

Year 1						
	Autumn TOPIC 1 BEING ME IN MY WORLD	Autumn TOPIC 2 CELEBRATING DIFFERENCE	Spring TOPIC 3 DREAMS AND GOALS	Spring TOPIC 4 HEALTHY ME	Summer TOPIC 5 RELATIONSHIPS	Summer TOPIC 6 CHANGING ME
Prior Knowledge	<i>DM- Personal, Social & Emotional Development (3-4 years)</i> Developing sense of membership of a community Settle to some activities for a while Select and use resources, asking for help when needed and to achieve a goal they have chosen	<i>DM- Personal, Social & Emotional Development (3-4 years)</i> Understand how others are feeling Talk about feelings 'happy'/'sad' Show more confidence in new situations Share or take turns and understanding 'your/mine' Become more outgoing with unfamiliar people	<i>DM- Personal, Social & Emotional Development (3-4 years)</i> Finding solutions to conflicts and rivalries See themselves as valuable Follow rules, understanding why they are important Develop appropriate ways of being assertive	<i>DM- Personal, Social & Emotional Development (3-4 years)</i> Becoming independent to meet own needs (brushing teeth) Personal hygiene Begin to understand how others might feel Play with other children, extending and elaborating play ideas	<i>DM- Personal, Social & Emotional Development (3-4 years)</i> Being safe in the context of setting Build constructive and respectful relationships Taking part in pretend play e.g. being mummy/daddy Negotiate conflict in play	<i>DM- Personal, Social & Emotional Development (3-4 years)</i> Understand how themselves and others are feeling Help find solutions to conflict
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	<i>Belonging Special Rights Responsibilities Learning Charter Consequences Upset Disappointed</i>	<i>Similarity/similar Same as Different Bullying Bullying behaviour Deliberate On purpose Unfair Difference Different from Included Celebration Special Unique</i>	<i>Proud, Success Achievement, Goal Treasure Learning Stepping stones Process Dreams Working together Team-work Celebrate Challenge Obstacle Overcome Feelings</i>	<i>Healthy, Unhealthy Balanced Exercise, Sleep Choices, Clean Body parts Toiletry items, e.g. toothbrush, shampoo, soap Hygienic Safe, Safety Green Cross Code Eyes, Ears Look, Listen, Wait</i>	<i>Family, Belong Different, Same Friends, Friendship Caring, Sharing Kind, Greeting Touch, Feel, Texture Like, Dislike, Qualities Help, Community Confidence, Praise Qualities, Skills Self-belief, Feelings Incredible, Proud Relationships, Special Appreciate, Feelings</i>	<i>Changes Life cycle Baby Change Life cycle Adult Grown up Male, Female Penis, Testicles Vulva, Vagina Anus</i>

<p>Key Questions</p>	<ul style="list-style-type: none"> What are my rights and responsibilities? (2&3) How are my views valued? (4) How do my choices impact consequences (5) How can I find stillness? (SM- stillness 1a/1b) How can I use breathing to calm? (WB) 	<ul style="list-style-type: none"> How am I the same as others in my class? (1) How am I different to others in my class? (2) What is bullying and who can help? (<i>Anti-Bullying</i>) How can I make friendships? (5) How am I different from my friends? (6) 	<ul style="list-style-type: none"> What are my goals? How can I reach my goal? How can others help me reach my goal? How can I face a challenge? How can I overcome obstacles? How does success feel? 	<ul style="list-style-type: none"> How can I make healthy lifestyle choices? (2) How do I keep myself clean and what are germs? (3) What are medicines? (4) How do I keep safe when crossing the road? (5) How can I keep my body amazing? Want or need? Going shopping 	<ul style="list-style-type: none"> Who is in my family? (1) What is a good friend? (2) How can I greet others? (3) Who can help me in school? (4) What makes me a good a friend? (5) What makes someone special to me? (6) 	<ul style="list-style-type: none"> What is the life cycle of humans and animals? (1) All about me- What has changed and what is the same? (2) How has my body changed since I was a baby? (3) What's the difference between boys and girls body parts? (4) How do I change every time I learn something new? (5) What changes have happened in my life? (6)
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> Discuss rights/ responsibilities Explore personal responsibilities and those of others within the classroom Explore scenarios where others themselves/ others are impacted by choices <i>SpaceMakers Stillness Breathing techniques & sensory bottle</i> Learning fire safety rules 	<ul style="list-style-type: none"> Play games identifying similarities Play spot the difference/ games to show and explore difference Anti-Bullying week activities <i>SpaceMakers Noticing</i> Identifying what makes a good friend and how others have these attributes 	<ul style="list-style-type: none"> Discussing and identifying goals, skills and attributes Breaking down a goal into smaller steps (revisit <i>SpaceMakers Noticing</i>) Discussions about how others can support and working together Use drama to understand perspectives and suggest solutions <i>Breathing techniques & sensory bottle</i> <i>SpaceMakers- Dwelling through text</i> 	<ul style="list-style-type: none"> <i>SpaceMakers Mending- feeling good about forgiveness</i> Comparing balanced diet pictures Learning about items in the home that could be dangerous Reviewing toiletries Role play feeling unwell and responses Learn road safety skills Create timeline of daily healthy activities <i>Finances- Compare wants/ needs and consider choices of spending and saving money</i> 	<ul style="list-style-type: none"> Explore different families in their peer group Share their own family tree <i>SpaceMakers Blessing 5a - Positive messages/ wishes for friends</i> Discussing different ways to greet and how they make you feel Role play greetings Understanding different roles in school and using scenarios to help decide who to ask for help <i>SpaceMakers Blessing 5b - Planting seed and thinking about growth/ shoots</i> Identifying how to make others happy 	<ul style="list-style-type: none"> Explore photos at different life stages Comparison of babies and children Learning all living things have a life cycle Looking at others as babies and discussing changes Learn about male/female body parts and accurate vocabulary for this Discuss new skills and talents since being a baby and understanding chronology Looking at changes outside of school and how that makes you feel

