

EYFS			
		Objectives/'I know and I can' statements	Planning proposal
Living in the wider world P4C = Define RESPECT	Autumn 1: Rights and Responsibilities and staying safe	<u>Rights and responsibilities:</u> Establishing Class Rules. Discussing who we are and belonging to a class. - I am aware of the need to establish class rules - I know the rules - I can follow the rules and help others follow them - I am aware of my Right as a child and why they are important <u>Staying Safe:</u> Discuss who are the people who help us at school. - I know that teachers are there to help me. - I can approach adults and ask for help. Discuss safe and unsafe play areas: - I know where I am allowed to play - I know how to play in those areas Holding hands on the road. - I know that when I am on the road I need to hold someone's hand - I can walk safely down the road	<ul style="list-style-type: none"> - Discuss what it means to be a part of a class during PSHE. Explain their rights and come up with rules we should all follow together. Create a Class Charter, including Rights of the Child. - Discuss adults at school and why they are there. Create displays of them to have in the class. - Create rules for each area of development. Display them using pictures of the children following them. - Discuss how you walk on the road before a trip to forest school. Why is it important? Have them act out walking sensibly down the road outside.
	Autumn 2: Environment	Looking after the environment: <ul style="list-style-type: none"> - I know that we need to take care of our school environment - I can explain why we need to take care of our school environment - I can show how I take care of our school environment Discuss living things and what we can do to help them, such as plants, bugs and how our trash affects them. <ul style="list-style-type: none"> - I can say why I need to keep my environment clean for 	<ul style="list-style-type: none"> - Use P4C stimulus to show a messy environment. Ask them if they would like to have the class like that. Come up with tidy up rules. Take pictures of them tidying and taking care of books etc. - -

		<p>living things.</p> <ul style="list-style-type: none"> - I can put my trash in the right places. 	<ul style="list-style-type: none"> - Go out into the marshes and explore what lives there. Go litter picking.
Relationships P4C= Define RESILIENCE	Spring 1: Feelings and emotions: Self Awareness	<p>Recognising and naming feelings:</p> <ul style="list-style-type: none"> - I can say how I feel - I can say why I feel this way - I can try to regulate how I feel 	<ul style="list-style-type: none"> - Use daily 3 minute meditations to discuss feelings How do you feel today? Why? When do you feel a certain way? How do you change it? - Use zones of regulation (one a week) to introduce feelings.
	Spring 2: Healthy Relationships Valuing Differences	<p>Talking about family and friends</p> <ul style="list-style-type: none"> - I can name and describe my family members. - I can name the children in the class and talk about other friends. <p>Exploring different types of family</p> <ul style="list-style-type: none"> - I can say that not all families are like mine - I can talk about different kinds of family <p>Celebrating who we are</p> <ul style="list-style-type: none"> - I can describe myself - I can say what I like about myself - I can compare myself to a peer. <p>(RSE)Understanding the concept of gender as a construct. Discussing the differences and similarities between boys and girls, naming body parts including the correct name for genitalia.</p> <ul style="list-style-type: none"> - I can say if I think I am a boy or a girl - I can see that being a boy or girl does not mean I like certain things or act a certain way. - I can say if I have a penis or a vulva 	<ul style="list-style-type: none"> - Read books about families - Look at pictures of different types of families - Draw your own family - Compare your family to a peers family <ul style="list-style-type: none"> - Draw yourself - Write down what you like about yourself - Magnet hands telling each other what you see and what you are like is the same or different. <ul style="list-style-type: none"> - Have toys on the floor, ask them to hand them to a male or female. Discuss why they gave it Discuss that not all boys like cars and not all girls like dolls. Use a personal story as an example. - Discuss how they go to the toilet. What do they have? A penis or a vulva? Clarify that that is the only real difference between genders.

