difference</li> <li>• Same</li> </ul>	<ul style="list-style-type: none"> <li>• Local government</li> <li>• Council</li> <li>• Councillor</li> <li>• Surgery</li> <li>• Resident</li> </ul>
<p><b>KS2</b>  <b>Year 5</b>  <b>Citizenship</b></p>	<p><b>Breaking the law</b>          To begin to understand what happens when the law is broken          What rules do we have in school?          What happens if we don't follow rules in school?          What laws do we know about? What happens if someone breaks the law? How does a trial work?          How does the jury make a decision?</p>	<p><b>Rights and responsibilities</b>          To explore the links between rights and responsibilities          What are rights? Why are rights important?          What is a responsibility? What responsibilities do we have to do with freedom of expression?          How does this apply to online communication?</p>	<p><b>Protecting the planet</b>          To understand how reducing our use of materials and energy will help the environment          What does the waste hierarchy show us?          How can individuals reduce their use of materials and energy?          How can the government/business reduce the use of materials and energy?          How can we influence change?</p>	<p><b>Contributing to the community</b>          To understand how we recognise and value the contribution people make to the community          Who contributes to our community?          What contributions have individuals made to society?          How do we recognise what people have done for the community?</p>	<p><b>Pressure groups</b>          To recognise the role of pressure groups          What voluntary and community groups do we know about?          What do Keep Britain Tidy do?          How else can people bring about change?</p>	<p><b>Parliament</b>          To begin to understand how parliament works          What do we know about Parliament?          How does Parliament work?          What qualities does an MP need?</p>
<p><b>Year 5</b>  <b>Key vocab</b></p>	<ul style="list-style-type: none"> <li>• Rule</li> <li>• Consequence</li> <li>• Law</li> <li>• Magistrates court</li> <li>• Crown court</li> <li>• Police</li> <li>• Trial</li> <li>• Fair</li> <li>• Judge</li> <li>• Jury</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom of expression</li> <li>• Right</li> <li>• Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce</li> <li>• Environment</li> <li>• Energy</li> <li>• Materials</li> <li>• Government</li> <li>• Company</li> <li>• Businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution</li> <li>• Community</li> <li>• Society</li> <li>• Recognition</li> <li>• Media</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure group</li> <li>• Change</li> <li>• Charity</li> <li>• Campaign</li> <li>• Celebrities</li> </ul>	<ul style="list-style-type: none"> <li>• Parliament</li> <li>• Monarch</li> <li>• Government</li> <li>• House of commons</li> <li>• House of lords</li> <li>• Prime Minister</li> </ul>

						Opposition • Speaker
<b>KS2 Year 6 Citizenship</b>	<b>Human rights</b> To understand human rights, including the right to education. What do we understand about human rights? Why is education important? Who is Malala Yousafzai? What do we value about education? Why is education included in human rights?	<b>Food choices and the environment</b> To understand some environmental issues relating to food and food production How does our food impact on the environment? What can be done to overcome environmental issues relating to food? What issues would we like to do more about	<b>Caring for others</b> To understand how to show care and concern for others What/who do we care about? What do we care about in our day to day lives? What else do we care about and how do we show this care/concern? What can we do next about things we care about?	<b>Prejudice and discrimination</b> To recognise prejudice and discrimination and learn how this can be challenged How did people campaign against discrimination in the past? How can we overcome prejudice and discrimination? Why is it important to challenge prejudice and discrimination?	<b>Valuing our diversity</b> To understand diversity and the value different people bring to a community Who do we look up to? What have people with protected characteristics contributed to society? How can we overcome prejudice?	<b>National democracy</b> To begin to understand how government works How does government work? What would we do if we were a minister in the government? How can we influence what happens in Parliament?