					<ul style="list-style-type: none"> Identifying special attributes of others Police Visit – Introduction to the Police 	
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>				Scooter training	Planting a seed and observing it grow- end of term gift	
<p>Well-being and mental health</p>	<ul style="list-style-type: none"> Using 'Calm me' tools as a life skill when stressed. 	<ul style="list-style-type: none"> Daily challenge- yoga sessions including breathing techniques Using 'Calm me' tools as a life skill when stressed. Creating decorations for different festivals and recognising religious differences 	<ul style="list-style-type: none"> Mental Health Week – Whole School Event with class-based activities Using 'Calm me' tools as a life skill when stressed. 	<ul style="list-style-type: none"> Shopping experience to coincide with financial planning Using 'Calm me' tools as a life skill when stressed. 	<ul style="list-style-type: none"> Using 'Calm me' tools as a life skill when stressed. 	<ul style="list-style-type: none"> Using 'Calm me' tools as a life skill when stressed.
<p>Key Outcomes</p> <p>To be used for assessment of learning</p>	<ul style="list-style-type: none"> Understand how they are part of a group who all have responsibilities Recognise how Use tools to self-calm Begin to recognise own feelings in different scenarios 	<ul style="list-style-type: none"> Identify and celebrate similarities and differences with peers Be able to recognise how to help others during conflict Understand the term bullying 	<ul style="list-style-type: none"> Be able to describe a time when they have set a goal and what has been done to achieve it Describe how actions now can lead to future outcomes Understand the term 'proud'/'pride' 	<ul style="list-style-type: none"> Understand difference between a want and a need Recognise dangers and how to be safe (home/road) Understand what is needed for a balanced diet (food types) Make healthy choices 	<ul style="list-style-type: none"> Explore using different ways to make myself and others feel good Understand who to ask for help 	<ul style="list-style-type: none"> Name male/female body parts using correct language Understand different parts of human life cycle Name and describe different changes in relation to chronology

Year 2												
	Autumn TOPIC 1 BEING ME IN MY WORLD		Autumn TOPIC 2 CELEBRATING DIFFERENCE		Spring TOPIC 3 DREAMS AND GOALS		Spring TOPIC 4 HEALTHY ME		Summer TOPIC 5 RELATIONSHIPS		Summer TOPIC 6 CHANGING ME	
Prior Knowledge	<i>Year 1- Autumn Term Choices & consequences</i>		<i>Year 1- Autumn Term How am I the same or different?</i>		<i>Year 1- Spring Term How can I face challenge?</i>		<i>Year 1- Spring Term Safe lifestyle choices</i>		<i>Year 1- Summer Term Greetings & friendships</i>		<i>Year 1- Summer Term Changes in life, Boys & girls</i>	
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Worries	Consequence	Similarities,	Feelings	Realistic	Learning	Healthy choices	Family,	Likes/dislikes	Growing up		Vulva,
	Hopes,	Positive,	Assumptions	Sad, Lonely	Proud	together	Lifestyle	Friends	Point of view	Old, Young	Change,	Vagina
	Fears	Negative	Shield, Special	On Purpose	Success,	Success	Motivation	Different,	Positive	Respect	Private	Anus. Public
	Belonging	Choices	Stereotypes	Stand up for	Celebrate	Partner,	Relax, Relaxation	Similarities	problem	Appearance	Touch,	Private
	Rights	Co-operate	Boys, Girls	Male,	Achievement	Teamwork	Tense	Special,	solving	Physical	Texture	Touch,
	Responsibilities	Learning	Differences	Female	Goal	Product,	Calm	Relationship	Secret,	Baby,	Cuddle, Hug	Texture
	Responsibilities	Charter	Bully, Help	Diversity,	Strengths	Group	Healthy, Unhealthy	Important	Surprise	Toddler	Squeeze	Texture
	Actions	Rights	Purpose	Fairness	Persevere	Problem-solve	Dangerous	Cooperate,	Good secret	Child,	Like, Dislike	Texture
	Praise	Rewards	Difference	Kindness,	Challenge	Dream	Medicines	Touch	Worry secret	Teenager	Comfortable	Texture
	Reward	Problem-solving	Kind, Unkind	Friends	Difficult, Easy	Goal	Safe	Physical	Telling	Adult,	Uncomfortable	Texture
				Unique, Value		Proud	Body	contact	Adult, Trust	Independence	Change	Texture
								Communication	Surprised,	Timeline,	Looking	Texture
								Like, Dislike	Happy	Responsibilities	Excited	Texture
								Acceptable	Sad,	Male,	Nervous.	Texture
								Not acceptable	Frightened	Female	Anxious	Texture
										Penis,	Testicles	Texture

<p>Key Questions</p>	<ul style="list-style-type: none"> What are my hopes and fear for this year? (1) What are my rights and responsibilities in school? (2) What happens if I don't make the right choice? (3/4) How am I feeling? How do I self-regulate? How does the learning charter me and others learn? (5/6) 	<ul style="list-style-type: none"> Why do people make assumptions about boys and girls? (1/2) Why do people bully others because they are different? (3) What is right and wrong? (4) Does being different stop us from being friends? (5) How am I different from my friends? (6) 	<ul style="list-style-type: none"> What is a realistic goal and how can I achieve it? (1) How can I continue when it is difficult? (2) Who do I work well with? (3) How can I work well as part of a group? (4/5/6) How do I feel working with others and how can I overcome barriers? How can I approach situations differently for different outcomes? 	<ul style="list-style-type: none"> What do I need to keep my body healthy? (1) What does it mean to be relaxed? (2) How do medicines work in my body? (3) Save or spend? How is a healthy body linked to a healthy mind? 	<ul style="list-style-type: none"> How can I develop my relationship within my family? (1) What physical contact is ok in a family? (2) What causes conflict with my friends? (3) Are you ready to forgive? When is it appropriate to keep a secret? (4) Who helps me, my family, my school and my community? (5/6) 	<ul style="list-style-type: none"> What happens when you grow old and how has my body changed since I was a baby? (2/3) Learn about male/female body parts and accurate vocabulary for this (4) What kind of touches do I like/ dislike? (5) What am I looking forward to next year? (6) How do I feel and does everyone else feel ok?
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> Discussing different suggestions for worries/fears and acknowledging them Understanding what responsibility means and how to be responsible Understanding rights to education and safety Reviewing rewards/sanctions in class and school Debate good/ not so good rewards and linking to behaviours SpaceMakers Noticing Learning the 5 steps of self-regulation Reviewing the learning charter 'in action' 	<ul style="list-style-type: none"> Understanding and reviewing stereotypes Understanding what it means to make an assumption- appearance/ race/gender etc Drama scenarios regarding bullying Frieze frame scenarios and asking/answering questions to resolve right/wrong situations-link to SpaceMakers Noticing Understand diversity and how people are treated unfairly Discuss differences and the impact of this 	<ul style="list-style-type: none"> Discuss types of success Consider positive feelings and choose a challenge Work within a group and work as a team to complete a challenge Discuss approaches to solving challenges Group challenge - allocating roles and reviewing success Self-regulation before and after, in response to other personalities Recognising different people respond in different ways 	<ul style="list-style-type: none"> Identify ways of keeping the body healthy Look at different types of relaxation Understand how being calm can help you learn and what it feels like in the body Discuss different situations in relation to be calm or stressed List and discuss use of different medicines Discuss medicine safety Discussion around making choices to with money Emotional awareness and self-regulation 	<ul style="list-style-type: none"> Review different types of relationships including in my family Discuss marriage as a special relationship Using touch (hands/back)- discussing likes and dislikes Discuss how children who have fallen out feel SpaceMakers Mending Recognise calm feelings and consider conflict resolution How does it feel to keep a good/ worry secret? Resolution and discussion Explore meaning of trust and when it is damaged, circle of trust and compliment 	<ul style="list-style-type: none"> Discuss visible changes Compare photos of relatives and talk about what you love about them Review items required at different ages Using appropriate vocabulary to discuss individuality Understanding of stereotyping and boy/girls activities Identifying likes/ dislikes and responses to hurtful/frightening uncomfortable touch SpaceMakers Blessing & Contemplation 5a/5b Considering achievements and looking out for others