Health and Wellbeing P4C= Define HEALTH	Summer 1: Healthy Lifestyles Healthy food	What helps keep bodies healthy; hygiene routines. Why, how and when do we wash? - I can describe my hygiene routine - I can say why it's important to keep clean Exploring healthy foods such as fruit and vegetables - I can name fruit and vegetables - I can sort healthy and unhealthy foods - I can explain why sugar, fat and salt are unhealthy in large quantities.	- Read books about keeping healthy (clean volume) - Ask them to send pictures of their hygiene routine and make a poster - Explore what would happen if they never washed. - Read Oliver's fruit salad and Oliver's vegetables - Explore food through tasting games - Make a fruit salad
	Summer 2: Growing and changing/ Staying Safe	Discuss how likes and dislikes change through life - I can say something I used to like and don't like now/and vice versa Learn about toileting independently as we grow older and setting boundaries. - I can go to the toilet on my own - I can say why it's a private moment - I can show how to use school equipment safety.	- Make a drawing of me in nursery and write something I liked Make a drawing of me in Reception, write something different I like - Use circle time to discuss toileting and privacy - Read No mean no - Write instructions on how to use some classroom equipment.

		Objectives/I know and I can' statements	Planning proposal
Living in the wider world P4C = Define RESPECT	Autumn 1: Rights and responsibilities Road Safety	Establishing group and class rules - I can say why rules are needed - I can establish some common rules - I can follow the established rules - I know I have rights and why they are important - I can name my responsibilities to keep the rules and rights working Similarities and Differences and how we are unique - I can say what I have that is the same to my peers - I can say what I have that is different to my peers - I can say what is unique to myself Road Safety: Visibility and crossings -I can explain why it is important to use vibrant clothes and crossings	<ul style="list-style-type: none"> - Class Charter, including the rights of the child - Discuss behaviour policy - Make a portrait of a peer Then show the whole class each other's portraits and discuss how you are different and how you are unique. Extend to ways of being, family etc. - Write down something that is unique to yourself under the portrait - Read Tod Parr's "It's okay to be different", and Mem Fox's "Whoever you are" Use them to discuss ways in which we are different that cannot be seen with the eyes. Play an "I like, I have, I am bingo game", have them compare results. - Make posters to display around the school about road safety - Come in your most visible clothes during road safety day
	Autumn 2: Online Safety Environment	Online Safety: <ul style="list-style-type: none"> - I can say why the internet can be dangerous - I can say the three attitudes we need to have in order to be safer. Looking after the environment:	<ul style="list-style-type: none"> - Use Internet Legends programme highlighting ways of being online: Sharp, alert, secure, kind and brave. - Make a poster of them to display in class - Look at environmental videos online or books about garbage in the oceans and

		<ul style="list-style-type: none"> - I understand that littering is bad for the environment - I can explain what recycling is - I can show a good example of taking care of the environment (eg litter picking) 	<ul style="list-style-type: none"> - being burned. Discuss what can be done to help. - Make a poster campaigning for recycling and reducing waste.
<p>Relationships</p> <p>P4C= Define RESILIENCE</p>	<p>Spring 1:</p> <p>Feelings and emotions</p> <p>Healthy Relationships</p>	<p>Recognising feelings in self and others. How to manage them.</p> <ul style="list-style-type: none"> - I can say how I feel - I can explain what made me feel that way - I can imagine how others feel by how they look or act <p>Self regulation</p> <ul style="list-style-type: none"> - I can say what helps me calm down - I can try using the zones of regulation <p>Special people in their life.</p> <ul style="list-style-type: none"> - I can explain who are the special people in my life that I can trust. 	<ul style="list-style-type: none"> - Use the zones of regulation to identify feelings - Play games using facial expression and body language to decipher feelings. - Create a feelings chart and ask them to put their name on the chart on the way they feel. <p>https://drive.google.com/drive/folders/1wdJfVfdt4nPYzJd1Spp2AJ-uL2XT78gR</p> <ul style="list-style-type: none"> - Read when “Sophie gets angry” and “The way I feel” to discuss how those characters regulate their emotions. - Have them create a regulation box with something they need and they can access throughout the day. - Ask them to draw themselves and circles around (small in the middle and bigger in the outer parts). In each circle write or draw people that are special, starting from most in the middle and less in the outer circles. Discuss if they can trust all of them. - Discuss role of teachers or police
	<p>Spring 2:</p> <p>Healthy Relationships Valuing Differences</p>	<p>Secrets and keeping safe (Possible workshop)</p> <ul style="list-style-type: none"> - I can differentiate between good or bad secrets - I can say when I should keep a secret - I know I can find someone I trust to tell it to. 	<ul style="list-style-type: none"> - Read the “Should I keep a Secret” Book to help introduce the concept. Ask them to sort good and bad secrets