<b>Year 6 Key vocab</b>	• Education • Human rights	• Environmental issues • Food miles • Seasonality	• Care • Responsibility • Concern • Issue • Cause	• Prejudice • Discrimination • Segregation • Tackling • Overcoming • Homosexual/ gay	• Equality Act • Protected characteristics • Achievements • Recognition • Role model	• Government • Cabinet • Prime minister • Minister • MP • Elected • Tax

**Summer 2**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>EYFS</b>	To Explain the reasons for rules, know right from wrong and try to behave accordingly Who can recap our rules for learning time and play time? Work and play cooperatively and take turns with others To Explain the reasons for rules,	Explain the reasons for rules, know right from wrong and try to behave accordingly. Using the moral messages in 'The Three Billy Goat's Gruff', children to explain the reasons for rules. Show sensitivity to their own and to others' needs. Looking at character traits and key events in	Give focused attention to what the teacher says, responding appropriately and show an ability to follow instructions involving several ideas or actions. Children to give focused attention during carpet times and to be able to transfer the learning into group/independent work. Link with Literacy Work and play	To Explain the reasons for rules, know right from wrong and try to behave accordingly Using the moral messages in traditional tales, children to explain the reasons for rules. Looking at character traits and key events in the stories, can the children talk about the 'right and wrong' actions and words? How could the characters of	To Explain the reasons for rules, know right from wrong and try to behave accordingly Using the moral messages in traditional tales, children to explain the reasons for rules. Looking at character traits and key events in the stories, can the children talk about the 'right and wrong' actions and words? How could the characters	To Explain the reasons for rules, know right from wrong and try to behave accordingly Children to engage in group games during child-led learning and playtime. Children to play cooperatively, taking turns and encouraging each other.

	<p>know right from wrong and try to behave accordingly Children to engage in group games (with rules) during child-led learning and playtime. Children to play cooperatively, taking turns and encouraging each other.</p>	<p>the stories, can the children talk about the 'right and wrong' actions and words?</p>	<p>cooperatively and take turns with others Children to work together to retell the stories. Can they work collaboratively to arrange props and roles? Did they listen to the story? Can they recall the key events?</p>	<p>behaved differently to make the 'right' choice? Children to link their opinions with their own experiences.</p>	<p>of behaved differently to make the 'right' choice? Children to link their opinions with their own experiences.</p>	<p>Give focused attention to what the teacher says, responding appropriately and show an ability to follow instructions involving several ideas or actions. Daily activities to be shared with the chn at the beginning of the day, chn to show the ability to follow instructions by completing the activities.</p>
<p><b>KS1</b> <b>Year 1</b> <b>Economic wellbeing, transition</b></p>	<p><b>Introduction to money</b> To understand what money is and where it comes from What do we know about money? How do children get money? What should we do if we find money?</p>	<p><b>Looking after money</b> To understand how to keep cash safe. How might we feel if we lose money? How can we keep cash safe in different situations? What should we do if we lose money?</p>	<p><b>Banks and building societies</b> To understand the benefits of banks and building societies Where can we keep our money safe? How do banks and building societies keep money safe? What are the advantages of putting money in the bank/building society? What do we need to remember about online banking?</p>	<p><b>Saving and spending</b> To begin to understand that people make different choices about spending and saving money What can we do with our money? What can we do with the money we have? Why do different people make decisions about what to do with money? What have we learnt about money?</p>	<p><b>Jobs in schools</b> I understand some of the jobs that exist in my school Who works in our school? What skills do people need for different jobs in school? What can we find out about a job in our school?</p>	<p><b>Transition</b> To understand their own strengths and to prepare for their move to a new class How did we see ourselves earlier in Year 1? What new skills have we developed? What have we got better at doing? What are we looking forward to in Year 2? What do we need to know about Year 2? What will it be like in Year 2?</p>

<b>Year 1</b> <b>Key vocab</b>	<ul style="list-style-type: none"> <li>• Coins • Earn • Money • Pocket money • Value</li> </ul>	<ul style="list-style-type: none"> <li>• Cash • Coins • Money • Moneybox • Notes • Purse • Safe • Wallet</li> </ul>	<ul style="list-style-type: none"> <li>• Bank • Bank account • Building society • Interest • Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Choice • Save • Spend</li> </ul>	<ul style="list-style-type: none"> <li>• Job • Skill</li> </ul>	<ul style="list-style-type: none"> <li>• Strengths • Skills • Move</li> </ul>
