



## **Year Long School-wide Scheme of Learning**

PSHEE and RSHE



## **PSHEE CORE - Working Document**

PSHEE at The Old School Henstead actively promotes British values and aims to ensure that pupils leave our school fully prepared for life in modern Britain. British values are intrinsically embedded in our own school values, CREATE - Confidence, Resilience, Empathy, Adventure, Teamwork and Excellence. These form the foundation of the whole school PSHEE teaching and learning.

We ‘actively promote’ and encourage our pupils to respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Our objective is clear, that our pupils develop a tolerance and acceptance of cultural traditions and are encouraged to respect democracy and are equipped to challenge any opinions that are contrary to British values.

Flexible working document – enables response to need

- Individual pupil need
- Evolving friendship issue
- School events – Henstead Hike, Children in Need, School Council etc.
- World events – Manchester/London terror attacks/Natural disasters/Brexit/Bush fires/Climate change/Refugee crisis- migrants arriving by boat/Terrorist attacks/ Coronavirus pandemics/ Lockdown and home schooling/Black Lives Matter /Lockdown – Coronavirus/Remote learning/Return to school/Ukraine/Children in Amazon
- Diversity (SEND) – equality, acceptance and value of all

## **September 2016 Updates**

Year 3-6 **e-safety**

Survey (Questionnaire) to establish the type and quantity of (home permitted) access throughout the Upper School

Safe use of e-safety and the dangers of misuse.

Introduction to the Think u Know 8-10 website – a source of information and learning activities.

How to report inappropriate internet activity.

Y6 to script and deliver an assembly to the whole school/parents to be invited.

Parent/Carers Seminar

Powerpoint presentation and CEOP video clips to highlight the dangers and misuse of the internet. Access to further guidance CEOP and NSPCC.

School Council Value Awards (Upper School) - pupils nominate and vote for the child in their class who has in their opinion best demonstrated the core value for each term. A rosette is awarded and five house golds.

### **September 2017 Updates**

All year groups view and discussion of appropriate behaviour/manners (following staff inset).

Pupil Voice – Behaviour Questionnaire – MJC Assembly – promotion of School Value Rosette Award

Y5 and Y6 – Leadership Training focus on purpose/duties/qualities of/examples of good and bad approaches to task.

Jeans for Genes – Assembly delivered by Y6 – expand for all year groups.

School Council – review strengths of school and way School Council might help to develop further.

### **September 2018 Updates**

Pupil Voice – Head of School/Prefects/School Council/Librarians/Lunch Menu/

Conflict management – how to deal with and diffuse conflict.

Y6 - Interview technique – importance of presentation – role play

### **September 2019 Updates**

Complete review of Lower School and EYFS Scheme of Learning

Review of Upper School Scheme of Learning – greater integration of Prefect training, leadership, acceptance of responsibility and independence throughout Year 6

Bullying - Peer on peer abuse explored in greater depth, impact discussed age appropriately. Idea of responsibility for each other and need to be a 'friend' – making a difficult choice/betraying a confidence for the benefit of the victim and perpetrator.

### **February 2020 Update**

Addition of Relationship Education

Review of Upper and Lower School Schemes of Learning

### **September 2020 Updates**

Link to remote assemblies – theme of optimist and pessimist-half full and half empty glass demonstration.

Covid 19 – attitude – optimist and pessimist view. Importance of positivity and conquering fear.

Battle of Britain 80<sup>th</sup> anniversary – young pilots overcoming fear.

Blitz – normality for families- teamwork and supporting each other.

Bipolar personality disorder – link to real example – wife supporting husband during crisis – not critical or judgemental despite impact on lives. Attitude, positive and compassion for difference.

Black Lives Matter – review of recent events

Mental Health – coping with change and uncertainty

### **January to March 2021 updates**

National lockdown remote learning

Focus on feelings, understanding their own and other people.

Time to think and reflect tasks – response to lockdown and restrictions.

Dealing with difficult situations, should we be scared? Uncertainty and anxiety – how can we best cope with these and manage this extraordinary experience.

### **March 2021 updates**

Return to school site.

Discussing our feelings - excited, nervous etc

Sharing experience of lockdown.

In depth independent thinking and recording through drawing and writing.

Looking forward – targets, moving on.

### **September 2021**

Pupil Voice – selection of Head of School/Prefects – criteria, individual qualities. Contract reading, understanding, acceptance of responsibility, commitment – extended to adult life, mortgage, loans, credit cards, employment contracts....

EYFS and Key Stage 1 – scheme updated.

### **December 2021**

Diversity – specific focus area - we are all different. Disabilities – impact of – example of child amputee who climbed to the summit of Snowdon. Paralympic – range of disability categories – not all disabilities are visible. Strictly Come Dancing (deaf celebrity dancer) – determination to succeed and overcome barriers – idea that many barriers to achievement are internal (within a person), and individual can remove these barriers. Learning difficulties – access to all.

### **January 2022**

- A series of short films narrated by children explaining, in their own words, what it is like to live with various illnesses and allergies.
- An animated series of short films with powerful personal testimony, exploring mental health issues from the perspective of young people

- A collection of Super Mood Movers videos, designed to enhance the wellbeing of pupils through movement.

Focus areas

Feelings – exploring a range of feelings, and emotions – talking points and tools to feel better.

Family – different family structures, each demonstrating love and care for each other.

What Makes Me, Me?

Seeking Refuge – the lives of refugee children as they move away from their home to a new life.

I Can't Go To School Today – what it is like to live with various illnesses and allergies that impact on daily routines.

Same But Different – introduction to a range of disabilities, learning difficulties and medical conditions, encouraging understanding and inclusions, both in and out of school.

Worry – Why do we worry about things – exploring mental health issues

Healthy Eating and Drinking – James Paget dietician – assembly and workshops

Introduction of Evaluation Books – variety of activities to evaluate learning, understanding and progress.

**March 2022**

Ukraine invasion – empathy and understanding the impact on civilians and soldiers. Democracy – what is it and how it works.

**September 2022**

Passing of Queen Elizabeth 11 – values upheld throughout her reign – State Funeral – King Charles 111 and the responsibilities he holds.

## **2023**

Coronation of Charles 111 – role of monarchy, ceremony, school celebration.

Amazon plane crash – survival. Basic needs, survival, importance of team.

Internet Safety – greater focus – benefits and dangers – what access do you have - how to keep safe – how to use the internet responsibly – what to do if something is upsetting/worrying. Reminder of school e-safety and expectations to use devices sensibly and responsibly – no watches permitted etc.

Pupil Voice

Election of School Council, Heads of School and Prefects.