		<p>(RSE)Privacy in the toilet, setting boundaries, continuing to use the correct name for body parts, including genitalia. Who to trust and who to cuddle.</p> <ul style="list-style-type: none"> - I can explain why we need privacy in the toilet - I can say if I have a penis or a vulva - I can say who is okay to cuddle and who is not. <p>Sharing views and ideas and understanding we don't all like/believe/think the same things.</p> <ul style="list-style-type: none"> - I can explain why respect is important - I can argue with people respectfully. 	<p>Discuss what happens when you go to the toilet Do other people need to see it? Discuss that everyone goes and that we don't need to see other people do it.</p> <ul style="list-style-type: none"> - Use the trust circles to discuss who I can cuddle if I want, and who I can not. Discuss that we all should ask for permission before trying to touch/hug or kiss <ul style="list-style-type: none"> - Use P4C lessons to develop respectful active listening skills <ul style="list-style-type: none"> - use sentence starters to agree or disagree - play voting games
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<p>Health and Wellbeing</p> <p>P4C= Define HEALTH</p>	<p>Summer 1: Healthy Lifestyles</p>	<p>What does a healthy lifestyle mean?</p> <p>Healthy choices, choosing things that make you feel good. Are they always the best?</p> <ul style="list-style-type: none"> - I can describe things I can choose that are good for me <p>Healthy foods</p> <ul style="list-style-type: none"> - I can sort healthy and unhealthy foods and explain why they are that. <p>Exercise and it's role in health</p> <ul style="list-style-type: none"> - I can name some exercise I do and enjoy <p>Keeping clean</p> <ul style="list-style-type: none"> - I can say why it is important to stay clean and what do we clean daily <p>Mental health</p> <ul style="list-style-type: none"> - I explain what mental health means and give an example of how to maintain it 	<ul style="list-style-type: none"> - Create an A3 paper where they will draw themselves in the middle and around them, as you expand this topic, everything they need in their lives in order to be healthy. - Try out different exercises - Sorting healthy and unhealthy food - create a healthy lunch bag (on paper or modelling clay, etc) - try different foods, make a fruit kebab (link it to d&t) - do a week of daily meditations - Have them act out their hygiene and take photos
	<p>Summer 2: <u>Growing and Changing:</u></p> <p><u>Staying Safe:</u></p>	<p>Recognising what they are good at; setting goals to improve something they want to do better</p> <ul style="list-style-type: none"> - I can say what I am good at - I recognise some,thing I would like to do even better <p>Change and loss and how it feels</p> <ul style="list-style-type: none"> - I can discuss how change is and how makes me feel - I can explain what loss is and how it makes me feel 	<ul style="list-style-type: none"> - Two stars and a wish with a large picture of themselves as a character they choose - Read books about change and loss, have a circle time discussion about it - use colours to express what loss or change feel like

		Keeping safe around household products; how to ask for help if you are worried. <ul style="list-style-type: none"> - I can sort safe and unsafe products from home - I can say who helps me when I need help 	<ul style="list-style-type: none"> - Have pictures of product you might find around the home and have them sort them - Discuss who helps them during circle time
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Year 2			
		Objectives/'I can' statements	Planning proposal
Autumn Living in the wider world P4C = Define RESPECT	Autumn 1: Rights and responsibilities Road Safety	<ul style="list-style-type: none"> - I can understand why we need rules, come up with rules and follow them. - I understand why I need to respect everyone's needs. - I understand that I live in a community and who works in it. <p>I understand what an emergency is.</p> <ul style="list-style-type: none"> - I can tell what people I can seek help from in an emergency. - I know what to do in case of a fire. 	<p>Discuss and create class charter using the Rights and Responsibility. Look through and discuss the importance of Berger policies (as much as possible)</p> <p>Create agreed posters for all areas, stating the rules that need to be followed. (You can use photography and crafts)</p> <p>Make badges for monitors, discuss their responsibilities.</p> <p>Create pamphlets on different kinds of emergencies, that explain how to stay safe.</p> <p>Role play situations, dress up as community helpers. Act out a fire drill.</p>