<b>KS1</b> <b>Year 2</b> <b>Economic wellbeing, transition</b>	<b>Where money comes from</b> To understand where money comes from What value do different coins and notes have? How do adults get/earn money? What are the best ways to earn money?	<b>Needs and wants</b> To begin to understand the difference between wants and needs What needs do we have? What are wants and needs? What do we own which are actually 'wants'?	<b>Wants and needs</b> Understanding how saving can help us to buy the things we want. What are wants and needs? How can we save for something we really want? What might stop us saving? How might we feel if we manage to save that amount? Why do people prioritise their needs over wants?	<b>Looking after money</b> To understand that banks look after money and the benefits of bank accounts What do we know about banks and building societies? What should we think about when we choose a bank account? What have we learnt about money?	<b>Jobs</b> To understand that skills and interests will help someone decide what job to do Who works in our local community? Why might people do the jobs they do? What skills do people need for different jobs? What do people enjoy about their job? How do people earn money from jobs?	<b>Transition</b> Understanding that change can cause mixed feelings What is change? What might children feel about moving to a new class? Why do people feel differently about change?
<b>Year 2</b> <b>Key vocab</b>	<ul style="list-style-type: none"> <li>• Money • Wages • Earn • Benefits • Prizes • Presents • Coins • Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Need • Want • Survive</li> </ul>	<ul style="list-style-type: none"> <li>• Want • Need • Essential • Save • Priority</li> </ul>	<ul style="list-style-type: none"> <li>• Bank • Building society • Saving account • Regular saver • Interest • Online banking</li> </ul>	<ul style="list-style-type: none"> <li>• Job • Skill • Earn • Money</li> </ul>	<ul style="list-style-type: none"> <li>• Change • Feelings</li> </ul>
<b>KS2</b> <b>Year 3</b> <b>Economic wellbeing, transition</b>	<b>Ways of paying</b> To understand the different ways to pay for things and why people might choose them How do we pay for things we buy? What different ways are there to pay for things? Why do people choose certain ways to pay?	<b>Budgeting</b> To understand how to put together a budget What is a budget? How do we make a budget for our money? What different decisions do we make about how we use our money?	<b>How spending affects others</b> To recognise that money has an impact on how we feel How can money make us feel? How can money make us experience different emotions? How can we change how we feel about negative situations involving money?	<b>Jobs and careers</b> To understand that there are a range of jobs available and to think about what job they might want to do What different jobs do we know about? What jobs might I do when I grow up? What jobs would I not want to do? Why do people select certain jobs? What attributes can we identify in each other?	<b>Gender and careers</b> To understand that there are stereotypes in the workplace and these should not limit people's career aspirations. Do we have stereotyped ideas about which genders do which jobs? What jobs do people do? What factors do affect what job we can do? What factors should not affect the job we do?	<b>Transition</b> To understand the strategies people use to cope with change What opportunities do we have? What responsibilities do we have? How can we deal with change? Who can help us deal with change?

	How can we keep our ways of paying safe and secure?					
<b>Year 3 Key vocab</b>	• Payment • Debit • Credit • Cheque • Bank transfer	• Budget • Plan • Spend • Save • Expense • Needs	• Anger • Feeling • Happiness • Jealousy • Surprise • Money • Situation • Negative	• Job • Career • Skills • Interests	• Stereotype • Jobs • Gender • Qualifications	• Opportunity • Responsibility • Change • Cope • Strategies
<b>KS2 Year 4 Economic wellbeing, transition</b>	<b>Spending choices</b> To begin to understand what makes something good value for money What do we know about what people do with their money? What makes something good value for money? How different things influence how people decide to spend their money?	<b>Keeping track of money</b> To begin to understand the importance of keeping track of money What have we or others bought recently which are wants or needs? How were these items paid for? How can we keep track of money? Why is keeping track of money important?	<b>Looking after money</b> To understand ways money can be lost and how this makes people feel How can losing money make us feel? How can we lose money? How might this make people feel? How can we keep our money safe? What have we learnt about money?	<b>Influences on career choices</b> To understand that people's decisions about their careers can be influenced by a variety of things Why do we want to do the jobs we are interested in? What might influence our choice of job? How can we overcome these influences? How have other people overcome influences on their job choices?	<b>Changing jobs</b> To understand that many people will have more than one job or career What jobs do people do that I know? Why do people change jobs? Why is it good to be flexible about career plans?	<b>Setting goals</b> Creating goals to achieve before entering Year 5 What are we good at? What have we achieved this year? What would we like to achieve in Year 5? What questions do we have about moving to year 5?