School Council introduction of washable plastic cups for milk – no one use cups at request of School Council – why have we taken this step – what are the benefits for us and for wider society – why it is important to look after our planet?

**The Old School Henstead  
Scheme of Work**

TERM – Year Long		CLASS – School-wide	TOPIC – PSHEE	TEACHER – MJC – updated August 23
Term	OBJECTIVES	TEACHING RESOURCES & ACTIVITIES		Key points
Autumn Upper School	<p><b>Confidence</b> <b>Autumn Term 1</b> <b>Activity Focus</b> - expressing positive qualities about themselves</p> <p>- recognising feelings in different situations and what might be causing them</p> <p>- knowing personal likes and dislikes</p> <p>- expressing feelings in different ways and understanding their impact on others</p>	<p><i>What are confident in?</i> <i>How confident are you when sharing your views?</i> <i>How do you inspire confidence in others?</i> <i>How confident are you to have a go?</i> <i>How can you communicate with confidence?</i> <i>How can you have a confident start to the school year?</i></p> <p><b>Key Learning Area</b> <b>Developing Self-Esteem and Self-Confidence</b> <b>Unit One</b> Body Language Objectives To enable pupils to explore non-verbal communication (Body Language) To enable pupils to develop a vocabulary for expressing emotions confidently and appropriately. To enable pupils to begin to understand how to cope with different emotions confidently.</p> <p><b>Key Learning Area</b> <b>Developing Self-Esteem and Self-Confidence</b> <b>Unit Two</b> Evaluation and Reflection Objectives</p>		<p>School Council – Posters, manifesto and speech. Election process. What is a democracy?</p> <p>Dyslexia learners – exercise to understand difficulties they face Writing 1 minute with the dominant hand. Swap and write with other.</p> <p><b>Year Groups 3-6</b> <b>Activities and starting points designed to span the age range whilst retaining the core learning area and objectives.</b></p> <p>Code of conduct (Y3-6) School rules Having the confidence to do what you think is right. Role play School routines</p> <p>Shaking hands (Y3-6) Greetings with a smile and looking people in the eye. Good manners Interview technique (Y6) The importance of making mistakes. (Y3-6) Taking risks in your work.</p>



		<p>To enable pupils to express positive qualities about themselves and others.</p> <p>To enable pupils to have the self-confidence to accept praise.</p> <p>To enable pupils to develop the interpersonal skills of encouraging others and the cognitive skills of reflection and evaluation.</p> <p>To generate a positive, supportive atmosphere in the classroom situation.</p>	<p>How confident are you in yourself?</p> <p>Being quietly confident.</p> <p>Roles of responsibility (Y5/6)</p> <p>Inspiring others</p> <p>School council</p> <p>Prefects</p> <p>(Y3-6)</p> <p>Self-Assessment</p> <p>Body Language image sheet</p> <p>Discussion/Debate</p> <p>Brainstorm</p> <p>Build a personal profile</p> <p>Compliment pledge</p>
	<hr/> <p><b>Resilience</b>  <b>Autumn Term 2</b>  <b>Activity Focus</b>  <b>-encourage understanding about different types of friendships.</b>  <b>- assessment of themselves and what they can offer as a friend</b>  <b>-awareness of ways in which people can show that they care about each other.</b></p>	<hr/> <p><i>What is resilience?</i>  <i>Who demonstrates resilience?</i>  <i>How many problems are straightforward?</i>  <i>What is more important the problem or the solution?</i>  <i>What do you do when things go wrong?</i>  <i>How have you been resilient this term?</i></p> <hr/> <p>Discussion of the word and what it means.  Stories and characters that show resilience.  Real life examples of resilience.</p>	<hr/> <p>Friendship slogans – Investigating special words. (Y3/4) What are the ‘magic words for making friends’? (Y3/4)</p> <p>Expand to investigation of dealing with problems as they arise. (Y5/6)</p> <p>Anne Frank – case study looking at resilience and friendship issues.</p> <p>Thailand – trapped boys in water filled cave – rescue</p> <p>Coronavirus pandemic – need to keep going, to follow rules, to accept responsibility for keeping themselves and others safe.</p> <p>Profiles of good/bad friends (Y3-6)</p>

	<p>- responsibilities of being a friend - realising and accepting that apologising can be difficult.</p> <p>- factors that cause arguments - engagement and resolution of arguments without the need for adult intervention</p>	<p><b>Key Learning Area</b> <b>Developing Resilience</b> <b>Unit One – Dealing with difficult friendships</b> Objectives</p> <ul style="list-style-type: none"> <li>- to enable pupils to deal with problems arising between friends, e.g. changing friends, arguing.</li> <li>- to encourage sensitivity to the feelings of our friends.</li> <li>- to understand that it is fine to have several friends at the same time.</li> <li>- to understand that relationships change for many reasons.</li> </ul> <p><b>Key Learning Area</b> <b>Developing Resilience</b> <b>Unit Two – Dealing with arguments</b> Objectives</p> <ul style="list-style-type: none"> <li>- to encourage the resolution of arguments by looking for alternatives,</li> <li>- to be able to make decisions and explain friend choices</li> <li>- to encourage an understanding that actions affect themselves and others.</li> <li>- to care about other people’s feelings and to try to see things from their point of view.</li> </ul> <p><b>Unit Three – Building Resilience</b> Objectives</p>	<p>Investigate relationships with other children. (Y3-6) What is a friend? (Y3-6) What does unique mean? (Y3-6) Read – It’s Okay to be Different - create own class ‘It’s Okay to be Different’ book (Y3-4) Examples of what makes you unique? (Y5/6) How do we know if people are happy sad? (Y3/4) Design a friendship hexagon. (Y5/6) Design a ‘Friend Wanted’ poster. (Y3-6) Write a happigram about someone they care for. (Y5/6) Draw two things that they like doing with a friend. (Y3/4) Friendship slogans – investigating special words. (Y3-6) What are the ‘magic words for making friends’?</p> <p>Expand to investigation of dealing with problems when they arise. (Y5/6) Explore ways in which they could help someone who finds it hard to make friends. (Y3-6) Good and Bad Friend story writing (Y3/4) Friendly Trivia quiz Being accepted – Sorting behaviour type activity (Y4-6)</p> <p>Arguing with friends (Y3-6) Discussion based activities – Why do friends quarrel? How can quarrels be avoided or resolved? Role play solutions. Why do children argue with adults? (Y5-6)</p>
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		<p>-to realise that resilience can be developed and increased – it can also be lost.</p> <p>-to portray the difficulties that some individuals have faced and overcome to achieve success at a high level. The need for resilience and the gain achieved.</p> <p>-to encourage empathy and an understanding of the Jewish people. To appreciate the hardships and extended resilience needed in such a situation.</p> <p>-to recognise that disability and diversity often requires resilience to overcome and to adapt to.</p> <p>Thailand Cave Rescue – project research – relate to recent event – resilience – quality of leadership</p>	<p>Saying sorry (effectiveness) – the way it is said can make it worse? (Y3-6)</p> <p>Pictures of stressful situations. Explore feelings of the individuals in the pictures and how this might make them behave. (Y3/4)</p> <p>Can the way we deal with problems actually cause problems? (Y5/6)</p> <p>Write a letter to someone who is struggling with a problem giving them support and advice. (Y5/6)</p> <p>Encourage discussion of pupil's own problems and how they deal with them. (Y5/6)</p> <p>Angry feelings mobile</p> <p>Angry Phrases plus illustration</p> <p>CAUTION activity (Y3-6)</p> <p>Building resilience scenarios (Y4-6)</p> <p>Identifying resilient people – Mo Farah, Ellie Simmonds and J K Rowling (Y3-6)</p> <p>Anne Frank – role play in the attic – resilience beyond measure – persecution and discrimination (Y4-6)</p> <p>Disability and Diversity – prejudice and need for resilience (Y3-6)</p> <p>Bullying – resilience, coping with – school policy</p>
Spring Upper School	<p><b>Spring Term 1</b></p> <p><b>Empathy</b></p> <p><b>Activity Focus</b></p> <p><b>-realisation of the consequences of anti-social</b></p>	<p><i>What does it mean to be empathetic?</i></p> <p><i>Why does empathy matter?</i></p> <p><i>Can you see it from my point of view?</i></p> <p><i>What does religion teach us about empathy?</i></p> <p><i>What would a world without empathy be like?</i></p> <p><i>Who has demonstrated empathy in news/history/school community?</i></p>	<p>What is Empathy?</p> <p>Examples of empathetic people.</p> <p>Examples of when pupils have shown empathy. (Y3-6)</p> <p>Charity appeals. (Y5/6)</p> <p>Small and Mighty story – Prince who emphasises with the people. (Y3-5)</p>