					<ul style="list-style-type: none"> Police Visit – Introduction to the Police 	who may be nervous about what's next
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>						
<p>Well-being and mental health</p>	<ul style="list-style-type: none"> Using 'Calm me' tools as a life skill when stressed. 	<ul style="list-style-type: none"> Using 'Calm me' tools as a life skill when stressed. 	<ul style="list-style-type: none"> Mental Health Week – Whole School Event with class-based activities Using 'Calm me' tools as a life skill when stressed. Daily challenge- yoga sessions including breathing techniques 	<ul style="list-style-type: none"> Using 'Calm me' tools as a life skill when stressed. 	<ul style="list-style-type: none"> Using 'Calm me' tools as a life skill when stressed. 	<ul style="list-style-type: none"> Using 'Calm me' tools as a life skill when stressed.
<p>Key Outcomes</p> <p>To be used for assessment of learning</p>	<ul style="list-style-type: none"> To understand and describe how actions have consequences To understand what it means to self-regulate To describe ways of self-regulation that help me 	<ul style="list-style-type: none"> To describe what a stereotype is and the impact of stereotyping To suggest ways to resolve conflict To describe how to seek help if you or someone else is being bullied 	<ul style="list-style-type: none"> To describe how I respond to a difficult situation To recognise how others, respond in a difficult situation To expand the strategies used to self-regulate 	<ul style="list-style-type: none"> Identify how feeling calm feels in my body Understand and describe how different medicines are helpful Understand how to be safe around medicines Understand that it is important to keep our minds healthy as well as our bodies 	<ul style="list-style-type: none"> Understand the difference between good secrets and worry secrets Understand the term 'trust' Understand different types of relationship 	<ul style="list-style-type: none"> Describe changes in the human body as you get older Understand there are different types of comfortable and uncomfortable touch Describe ways to help myself be ready for the next change

--	--	--	--	--	--	--

Year 3						
	Autumn TOPIC 1 BEING ME IN MY WORLD	Autumn TOPIC 2 CELEBRATING DIFFERENCE	Spring TOPIC 3 DREAMS AND GOALS	Spring TOPIC 4 HEALTHY ME	Summer TOPIC 5 RELATIONSHIPS	Summer TOPIC 6 CHANGING ME
Prior Knowledge	<i>Year 2 Autumn Term Actions & consequences, self-regulation</i>	<i>Year 2 Autumn Term Understanding stereotypes</i>	<i>Year 2 Spring Term Self-regulation and setting realistic goals</i>	<i>Year 2 Spring Term Relaxation and how to keep calm, medicine safety</i>	<i>Year 2 Summer Term Good/ worry secrets Trust and physical contact</i>	<i>Year 2 Summer Term Changes in my body, Names of body parts</i>
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	<p>Welcome, Valued Achievements Proud, Pleased Personal goal Praise, Acknowledge Affirm, Choices Emotions, Feelings Nightmare, Fears Worries Solutions, Support Rights, Responsibilities Learning Charter</p> <p>Nightmare, Dream Behaviour, Rewards Consequences Actions, Fairness Co-operate Choices, Belong Challenge Group dynamics Teamwork, Viewpoint Ideal school</p>	<p>Family, Loving Caring, Safe Connected Difference, Special Conflict, Solutions Solve it together Resolve Witness, Bystander Bullying, Gay Unkind, Feelings Tell, Banter Consequences Hurtful Compliment Special Unique Difference Similarity</p>	<p>Challenge Product Teamwork Cooperation Strengths Motivated Enthusiastic Excited Efficient Responsible Finance Advertising Advertisements Spend Save Priorities</p>	<p>Healthy Drugs Attitude Safe, Anxious Scared, Strategy Advice Dangerous, Emergency Emergency Services Ambulance, Fire engine Police car Coastguard helicopter Safe, Harmful Risk Feelings Complex Appreciate Body Healthy Choice</p>	<p>Men Women Male Female Unisex Role Job Responsibilities Differences Similarities Respect Stereotype</p>	<p>Male Female Changes Birth Animals Babies Mother Growing up Baby Grow Uterus Womb Nutrients Survive Love Affection Care Change Puberty Control Breasts</p> <p>Testicles Sperm Penis Ovaries Egg Ovum/Ova Womb/Uterus Vagina Stereotypes Task Roles Challenge Change Looking forward Excited Nervous Anxious Happy</p>

