

PSHE **2025-2026**

PSHE is arguably one of the most important lessons we teach at Linden Road. Our curriculum intends to support pupils on their journey through life and provide them with the skills, knowledge and experiences to help them through the challenges of modern society. We intend to give our children the tools to make their own informed opinions, choices and decisions and help them to develop their own set of values that they will take with them through life. **Alongside this, oracy is embedded throughout our PSHE curriculum to ensure children can express themselves confidently, listen actively and communicate their thoughts, feelings and beliefs with clarity and respect.**

Ultimately, staff and parents want the children to be happy and we understand that many factors can influence a child’s emotional well-being. Our curriculum has a strong focus on mental health and well-being, self-esteem, feelings, identity and belonging to support children with their understanding and management of emotions. **Oracy plays a vital role in this, giving children the language and confidence to articulate their emotions and seek support when needed.**

Our curriculum also supports children to develop their understanding and tolerance of others - hoping to encourage pupils to be respectful, considerate, empathic and understanding of people’s differences. Our aim is that children are brave and empowered individuals who celebrate individuality and are confident to be themselves. **Developing strong oracy skills enables children to listen to others’ viewpoints, debate respectfully and appreciate diverse perspectives.**

Throughout all of our PSHE themes there is an overriding emphasis on tolerance and respect - our aim is that children and staff have mutual respect for each other. We advocate kindness and celebrate this throughout school, praising children for acts of kindness and for being supportive to others. **Through structured conversations, discussion circles and dialogic teaching, oracy supports these values by encouraging children to communicate kindly and respectfully.**

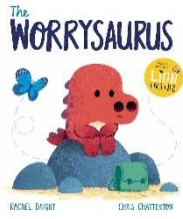
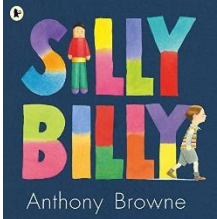

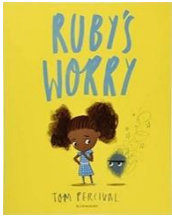
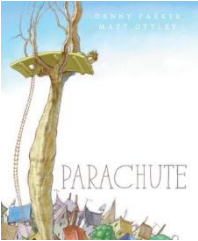
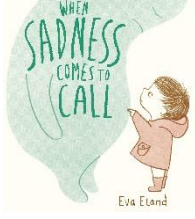
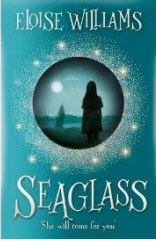
Safety is paramount and our curriculum covers many aspects that aim to keep children safe. Themes such as Respect and Privacy and Family cover complex and sensitive content, which aim to educate children on forms of abuse and where they can find support networks if they are worried about anything in relation to this. Online safety is a growing concern that our curriculum aims to tackle, supporting children to keep safe online as well as in the real world. **Oracy supports this by equipping children with the vocabulary, confidence and communication skills needed to speak out, seek help and express concerns.**

Many of our themes within our PSHE curriculum at Linden Road are taught within the context of a fiction book. These books are used as a stimulus to start conversations in the classroom. Children empathise with the characters in the books to talk about their own experiences in a safe environment. Whilst the fiction books provide a starting point for our learning, it is vital that our children are able to apply this to real life so we ensure that we make explicit links to real life contexts to support children in their development. **Oracy further enriches this approach by encouraging meaningful dialogue, reflective talk and discussion that deepens understanding and builds confidence in expressing personal viewpoints.**

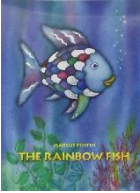
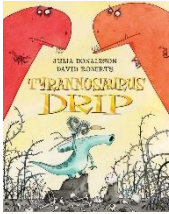
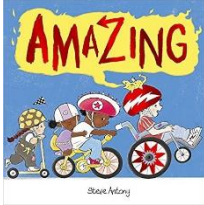
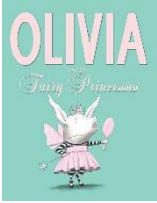
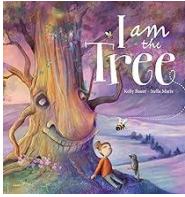
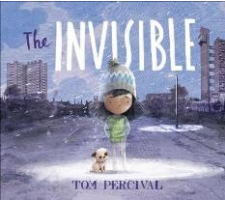
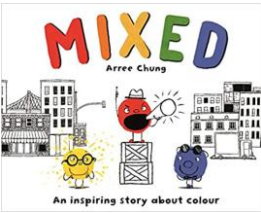
Staff, parents and the safeguarding team at Linden Road work closely together to support children in every aspect of their lives and we hope that our bespoke programme of study helps us to achieve this. **By integrating oracy throughout our PSHE curriculum, we aim to ensure every child has not only the knowledge and values they need, but also the voice to confidently navigate and contribute positively to the world around them.**

<u>Our Key Themes</u>						
Mental health and wellbeing Self Esteem	Identity and Belonging	Tolerance and Respect	Friendships	Kindness and Anti-bullying	Gender	Feelings
Family	Safety	Respect and Privacy	British Values	Loss	Being healthy	Growing up

EYFS			
	3-4	Reception	ELG
<u>Communication and Language</u>	Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.	Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
			Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
<u>Personal, Social and Emotional Development</u>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian	Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
			Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
			Building Relationships Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others’ needs.
<u>Physical Development</u>	Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.
<u>Understanding the World.</u>	Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about members of their immediate family and community. • Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.	Past and Present Talk about the lives of people around them and their roles in society

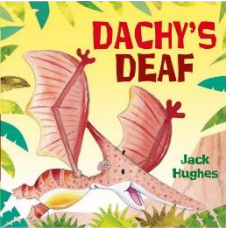

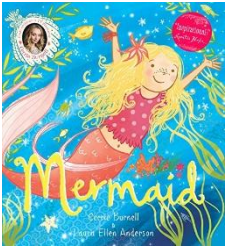
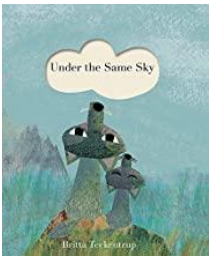
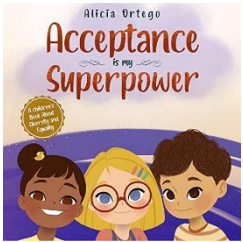
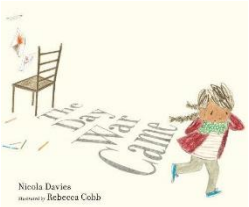