	<p>Autumn 2: Online Safety</p> <p>Environment</p>	<ul style="list-style-type: none"> - I can name the "Internet Legends" skills I need to stay safe online. - I can explain why I need to stay brave and what that means. - I know how to share concerns. - I know that some plants grow locally and I can name some. - I understand how I could grow a vegetable patch and what plants need to grow. - I understand that some people make money by growing plants - I understand it costs money to grow and maintain plants. 	<p>Use the internet Legends scheme to go through all the skills. Make the logos for each and play the games online.</p> <p>Use circle time to discuss bravery online and what to do if I have a concern. Who do I tell? How do I report? Do a game of scenarios, using a cross and a tick for example for them to tell you what is acceptable and what is not.</p> <p>Go around the school grounds and search for local plants? Go to a shop?</p> <p>Visit growing communities hackney patch?</p> <p>Design your own patch on paper. Add prices to the plants you would sell. Act out a market</p>
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<p>Spring Relationships</p> <p>P4C= Define RESILIENCE</p>	<p>Spring 1: Feelings and emotions</p> <p>Healthy Relationships</p>	<p>Defining and recognizing what intrinsic motivation is.</p> <ul style="list-style-type: none"> - I can say what motivates me - I can set small goals that keep me feeling motivated - I can compare those with external motivations - I can understand that feelings - I can be hurt, just like bodies. - I can express what hurts my feelings. - I can explain how my behaviour can affect other's feelings and bodies. - I understand sometimes touch can be inappropriate - I can describe appropriate and inappropriate touch. - I can say what I should do if something makes me uncomfortable. 	<p>Brainstorm what motivation is, compare intrinsic to external. Discuss external rewards vs internal rewards. Discuss what makes them happy. Is it something they do every day or is it the big things? Discuss how small things are key in order to live a full life. Anonymously set small goals for yourself and put them in a capsule to be opened at the end of the term/year.</p> <p>Circle time</p> <p>-Workshop on inappropriate touch from Young Hackney -Read this is my body and no means no. -Discuss who they can go to for help.</p>
	<p>Spring 2: Healthy Relationships Valuing Differences</p>	<ul style="list-style-type: none"> - I can say what bullying is and why it is not accepted - I can say who I can report bullying - I can say how teasing can end up as bullying and how to prevent it. - I can say how families can be different - I recognise similarities and differences in people and 	<p>Circle time on bullying. Read books about bullying (check PSHE box)</p> <p>Create anti bullying campaign campaigns, discuss school protocols. Create a box where they can write down their concerns anonymously.</p> <p>Make family trees, share, compare Look at different types of families in story books....</p> <p>Discuss what they love about their family and how we need to be mindful of other people's experiences.</p>

		families, including race, values and beliefs. - I can say why we need to value these differences.	
Summer Health and Wellbeing P4C= Define HEALTH	Summer 1: Healthy Lifestyles	What do you need to be healthy? - I can name the different area of life that contribute to my health: - Physical, mental and emotional health. - I can list what I can do to maintain them.	Circle times about different types of health Make a poster with a picture of me in the middle, and draw all the things I need (personally) to be healthy around it. eg... I need sport (I draw myself roller skating) I need friends (I draw my friends... etc)
	Summer 2: Growing and Changing: Staying Safe:	- I understand that I have strengths and weaknesses. - I can list some of them (RSE)Correct names for body parts including genitalia. - I can name my body parts including my genitalia Keeping safe in different situations - I how to ask for help if I am worried - I understand and follow privacy in different contexts.	Circle time or pairs discussing strengths and weaknesses Have giant outlines of human bodies, and labels for them to put on them. Discuss why I need privacy Discuss what to do if I am worried about something.