<p>behaviour such as bullying on individuals and communities</p> <p>- reflection on social, moral and cultural issues using imagination to understand people's experiences</p> <p>- individual actions affect other people, to learn to care about other people's feelings and to see action from alternative points of view</p> <p>- realisation and appreciation of the consequences of bullying.</p> <p>- response to bullies and how to ask for help</p> <p>-development of an anti- bullying agreement agreed by all.</p>	<p><b>Key Learning Area</b>  <b>Developing Empathy</b>  <b>Unit One– Dealing with bullying</b></p> <p>Objectives</p> <ul style="list-style-type: none"> <li>- to understand the importance of empathy.</li> <li>- to develop resilience and empathy</li> <li>- to recognise different types of bullying</li> <li>- to develop an awareness of everyone's responsibility to stop bullying</li> <li>-to understand that we are all different by identifying similarities and differences in equal measure.</li> <li>-to explore discrimination – racism, ageism, social status physical and mental disability.</li> <li>-to understand prejudice as a fear of the unknown or the fear of something different.</li> <li>- the importance of gratitude, being thankful, kind words, kindness target setting, kindness bubbles</li> </ul>	<p>Empathetic Pupil Awards –rosette given to pupil's choice.</p> <p>Bullying play script.</p> <p>Teasing Rubbish Bin (Y3/4)</p> <p>What is a bully and why are they bullies? (Y3-6)</p> <p>What constitutes bullying? (Y3-6)</p> <p>Written apologies/face to face. (Y5/6)</p> <p>Brainstorming activity</p> <p>Conflict Management Scenarios (Y5/6)</p> <p>Picture evidence – explore feeling and possible response. (Y3/4)</p> <p>Role play scenario – dealing with the bully and the victim. (Y5/6)</p> <p>Pupils experience of bullying. (Y5/6)</p> <p>Have they ever bullied? (Y5/6)</p> <p>Internet – use of social network as a bullying tool (Y5/6)</p> <p>Henstead Anti- Bullying Policy. The need for and content. (Y5/6)</p> <p>Generate joint responsibility</p> <p>Area for discussion- (Y5/6)</p> <p>Is telling on a bully an easy thing to do? Will it make things worse?</p> <p>Easy targets – identify</p> <p>Empathy with a bully</p> <p>Policy- the need for and content</p> <p>Plan an anti – bullying policy – collate a set of class rules.</p> <p>Apologies – as part of a power relationship</p> <p>Stories as a starting point- (Y3/4)</p> <p>Srephanie's Ponytail</p> <p>It's Okay to be Different</p>
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	<p>Disability – physical/mental health SEND</p>	<p>Addition To study Anne Frank – anniversary of Holocaust – recent news event burial of 6 unknown victims. To develop empathy for Anne Frank – restricted – diary – Father Otto only survivor – carried out Anne’s wish to be published.</p> <p>Aim – to develop an understanding and appreciation. What does it mean to be disabled? What is mental health and how do we maintain good mental health? What is SEND? Barriers to independence/barriers to learning – do they exist?</p>	<p>Being Small and Great Stop Picking on Me Is it Right to Fight? Circle time- discussion cards (Y3-4) Moral dilemma scenarios (Y5-6) – ring of choice Compliments – appropriateness and how to make them(Y3-5) Beat the Bully activities. Story – Something Else – structure activities to identify how we all fit in and how to include people who join us. (Y3-6) Childline – Purpose and access to. Appropriate/inappropriate contact and use of Childline. Posters displayed in school with contact details</p> <p>Cyberbullying Internet Safety Week – Thinkuknow – appropriate and inappropriate use of the internet. (Y3-6) Social networking – the dangers. (Y6) Use of privacy settings CEOP (Y5) Diversity – we are all different. Disabilities – impact of – example of child amputee who climbed to the summit of Snowdon. Paralympic – range of disability categories – not all disabilities are visible. Strictly Come Dancing (deaf celebrity dancer) – determination to succeed and overcome barriers – idea that many barriers to achievement are internal</p>
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		<p>Focus areas</p> <p>Feelings – exploring a range of feelings, and emotions – talking points and tools to feel better.</p> <p>Family – different family structures, each demonstrating love and care for each other.</p> <p>What Makes Me, Me?</p> <p>Seeking Refuge – the lives of refugee children as they move away from their home to a new life.</p> <p>I Can't Go To School Today – what it is like to live with various illnesses and allergies that impact on daily routines.</p> <p>Same But Different – introduction to a range of disabilities, learning difficulties and medical conditions, encouraging understanding and inclusions, both in and out of school.</p> <p>Worry – Why do we worry about things – exploring mental health issues</p>	<p>(within a person), and individual can remove these barriers. Learning difficulties – access to all.</p> <ul style="list-style-type: none"> <li>• A series of short films narrated by children explaining, in their own words, what it is like to live with various illnesses and allergies.</li> <li>• An animated series of short films with powerful personal testimony, exploring mental health issues from the perspective of young people</li> <li>• A collection of Super Mood Movers videos, designed to enhance the wellbeing of pupils through movement.</li> </ul>
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	<p><b>Spring Term 2 Adventure</b></p> <p><b>Activity Focus</b>  <b>Growing independence and the acceptance of individual worth and responsibilities. Identification of positive things about themselves as individuals and the need to adventure and develop as a ‘whole person’.</b>  <b>Knowledge and understanding of themselves and their own limits/comfort zone.</b>  <b>Willingness to push or be pushed beyond.</b>  <b>Looking for and accepting of new challenges.</b>  <b>Encouragement to be adventurous within all aspects of their lives.</b></p>	<p>What does it mean to be adventurous? (stereotypical)  How to be adventurous? (<i>in the classroom</i>)  How to be adventurous? (<i>in social situations</i>)  How to be adventurous? (<i>in our imaginations</i>)  Can you be too adventurous?  What adventures did you have in the Big Day Out?  Risk and Adventure  Explore different views  Examples of good and bad  Is confidence important-does it really help?  Danger of calculated risk  Open discussion- ideas for future trips/Big Day Out</p> <p><b>Key Learning Area</b>  <b>Developing Adventure</b>  <b>Unit One– Adventure and Risk</b>  Objectives  - to manage risk in real-life situations,  - to understand safety, where to go and who to talk to.  - to recognise the different risks in different situations and to decide how to behave reasonably.</p>	<p>Understanding of adventure. (Y3-6) Discuss and arrive at agreed definition.  Examples of adventurous people and the reason they adventure. (Y5-6)  Story books – compile list of books involving adventure. (Y3-4)  Story building – design an adventure from opening sentence. (Y3-6)  Examples of how they might adventure. Identify an adventure for every child and try to achieve that adventure. Simple and achievable – eat veg, read a book in a week, try a new sport. (Y3-6)  Introduce risk and how to deal with risk.</p>
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	<p><b>Explore and understand the importance of risk and the evaluation of risk involved.</b></p> <p><b>No risk, no adventure.</b></p>	<ul style="list-style-type: none"> <li>- to have knowledge and understanding of adventure opportunities and to take responsibility to make good choices.</li> <li>- to recognise the different risks in different situations</li> <li>- to realise that pressure to be too adventurous can come from a variety of sources.</li> <li>- to encourage the taking of adventure that involves taking responsibility for their own safety and the safety of others.</li> <li>-to recognise the personal worth of adventuring and the setting of personal achievable goals.</li> <li>- to face new challenges positively</li> <li>- to encourage pupils to feel positive and confident 'to have a go'.</li> </ul> <p>Big Day Out – involvement of older pupils in purpose and planning</p>	<p>Personal Safety Questions and scenarios – Making decisions about Safety, Think about Safe and Not Safe. (Y3-6)</p> <p>Home Safety – what is adventurous and what is dangerous? (Y3-6)</p> <p>Explore if the kitchen a safe place for adventure</p> <p>Spot the hazards in a kitchen –</p> <p>Discuss</p> <p>Who is responsible for creating the dangers? (Y5-6)</p> <p>Who should resolve the problem? (Y5-6)</p> <p>Discuss</p> <p>Dangers of cleaning fluids if swallowed or breathed in. Why might this happen- children adventure without knowing the risk!</p> <p>Home Safety Quiz</p> <p>Identify and discuss safety issues within the home.</p> <p>The difference between adventurous and dangerous. (Y3-6)</p> <p>Dangers in the garden.</p> <p>Identification of and what should be done to reduce risk.</p> <p>Role play situations (Y6)</p> <p>Children to dare others to do dangerous things.</p> <p>Include a voice of reason.</p> <p>Cambridge- Fitzwilliam – Scott Polar</p> <p>Travel – research – cost /distance/time</p>
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			Variety of preparation research – risk assessment – need for – things to include.
Summer Upper School	<p><b>Summer Term 1 (Y3-5 only/ Y6 Transition) Teamwork</b></p> <p><b>Activity Focus</b> Appreciation of the concept of ‘team’. Recognising the value and ‘added value’ of a team effort.</p> <p><b>Personal responsibility as a member of the school community/wider community.</b> Encouragement to appreciate that everyone has a responsibility at home, at school and in the wider community.</p>	<p>Is there an I in TEAM?  <i>What makes a good team?</i>  <i>What is best team in the world?</i>  <i>What can you offer to other people in a team?</i>  <i>How effective has your House been as a team?</i>  <i>What would our team motto be?</i></p> <p><b>Key Learning Area</b>  <b>Developing Teamwork</b>  <b>Unit One – Teamwork and Co-operation.</b>  <b>Objectives</b></p> <ul style="list-style-type: none"> <li>- to develop social skills, being part of a group.</li> <li>- to build supportive and trusting relationships.</li> <li>- to develop confidence and self-esteem.</li> <li>- to develop skills for co-operation.</li> <li>- to understand the school community and to be part of that caring community.</li> <li>- to explore individual responsibility for the school and wider community both in a practical and moral sense.</li> <li>- to encourage positive attitudes</li> <li>- explore the community as a team - citizenship</li> </ul> <p><i>-What is a team?</i>  <i>Can an individual succeed alone?</i>  <i>Order importance of qualities.</i>  <i>How do you engage someone to become a team player?</i>  <i>Focus on one famous person – look at their life history-identify factors that made them successful.</i>  <i>Can teams be inappropriate? – gangs</i></p>	<p>BBC Bitesize – Self Awareness  Working Together as a Team Parts 1 and 2  Activities to identify teamwork  Human Towers of Barcelona  What is a team?  Discuss what makes a team and shared goals. Work in small groups and plan a school activity day. (Y3-6)  Explore teams within school, avoid limiting to sports teams. (Y3-6)  School Council – discuss key areas. Is it a team? How does it work as a team? What has it achieved? (Y3-6)  Look at successful teams.  Write a speech to link to Shackleton’s Endeavour expedition advertisement for crew. What would you say to encourage people to undertake a dangerous expedition? (Y6)  Co-operation – What are the advantages of co-operating – give and take.  Picture constructing activity using penguin and elephant sheet.  List reasons for co-operation. (Y3-4)  Three questions – Why do we co-operate? How do we co-operate? When do we co-operate?  Role play co-operation scenes – setting up a games lesson.  Negative – gang role play. (Y5-6)</p>