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Mental Health and Wellbeing</u> Date: WC 8/9 and 15/9						
 <p>The Worrysaurus</p> <p>By Rachel Bright and Chris Chatterton</p>	 <p>Silly Billy</p> <p>By Anthony Browne</p>	 <p>The Huge Bag of Worries</p> <p>By Virginia Ironside</p>	 <p>Ruby's Worry</p> <p>By Tom Percival</p>	 <p>The Parachute</p> <p>By Danny Parker and Matt Ottley</p>	 <p>When Sadness Comes to Call</p> <p>By Eva Eland</p>	 <p>Seaglass</p> <p>By Eloise Williams</p>
EYFS Discussion question: What should you do if you feel worried or sad? <ul style="list-style-type: none"> • Tell a grown-up straight away • Keep it to yourself • Calm yourself by playing or drawing • Help a friend who looks sad 	Year 1 Discussion question: What helps when you feel worried? <ul style="list-style-type: none"> • Talking to an adult • Exercise or movement • Keeping worries inside • Helping someone else 	Year 2 Discussion question: Is it okay to feel worried sometimes? <ul style="list-style-type: none"> • Yes, everyone worries • No, we should always be happy • It's okay if we talk about it • Only adults worry 	Year 3 Discussion question: What should you do if worries feel too big? <ul style="list-style-type: none"> • Talk to someone you trust • Write or draw your feelings • Ignore them • Help a friend instead 	Year 4 Discussion question: How can lifestyle choices affect mental health? <ul style="list-style-type: none"> • Exercise helps our mood • Healthy eating gives us energy • Sleep doesn't matter • Screen time has no effect 	Year 5 Discussion question: Why is it important to talk about mental health? <ul style="list-style-type: none"> • It helps us get support • It reduces loneliness • It shows weakness • Everyone experiences it • 	Year 6 Discussion question: Is mental health as important as physical health? <ul style="list-style-type: none"> • Yes, they are equally important • Physical health matters more • Mental health only matters sometimes • Mental health improves with support

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Mental Health and Wellbeing</u> Date: WC 8/9 and 15/9						
<p>Pupils will recognise a feeling when they are worried.</p> <p>8</p> <p>Pupils will be able to label they are sad.</p> <p>Pupils will seek an adult when they are feeling sad.</p> <p>Pupils know that you need to eat healthy food and exercise to be healthy</p>	<p>Pupils will recognise that a feeling can be a result of a worry.</p> <p>Pupils will be able to articulate that they are worried and label how it makes them feel.</p> <p>Pupils will seek an adult when they are feeling sad and speak to the adult about how they feel.</p> <p>Pupils will identify that exercise makes them feel happy.</p>	<p>Pupils will know that they are feeling worried.</p> <p>Pupils will be able to recognise a range of feelings that come with feeling worried.</p> <p>Pupils will discuss with an adult how they are feeling and start to develop strategies they can do to help them.</p> <p>Pupils will notice others feelings and worries.</p> <p>Pupils know that exercise helps us to feel positive and better.</p> <p>Pupils will identify that eating well gives you energy and allows you to be active which gives feelings of joy.</p>	<p>Pupils will recognise a worry and know that big feelings can come from this worry.</p> <p>Pupils will recognise that feelings can be complex and mixed.</p> <p>Pupils know different ways to discuss their worries and can suggest a way that suites them, verbal, written or art form.</p> <p>Pupils will help their peers when they recognise they have big feelings and can support peers in talking about these</p> <p>Pupils will help their peers when they recognise they have big feelings.</p> <p>Pupils know that exercise helps us to feel positive and better.</p> <p>Pupils will identify that eating well gives you energy and allows you to be active which gives feelings of joy.</p> <p>Pupils will link healthy eating with exercise.</p> <p>Pupils know what constitutes a healthy diet (including understanding calories and other nutritional content)</p>	<p>Pupils will recognise a worry and know that big feelings can come from this worry.</p> <p>Pupils can explain some of these feelings and recognise that feelings can be complex and mixed.</p> <p>Pupils know different ways to discuss their worries and can suggest a way that suites them, verbal, written or art form.</p> <p>Pupils will help their peers when they recognise they have big feelings and can support peers in talking about these</p> <p>Pupils know the characteristics and mental and physical benefits of an active lifestyle</p> <p>Pupils know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>Pupils know the risks associated with an inactive lifestyle (including obesity)</p> <p>Pupils know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Pupils know that for most people the internet is an integral part of life and has many benefits</p> <p>Pupils know why social media, some computer games and online gaming, for example, are age restricted</p> <p>Pupils know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>Pupils know where and how to report concerns and get support with issues online</p>	<p>Pupils know that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Pupils know how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Pupils know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>Pupils know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</p> <p>Pupils know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Pupils know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Pupils know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Pupils know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>Pupils know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>Pupils know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>Pupils will know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	<p>Pupils will recognise their worries and know that it is normal to worry</p> <p>Pupils have strategies to cope with their worries</p> <p>Pupils can explain big feelings and recognise that feelings can be complex and mixed.</p> <p>Pupils understand what anxiety and depression are and how we might recognise feeling this way</p> <p>Pupils know different ways to discuss their worries and can suggest a way that suites them, verbal, written or art form.</p> <p>Pupils will help their peers to recognise their big feelings and can support peers in talking about these and suggest ways to act on them</p> <p>Pupils know what mental health is and can suggest various ways to improve mental health</p> <p>Pupils will identify the benefits of healthy eating and understand how the science of this works</p> <p>Pupils know that exercise helps us to feel positive and better</p> <p>Pupils will link healthy eating with exercise with a healthy lifestyle</p> <p>Pupils know the principles of planning and preparing a range of healthy meals</p> <p>Pupils know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing</p> <p>Pupils know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>Pupils know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identity and Belonging – Date: WC 22/9 and 29/9						
 <p>Rainbow fish</p> <p>By Marcus Pfister</p>	 <p>Tyranasaurus Drip</p> <p>By Julia Donaldson and David Roberts</p>	 <p>Amazing</p> <p>By Steve Antony</p>	 <p>Olivia and the Fairy Princesses</p> <p>By Ian Falconer</p>	 <p>I am the Tree by Kelly Bauer and Stella Maris</p>	 <p>Invisible</p> <p>By Tom Percival</p>	 <p>Mixed by Arree Chung</p>
<p>EYFS Discussion question: What makes you special?</p> <ul style="list-style-type: none">• The things I like• The people I love• How I look or act• Being kind and helpful	<p>Year 1 Discussion question: Why is it good that we are all different?</p> <ul style="list-style-type: none">• It makes school interesting• It helps us learn from each other• Everyone should be the same• Differences don't matter	<p>Year 2 Discussion question: What makes you feel like you belong?</p> <ul style="list-style-type: none">• Being accepted by friends• Being part of a family• Feeling listened to• Being the same as others	<p>Year 3 Discussion question: What can we do to help others feel they belong?</p> <ul style="list-style-type: none">• Include them• Be kind and welcoming• Let teachers deal with it• Only help friends	<p>Year 4 Discussion question: Is belonging something we create together?</p> <ul style="list-style-type: none">• Yes, everyone has a role• Only teachers create it• It just happens naturally• It depends on popularity	<p>Year 5 Discussion question: How do identity and belonging affect confidence?</p> <ul style="list-style-type: none">• Feeling accepted builds confidence• Belonging doesn't matter• Identity never changes• Online identity is more important• 	<p>Year 6 Discussion question: How might identity and belonging change as we grow up?</p> <ul style="list-style-type: none">• It can change with new experiences• High school may affect belonging• Values help guide identity• Identity never changes