	Year 3	
	Objectives/'I can' statements	Planning proposal

Autumn Living in the wider world P4C = Define RESPECT	Autumn 1: Rights and responsibilities Road Safety	Rights and responsibilities: - I can explain some of my rights and responsibilities. <u>Road Safety:</u> - I know there is a maximum speed on the road. - I can explain why - I know why traffic lights are there and how to use them.	Discuss mental, physical and emotional health and wellbeing while creating a cohesive class charter based on these discussions. Make drawings of each right and responsibility. Go outside and look at road speed signs and models using traffic lights. Play traffic light games such as moving at the speed of green amber and red...etc Create speed signs for the school.
	Autumn 2: Online Safety Environment and money	- I know the rules and principles of keeping safe online. - I can recognise risks - I know why I need online time and boundaries. - I can say what environmental awareness is. - I can name some environmental campaigns. - I know what Non Profit Orgs are. - I know that I can implement changes. Eg Recycling	- use internet legends and focus on AWARE.. - create a graph of their online time, discuss what they do during that time and what else they could be doing. - Look into environmental campaigns and documentaries. Have them choose some in groups and research on it. - Allow them to create their own campaign and show in class. - What Non Profit org would they create? - Discuss what environmental issue they would like to work on as a group and create something that helps them to it (eg, proper colour sorted recycling bins, paperless, etc)
Spring Relationships P4C= Define	Spring 1: Feelings and emotions	Focus on Empathy - I can define empathy - I can explain how I can show empathy - I can recognise feelings in	Look at a snippet of Inside out, when they understand empathy. Discuss what it means Think of moments where they would have liked some empathy. Act out a feeling for a friend, see if you can label it and how you would respond.

RESILIENCE	Healthy Relationships	<p>others and respond to how others are feeling.</p> <ul style="list-style-type: none"> - I can describe a positive healthy relationship - I can explain what I value about my friendships - I can explain how I can make and maintain friendships. 	<p>Make a picture of your positive relationships Write a poem about friendship</p>
	<p>Spring 2: Healthy Relationships</p> <p>Valuing Differences</p>	<ul style="list-style-type: none"> - I can value what makes me different. - I understand it makes me who I am. - (RSE)I can define diversity, including race, sexual orientation and gender. - (RSE)I can use the correct vocabulary for body parts, including the correct name for genitalia . 	<p>Team building activities Circle times</p> <p>Use Berger Together Anthem to discuss how the things that make me different are also the ones that make me special.</p> <p>Read story books such as Julian is a mermaid, Mr Big, Wonder, Giraffes can't dance etc.</p> <p>Workshop on Diversity and Gender and homophobic bullying</p>
<p>Summer Health and Wellbeing P4C= Define HEALTH</p>	Summer 1: Healthy Lifestyles	<ul style="list-style-type: none"> - I can say what makes a balanced diet - I can choose healthy foods - I know what might make me make unhealthy or healthy choices. 	<ul style="list-style-type: none"> - Create a healthy menu for a week - Go to the shop to buy things for a healthy meal and prepare it - Discuss what habits and influences might lead to unhealthy or healthy choices.
	Summer 2: Growing and Changing:	<ul style="list-style-type: none"> - I can explain the human life cycle. - I know that tastes change as we grow. - I can talk about how to handle loss and change. 	<ul style="list-style-type: none"> - Create a human life cycle poster - Make a then and know poem/song about likes and dislikes - Discuss about losses and change they know about. <p>- Discuss school rules and make posters for them to hang around the school</p>

	Staying Safe:	<ul style="list-style-type: none"> - I know the school's rules on health and safety; - I know what basic emergency aid is - I know who the people are who help me stay safe. 	<ul style="list-style-type: none"> - Look at videos of basic emergency aid. Talk to a doctor/nurse/fireman/policeman/paramedic
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Year 4			
		Objectives/'I can' statements	Planning proposal
Autumn	Autumn 1:		
Living in the wider world	Rights and responsibilities	<ul style="list-style-type: none"> - I know my rights and responsibilities - I understand and value respect - I can describe what makes the UK diverse.. - I know that diversity can cause tensions. - I know about some ways that I can deal with these tensions. 	Go through Unicef Rights and Responsibilities of the Child. Focus on the ones they think are pertinent to education. Create a Class Charter together. Discuss and define Respect and diversity, act out scenarios, create songs, sketches and come up with solutions to tensions using respect.
P4C = Define RESPECT	Road Safety	<ul style="list-style-type: none"> - I know how to stay safe on the road. I understand pedestrian crossing signs and their role in traffic. 	Go on walks and safely use crossings. Create a poster about Zebra lines and act it out on the playground...