<p>Key Questions</p>	<ul style="list-style-type: none"> How can I say please, sorry, thank you? Can I identify positive things about myself? (1) How can I tackle new challenges positively? (2) How do rules relate to rights and responsibilities? (3) How do my actions affect others? (4) What is the responsible choice for me to make? (5/6) 	<ul style="list-style-type: none"> Why is everyone's family different? (1) Why do families experience differences and conflicts? (2) What should I do when I witness bullying? (3/4) Do you understand your brain? Why do people use hurtful words? (5) What happens when my words affect someone's feelings? (6) 	<ul style="list-style-type: none"> How should I spend my money? How does advertising make me want to spend my money? How can I have a positive attitude? (4) What happens in my brain when I feel angry? How can I use my brain to help me when I feel angry? How can I celebrate a time when I helped myself make a better decision? 	<ul style="list-style-type: none"> What do I know about drugs? (3) How can I keep safe? (4) What makes me feel safe or unsafe? (5) Why is it important that I take care of my body? (6) Is there anything in your life that is out of balance and feels wrong? How am I grateful for my body and all that it does for me? 	<ul style="list-style-type: none"> What is mental health? (1) Spacemakers – Stilling – Muddy Jar What is grief? What are my rights and responsibilities as a friend? (link to RRS) How can I use my personal power for good? What does my body language say? How can I deal with conflict (mine and others) 	<ul style="list-style-type: none"> What changes take place in animals and humans between birth and adulthood? (1) How do babies grow in the mother's uterus? (2) How do I feel about these changes that are happening to me? (3) How do girls and boys bodies change on the inside when they grow up? (4) What is stereotyping and how might it be linked to roles within the family? (5) What am I looking forward to when I change class. (6)
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> SpaceMakers Stilling 1b Recording achievements and setting personal goals Watching/ reading videos and discussing what makes a dream/ nightmare school or worries for their class Explain the differences between dream/nightmare school Consider everyone's different viewpoints, rights and responsibilities within the class and school Consider feelings/ welcome for a new child to the class 	<ul style="list-style-type: none"> Considering and sharing photos to see who makes up a family? Review images of conflict (parent/ sibling) and discuss feelings – use the solve it together process Key features of bullying and how to help others feel better Clarifying vocabulary associated with bullying Understanding the left/ right side of the brain 	<ul style="list-style-type: none"> Decision making scenarios- understanding impact of spending money on others Understanding how/ when different decisions have to be made when spending money- needs/wants Review how advertising influences decision making and understand what 'value for money' is Working as a team to work positively together – including budgeting 	<ul style="list-style-type: none"> Gathering ideas and feelings about knowledge of drugs and correcting errors Understanding of drugs as medicines Using games to explore expressions of anxiety or fear Awareness of emergencies and the emergency services Discussing what happens when frightened and giving 	<ul style="list-style-type: none"> Considering how mental health is important and relates to physical health Taking time to explore the importance of 'noticing' by making a muddy jar Developing the skills of being a good friend through drama. Reading appropriate stories (3) Focus on the power everyone has and how 	<ul style="list-style-type: none"> Considering relationships between young and older animals and linking appropriate animals. Understanding the changes that take place in a woman's body when pregnant with a child. Labelling a body image with the external changes that take place in puberty and discussing which changes require choice and which are out of their control.

		<ul style="list-style-type: none"> Discuss harmful words and feelings – deciding on appropriate consequences (use solve it together technique) Receiving compliments Consider your role in conflict 	<ul style="list-style-type: none"> Understanding of different parts of the brain and how chemicals impact decision making Strategies to re-direct thoughts and feelings Recognising success in the change of approach 	<p>advice on next steps when feeling this way</p> <ul style="list-style-type: none"> Discussing reactions to different scenarios and the need to look after your body Infographic- keeping safe and healthy SpaceMakers Noticing 2 SpaceMakers Contemplation – Action 5b Police Visit – Protective Behaviour 	<p>not to use this for manipulation purposes</p> <ul style="list-style-type: none"> Exploring body language, voice tone and people’s actions and what they mean. 	<ul style="list-style-type: none"> Discussing the internal changes that take place to allow formation of a foetus. Completing a tick list of stereotypical roles and discussing the findings. Creating ribbon mobiles.
Eco / Outdoor Learning Opportunities <i>Where appropriate</i>						
Well-being and mental health	Using ‘Calm me’ tools as a life skill when stressed.	Using ‘Calm me’ tools as a life skill when stressed.	<p>Mental Health Week – Whole School Event with class based activities.</p> <p>Using ‘Calm me’ tools as a life skill when stressed.</p> <p>Daily challenge- yoga sessions including breathing techniques</p>	Using ‘Calm me’ tools as a life skill when stressed.	Using ‘Calm me’ tools as a life skill when stressed.	Using ‘Calm me’ tools as a life skill when stressed.
Key Outcomes <i>To be used for assessment of learning</i>	<ul style="list-style-type: none"> Be able to set a personal goal Describe positives and negatives about different situations 	<ul style="list-style-type: none"> Explain what difference and conflict means and give an example 	<ul style="list-style-type: none"> Describe thoughts and feelings when angry Use different tools to calm when feeling angry 	<ul style="list-style-type: none"> Understand difference between medicines and illegal drugs 	<ul style="list-style-type: none"> Understand the term ‘mental health’ Be able to ‘notice’ their own feelings independently 	<ul style="list-style-type: none"> Be able to describe what happens to a woman’s body when pregnant

	<ul style="list-style-type: none"> Be able to describe the impact of an action on a situation or another person's feelings 	<ul style="list-style-type: none"> Be able to suggest alternative solutions to conflict Be able to identify and describe bullying 	<ul style="list-style-type: none"> Recognise the impact of advertising on an individual Understand what a budget is 	<ul style="list-style-type: none"> Identify feelings of anxiety and use different tools to relieve this feeling Understand the different emergency services and how to contact and ask for help 	<ul style="list-style-type: none"> Be able to describe what a good friend is to them Be able to describe what qualities they have as a good friend 	<ul style="list-style-type: none"> Be able to describe the term 'puberty' and some bodily changes associated with it Begin to understand the term 'stereotype' and describe some common stereotypes
--	---	---	---	---	--	---

Year 4												
	Autumn TOPIC 1 BEING ME IN MY WORLD		Autumn TOPIC 2 CELEBRATING DIFFERENCE		Spring TOPIC 3 DREAMS AND GOALS		Spring TOPIC 4 HEALTHY ME		Summer TOPIC 5 RELATIONSHIPS		Summer TOPIC 6 CHANGING ME	
Prior Knowledge	<i>Year 3 Autumn Term</i> Different viewpoints, Achievements		<i>Year 3 Autumn Term</i> Conflict, understanding bullying		<i>Year 3 Spring Term</i> Money management, having a positive attitude		<i>Year 3 Spring Term</i> Taking care of my body, safe/unsafe feelings		<i>Year 3 Summer Term</i> Grief, Mental health, body language		<i>Year 3 Summer Term</i> Changing bodies, pregnancy	
Key Vocabulary <small>Intentional and related vocabulary to be taught throughout the unit</small>	Welcome Valued Achievement Proud Pleased Personal goal Praise Acknowledge Affirm Emotions Feelings Nightmare Fears Worries	Nightmare Dream Behaviour Rewards Consequence Actions Feelings Rights Fairness Choices Co-operate Challenge Group dynamics Team work	Family Loving Caring Safe Connected Difference Special Family Conflict Solve it together Solutions Resolve Witness Bystander Bullying Gay	Unkind Feelings Tell Banter Consequence Hurtful Solve it together Special Unique Difference Similarity	Dream Hope Goal Determination Perseverance Resilience Positive Attitudes Disappointment Fears Hurt Resilience Positive experiences Hopes Dreams Plans Cope	Goal Team work Design Cooperation Resilience Positive attitude Review Learning Strengths Success Celebrate Evaluate	Smoking Vaping Pressure Peers Guilt Advice Alcohol Liver Disease Water Safety Rivers Canals Lifebuoy Drowning Swimming Life-saving	Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression Friendships Negotiate Compromise Trust	Personal Unique Characteristics Parents Gene Sperm Egg/Ovum Penis Testicles Vagina Womb/Uterus Ovaries Making love Having sex	Menstruation Menstrual Cycle Periods Menstrual Pads Period Pants Tampons Ulva Oestrogen Fallopian Tube Fertilised Circle Seasons Change		