	<p>Summer Term 2 Excellence Activity Focus To explore the concept of excellence.</p>	<p><i>Team selection- fair methods</i></p> <p>What is excellence? Who is excellent? How do you achieve excellence? What examples of excellence are there in your class? How do recognise excellence in others? How will you seek excellence next year?</p> <p><b>Excellence</b> Aim to provide opportunities for pupils to be proud, to encourage them to recognise their and other peoples' strengths and to adopt a code of excellence. The concept of all round excellence will be studied.</p>	<p>Charlie Champion story – discuss being part of a team, showing initiative and co-operating for everyone's benefit. Teams we belong to - New Town citizen role cards/ occupation cards. What will the town need? What can oap's do? What sort of houses – houses to suit needs of all occupants. Emphasis to plan as a team and consider needs of the community. Neighbourhood team - Caring for your neighbour. Importance of working as a team to support neighbours with different needs. (Y3-6) Role play situations where a team needs to engage. Listing people that need support. Discuss work done by people in the community team. Practical teamwork activities. Teamwork challenges</p> <p>The Excellence Wall – view and discuss why certain pieces have been selected.</p> <p>Use Ron Berger – Austin's Butterfly Develop own four-part redrafting exercise.</p> <p>Identify goals that have already been achieved.</p>
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	<p><b>To aim for excellence in all that we do and all that we are.</b>  <b>To understand that excellence can be very difficult to achieve,</b>  <b>To experience excellence.</b></p>	<p>Children will be guided and encouraged to</p> <ul style="list-style-type: none"> <li>- always aim for excellence in all that they do and all that they are.</li> <li>- think about themselves, learn from their experiences and to recognise what they are good at.</li> <li>- set simple attainable goals</li> <li>- contribute to the life of the class and school.</li> <li>- listen to other people and to work and play cooperatively.</li> <li>- identify and respect the differences and similarities between people.</li> <li>- speak and listen to others' suggestions.</li> <li>- contribute and consider alternatives, to reach agreement.</li> </ul> <p>Health Eating and Drinking – aim for the best lifestyle/diet possible – importance of.</p> <p><b>Key Learning Area - What is Excellence?</b>  Learning Outcome  <i>To recognise the value of excellence.</i>  <i>To identify excellence</i>  <i>To achieve excellence</i></p> <p><b>Key Learning Area – Goals and Aiming High</b>  Learning Outcome  <i>To identify strengths</i>  <i>To acknowledge individual strengths</i>  <i>To understand the qualities involved to achieve goals</i>  Who do you admire? What has this person achieved?  What obstacles do you think stood in their way?</p>	<p>Look at methods for getting better and being able to attain a target.  Explore areas for improvement and how that will be achieved and assessed.  Set a long-term goal = When I grow up I want to be...</p> <p>Use story of Jason and his goal as central focus for class discussion.  Conclude with individual evaluation of school year, what they wanted to achieve and how did they achieve it.  Set own target for the next school year.  Use story of Leo the Lion Cub</p> <p>Discuss – Success is one percent inspiration and ninety-nine percent perspiration.</p> <p>James Paget dietician – assembly and workshops.</p> <p>Looking at food needs and wants – exercise, need and extent.  Things to avoid, smoking, excessive alcohol and drugs.</p>
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		<b>Key Learning Area – To Be Proud/Not Boastful</b> Learning Outcome <i>I can help another person feel proud</i> <i>I can use the problem-solving process</i> Starter What does it mean to feel proud?	I feel proud when - Read story PROUD. Discuss story and respond to questions that follow it. Role play the story. How do the behaviour and action of others make feelings even better or can ‘squash’ or kill that comfortable feeling? Our actions affect others
During Summer Term	Year 6 Transition Day	<b>Planning of Transition Day</b> Purpose and activity. Pupils to arrange mode of transport/time of departure/required items. (Details of letter – Norwich – significant places trail) Opportunities for taking the ‘lead’. Prefect House Captain School Council Leading Y1 on a school trip Preparing and teaching a lesson to Y5 <b>The Old School Henstead Transition Handbook – issued to Year 6 pupils</b> <b>Handbook to be used as central core of discussions</b> Finding out about your new school Finding your way round House systems Meeting new people Dress code Making friends The timetable Homework Equipment School rules	<b>Keeping Healthy</b> Influences on health and a healthy diet Exercise and personal hygiene Protecting our bodies – smoking/drugs <b>Keeping Yourself Safe from Others</b> Be aware! Think safety Situations that might make you feel uneasy Worried someone is following you Home alone Safety in the home Personal safety <b>How to Travel Safely</b> Waiting for your school bus or train Travelling Getting on and off <b>How to use a Mobile Phone</b> Positives and negatives How to be a responsible phone user When should you switch your mobile off? Keeping yourself safe <b>Rights and Responsibilities</b> What are your rights? What are your responsibilities?