	<p>Autumn 2: Online Safety</p> <p>Environment</p>	<ul style="list-style-type: none"> - I know the rules and principles of keeping safe online. - I can recognise risks. - I can define and report harmful content and contact. <ul style="list-style-type: none"> - I can describe ways to tackle environmental problems - I can explain global warming/climate change and its reasons and what can be done to help. - I can name some issues I can change as an individual. 	<p>Use Internet Legends to go through how to remain safe online. Focus on recognising risks and harmful content and how to report it.</p> <p>Here are some ideas: ://drive.google.com/drive/folders/1wdJfVFdt4nPYzJd1Spp2AJ-uL2XT78gR</p>
<p>Spring</p> <p>Relationships</p> <p>P4C= Define RESILIENCE</p>	<p>Spring 1: Feelings and emotions</p>	<p>Defining Resilience and how it impacts wellbeing</p> <p>Keeping something confidential or secret:</p> <ul style="list-style-type: none"> - I understand not every secret should be kept. - I can define what a dangerous secret might be. - I can explain when I need to break confidence and who to seek for help. 	<p>Read Some Secrets Should Never be Kept/ Do You Have a Secret? (In PSHE book box) Discuss</p> <p>Check out this useful resource https://irp-cdn.multiscreensite.com/e283d752/files/uploaded/uk.year4.fiam.less.I5.pdf</p>

	Healthy Relationships	<p>Recognise and manage dares:</p> <ul style="list-style-type: none"> - I can describe that a dare can sometimes be dangerous. - I can describe how I could ask for help. 	
	<p>Spring 2: Healthy Relationships Valuing Differences</p>	<p><u>Healthy Relationships:</u></p> <ul style="list-style-type: none"> - I understand the importance of standing up to bullying (in person and online) I understand peer pressure and how to seek help. <p><u>Valuing Differences:</u></p> <p>I can listen and respond effectively to people sharing their points of view.</p>	<p>Give them all dispute scenarios to act out in groups. See how they solve it, then ask the whole class if they think there are other ways to solve it.</p> <p>Use P4C lessons to debate opinions, then switch and argue for the other side. For example: One side debates pro drinking coke at lunch, the other against, then swap at a random point.</p>
<p>Summer</p> <p>Health and Wellbeing</p> <p>P4C= Define HEALTH</p>	Summer 1: Healthy Lifestyles	<ul style="list-style-type: none"> - I can describe what makes a balanced lifestyle. - I can explain how the choices I make influence my health. - I can identify and understand the use of drugs common to everyday life (including prescribed drugs). - I can name some everyday drugs. (paracetamol, antihistamine, caffeine, cigarettes, alcohol, etc.). - I can explain what they are used for. - I can explain when it is safe to take them. 	<p>Ask them to define health: Make an art piece/poster</p> <p>Make a health profile (eg Facebook)</p> <p>Check out ideas here:</p> <p>https://drive.google.com/drive/folders/1wdJfVfdt4nPYzJd1Spp2AJ-uL2XT78gR</p> <p>Create a hygiene timetable.</p> <p>Design a germ themed comic</p>

	<p>Summer 2: Growing and Changing:</p>	<p>(RSE)Changes at puberty.</p> <ul style="list-style-type: none"> - I can tell how bodies begin to change at puberty. - I can explain what emotional changes this might cause. - I can use the correct vocabulary for genitalia. - I can explain what other changes might happen in life and how they might affect me. 	<p>Workshop on puberty</p>
	<p>Staying Safe:</p>	<ul style="list-style-type: none"> - I can explain how comparing myself to others (off and online) may lead to wellbeing issues. 	<p>Write a play/poem/song/essay about a significant change in life.</p> <p>Go for a walk around Hackney pinpointing services that are there to help.</p>