	<p><i>Solutions Support Rights Responsibilities Learning Charter</i></p> <p><i>Learning Charter View point Ideal school Belong</i></p>		<p><i>Help Resilience</i></p>		<p><i>Loyalty Anger Betrayal Empathy Special Love Appreciation Symbol Care</i></p>	<p><i>Sexual intercourse Fertilise Conception Feelings Responsibilities Carers Language Mannerisms Influence Puberty</i></p> <p><i>Control Looking forward Excited Nervous Anxious Happy</i></p>
<p>Key Questions</p>	<ul style="list-style-type: none"> How can I recognise my own worth and set myself goals? (1) How can I face challenges positively and ask for help when I need it? (2) Why are rules important and how do they relate to my rights and responsibilities? (3) What is the impact of my actions? (4) How can I make sure I am responsible in the choices I make? (5) What might others think about my actions? (6) 	<ul style="list-style-type: none"> How is my family different from yours? (1) What happens when families have conflict? (2) What should I do if I witness bullying? (3) How can I find the right solution? (4) What is the impact of a harmful word? (5) How have I impacted others? (6) 	<ul style="list-style-type: none"> What are my hopes and dreams? (1) What should I do when my dreams don't come true? (2) What makes me happy and positive? (3) <i>Spacemakers – Stilling -The Muddy jar -Seeing things more clearly'</i> How can I work with others to achieve my goals? (5) Can I identify my achievements? (6) 	<ul style="list-style-type: none"> How can I keep myself safe when I am out and about? Why do I need to follow guidelines near water? How can I help someone who is in distress in the water while staying safe myself? How can smoking affect me and those around me? (3) How does alcohol affect my body? (4) What are bad habits and is gambling one of them? 	<ul style="list-style-type: none"> I know what jealousy is? (1) How can I show respect for others and work as a team? (4) What is a special relationship? How do I manage loss? (2) <i>How do others manage loss?</i> How do I show appreciations for others (6) <i>link with Spacemakers 5a</i> 	<ul style="list-style-type: none"> What makes me unique? (1) What are the correct names for the male and female parts of the body needed for making a baby? (2) What responsibilities are related to parenthood? (3) How does the female body changes to have babies and why menstruation is part of this. (4) How can the circle of life can be linked to human and other life cycles. (5) What changes may take place that are out of my control.

						<ul style="list-style-type: none"> What am I looking forward to when I change class. (6)
<p>Learning Experience S</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> Set personal goals Work within a group to identify what would make a dream or nightmare school Play team games to learn to work as a team Learn about our Rights Respecting School Collate ideas about individual and group responsibilities in school Play games to find things in common with others Respond to scenarios considering our own actions Create a class charter 	<ul style="list-style-type: none"> Explore stories with families of different circumstances Identify ways in which families in the class are the same and different Identify positives about the similarities and differences Role play different family conflict resolutions Create a definition of bullying Explore examples of bullying through stories Explore feelings of being a bystander Suggest actions a bystander could take Give and receive compliments 	<ul style="list-style-type: none"> Working together to complete a task Discussion about goals and ways to achieve them. Discussions of what to do when a dream or goal is unattainable. Producing an advice tree to support each other. Strategies to re-direct thoughts and feelings Work within a group and work as a team to achieve a challenge. Developing brainstorming techniques and assigning roles to the most appropriate people. Reviewing and assessing goals in the light of achievements. 	<ul style="list-style-type: none"> Police Talk and follow up discussion about how to be safe when out & about (road safety, stranger etc) Complete water safety activity cards Attend a virtual or in person water safety workshop from the River and Canal Trust. Dramatic role play of how to help someone in distress in water- information for school newsletter Discuss why people start smoking and identify impact of smoking on the body Alcohol true/ false quiz, identify impact of alcohol on body 	<ul style="list-style-type: none"> Discuss about what Jealousy is and how to cope with feeling it and being exposed to it Understanding scenarios where it may occur. Focus on make and break it scenarios and discuss what can be done in each situation. Dramatic role play of different relationships in their present lives and relationships they may have later in life. Discussing the role grief plays in our lives and that it is normal to feel grief when we lose people through friendship changes and death. Creating virtual memory boxes. Considering the ways in which people deal with loss and that there is no 'right' way, that everyone has a different way of coping. SpaceMakers Contemplation – Action 5a 	<ul style="list-style-type: none"> Introduce genes. Look at photos of each other and parents. Develop a knowledge of the act of sex to produce a baby. Examine items found in the bag of tricks and discuss their purpose Consider the changes in nature and create a change wheel. Look at environmental changes before considering the changes they have been through in their lives. Consider the changes they need to make and create a change template based on their next steps

<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>	<ul style="list-style-type: none"> Finding stillness outside Our school environment 		<ul style="list-style-type: none"> Team games 			
<p>Well-being and mental health</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Daily challenge- yoga sessions including breathing techniques</p> <p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Mental Health Week – Whole School Event with class based activities</p> <p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p> <p>Muddy jar</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>
<p>Key Outcomes</p> <p>To be used for assessment of learning</p>	<ul style="list-style-type: none"> Make considered choices in the responses made towards conflict Set and work towards an achievable goal and Recognise the responsibilities of all pupils within the school and their impact on the school community and in the wider world 	<ul style="list-style-type: none"> Understand what a bystander is and the important role they play in reducing/ stopping bullying Develop confidence to address situations that feel wrong Ask sensible and considerate questions about others' families Recognise how different families can be celebrated 	<ul style="list-style-type: none"> Be able to utilise calming tools 'in the moment' when feeling frustrated or overwhelmed Participate in group tasks in a variety of roles to achieve an end goal Recognise your own and others' strengths within a team Be able to listen to others when they need support Provide suitable advice to others 	<ul style="list-style-type: none"> Understand and describe personal protective behaviours when out in the community Understand and describe how to stay safe around open water Describe the impact of smoking on they body Describe the impact of alcohol on the body 	<ul style="list-style-type: none"> Understand what grief is and how people may deal with loss Understand the term jealousy and suggest how to respond to the feeling Utilise different tools to respond to feeling jealous 	<ul style="list-style-type: none"> Use correct terminology to describe the male and female body Understand what menstruation is Understand how babies are created as a result of sex