		<p>Guest Speakers</p> <p>Transition Day – see outlined plan document.</p> <p>Life Skills</p> <p>Lesson Structures to include <b>Issues of Safety</b></p>	<p>What happens if you fail to accept your responsibilities?</p> <p><b>Skills for Life</b></p> <p>Everyday signs</p> <p>Electricity – how much do you use?</p> <p>Reading and electricity meter</p> <p>Shopping from a catalogue/online</p> <p>Using a telephone directory</p> <p>Transport timetables</p> <p>Using a road atlas</p> <p>Planning a rail journey</p> <p>Using the 24hr clock</p> <p>Personal banking</p>
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## EYFS - Reception

ELGs for PSED and Understanding the World for EYFS - aims are embedded in the continuous and enhanced provision we plan.

### Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, To begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity. To show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities, and show independence, resilience, and perseverance in the face of challenge.
- Explain the reason for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.

- Form positive relationships with adults and friendships with peers.
- Show sensitivity to their own and others' needs.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps.
- Know some similarities and differences between different religions and cultural communities in the country, drawing on their experience and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Children will work towards these goals during their time in EYFS, through circle time, teacher led and child-initiated activities.

### Staff will

- Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults.
- Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.
- Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.
- Plan support for children who have not yet made friends.
- Support children in linking openly and confidently with others, e.g. to seek help or check information.
- Model being a considerate and responsive partner in interactions.
- Ensure that children and adults make opportunities to listen to each other and explain their actions.