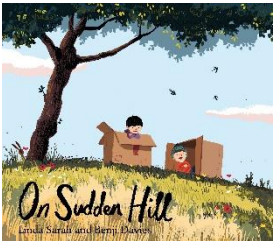
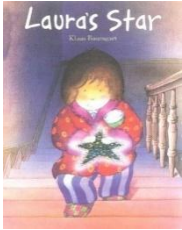


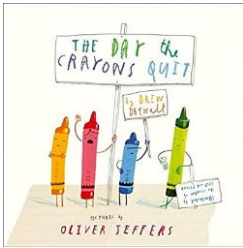
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5`	Year 6
<p align="center"><u>Identity and Belonging</u> – Date: WC 22/9 and 29/9</p>						
<p>Pupils talk about their favourites and preference and things belonging to them.</p> <p>Pupils begin to talk about themselves, their appearance, personality and their life.</p> <p>Pupils talk about what they like and who they love.</p> <p>Pupils begin to talk about feelings related to situations - including happiness and sadness.</p> <p>Pupils understand that talking about how they feel is important and who they can speak to for support.</p> <p>Pupils talk about what they want to achieve as they get older e.g. a career or other aspiration.</p>	<p>Pupils talk more confidently about what makes them unique – their favourites and preferences and things that make them special.</p> <p>Pupils talk more confidently about themselves, their appearance, personality and their life and how this compares to others positively.</p> <p>Pupils talk about what they like and who they love and what they belong to. E.g. family, school, friends.</p> <p>Pupils start to independently relate more complex emotions (building upon happy and sad) E.g. Excitement, loneliness and worry and relate these to different situations.</p> <p>Pupils understand the importance of talking about how they feel and who they can speak to for support.</p> <p>Pupils comment on what they would like to achieve, thinking about their own goals and aspirations. If I had one wish... And start to consider how they might achieve this.</p>	<p>Pupils talk confidently about what makes them unique – their favourites, preferences, personality, family, talents and other things that make them special.</p> <p>Pupils talk confidently about themselves, their appearance, personality and their life and acknowledge that everyone is different and that is okay.</p> <p>Pupils talk about what they like, who they love and what they belong to. E.g. family, school, friends. Thinking about how being a part of these makes them feel. Pupils will explore whether their feelings change.</p> <p>Pupils use a range of more complex emotions E.g. Excitement, loneliness and worry and understand that these feelings can change all the time.</p> <p>Pupils understand the importance of talking about how they feel, ways to manage their emotions and who they can speak to for support.</p> <p>Pupils to consider what they would like to achieve in their life - thinking about their own goals and aspirations.</p> <p>Pupils start to discuss the differences between valuing material objects and valuing being happy and loved and healthy.</p>	<p>Pupils talk confidently about what makes them unique – their favourites, preferences, personality, family, talents and other things that make them special. Pupils start to discuss how their life, interests and personalities can change as they get older and that this is normal.</p> <p>Pupils talk confidently about themselves, their appearance, personality and their life and acknowledge that everyone is different and that is okay.</p> <p>Pupils begin to consider their role in making others feel welcome and give them a sense of belonging.</p> <p>Pupils talk about what they like, who they love and what they belong to. E.g. family, school, friends. Thinking about how being a part of these makes them feel. Pupils will explore whether they always feel the same in these situations and whether their feelings change.</p> <p>Pupils consider that not everyone feels the same sense of belonging at all times and how they can support others by being kind and inclusive.</p> <p>Pupils use a range of more complex emotions E.g. Shame, guilt, pride, intrigue, hopeful and confidently talk about times they have felt certain ways and how they dealt with it.</p> <p>Pupils can explain the importance of talking about how they feel, ways to manage their emotions and who they can speak to for support.</p> <p>Pupils talk confidently about their aspirations and how they plan on achieving these.</p> <p>Pupils acknowledge the importance of the things that actually make them happy.</p>	<p>Pupils can describe confidently what makes them unique – their favourites, preferences, personality, family, talents and other things that make them special. Pupils describe how their life, interests and personalities have changed as they got older and that this is normal.</p> <p>Pupils talk confidently about themselves, their appearance, personality and their life and appreciate that society is full of different kinds of people, embracing, welcoming and encouraging diversity.</p> <p>Pupils can articulate their responsibility in school in making others feel welcome and giving them a sense of belonging.</p> <p>Pupils talk about what they like, who they love and what they belong to. E.g. family, school, friends. Thinking about how being a part of these makes them feel.</p> <p>Pupils consider that not everyone feels the same sense of belonging at all times and how they can support others by being kind and inclusive.</p> <p>Pupils will explore how different people can sometimes feel isolated, why this is and what can be done about it.</p> <p>Pupils use a range of more complex emotions E.g. isolated, regret, uncertainty, humiliated and talk openly and listen sensitively about times they or others have felt certain ways and how feelings and situations can be dealt with.</p> <p>Pupils can explain the importance of talking about how they feel, ways to manage their emotions and who they can speak to for support. They can also suggest ways in which they can support others as a friend.</p> <p>Pupils talk confidently about their aspirations and how they plan on achieving these. Articulating short-term, medium-term and long-term goals.</p> <p>Pupils acknowledge the importance of the things that actually make them happy but acknowledge that you don’t have to be happy all the time.</p>	<p>Pupils can describe confidently what makes them unique – their favourites, preferences, personality, family, talents and other things that make them special. Pupils start to consider what their place is in the wider world.</p> <p>Pupils talk confidently about their differences and similarities compared to others - embracing, welcoming and encouraging diversity.</p> <p>Pupils start to consider the responsibility of humans in the wider world in making others feel welcome and giving them a sense of belonging.</p> <p>Pupils explain times that they have felt a sense of belonging and empathise with others who have at times felt a sense of isolation and loneliness.</p> <p>Pupils are advocates for kindness and inclusive behaviour and will stand up for others and provide support to others in times of need</p> <p>Pupils will explore how different groups of society can sometimes feel isolated, why this is and what can be done about it.</p> <p>Pupils use and empathise with a range of more complex emotions - talking openly and listening sensitively about times they or others have felt certain ways. Pupils can make a variety of helpful suggestions to overcome or seek support with this.</p> <p>Pupils can explain the importance of talking about how they feel, ways to manage their emotions and who they can speak to for support. They can also suggest ways in which they can support others as a friend.</p> <p>Pupils talk confidently about their aspirations and how they plan on achieving these. Pupils understand that everyone deserves success and happiness and that equal opportunities is an important part of today’s society.</p> <p>Pupils talk about money and happiness and debate on whether money can buy you happiness.</p> <p>Pupils can make informed choices about what they feel is most important in life.</p>	<p>Pupils can describe confidently what makes them unique – their favourites, preferences, personality, family, talents and other things that make them special. Pupils start to consider what their place is in the wider world and what morals and values they live by.</p> <p>Pupils talk confidently about their differences and similarities compared to others - embracing, welcoming and encouraging diversity, being comfortable in their own skin and also standing up for what they believe in.</p> <p>Pupils can articulate the responsibility of humans in the wider world in making others feel welcome and giving them a sense of belonging and the negative affects this has on people if belonging is absent.</p> <p>Pupils explain times that they have felt a sense of belonging and empathise with others who have at times felt a sense of isolation and loneliness.</p> <p>Pupils discuss the sense of belonging felt at Primary School and how that belonging and identity might change as they move into High School and how to cope with these changes.</p> <p>Pupils are advocates and role models for kindness and inclusive behaviour and will stand up for others and provide support and sensible advice to others in times of need</p> <p>Pupils can describe how different groups of society can sometimes feel isolated, why this is and what can be done about it. They can also link this learning to what they know about discrimination throughout history and how we have overcome this.</p> <p>Pupils use and empathise with a range of more complex emotions - talking openly and listening sensitively about times they or others have felt certain ways. Pupils can make a variety of helpful suggestions to overcome or seek support with this.</p> <p>Pupils can explain the importance of talking about how they feel, ways to manage their emotions and who they can speak to for support. They can also suggest ways in which they can support others as a friend.</p> <p>Pupils talk confidently about their aspirations and how they plan on achieving these. Pupils understand that everyone deserves success and happiness and that equal opportunities is an important part of today’s society.</p> <p>Pupils acknowledge the power of an online identity and how important it is that this identity is true to who you are.</p> <p>Pupils consider the differences between happiness in real life and virtual “likes” and the effects that relying on virtual satisfaction can have on people.</p> <p>Pupils can make justified choices about what they feel is most important in life.</p>
<p>Red objectives have been taken directly from RSE Government Guidance.</p> <p>Purple objectives have been taken directly from the Science National Curriculum.</p> <p>Green objectives - parents/carers have a right to withdraw their child from these objectives once any concerns have been discussed with SLT.</p> <p>Teaching staff should always discuss pupils’ needs with the Safeguarding Team before planning and delivering lessons with sensitive content*</p> <p>Any concerns raised during PSHE lesson should be discussed with the Safeguarding Team and logged on CPOMS.</p>						