Year 5										
	Autumn TOPIC 1 BEING ME IN MY WORLD	Autumn TOPIC 2 CELEBRATING DIFFERENCE	Spring TOPIC 3 DREAMS AND GOALS	Spring TOPIC 4 HEALTHY ME	Summer TOPIC 5 RELATIONSHIPS	Summer TOPIC 6 CHANGING ME				
Prior Knowledge	<i>Year 4 Autumn Term Setting goals, our responsibilities in schools</i>	<i>Year 4 Autumn Term- Confidence to stand up for what is wrong, different family circumstances</i>	<i>Year 4 Spring Term- Providing advice exploring different roles</i>	<i>Year 4 Spring Term- Water Safety, impact of smoking/ alcohol</i>	<i>Year 4 Summer Term- What is jealousy? Dealing with grief</i>	<i>Year 4 Summer Term- How a baby is made</i>				
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge Rights Responsibilities Citizen Denied Empathise Refugee Persecution Conflict Asylum Migrant Wealth Poverty	Culture Conflict Difference Similarity Belong Banter Racism Colour Race Discrimination Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving	Indirect Direct Happiness Difference Culture Similarity Continuum Developing world Celebration Artefacts Display Presentation	Dream, Hope, Goal, Feeling Achievement, Money Grown up, Adult, Lifestyle Job, Career, Profession Money Salary, Contribution Society, Dream, Hope Job Career, Goal Determination Perseverance Motivation Finance, Consumer	Options, High street Boutique, Designer Save spend ISAs debts Costs Cost of living Utilities mortgage	Choices Healthier behaviour Less healthy behaviour Informed decision Pressure Media Influence Vaping Choices Healthy behaviour Unhealthy behaviour Emergency Procedure Recovery position	Calm Level-headed Body image Media Social media Celebrity Altered Self-respect Comparison Informed decisions/ choices Pressure Debate Opinion Fact Choices Healthy lifestyle Motivation	Devices Screen time Social Off line Mental health Physical health Exploitation First Aid CPR Defibrillator Unconscious Breathing Emergency services	Self, Self-image, Body image Self-esteem, Perception Characteristics Aspects, Affirmation Puberty, Menstruation, Periods, Menstrual towels Menstrual pads Tampons, Ovary/ Ovaries Vagina, Oestrogen Vulva, Womb/Uterus Puberty, Sperm, Semen	Relationships, Conception Making love, Sexual intercourse Fallopian tube, Fertilisation Pregnancy, Embryo Umbilical cord, Contraception Fertility treatment (IVF) Teenager, Milestone Perceptions, Puberty Responsibilities, Consent Change, Hope, Manage

	<p>Citizen Privilege Deprive Cooperation Collaboration Participation</p>		<p>Purchases, Items Choice, Decision</p>			<p>Testicles/Testes, Erection Ejaculation, Wet dream Larynx, Facial hair Growth spurt, Hormones</p> <p>Cope, Opportunities Emotions, Fear, Excitement Anxious, Change Looking forward, Excited Nervous, Anxious Happy</p>
<p>Key Questions</p>	<ul style="list-style-type: none"> What are my hopes for the year ahead? (1) What does it mean to be a citizen of my country? (2) How am I responsible in year 5? (3) What choices can I make now I understand the rewards and consequences? (4) How does my behaviour impact others? (5) What is democracy and how does it benefit us all? (6) 	<ul style="list-style-type: none"> What is my culture and how do cultural differences sometimes cause conflict? (1) What is racism? (2) How do rumours become bullying? (3) What is the difference between direct and indirect bullying? (4) Does money matter? (5) How are other cultures different from my own? (6) 	<ul style="list-style-type: none"> What would I like my life to be when I grow up? (1) What makes different jobs important in my life? (2) What do I want to do when I grow up? (3) What is consumerism and how does it affect me? How does the high street compare with designer goods in my life? Why do I need to save money now and in the future? 	<ul style="list-style-type: none"> What are the health risks of smoking & alcohol (1&2) What is body image and why does it matter? (4) What makes me body confident? Why is what I eat important to how I feel about myself? (5) What is First Aid and how do I do it? Do I really recognise how amazing my body is? 	<ul style="list-style-type: none"> Do I behave the same online as offline (Twitter/TickToc/gaming)(3) How much time is too much time on devices (5) How can people online affect me? (Sexploitation – video Kent Police) How can I be a critical consumer? What is ethical spending? Wellness Curriculum – CBT Cognitive Behaviour Training (2 lessons) 	<ul style="list-style-type: none"> How does my self-image and body image link together? (1) How does a girl's body change during puberty and how can I look after myself (physically and emotionally)? (2) How do boys and girls bodies change during puberty? (3) How does sexual intercourse lead to conception? (4) What am I looking forward to about being a teenager and what responsibilities will this bring? (5) What am I looking forward to when I change class. (6)
<p>Learning Experiences</p> <p>How will children experience the learning? What will they produce?</p>	<ul style="list-style-type: none"> Identify the vision for the school and my own vision for the future Learn about the term 'refugee' Learn about war and conflict in other 	<ul style="list-style-type: none"> Find similarities between ourselves and others in the class Discuss different conflict situations Explore scenarios of conflict and resolution 	<ul style="list-style-type: none"> Considering which dreams require money and which don't through discussion. Understanding the appropriate vocabulary related to occupations and money 	<ul style="list-style-type: none"> Complete a quiz about smoking and alcohol Explore different advertising used to sell cigarettes and alcohol Review the side effects of smoking and alcohol on the human body 	<ul style="list-style-type: none"> Review different online communities and why people join them Explore the concept of hoaxes and deliberate untruths online 	<ul style="list-style-type: none"> Explore online images and photoshopped celebrity images- discuss the impact on our perceptions of these Discuss how to cope with embarrassment about