Year 5			
		Objectives/'I can' statements	Planning proposal
<p>Autumn</p> <p>Living in the wider world</p> <p>P4C = Define RESPECT</p>	<p>Autumn 1:</p> <p>Rights and responsibilities</p> <p>Road Safety</p>	<p>Introduce human rights and rights of the child. Diversity and British law.</p> <ul style="list-style-type: none"> - I can name my rights - I can explain diversity and its role in British law. - I can explain how respect is a key player in living in a diverse society. - I can describe what a community is. 	<p>Create a class charter</p> <p>Make an art piece about respect, british law and diversity. check this out:</p> <p>https://drive.google.com/drive/folders/1wdJfVFdt4nPYzJd1Spp2AJ-uL2XT78gR</p> <p>https://drive.google.com/drive/folders/1wdJfVFdt4nPYzJd1Spp2AJ-uL2XT78gR</p> <p>https://drive.google.com/drive/folders/1wdJfVFdt4nPYzJd1Spp2AJ-uL2XT78gR</p> <p>https://drive.google.com/drive/folders/1wdJfVFdt4nPYzJd1Spp2AJ-uL2XT78gR</p> <p>https://drive.google.com/drive/folders/1wdJfVFdt4nPYzJd1Spp2AJ-uL2XT78gR</p>

		<ul style="list-style-type: none"> - I can name groups that support communities. 	
	<p>Autumn 2: Online Safety</p> <p>Environment</p>	<p>Recognising harmful behaviours and contents (online) and how to report them.</p> <ul style="list-style-type: none"> - I can define online information and data. - I can describe how information is shared online(including sharing images, mobile phone safety. Productive use of technology) . <p>Environmental issues:</p> <ul style="list-style-type: none"> - I know that environmental issues can be tackled. 	<p>Use Internet legends and focus on ALERT and KIND. Workshop available</p> <p>Design a campaign to tackle an environmental issue. Link to enterprise and link to NGO. Check this out: https://drive.google.com/drive/folders/1wdJfVfdt4nPYzJd1Spp2AJ-uL2XT78gR https://drive.google.com/drive/folders/1wdJfVfdt4nPYzJd1Spp2AJ-uL2XT78gR</p>
<p>Spring</p> <p>Relationships</p> <p>P4C= Define RESILIENCE</p>	<p>Spring 1: Feelings and emotions</p>	<p>Recap Emotional intelligence areas:</p> <ul style="list-style-type: none"> - I can explain and define: <p>Self Awareness Self Regulation Motivation Empathy Social Skills</p>	<p>This might be helpful: https://www.verywellmind.com/what-is-emotional-intelligence-2795423 Play “dictionary”, bingo or trivial pursuit with the definitions?</p> <p>Write a class poem about resilience</p> <p>Acting out scenarios.</p> <p>Writing stories</p>

	<p>Spring 2: Healthy Relationships#</p> <p>Valuing Differences</p>	<ul style="list-style-type: none"> - I can work collaboratively - I can negotiate to find a compromise - I can give feedback in a positive way. - I can listen to others. - I can raise concerns - I know how I can challenge negative behaviours. - I can define gender. - I understand gender as a social construct. - I know that sexual orientation is a personal right. 	<p>Team building activities P4C games on yes no what if Use P4C prompts to give feedback.</p> <p>Use “Love has no borders” as a prompt? Workshop available</p>
<p>Summer</p> <p>Health and Wellbeing</p> <p>P4C= Define HEALTH</p>	<p>Summer 1: Healthy Lifestyles</p>	<ul style="list-style-type: none"> - I can define the zones of regulation. - I can name what strategies I find useful to calm down. <p>Mindfulness and finding inner peace:</p> <ul style="list-style-type: none"> - I can recognise and manage intense feelings in different ways. - I can try art therapy (music, painting, dance). 	<p>Come up with logos for the zones and picture cards for their calming strategies, play matching games with them. Create a board game that includes the steps to take in order to reach a certain zone (like snakes and ladders) or a chatterbox.</p> <p>Try out meditation. Try out art therapy with different mediums. Make a class sand tray.</p>
	<p>Summer 2: Growing and Changing:</p>	<ul style="list-style-type: none"> - I can recognise and name my strengths - I can recognise and name my weaknesses - I can set aspirations. <p><u>(RSE)Growing and Changing: (NOT</u></p>	<p>Write anagrams Make a model of my strengths. Write an essay about how your weakness is also valuable to you.</p>