Tolerance and Respect (British Values) – Dates: WC 6/10 and 13/10

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5`	Year 6
<div></div> <div>Dachy's Deaf</div> <div>By Jack Hughes</div>	<div></div> <div>We're All Wonders</div> <div>by R.J. Palacio</div>	<div></div> <div>Mermaid</div> <div>By Cerrie Burnell and Laura Ellen Anderson</div>	<div></div> <div>Under the same sky</div> <div>by Britta Teckentrup</div>	<div></div> <div>Acceptance is my Superpower</div> <div>By Alicia Ortego</div>	<div></div> <div>The day the war came</div> <div>by Nicola Davies</div>	<div></div> <div>The Island</div> <div>By Armin Greder</div>
<div>EYFS</div> <div>Discussion question: What should we do if someone is different from us?</div> <div><ul style="list-style-type: none">• Be kind and include them• Only play with people like us• Ask questions politely• Ignore them</div>	<div>Year 1</div> <div>Discussion question: How should we speak to people we disagree with?</div> <div><ul style="list-style-type: none">• Kindly and calmly• Loudly so they listen• Walk away• Listen first• </div>	<div>Year 2</div> <div>Discussion question: What does being respectful look like?</div> <div><ul style="list-style-type: none">• Listening to others• Using good manners• Letting everyone join in• Always agreeing</div>	<div>Year 3</div> <div>Discussion question: Why is tolerance important in school?</div> <div><ul style="list-style-type: none">• Everyone feels safe• People can be themselves• It stops arguments• It doesn't matter</div>	<div>Year 4</div> <div>Discussion question: How should we respond to stereotypes?</div> <div><ul style="list-style-type: none">• Challenge them respectfully• Ignore them• Agree to fit in• Laugh along</div>	<div>Year 5</div> <div>Discussion question: What should we do when we see discrimination?</div> <div><ul style="list-style-type: none">• Speak up safely• Report it• Ignore it• Support the person affected• </div>	<div>Year 6</div> <div>Discussion question: What responsibilities do we have in a diverse society?</div> <div><ul style="list-style-type: none">• Respect differences• Challenge discrimination• Listen to others' views• Only care about ourselves</div>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5`	Year 6
<p align="center"><u>Tolerance and Respect (British Values)</u> – Dates: WC 6/10 and 13/10</p>						
<p>Pupils listen to the ideas of others.</p> <p>Pupils to talk about what makes us different and what makes us similar.</p> <p>Pupils use kind words to talk about each other.</p> <p>Pupils use good manners when talking to each other and staff.</p> <p>Pupils recognise what is fair/unfair, kind/unkind, and right/wrong.</p> <p>Pupil’s understand that people’s bodies and feelings can be hurt</p> <p>Pupils talk about the rules in their class.</p>	<p>Pupils listen respectfully to the ideas and views of others even when one disagrees.</p> <p>Pupils to discuss similarities and differences between people - introduce the word diversity.</p> <p>Pupils can cooperate with others (for example by playing and working with friends of classmates).</p> <p>Pupils are introduced to the word tolerance.</p> <p>Pupils understand how their behaviour affects others.</p> <p>Pupils understand that people’s bodies and feelings can be hurt (including what makes them feel comfortable/uncomfortable).</p> <p>Pupils talk about school rules</p>	<p>Pupils understand how to listen to others and respect their viewpoints.</p> <p>Pupils are able to offer constructive support and feedback to others.</p> <p>Pupils identify and respect differences and similarities between people of different ethnicities, cultures, faiths, genders or abilities.</p> <p>Pupils to acknowledge ways in which we are all the same as all other people and identify what we have in common with everyone else.</p> <p>Pupils know that boys and girls are equal and able to play with what they choose.</p> <p>Pupils understand the importance of manners</p> <p>Pupils understand what tolerance is and how this is demonstrated.</p> <p>Pupils talks about school rules and why they think we have them.</p>	<p>Pupils know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Pupils know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Pupils know the conventions of courtesy and manners</p> <p>Pupils know the importance of self-respect and how this links to their own happiness</p> <p>Pupils know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Pupils know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>Pupils know the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>Pupils understand how to take responsibility for their own behaviour and realise that their actions have consequences.</p> <p>Pupils understand that in order to resolve differences they need to respect other’s points of view and respect their decisions but be able to explain their choices and viewpoint.</p> <p>Pupils understand that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.</p> <p>Pupils understand that they can be expected to be treated with respect and in turn, they should show respect to others, including those in positions of authority.</p> <p>Pupils know that there are different kinds of families and partnerships (includes same sex).</p> <p>Pupils begin to respond to or challenge negative behaviours such as racism, stereotyping, homophobia, transphobia and biphobia.</p> <p>Pupils demonstrate how to show respect and tolerance towards people different from themselves.</p> <p>Pupils know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Pupils understand that rules are similar to laws we have to abide by.</p>	<p>Pupils express their views confidently and listen to and show respect for the views of others.</p> <p>Pupils understand the importance of being respectful and to recognise and care about other’s feelings. If appropriate, they feel able to confidently challenge another person’s viewpoint.</p> <p>Pupils know that similarities and differences between people arise from a number of factors, including, family, cultural, ethnic, racial, and religious diversity, age, sex, sexual orientation and disability (The Equality Act 2010).</p> <p>Pupils acknowledge the difference between families including how some parents may be married and others may not.</p> <p>Pupils understand the meaning of tolerance as a British Value.</p> <p>Pupils understand that there are consequences of breaking the law and how the criminal justice system works in the UK.</p>	<p>Pupils recognise the difference between aggressive and assertive behaviour and develop some strategies to resolve disputes and conflict.</p> <p>Pupils understand what being part of a community means and to take part more fully in school and community activities.</p> <p>Pupils understand the importance of tolerance as a British Value.</p> <p>Pupils realise the consequences of discrimination, homophobia, transphobia, biphobia and racism on individuals and communities and how to respond to them and ask for help.</p> <p>Pupils appreciate the range of national, regional, religious and ethnic identities in the UK and the benefits of being a multi-cultural nation.</p>
<p>Red objectives have been taken directly from RSE Government Guidance.</p> <p>Purple objectives have been taken directly from the Science National Curriculum.</p> <p>Green objectives - parents/carers have a right to withdraw their child from these objectives once any concerns have been discussed with SLT.</p> <p>Teaching staff should always discuss pupils’ needs with the Safeguarding Team before planning and delivering lessons with sensitive content*</p> <p>Any concerns raised during PSHE lesson should be discussed with the Safeguarding Team and logged on CPOMS.</p>						