<ul style="list-style-type: none"> countries through news and stories Explore the United Nations Convention of the Rights of the Child (link to RRS) Use scenarios and games to understand responsibilities Discuss the need for rules in society Participate in team activities in different roles Respond to 'agony aunt' style situations by providing advice 	<ul style="list-style-type: none"> Explore the term 'banter' and how it feels to give and receive it Explore the term 'racism' and what it means Rank situations related to racism and discrimination and suggest responses Explore different sources of support for a child worried about bullying Explore scenarios to identify direct and indirect bullying Explore different ways of life around the world and what happiness may look like to others living there Explore a happiness continuum Create a personal culture wheel about their own cultural background Make links to different cultural approaches and bullying- discuss and explore suitable responses and expectations Discuss how to help others feel welcome in our community 	<ul style="list-style-type: none"> Consider the purpose and importance of a variety of jobs and rank them in order of importance. Research ideal jobs and find out the details of qualifications and salary. Police Visit –Rules and Laws Identifying steps to achieving an appropriate job. Exploring 'consumerism' it's meaning and how it affects lives. Clarifying where the need for designer goods comes from and comparing this to products available in the High Street. Considering the purpose of saving for future wants and needs. Developing ideas of what might need to be saved for in the short and long term. Police and Fire Brigade Talks 	<ul style="list-style-type: none"> Explore body image and discuss what it would be like to all look the same Look at altered images used for advertising and discuss the impact of these Identify how my body is strong and helps me to achieve daily Pay compliments to myself First Aid training with a qualified First Aid Trainer to include CPR and using a defibrillator Recognise the opportunity to feel the achievements of my body Focus on self-appreciation using SpaceMakers (Stilling, Noticing and Blessing) 	<ul style="list-style-type: none"> Respond to situations where others have posted untruthfully online Reflect on own representation when online- explore what is true and what is not entirely true and the impact of this Use scenarios to identify how much time is spent online Question different spending choices Discuss different ways to critique brands to buy from Learn what CBT is and begin to explore different ways to use it to manage situations 	<ul style="list-style-type: none"> talking about personal/private topics Learn about male and female internal and external genitalia through diagrams Understand the different stages of puberty for a female and male Explore different menstrual products and their uses Discuss and listen to explanations of how intercourse can lead to conception Ask questions about male/female reproduction, body parts and conception Identify what we are looking forward to in the future
--	---	---	---	--	--

<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>				<p>Bike Ability training</p>		
<p>Well-being and mental health</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Daily challenge- yoga sessions including breathing techniques</p> <p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Mental Health Week – Whole School Event with class based activities</p> <p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Wellness Curriculum – CBT Cognitive Behaviour Training</p> <p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> Understand what it means to be a citizen and to be a refugee Provide sensible advice to others in a difficult situation Recognise my own rights and responsibilities as a child and a member of the school community 	<ul style="list-style-type: none"> Understand and ask appropriate questions about different cultures Be able to identify and discuss different ways of life positively Welcome others to our school community Understand what indirect and direct bullying is Recognise different ways to seek help and support 	<ul style="list-style-type: none"> Consider appropriate goals for a future career Understand the role of the police and laws within our society Understand how others (including advertising) can impact our desire to spend money Understand how the fire bridge support our community 	<ul style="list-style-type: none"> Recognise the negative implications of smoking and alcohol on the human body Understand how advertising can influence people who smoke/ drink alcohol Understand own body image and identify achievements of own body Begin to explore how images are not always true when it comes to body image (eg advertising, online etc) 	<ul style="list-style-type: none"> Understand that your online persona is an extension of your in person persona and you are responsible for your behaviour online Recognise how to limit time online and have a healthy balance of online time Understand how you are influenced by others online and how to question what is being represented Identify control over spending choices Understand what CBNT is and begin to use some techniques to self-help 	<ul style="list-style-type: none"> Use appropriate vocabulary to describe male and female reproduction and body parts Understand how conception can be the result of intercourse Develop confidence to ask questions or resolve worries about male and female bodies Identify what I am looking forward to next

				Be complimentary about myself		
--	--	--	--	-------------------------------	--	--

Year 6												
	Autumn TOPIC 1 BEING ME IN MY WORLD		Autumn TOPIC 2 CELEBRATING DIFFERENCE		Spring TOPIC 3 DREAMS AND GOALS		Spring TOPIC 4 HEALTHY ME		Summer TOPIC 5 RELATIONSHIPS		Summer TOPIC 6 CHANGING ME	
Prior Knowledge	<i>Year 5 Autumn Term</i> United Nations Convention of Child		<i>Year 5 Autumn Term</i> Conflict resolution, support for bullying		<i>Year 5 Spring Term</i> Money and occupations		<i>Year 5 Spring Term</i> Positive self-image, body image, fuelling my body with food		<i>Year 5 Summer Term</i> Online behaviours, being critical consumers and considering spending behaviours		<i>Year 5 Summer Term</i> Puberty Conception	
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Goals Worries Fears Value Welcome Choice Ghana West Africa Cocoa plantation Cocoa pods Community Education Wants Needs Maslow	Choices Behaviour Rights Responsibilities Rewards Consequences Empathise Learning Charter Obstacles Cooperation Collaboration Legal Illegal Lawful	Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind Viewpoint Perspective Assumption Belonging Experience Equality Act	Struggle Imbalance Control Harassment Bullying Banter Bullying behaviour Direct Indirect Argument Recipient Para Olympian Achievement Accolade	Dream Hope Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic Feeling Achievement Success Criteria Learning steps	Global Issue Suffering Concern Hardship Sponsorship Suffering Hardship Empathy Motivation Admire Respect Praise Compliment Contribution Recognition	Responsibility Choice Immunisation Prevention Effects Motivation Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances 'Legal highs' Exploited	Vulnerable Criminal Gangs Strategies Reputation Anti-social behaviour Crime Mental health Emotional health Mental illness Symptoms Stress	Mental health Ashamed Stigma Stress Anxiety Support Worried Signs Warning Emotions Feelings Sadness Loss Grief Denial Despair	Power Control Authority Bullying Script Assertive Strategies Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement Communication Technology	Change Looking forward Excited Nervous Happy Opportunities Freedoms Responsibilities Puberty Pregnancy Embryo Foetus Placenta Umbilical cord	Consent Independence Identity Values Relationships Pressure Adolescent Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health Transition Secondary