	Staying Safe:	<u>OPTIONAL)</u> <ul style="list-style-type: none"> - I can describe gender as a construct - I can explain what homophobia is and its relationship to bullying. - I am aware of some emotional changes that happen during puberty and how these might impact the way we are around others. 	Gender and Homophobic Bullying workshop
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Year 6			
		Objectives/'I can' statements	Planning proposal
Autumn	Autumn 1:	<ul style="list-style-type: none"> - I can explain why we need laws and who makes them - I can explain how laws are reinforced. - I know not everything said in the media is accurate. - I can describe perspective and different ways of seeing culture. 	Maybe this is useful: https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-british-values-the-rule-of-law/zc2bsk7 Use P4C lessons to challenge ideas, make a fake news bulletin Maybe this can help
Living in the wider world	Rights and responsibilities	Road Safety	
P4C = Define RESPECT	Road Safety	Discuss things we need to be aware of when walking and riding a bicycle.	

	<p>Autumn 2: Online Safety</p> <p>Environment</p>	<ul style="list-style-type: none"> - I can describe how social media might act as peer pressure - I can explain how social media influences behaviour - I know about strategies to cope with social media influence - I can explain how images in the media are not always reality and how this can affect us. - I can explain how our choices as consumers impact on world wide economic and sociopolitical systems. 	<p>https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/peer-pressure/back-me-up</p> <p>Discuss how media and peer pressure may influence our behaviour. Discuss strategies to avoid and deal with these. Focus on social media. Use elements of "The social dilemma (available on Netflix) and BBC articles on trolling https://www.bbc.co.uk/news/uk-54421632". (Use Red Card module one step 10)</p> <p>(Use Greta Thunberg as stimulus) Create debate teams and generate ideas to change your local areas behaviours.</p>
<p>Spring</p> <p>Relationships</p> <p>P4C= Define RESILIENCE</p>	<p>Spring 1: Feelings and emotions</p> <p>Healthy Relationships</p>	<ul style="list-style-type: none"> - I can describe what mental health is and what I need in order to achieve it. - I can explain how to foster emotional intelligence. - I can define attachment - I can list positive relationships - I can list negative relationships. - I know that there are legal binding contracts between people, such as marriage. - I can explain what forced marriage is. - I know in the UK every person has the right to choose to marry. 	<p>What is mental health?</p> <p>Come up with slogans on fostering emotional intelligence/Make advertising campaigns on mental health.</p> <p>Circle time discussing relationships including marriage. Discuss what happens if someone asks you to do something you don't feel comfortable with. How they can talk to someone.</p>

	Spring 2: Healthy Relationships		
	Valuing Differences		
Summer Health and Wellbeing P4C= Define HEALTH	Summer 1: Healthy Lifestyles	<ul style="list-style-type: none"> - I can define what a stereotype is. - I know how to challenge stereotypes, discrimination and bullying towards race, gender identity and sexual orientation. - I understand we don't all live the same way. - I can describe what I love about myself - I can name risks and effects of drugs. - I understand that there is a difference between licit and illicit drugs. - I can explain that the use and possession of some drugs is punishable by law. - I can explain how some are linked to negative attachment. - I know about basic CPR 	<p>Check this out for ideas (workshop available)</p> <p>https://drive.google.com/drive/folders/1wdJfVfdt4nPYzJd1Spp2AJ-uL2XT78gR</p> <p>CPR Workshok?</p>

	<p>Summer 2: Growing and Changing:</p> <p>Staying Safe:</p>	<p>(RSE)Puberty:</p> <ul style="list-style-type: none"> - I can define human reproduction. - I can define sexual intercourse. - I can define menstruation and the role it plays in reproduction. - I can name body parts including the correct name for genitalia. - I understand the negative impact of belonging to some groups (eg. gangs). - I know I am entitled to resist pressures and the right to protect my body. - I know FGM is a criminal offense. - I can name who is legally responsible for my health and safety. - I can name who I can seek for help and advice. 	<p>Workshop</p> <p>Introducing the idea that certain relationships will lead to human reproduction through sexual intercourse and the part that menstruation plays in it.</p> <p>Circle times</p> <p>Influences on behaviour and belonging to groups (eg gangs). Resisting pressure and the right to protect our bodies (including FGM), continue using correct vocabulary for body parts.</p> <p>Workshop available</p> <p>Who is responsible for their health and safety? How to ask for help and advice.</p>
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