Friendship – Dates: WC 20/10 and 3/11

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5`	Year 6
 <p>Be Kind</p> <p>By Pat Zietlow Miller</p>	 <p>The Mega Magic hair swap</p> <p>By Rochelle Humes</p>	 <p>On Sudden Hill</p> <p>By Linda Sarah and Benji Davies</p>	 <p>Laura's Star</p> <p>By Klaus Baumgart</p>	 <p>The Secret Sky Garden</p> <p>By Linda Sarah and Fiona Lumbers</p>	 <p>Wonder</p> <p>By RJ Palacio</p>	 <p>The Day the Crayons Quit</p> <p>By Drew Daywalt</p>
<p>EYFS</p> <p>Question: “What makes someone a good friend?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. A good friend plays with you and shares toys.2. A good friend is kind and makes you feel happy.3. A good friend helps you when you feel sad.4. A good friend listens, even if they don’t agree.	<p>Year 1</p> <p>Question: “Can people who are different from each other still be friends?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. Yes, because friends don’t have to like the same things.2. Yes, because being different makes friendships interesting.3. No, because it might be harder to understand each other.4. Yes, if both people are kind and honest.	<p>Year 2</p> <p>Question: “What should we do when friends fall out?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. Say sorry and try again.2. Talk to each other and explain how you feel.3. Ask an adult for help if talking is difficult.4. Give each other space and come back when you feel calm.	<p>Year 3</p> <p>Question: “How can we show respect and fairness in our friendships?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. By taking turns and listening to each other.2. By including everyone and not leaving people out.3. By letting friends make their own choices.4. By being honest, even when it’s difficult.	<p>Year 4</p> <p>Question: “Why is it important to repair friendships when things go wrong?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. Because friendships make us happy and feel supported.2. Because saying sorry helps us grow and learn.3. Because misunderstandings happen and can be fixed.4. Because repairing friendships makes them stronger.	<p>Year 5</p> <p>Question: “How can we tell the difference between a healthy friendship and an unhealthy one?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. Healthy friendships make you feel safe, included and respected.2. Unhealthy friendships make you feel pressured or upset.3. Healthy friends accept your differences and don’t control you.4. Unhealthy friends might gossip, lie, or leave you out.	<p>Year 6</p> <p>Question: “How can friendships change as we get older, and how can we manage those changes?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. Friendships may change because interests and groups change.2. Sometimes friendships end, but new ones can grow.3. Keeping communication open helps friendships stay strong.4. It’s okay to move on from friendships that aren’t healthy anymore.