- Be aware of and respond to the needs of children who are learning English as an additional language.
- Recognise that children's interest may last for short or long periods, and that their level of interest and preferences vary.
- Value and support the decisions that children make
- Talk to children about choices they have made and help them understand that this may mean that they cannot do something else.
- Be aware of cultural differences in attitudes and expectations. Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary.
- Encourage children to see adults as a resource and as partners in their learning.
- Teach children to use and care for materials, and then trust them to do so independently.
- Ensure extra support to children in new situations.
- Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things.
- Offer help with activities when asked but not before.
- Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness.
- Recognising and enjoying children's success with them helps them to feel confident.
- Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker.
- Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are.
- Ask children for their ideas on what might make people feel better when they are sad or cross
- Establish routines with predictable sequence
- Prepare children for changes that may occur in the routine.
- Share with parents the rationale of boundaries and expectations to maintain a joint approach.
- Model and involve children in finding solutions to problems and conflicts.
- Collaborate with children in creating explicit rules for the care of the environment.
- Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.
- Model being fair, e.g. when choosing children for special jobs.
- Be alert to injustices and let children see that they are addressed and resolved.
- Affirm and praise positive behaviour, explaining that it makes children and adults feel happier.
- Encourage children to think about issues from the viewpoint of others.
- Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve.
- Make time to listen to children respectfully, kindly and explain to all children why this is important. Children will then know that they will be listened to when they raise injustices.

## Year 1

Children will have opportunities to:

- Know the school and classroom rules and core values and how they will help them.
- Co-operate with others in work and play, sharing and taking turns.
- Contribute to a discussion or conversation.
- Put their views forward clearly and appropriately.
- Identify ways of helping in class and improving the environment by their own actions.

### **CONFIDENCE**

What are our school aims? What does each letter stand for?

Make a class chart.

Circle time activities to promote trust and enjoyment, and to encourage co-operation, taking turns.

Make a wall display with the children holding the mascot, explaining why it has been awarded. Stories with strong storyline – debate what should he/she do?

Show and tell – listening, looking and questioning each other.

Elect a school council – voting – is it fair/unfair?

Who is confident enough to stand for school council?

Have classroom monitors/special helper

Make a class chart.

What do you think you have been confident at this term?

What do you think your friends are good at?

School values are



## CREATE.

Make sure the children can read and understand what each word is and give an example of each word.

School Council Elections.

School Council Speeches.

With each new character that we come upon in stories, reflect upon how confident they are?

What could they do to make themselves more confident?

Let the children give an example of when they were feeling confident.

What does Confidence Mean?

What do you think your friends are good at?

The children write something about all their classmates, then each child gets their envelope with all the things their friends think they are good at. They stick them on paper titled Child A is good at.

- show and tell
- sessions in assembly and class.

Children will have opportunities to:

Know the different groups to which they belong: families, friends, school, etc

Recognise worth in others.

Make positive statements about other people.

Understand the effect bullying can have on others and know who to ask for help.

## RESILIENCE

Group work on belonging to a group, making a list of all their groups – clubs, friends, etc.  
Pairs – finding out what partners are good at, stories about achievement, making positive statements about one another. Compliments list.  
Stories about feelings; words to describe feelings; sharing feelings in circle time; use of pictures of different situations – what are the children in the pictures feeling?  
Listening activities in circle time; a debate, eg: should we play football in every PE lesson?  
Stories about others' needs – babies, elderly, disabled people, visitors  
Stories about friends; Talk about my special people and what I do to make them happy or sad.

Discuss who took the mascot home, and why that person was awarded it.  
Discuss who took the mascot home, and why that person?  
Choose a class picture - democratic vote – to best portray what they think Confidence means.  
Discuss who took the mascot home, and why that person was awarded it.  
What do you think you have been confident at this term?

Children can:  
Talk about their own special people and what makes them special.  
Understand that other people have feelings too.  
Describe the differing needs of some other people.  
Find and tell a safe person if they are worried or hurt.  
Demonstrate the ability to make friends and share things with friends  
How to help people who do not have friends.

Books and stories – Amazing Grace, by Mary Hoffman.

Giraffes Can't Dance

No, David by David Shannon

Clark the Shark by Bruce Hale

- tell in the event of

experiencing or

observing

bullying.

Show respect by listening to what other people say

Understand that other people have needs also.

Consider the value of being a friend and having friends.

Show a willingness to care for others.

Recognise the ways their own behaviour affects others.

Year 1 children helping Year R/nursery – reading a story that they have written or a book.

How do you bounce back? What do you think you have been resilient at this term?

Stories – Cleversticks, by Bernard Ashley,

Piggybook, by Anthony Browne, Kipper stories, by

What does Resilience Mean? (Read Robert the Rose Horse)

What do you think you try and try at? How do you bounce back?

Discuss who took the mascot home, and why that person was awarded it.

Discuss who took the mascot home, and why that person was awarded it. How can you be resilient in class? What does being resilient look like?

Choose a class picture - democratic vote – to best portray what they think Resilience means.

Discuss who took the mascot home, and why that person was awarded it.

What do you think you have been resilient at this term?

Children will have opportunities to:

LINK WITH SCIENCE: OUR BODIES

Own their own feelings, making “I” statements

Carry out personal routines, e.g. book bag away, classroom responsibilities

### **EMPATHY**

Circle time, silent statements, personal likes and preferences.

Designing information for other children, such as signs for the cloakroom and toilet

Draw and write about what goes into/onto my body?

Create a healthy eating meal and keep a diary of their diet over the week.

Explain how to keep clean and healthy

Express a desire to be clean and healthy

Explain why some substances should only go into or onto the body

Describe why we need medicines and that these are all drugs.

What does Empathy mean?

Who do you think is empathetic in the class? In the school? A famous person? Why?

Discuss what it means to fill someone's bucket? What is a bucket dipper? What is a bucket filler? How can you show kindness to others? What does it look like?

Discuss who took the mascot home, and why that person was awarded it.

Personal hygiene, cleaning teeth, washing hands

Be motivated to be clean and healthy

Think about what can go on their body and in their body and that some substances can be harmful

Begin to understand how infections are passed between people

Know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines

Children will have opportunities to:

Begin to accept everyone as an individual

Appreciate the difference between needs and wants

Respect others' needs, feelings and opinions

Value other people's

## **ADVENTURE**

Observational drawings of each other, discuss, compare and display individuality; changing places games in circle time to highlight individuality.

Story – I want my potty Tony Ross; list needs and wants as a class to help define meanings.

Practice listening and affirming through circle time.

Class celebration time for in and out-of- school achievements.