	<i>Empathy</i> <i>Comparison</i> <i>Opportunities</i> <i>Education</i>	Laws Learning Charter Participation Motivation Democracy Decision Proud	<i>Rights</i> <i>Community</i> <i>Respect</i> <i>Empathy</i> <i>Power</i>	<i>Disability</i> <i>Sport</i> <i>Perseverance</i> <i>Admiration</i> <i>Stamina</i>	<i>Money</i>	<i>Triggers</i>	Guilt shock Hopelessness Anger Acceptance Bereavement Coping strategies	Power control Cyberbullying Abuse safety	<i>Labour</i> <i>Contractions</i> <i>Cervix</i> <i>Midwife</i> <i>Attraction</i> <i>Relationship</i> <i>Pressure</i> <i>Love</i> <i>Sexting</i>	<i>Looking forward</i> <i>Journey</i> <i>Worries</i> <i>Anxiety</i> <i>Hopes</i> <i>Excitement</i>
Key Questions	<ul style="list-style-type: none"> What are my goals for the year ahead? (1) What does it mean to be a global citizen? (2) How do my actions affect others locally and globally? (3) How do my choices impact others? (4) How can I contribute to a group to be most effective? (5) How is my voice heard in our school? (6) 	<ul style="list-style-type: none"> What is normal? (1) How can being different affect someone? (2) Who has the power? (3) Why do people choose to bully? (4) How can we celebrate difference? (5) How can we show empathy? (6) 	<ul style="list-style-type: none"> What are my strengths and what goals can I set for myself? (1) What are the steps I need to take to achieve my goals? (2) What problems in the world concern me and who can I discuss them with? (3) How can I make a positive difference in the world? (4) How can I accept compliments graciously? (6) How does a plant grow and flourish? (SM) 	<ul style="list-style-type: none"> How is my health my responsibility? (1) How do drugs affect my body? (2) How do people get exploited? (3) How can people online affect me? (Sexploitation – video Kent Police) Why do people join gangs (4) (Consider county lines link) How can I manage stress and support my mental health (5&6) How am I managing stress? 	<ul style="list-style-type: none"> Why is it important to take care of my mental health? (1) How can I take care of my mental health? (2) What are the different stages of grief and how are there are different types of loss that cause people to grieve (3) What markers are there so I can recognise when people are trying to gain power or control? (4) Am I able to judge whether something online is safe and helpful for me? (5) How can I use technology positively and safely to communicate with my friends and family (6) 	<ul style="list-style-type: none"> How does my self self-image/body image link together? (1) How does a girl's body change during puberty and how can I look after myself (physically and emotionally)? (2) How does a baby develop in the mother's womb? (3) How does physical attraction lead to a relationship? (4) How can I have a relationship with others yet keep my own identity? (5) What am I looking forward to when I change school. (6) 				
Learning Experiences <i>How will children experience the learning?</i> <i>What will they produce?</i>	<ul style="list-style-type: none"> Identify own biggest achievements Create spiral template of worries and hopes for the year ahead Discuss different products and their origins across the world. 	<ul style="list-style-type: none"> Identify everyone's definitions of normal and compare them Explore perception and prejudice and make links to slavery, Holocaust and bans 	<ul style="list-style-type: none"> Considering personal strengths and using them to set appropriate targets. Creating a personal totem pole (wrapping paper rolls). 	<ul style="list-style-type: none"> Use scenarios and role play to explore ways to give advice and taking responsibility for your actions Understand different categories of drugs- 	<ul style="list-style-type: none"> Understand the definition of Mental health from WHO and discuss the places where support can be provided for all ages and all issues in a safe and confidential way. 	<ul style="list-style-type: none"> Police Visit –Transition to Yr 7 (to include Knife crime and County Lines) Use scenario cards to explore the 'cost' of looking good 				

<ul style="list-style-type: none"> Respond to statements about lives of others in Ghana Recognise that not everyone lives in the same way in our or other countries Understand Maslow's hierarchy of needs- physiological, safety, love & belonging, self-esteem, self-actualisation Identify obstacles, solutions and rewards Use role play to explore scenarios when rights have been broken Make suggestions of consequences to certain behaviours within the classroom Learn about and use democracy to decide on the class charter. 	<ul style="list-style-type: none"> on gay marriage in some countries Review scenarios of what seems/ is normal to some and respond to them Learn about different communities and learn about ways of life- link to UK Equality Act Explore the feeling of power when keeping secrets- is it good or bad? Discuss and explore reputations and the ways people gain power Use scenarios to identify bullying- then develop understanding of why people may bully and ho to address this Learn about Paralympians and their challenge to overcoming disabilities to be elite athletes Identify sources of conflict in situations Reflect on our own natural reactions to situations 	<ul style="list-style-type: none"> Reviewing different global issues and the feelings they provoke. Feedback thought and ideas about global issues. Identify ways in which as an individual or a group they can support their chosen charity. Reflect on personal and peer contributions to a task. Following a modelled task in order to complete an achievement card <i>Spacemakers - Blessing – Action Planting a seed and providing the right environment for it to grow.</i> 	<ul style="list-style-type: none"> unrestricted / restricted/ prescribed/ illegal Consider why people would join gangs and what impact this may have on them- positive and negative Explore 'mental' and 'emotional' health Create an emotional well to suggest positive ways to respond to negative feelings Using scenarios, look at how adults offer support when others are feeling stressed Explore different physical and mental strategies for managing stress 	<ul style="list-style-type: none"> Explore the challenges that life can throw at them over the next few years, new schools, new friends, new relationships with adults in their lives, emotions/hormonal changes, access to inappropriate online images Use Loss and change cards to develop understanding of the challenges facing them in future life and consider how to put them into perspective. Discuss the importance of grief as a process everyone goes through at points in their lives. Drama – act out scenarios where people try to gain power and control over an individual's choices – why can this be a bad thing? Review the online safety scenarios (use the Kent Police Sexploitation video if wished) and discuss how people can use the internet to damage you mentally or financially. 	<ul style="list-style-type: none"> Explore personal images of 'beautiful people' and discuss the reality of this Use animations and diagrams to learn about puberty in male and females Understand the different stages of the growth of a baby Create a 'diamond 9' of the reasons someone might want a boyfriend/girlfriend Review different relationship scenarios relating to consent and pressures in relationships Use images to identify what is important for their real self/ ideal self Consider transition and what challenges you are looking forward to or worried about
---	---	---	---	---	--

<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>						
<p>Well-being and mental health</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Mental Health Week – Whole School Event with class based activities</p> <p>Using 'Calm me' tools as a life skill when stressed.</p> <p>Daily challenge- yoga sessions including breathing techniques</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>	<p>Using 'Calm me' tools as a life skill when stressed.</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> • Understand different rights and responsibilities • Identify different types of needs and who may have them or how they may change • Participate in democratic activities to have your say 	<ul style="list-style-type: none"> • Understand the terms prejudice and perception • Recognise how different communities live differently but everyone has a right to live happily through the Equality Act • Identify how power can change people's behaviours and the impact of this 	<ul style="list-style-type: none"> • Determine how to make a positive difference in the world • Recognise the importance of having a voice and doing what is right • Give and receive compliments 	<ul style="list-style-type: none"> • Suggest appropriate ways to take responsibility for an action • Understand what it means to be exploited and how to ask for help if you are worried this has/may happen • Identify ways that help me manage stress 	<ul style="list-style-type: none"> • Understand what mental health is and means • Understand how to manage mental health through help and independently • Recognise the stages of grief • Recognise when someone may be trying to gain control over my thoughts, feelings or actions 	<ul style="list-style-type: none"> • Understand how a baby is conceived • Recognise what a healthy relationship looks like • Determine own self-image • Express what worries you have over future transitions



The Coombes Curriculum Map: PSHE



Black- Jigsaw Curriculum

Blue- *SpaceMakers Curriculum*

Teal- Financial planning

Green- Well-Being Curriculum

Orange- Curriculum experiences