Friendship – Dates: WC 20/10 and 3/11

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5`	Year 6
<p>Pupils can say who their friends are and why they are friends</p> <p>Pupils can say what friends do together e.g. play and share</p> <p>Pupils recognise that having friends makes them happy</p> <p>Pupils know that to be a good friend you must be kind</p>	<p>Pupils can say who their friends are and why they are friends</p> <p>Pupils know that you can be friends even though everyone is different</p> <p>Pupils can say what friends do together e.g. play, share, laugh, help each other</p> <p>Pupils recognise that having friends makes them happy and that loneliness can make us unhappy</p> <p>Pupils know that to be a good friend you must be kind, honest and trustworthy</p>	<p>Pupils value their friends can explain what is good about having friends like them</p> <p>Pupils know that people can be friends even if they have different interests or hobbies.</p> <p>Pupils know positive ways to make and manage friendships – turn taking, listening to others, fairness, inclusivity</p> <p>Pupils know that friendships can fall out but understand how to repair disputes in friendships by apologising and forgiving</p> <p>Pupils recognise that having friends makes them happy and that loneliness can make us unhappy.</p> <p>Pupils know that a good friend is kind, honest, trustworthy, forgiving and understanding.</p>	<p>Pupils value their friends and recognise the impact that friendships have on their own happiness and mental health.</p> <p>Pupils know that you can be friends with a range of different people even if they have different interests or beliefs and do not discriminate against any characteristic</p> <p>Pupils model and encourage positive ways to make and manage friendships – turn taking, listening to others, fairness, inclusivity, honesty, trust.</p> <p>Pupils know that friendships can fall out but understand how to repair disputes in friendships by acknowledging responsibility, apologising and forgiving</p> <p>Pupils recognise that having friends makes them happy and that loneliness can make us unhappy. They use this to ensure they welcome others into their friendships if they are feeling isolated.</p> <p>Pupils know that a good friend is kind, honest, trustworthy, forgiving, understanding and respectful.</p>	<p>Pupils know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>Pupils know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Pupils know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>Pupils know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>Pupils know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p>Pupils value their friends and recognise what a healthy friendship is and the impact that this has on mental health.</p> <p>Pupils understand what an unhealthy friendship may look like and where to go to for support if experiencing this.</p> <p>Pupils understand that friendship groups can change (especially as hormonal changes begin), and this is okay if we continue to be kind and inclusive.</p> <p>Pupils know that you can be friends with a range of different people even if they have different interests or beliefs and do not discriminate against any characteristic.</p> <p>Pupils model and encourage positive ways to make, manage and sustain friendships (both on and offline) – turn taking, speaking respectfully, listening to others, fairness, inclusivity, honesty, trust and collaboration.</p> <p>Pupils find ways to resolve conflict (on and offline) between friends and try to do this sensibly and independently.</p> <p>Pupils respond appropriately and proportionately in friendship disputes by acknowledging responsibility, apologising and forgiving</p> <p>Pupils recognise their role in ensuring others feel welcome, included and supported by friends.</p> <p>Pupils stand up to those who are being unkind.</p> <p>Pupils state which quality is most important to them in a good friend: kindness, honesty, trustworthy, forgiving, understanding, respectful, supportive, loyal, generous etc.</p>	<p>Pupils value their friends and recognise what a healthy friendship is and the impact that this has on mental health.</p> <p>Pupils understand what an unhealthy friendship may look like on or offline (manipulating, controlling, peer pressure, grooming, feeling uncomfortable) and where to go to for support if experiencing this.</p> <p>Pupils understand that friendship groups can change (especially as hormonal changes begin, and transitions are made into high school).</p> <p>Pupils know that you can be friends with a range of different people even if they have different interests or beliefs and do not discriminate against any characteristic.</p> <p>Pupils model and encourage positive ways to make, manage and sustain friendships (both on and offline) – turn taking, speaking respectfully, listening to others, fairness, inclusivity, honesty, trust and collaboration.</p> <p>Pupils find ways to resolve conflict (on and offline) between friends and try to do this sensibly and independently.</p> <p>Pupils respond appropriately and proportionately in friendship disputes by acknowledging responsibility, apologising and forgiving</p> <p>Pupils recognise their role in ensuring others feel welcome, included and supported by friends and are advocates for inclusive behaviour and against discrimination.</p> <p>Pupils state which quality is most important to them in a good friend: kindness, honesty, trustworthy, forgiving, understanding, respectful, supportive, loyal, generous etc.</p>

Red objectives have been taken directly from RSE Government Guidance.

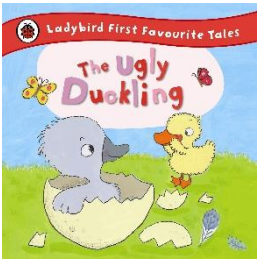
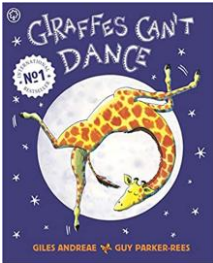
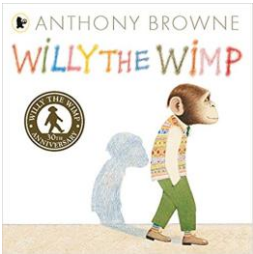
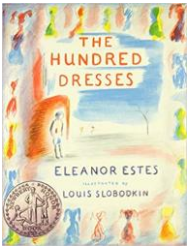
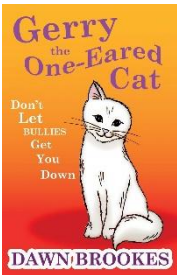
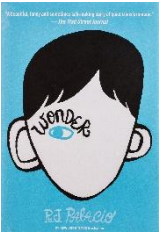
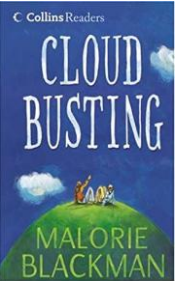
Purple objectives have been taken directly from the Science National Curriculum.

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Any concerns raised during PSHE lesson should be discussed with the Safeguarding Team and logged on CPOMS.

Kindness and Anti-bullying - Dates: WC 10/11 - 17/11

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5`	Year 6
 <p>The Ugly Duckling</p>	 <p>Giraffe's can't dance</p> <p>by Giles Andreae</p>	 <p>Willy the Wimp</p> <p>By Anthony Browne</p>	 <p>The Hundred Dresses</p> <p>by Eleanor Estes</p>	 <p>Gerry the one-eared cat</p> <p>By Dawn Brookes</p>	 <p>Wonder</p> <p>By RJ Palacio</p>	 <p>Cloud Busting</p> <p>By Malorie Blackman</p>
<p>EYFS</p> <p>Question: “Why is it important to be kind to everyone?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Because being kind makes other people feel happy.</i>2. <i>Because kindness helps us make friends.</i>3. <i>Because unkind behaviour can hurt feelings and bodies.</i>4. <i>Because kindness makes our classroom a safe place.</i>	<p>Year 1</p> <p>Question: “What should you do if you see someone being unkind at school?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Tell an adult straight away so they can help.</i>2. <i>Ask the unkind person to stop if you feel safe to do so.</i>3. <i>Be kind to the person who is upset so they don't feel alone.</i>4. <i>Walk away and get help rather than joining in.</i>	<p>Year 2</p> <p>Question: “How can you tell the difference between someone being unkind and bullying?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Bullying happens again and again, not just once.</i>2. <i>Unkind behaviour can still hurt, but it doesn't always mean bullying.</i>3. <i>Bullying makes someone feel scared, sad or worried most of the time.</i>4. <i>If you're not sure, you should always talk to an adult.</i>	<p>Year 3</p> <p>Question: “Why is it important to stand up for others when they are being treated unkindly?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Because everyone deserves to feel safe and respected.</i>2. <i>Because standing up for someone can stop the behaviour.</i>3. <i>Because if no one speaks up, bullying might get worse.</i>4. <i>Because it shows kindness and sets a good example for others.</i>	<p>Year 4</p> <p>Question: “Why should we report bullying both in real life and online?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Because bullying can make someone feel very unhappy or unsafe.</i>2. <i>Because adults need to know so they can protect everyone involved.</i>3. <i>Because online bullying can spread quickly and be difficult to stop.</i>4. <i>Because reporting bullying helps our school community stay kind.</i>	<p>Year 5</p> <p>Question: “What does a healthy friendship look like, and how is it different from a friendship where someone is being unkind or controlling?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Healthy friendships make you feel respected, included and valued.</i>2. <i>Unkind or controlling friendships can make you feel pressured or worried.</i>3. <i>Healthy friends forgive, listen and don't force you to do things.</i>4. <i>A friendship isn't healthy if someone gossips, manipulates or excludes you.</i>	<p>Year 6</p> <p>Question: “Why do some people bully others, and how can understanding this help us respond safely?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Some people bully because they are struggling with their own feelings.</i>2. <i>Some bully to feel powerful, popular or in control.</i>3. <i>Understanding the reasons can help us respond calmly and get support.</i>4. <i>Even if we understand the reasons, bullying is always wrong and must be reported.</i>