Use of a class responsibility chart, class rules and expectations.

Story – Alex's outing, to explore behaviour on a school visit.

Discuss who took the mascot home, and why that person was awarded it.  
Choose a class picture - democratic vote – to portray what they think Empathy means.  
Discuss who took the mascot home, and why that person was awarded it.  
How do you think you have been empathetic this term?

**Children can:**

Show a willingness to care about others

Co-operate with others

Identify jobs in the classroom and school, and their contribution to the life of the school

Undertake responsibility for an agreed task

Appreciate and want to care for their classroom, school and school grounds

Offer to help, participate and make a difference.

I want my potty, by Tony Ross,

Alex's outing, by Mary Dickinson.

School Trip to Norwich castle

School Trip to Southwold Lighthouse

**Achievements**

Begin to take some responsibility for self and others, eg: in the classroom, playground, school visits

Identify jobs in the classroom and school and know what contribution they make to the life of the class and school

Consider the value of being part of different groups and communities

Begin to recognise the way their choices can affect others.

Work together to plan a class assembly to perform to the school and the children's parents, with each child contributing to the outcome.

Class Assembly

What does Adventure mean?

Who do you think is adventurous in the class?

In the school? A famous person? Why?

Discuss who took the mascot home, and why that person was awarded it.

Discuss who took the mascot home, and why that person was awarded it.

Choose a class picture - democratic vote – to portray what they think Adventure means.

Discuss who took the mascot home, and why that person was awarded it.

How do you think you have been adventurous this term?

Children will have opportunities to:

- Perform tasks independently.
- Value their achievements and talents, want to do well, and make the most of opportunities.
- Review their progress and recognise personal achievement, strengths and weaknesses

## **TEAMWORK**

Develop classroom routines which encourage and reward independence.

Circle time to make "I" statements about interests, achievements and progress during Year 1.

Structured interviews in pairs – interview each other to help clarify strengths and personal, social and academic targets.

Invite one or more visitors to be asked about their achievements and experiences.  
Individually- Mrs Raven (archaeologist).  
Create a personal profile – a fact file on myself – to include targets.  
Stories to discuss– Dogger, Pumpkin soup.  
Painting, poetry and mime to express ideas and feelings.

Children can:  
Adhere to rules and be able to explain why a rule is necessary.  
Describe people who could help them.  
Explain the potential risks to safety in a number of situations.  
Appreciate the need to take care of themselves and one another.  
Work and perform tasks independently.  
Name positive qualities about themselves.  
Demonstrate a positive self-image.  
Recognise and name a number of emotions that they and others have experienced.  
School values are

- Identify personal goals for improvement
- Know some of the things that can cause different emotions.
- Be able to talk about a range of emotions and feelings.

Create lots of opportunities for teamwork. Excavating a dinosaur, creating a domino trail, etc, CREATE.

Make sure the children can read and understand what each word is and give an example of each word.



Read lots of stories and poems to enable the children to identify and discuss all different types of emotions.

How should we respond?

Is there a right or wrong way?

What does Teamwork mean? (Watch Unesco world heritage human towers on YouTube).

Who do you think is good at working in a team?

Teams that help us.

Discuss who took the mascot home, and why that person was awarded it.

Discuss who took the mascot home, and why that person was awarded it.

Choose a class picture - democratic vote – to best portray what they think Teamwork means.

Discuss who took the mascot home, and why that person was awarded it.

What do you think you has been good at working in a team this term?

### **Excellence**

What does Excellence mean?

Who do you think is excellent? Excellent people? Who are these people?

Discuss who took the mascot home, and why that person was awarded it.

Discuss who took the mascot home, and why that person was awarded it.

Choose a class picture - democratic vote – to portray what they think Excellence means.

Discuss who took the mascot home, and why that person was awarded it.

Who do you think has been excellent this term? What do you think you have been excellent at this term?

## Year 2

Autumn 1 – Being me in my world		
Hopes and Fears for the Year	<p>I can identify some of my hopes and fears for this year</p> <p>I recognise when I feel worried and know who to ask for help</p>	<p>Do you have any worries about being in Year 2?</p> <p>How can you cope with these worries?</p> <p>How can we manage with these worries as a class?</p> <p>If you have a worry, who would you go to, to ask for help?</p>
Rights and Responsibilities	<p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I recognise when I feel worried and know who to ask for help</p>	<p>What does responsibility mean?</p> <p>How responsible are you?</p> <p>Why is it important to be responsible?</p> <p>How can you be a responsible member of our class?</p>
Rewards and Consequences	<p>I understand the rights and responsibilities for being a member of my class</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I can help to make my class a safe and fair place</p>	<p>Why do we give rewards?</p> <p>How does it feel to praise someone?</p> <p>How does it feel to be praised/rewarded?</p> <p>Do you understand what ‘rewards’ and ‘consequences’ mean?</p> <p>What stops you from learning?</p> <p>What helps you to learn? How can you help yourself and others be good learners?</p> <p>What are our rights?</p> <p>What are our responsibilities?</p>

		How can we help each other to learn?
Our Learning Charter	<p>I understand how following the Learning Charter will help me and others learn</p> <p>I can work cooperatively</p>	<p>Can you identify obstacles to learning?</p> <p>Do you understand the connection between behaviour and consequence?</p> <p>Do you feel the rewards and consequences are fair?</p> <p>How can we make sure the Learning Charter works for our class?</p>

Autumn 2 – Celebrating differences		
Boys and girls	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand some ways in which boys and girls are similar and feel good about this</p>	<p>Are there similarities between what boys and girls like/dislike?</p> <p>Are there always differences?</p> <p>Can you think of some similarities between boys and girls?</p> <p>Has anything surprised you about where other people in the class stood?</p>

	<p>I understand some ways in which boys and girls are different and accept that this is OK</p>	<p>Are all boys the same?  What similarities can you think of?  How does it feel to be different to our partner?  Why is it important that we are not all the same?</p>
Why does bullying happen?	<p>I understand that bullying is sometimes about difference</p> <p>I can tell you how someone who is bullied feels</p> <p>I can be kind to children who are bullied</p>	<p>What does bullying mean?  Is bullying different from teasing?  Why do some people bully?  Why are some people bullied?  How would it feel to be bullied?  Who would you talk to if you were upset?</p>
Standing up for myself and others	<p>I can recognise what is right and wrong and know how to look after myself</p> <p>I know when and how to stand up for myself and others</p> <p>I know how to get help if I am being bullied</p>	<p>How does it feel to belong?  How does it feel to be left out?  How does it feel to be rejected?  What can we help people to feel they belong?  What can we say to invite people to join us?  Do we/could we have a playground rescue or playground helper team?  What might their job be?</p>
Making a new friend	<p>I know some ways to make new friends</p> <p>I know how it feels to be a friend and have a friend</p>	<p>How are some of your friends different to you?  How do you know if someone is a good friend?  How do you feel when you have a good friend?</p>