<b>Year 4 Key vocab</b>	• Job • Career • Skills • Interests	• Debit card • Bank account • Track • Bank Statement	• Debit card • Bank account • Track • Bank Statement	• Influence • Choice • Positive • Negative	• Change • Career	• Goal • Achievement • Change
<b>KS2 Year 5 Economic wellbeing, transition</b>	<b>Borrowing</b> To understand that a loan can be a way to pay for things but that it needs to be repaid What different ways are available to pay for things? How can people borrow money?	<b>Income and expenditure</b> To understand income and expenditure and how to track money How can we keep track of our money? How can we track income and expenditure? How do people make	<b>Risks with money</b> To understand some risks associated with money How can money be lost, stolen or won? What do we think about risks related to money? How can we keep money safe?	<b>Prioritising spending</b> To understand how to put together a weekly budget What is the difference between a want and need? How can we create a budget? What happens if income changes? How might people feel about these changes?	<b>Stereotypes in the workplace.</b> To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations What do we know about stereotypes and work? How might stereotypes affect people at work?	<b>Transition</b> To understand the skills needed to take on responsibilities in school What are you looking forward to in Year 6? What are you worried about in Year 6? What skills might we



	Why do people make different choices about borrowing?	decisions about earning and spending money?			What can be done about stereotypes at work?	need to take on roles? What skills do we already have? What skills do we need to develop? What worries do we have about Year 6? Who can help?
<b>Year 5 Key vocab</b>	• Lend • Borrow • Interest • Repayment	• Income • Expenditure • Earn • Save • Spend	• Lose • Stolen • Risk • Chance	• Want • Need • Income	• Stereotype • Assumption	• Skill • Responsibility • Role achievement
<b>KS2 Year 6 Economic wellbeing, Identity, transition</b>	<b>Attitudes to money</b> To understand attitudes and feelings around money What are the advantages and disadvantages of spending and saving? How does money make people feel? How do people react to situations involving money? How can attitudes to money change?	<b>Gambling</b> To begin to understand the risks associated with gambling What is gambling? What are the risks of gambling? What might influence people to gamble? Who can help if we have worries about gambling?	<b>Career routes</b> To understand the different routes available into careers How do people get the qualifications they need to do different jobs? What routes are available into jobs? How might people's careers change?	<b>What is identity?</b> To understand what factors contribute to identity What makes up our identity? How do we define our identity? How do other people see us? How can we deal with people seeing us differently to how we see ourselves?	<b>Gender identity</b> To understand gender identity and sexual orientation What can we remember about identity? What is gender identity? What is sexual orientation? How can we show respect for others?	<b>Dealing with change</b> To understand that a big change can bring both opportunities and worries What changes have we experienced so far? How can we deal with changes that come with starting secondary school? How can we cope with new and challenging situations?
<b>Year 6 Key vocab</b>	• Spend • Save • Attitude • Influence	• Gambling • Risk • Loss • Gain • Win • Luck • Chance • Likely • Unlikely	• College • University • Work experience • Apprenticeship • Qualifications	• Identity	• Identity • Gender identity • Masculine/masculinity • Feminine/femininity • Continuum/spectrum • Sexual orientation • Attraction • Sex • Expression	• Change • Worry • Stress • Anxious • Opportunity