Kindness and Anti-bullying - Dates: WC 10/11 - 17/11

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 `	Year 6
<p>Pupils know that some people can be unkind, but this is not the right behaviour</p> <p>Pupils know to tell an adult if someone is being unkind</p> <p>Pupils know that they should be kind to everyone</p> <p>Pupils use kind words and kind hands</p> <p>Pupils can name some ways to be kind – sharing etc.</p>	<p>Pupils know that some people can be unkind, but this is not the right behaviour and that they should tell an adult if they see someone being unkind.</p> <p>Pupils associate kindness with feeling happy in themselves and making others feel happy.</p> <p>Pupils know that they should be kind to everyone and know ways to do this</p> <p>Pupils model kindness, inside and outside of the classroom with increasing independence.</p> <p>Pupils know that being unkind can make others feel sad.</p> <p>Pupils know that if someone is repeatedly unkind, it could be classed as bullying and this is unacceptable.</p> <p>Pupils know where to seek support if they are a victim or witness of bullying.</p>	<p>Pupils understand the difference between being unkind and bullying and that neither are appropriate ways to behave.</p> <p>Pupils know where to seek support if someone is being unkind to them or someone else.</p> <p>Pupils know that being unkind or bullying can make others feel extremely sad, lonely and anxious.</p> <p>Pupils know the positive impact of kindness on themselves and others.</p> <p>Pupils know that they should be kind to everyone, no matter what, and know lots of ways to do this</p> <p>Pupils model kindness, inside and outside of the classroom independently and encourage others to be kind.</p>	<p>Pupils understand the difference between being unkind and bullying and know that neither are appropriate ways to behave.</p> <p>Pupils know different types of bullying, including online.</p> <p>Pupils know where to seek support if someone is being unkind to them or someone else, and also ways to report bullying online (cyber bullying)</p> <p>Pupils know that being unkind or bullying can make others feel extremely sad, lonely and anxious and that it can have lasting effects.</p> <p>Pupils know the positive impact of kindness on themselves and others.</p> <p>Pupils know that they should be kind to everyone, no matter what, and know lots of ways to do this</p> <p>Pupils model kindness, inside and outside of the classroom independently and encourage others to be kind.</p>	<p>Pupils can describe the difference between being unkind and bullying and know that neither are appropriate ways to behave.</p> <p>Pupils know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>Pupils know where to seek support if someone is being unkind to them or someone else, and also ways to report bullying online (cyber bullying)</p> <p>Pupils know that being unkind or bullying can make others feel extremely sad, lonely and anxious and that it can have lasting effects.</p> <p>Pupils know the positive impact of kindness on themselves and others.</p> <p>Pupils know that they should be kind to everyone, no matter what, and know lots of ways to do this.</p> <p>Pupils model kindness, inside and outside of the classroom independently and encourage others to be kind.</p>	<p>Pupils can explain the difference between being unkind and bullying and know that neither are appropriate ways to behave.</p> <p>Pupils can describe different types of bullying, including online.</p> <p>Pupils can suggest some reasons why people may choose to bully or be unkind/</p> <p>Pupils know where to seek support if someone is being unkind to them or someone else, and also ways to report bullying online (cyber bullying)</p> <p>Pupils know that being unkind or bullying can make others feel extremely sad, lonely and anxious and that it can have lasting effects.</p> <p>Pupils know that they should be kind to everyone and not discriminate or stereotype.</p> <p>Pupils understand the positive impacts of kindness on mental health.</p> <p>Pupils model kindness inside and outside of the classroom independently and actively encourage others to be kind.</p>	<p>Pupils can explain the difference between being unkind and bullying and know that neither are appropriate ways to behave.</p> <p>Pupils can describe different types of bullying, including cyber bullying, online abuse and harassment and trolling.</p> <p>Pupils understand the impact of social media on mental health and how it can be easily used as a platform of hate crimes.</p> <p>Pupils can suggest some reasons why people may choose to bully or be unkind.</p> <p>Pupils know where to seek support if they are a victim or witness to any of the above.</p> <p>Pupils know that they should be kind to everyone and not discriminate or stereotype.</p> <p>Pupils understand the positive impacts of kindness on mental health.</p> <p>Pupils model kindness inside and outside of the classroom independently and actively encourage others to be kind.</p>

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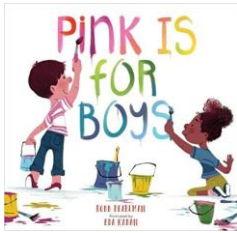
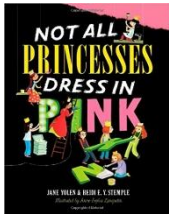
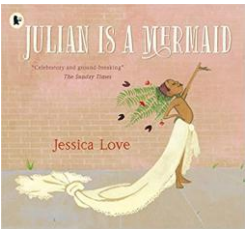
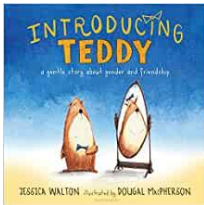
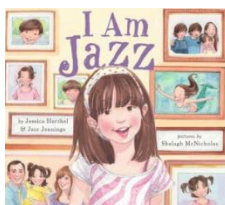
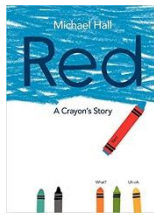
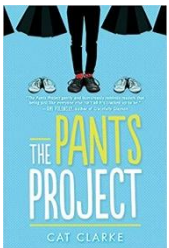
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Gender – Dates: WC 24/11 and 1/12