Celebrating differences and still being different	<p>I can tell you some ways that I am different to my friends</p> <p>I understand that these differences make us all special and unique</p>	
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Spring 1 – Dreams and goals		
Goals to Success	<p>I can choose a realistic goal and think about how to achieve it</p> <p>I can identify my successes and achievements and know how this makes me feel (proud)</p>	<p>What is your special success?</p> <p>How do you feel when you achieve a goal?</p>
My Learning Strengths	<p>I can persevere even when I find tasks difficult</p> <p>I can tell you some of my strengths as a learner</p>	<p>How does it feel to set a goal and to achieve it?</p> <p>How do I learn best: watching, listening, doing?</p>
Learning with Others	<p>I can recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>I understand how working with other people can help me to learn</p>	<p>Is it easier to work towards a goal with someone you get on with well? Why/why not?</p>
A Group Challenge	<p>I can work cooperatively in a group to create an end product</p> <p>I can work with other people to solve problems</p>	<p>Did you manage to achieve this task?</p> <p>How does it feel to achieve a task together?</p>

Continuing Our Group Challenge	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	
Celebrating Our Achievement	<p>I know how to share success with other people</p> <p>I know how contributing to the success of a group feels</p>	

Spring 2 – Healthy Me		
Being Healthy	<p>I know what I need to keep my body healthy</p> <p>I am motivated to make healthy lifestyle choices</p>	<p>How do you keep yourself healthy?</p> <p>Why is it important to keep healthy?</p>
Being Relaxed	<p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I can tell you when a feeling is weak and when a feeling is strong</p>	<p>What do you look like and sound like when you are relaxed?</p> <p>How might you feel if you didn't relax, ever?</p> <p>Are you able to learn new things when you are feeling tense?</p> <p>How can you tell if others are calm or are not?</p>
Medicine Safety	I understand how medicines work in my body and how important it is to use them safely	Why do you think medicines come in

	I feel positive about caring for my body and keeping it healthy	different forms, like creams, liquids and tablets? Why should medicines only be used in the way that they are intended?
Healthy Eating	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy  I have a healthy relationship with food and know which foods I enjoy the most	Why do you like your favourite food so much? What do you know already about a healthy, balanced diet? Which foods do you need every day to keep you healthy? Why do we need to eat more foods like potatoes and rice but not so many sweets and chocolates?
Healthy Eating	I can decide which foods to eat to give my body energy I have a healthy relationship with food and I know which foods are most nutritious for my Body	What would you be like if you had lots of energy or no energy? How might our bodies be like cars? What happens if we run out of fuel? Which foods do our bodies need? Which food don't our bodies need?

Summer 1 – relationships		
Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	What is my family like? How are other people's families similar or different? Who is special to you? What are families for? What is good about belonging to a family?

	I accept that everyone's family is different and understand that most people value their family	What makes a family special?
Keeping Safe - exploring physical contact	<p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I know which types of physical contact I like and don't like and can talk about this</p>	<p>When do we use the sense of touch to communicate?</p> <p>What touches do we all like?</p> <p>What kinds of touch do you really like, and why?</p> <p>What touches do you dislike?</p> <p>When is touch not acceptable?</p> <p>Do I know how to speak up about a touch I don't like?</p>
Friends and Conflict	<p>I can identify some of the things that cause conflict with my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p>	<p>Can we see both sides of a problem?</p> <p>What sort of things cause friends to fall out sometimes?</p> <p>What are the best steps to take to sort out disputes and mend friendships?</p> <p>What are the words that help us to resolve disagreements?</p> <p>What does it mean to stand in someone else's shoes?</p>
Secrets	<p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I know how it feels to be asked to keep a secret I do not want to</p>	<p>Have you ever kept a good secret?</p> <p>How can keeping good secrets help make people feel happy?</p> <p>Are there ever secrets that you should tell to an adult?</p> <p>Why should we not keep these secrets?</p>



	keep and know who to talk to about this	How would you feel? Who would you tell? Can you think of examples of good secrets and worry secrets? What makes it difficult to tell worry secrets? Who can you trust to talk to about secrets that worry you?
Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community  I understand how it feels to trust someone	What is trust? What helps us to trust people? What causes us to lose trust? Who are the people around us we can trust? Who are the people you would not trust? How do you know if you can trust people? Does everyone have the same ideas about who to trust?
Celebrating My Special Relationships	I can express my appreciation for the people in my special relationships  I am comfortable accepting appreciation from others	What positive things can I say about the people in my group? How does it feel to receive a compliment? What is the best way to respond when you receive a compliment?

Summer 2 – Changing me		
Life Cycles in Nature	I can recognise cycles of life in nature	How do things around us change? What does change feel like? What life cycles did you see?

	I understand there are some changes that are outside my control and can recognise how I feel about this	How does change happen?
Growing from Young to Old	<p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can identify people I respect who are older than me</p>	<p>How do our faces/bodies change as we become older?</p> <p>Who do you know that is old?</p>
The Changing Me	<p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I feel proud about becoming more independent</p>	<p>What were you like as a baby?</p> <p>How are you different now?</p> <p>How will you be different when you are grown up?</p> <p>How will your life change as you grow up?</p>
Boys' and Girls' Bodies	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>	<p>Do we all like the same things?</p> <p>Are girls and boys different in the things they do?</p> <p>Can you remember the names of the body parts that make girls and boys different?</p> <p>Are the clothes girls and boys wear always different?</p> <p>Which clothes cover boys' and girls' private parts?</p>
Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	<p>What sort of touch do you like?</p> <p>How does it make you feel?</p> <p>What sort of touch do you not like?</p>

	I am confident to say what I like and don't like and can ask for help	How does that feel?
Looking Ahead	<p>I can identify what I am looking forward to when I am in Year 3</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>	<p>What are you looking forward to in Year 3?</p> <p>How do you feel about going into Year 3?</p> <p>What changes have happened?</p> <p>What changes might happen to you when you go into Year 3?</p>

## Relationship Education-Upper School

### Mental wellbeing

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### Internet safety and harms

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate

a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt.

- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

### **Healthy eating**

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay

### **Drugs, alcohol and tobacco**

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer).

### **Health and prevention**

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

**Basic first aid**

Pupils know

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

**Changing adolescent body**

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

**MJC August 2023 (updated)**