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Pink is for boys</p> <p>By Eda Kaban and Robb Pearlman</p>	 <p>Not all princesses dress in pink</p> <p>By Jane Yolen and Heidi E. Y. Stemple</p>	 <p>Julian is a mermaid</p> <p>By Jessica Love</p>	 <p>Introducing Teddy</p> <p>By Jess Walton</p>	 <p>I am Jazz</p> <p>By Jazz Jennings</p>	 <p>Red – a crayon's story</p> <p>By Michael Hall</p>	 <p>The Pants Project</p> <p>By Cat Clarke</p>
<p>EYFS</p> <p>Question: “Can boys and girls like the same things?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> Yes — anyone can like anything, no matter who they are. Some people think boys and girls should like different things. It doesn't matter what you like as long as it makes you happy. Friends should let each other choose what they enjoy. 	<p>Year 1</p> <p>Question: “Why is it important not to judge people based on whether they are a boy or a girl?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> Because judging people can make them feel sad or left out. Because boys and girls can enjoy all the same activities. Because friends should be chosen by kindness, not gender. Because judging people can lead to unfair rules or ideas. 	<p>Year 2</p> <p>Question: “Why should we respect how other people choose to express themselves?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> Because people show who they are through their clothes, interests and behaviour. Because respecting others helps everyone feel safe and welcome. Because boys and girls don't have to follow stereotypes. Because everyone deserves to be themselves without being teased. 	<p>Year 3</p> <p>Question: “Why is it important to use the correct names for body parts when we talk about our bodies?”</p> <p>Four Viewpoints:</p> <ol style="list-style-type: none"> Because using the correct words helps us understand how our bodies work and stay healthy. Because it helps us talk clearly to doctors or trusted adults if we ever need help. Because using scientific names shows respect for our bodies and avoids confusion. Because it helps everyone learn that bodies come in different forms, and that's normal. 	<p>Year 4</p> <p>Question: “How do gender stereotypes affect what people think they can or can't do?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> Stereotypes can make people feel limited or excluded. Some people ignore stereotypes and do whatever they enjoy. Stereotypes come from old ideas that aren't always true today. Challenging stereotypes allows everyone to have more choices. 	<p>Year 5</p> <p>Question: “Why is gender equality important in today's society?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> Because everyone should have the same opportunities and rights. Because in the past, boys and girls were treated differently. Because equality helps people feel valued and respected. Because unfair treatment can lead to discrimination or exclusion. 	<p>Year 6</p> <p>Question: “How can we support people who identify or express themselves in different ways?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> By listening and showing respect for their identity. By using kind language and not making assumptions. By challenging stereotypes and standing up to unkind behaviour. By understanding that everyone has the right to feel safe and accepted.

Gender – Dates: WC 24/11 and 1/12

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5`	Year 6
<p>Pupils identify as a gender and can identify the gender of others</p> <p>Pupils are kind to each other and are inclusive of each other, not discriminating by gender</p>	<p>Pupils identify as a gender and can identify the gender of others.</p> <p>Pupils are kind to each other and are inclusive of each other, not discriminating by gender.</p> <p>Pupils know that girls and boys can like the same and different things and they can still be friends.</p>	<p>Pupils identify as a gender and welcome the identity of others (gender identity).</p> <p>Pupils know the physical differences between gender and the correct scientific names for external body parts.</p> <p>Pupils are kind to each other and are inclusive of each other, not discriminating by gender.</p> <p>Pupils know that girls and boys can like the same and different things and they can still be friends.</p>	<p>Pupils identify as a gender and welcome the identity of others.</p> <p>Pupils know the physical differences between gender and the correct scientific names for external body parts.</p> <p>Pupils are kind to each other and are inclusive of each other, not discriminating by gender.</p> <p>Pupils know that girls and boys can like the same and different things and they can still be friends.</p> <p>Pupils talk about how gender is used in daily life and whether they think this is fair</p>	<p>Pupils identify as a gender and welcome the identity of others.</p> <p>Pupils know the physical differences between gender and the correct scientific names for external body parts (the sex of a person).</p> <p>Pupils are kind to each other and are inclusive of each other, not discriminating by gender.</p> <p>Pupils know that girls and boys can like the same and different things and they can still be friends.</p> <p>Pupils understand that gender equality hasn't always been as fair as it is today and can make comparisons across history</p>	<p>Pupils understand that people identify as different genders and that gender equality must continue no matter what someone's gender.</p> <p>Pupils know the physical differences between gender and the correct scientific names for external body parts (the sex of a person).</p> <p>Pupils are kind to each other and are inclusive of each other, not discriminating or stereotyping.</p> <p>Pupils know that girls and boys can express themselves in different ways – the way they behave, act, dress (gender expression)</p> <p>Pupils understand that gender equality hasn't always been as fair as it is today and can make comparisons across history</p> <p>Pupils understand some difficulties that are associated with gender and that some people do not feel a sense of belonging to the gender that is assigned at birth.</p>	<p>Pupils know the different types of genders that people can choose to identify as and that gender equality must continue no matter how someone identifies (gender identity)</p> <p>Pupils know the physical differences between gender and the correct scientific names for external body parts (the sex of a person).</p> <p>Pupils are kind to each other and are inclusive of each other, not discriminating or stereotyping.</p> <p>Pupils know that girls and boys can express themselves in different ways – the way they behave, act, dress (gender expression)</p> <p>Pupils understand that gender equality hasn't always been as fair as it is today, can describe some historical changes and can think of ways in which they would like to further improve the gender equality in today's society.</p> <p>Pupils understand some difficulties that are associated with gender and that some people do not feel a sense of belonging to the gender that is assigned at birth.</p>

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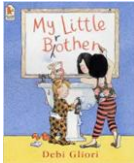

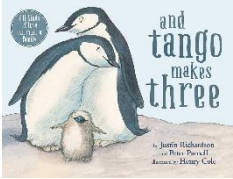

Teaching staff should always discuss pupils' needs with the Safeguarding Team before planning and delivering lessons with sensitive content*

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Feelings – Dates: WC 08/12

<p>EYFS</p> <p>Question: “How can we tell how someone is feeling?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>By looking at their face and body language.</i>2. <i>By listening to the way they speak.</i>3. <i>By noticing what is happening around them.</i>4. <i>By asking them kindly how they feel.</i>	<p>Year 1</p> <p>Question: “Why is it important to talk about our feelings?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Talking helps adults understand how to help us.</i>2. <i>Sharing feelings can make us feel better and less worried.</i>3. <i>If we keep feelings inside, they can build up.</i>4. <i>Talking helps other people understand us and be kind.</i>	<p>Year 2</p> <p>Question: “Can we feel more than one feeling at the same time?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Yes — sometimes we can feel happy and nervous together.</i>2. <i>Yes — feelings can be mixed depending on the situation.</i>3. <i>No — some people think feelings happen one at a time.</i>4. <i>Mixed feelings are normal and talking about them helps.</i>	<p>Year 3</p> <p>Question: “How do our feelings affect the way we behave?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Strong feelings can make us act without thinking.</i>2. <i>Understanding our feelings helps us make better choices.</i>3. <i>Sometimes feelings can be confusing and hard to manage.</i>4. <i>We can learn strategies to stay calm when feelings get big.</i>	<p>Year 4</p> <p>Question: “How can we manage our feelings when they become overwhelming?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>By using calming techniques like breathing or taking a break.</i>2. <i>By talking to a trusted adult or friend.</i>3. <i>By understanding what triggered the feeling.</i>4. <i>By practising different strategies until we find what works.</i>	<p>Year 5</p> <p>Question: “Why is it important to recognise other people’s feelings as well as our own?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>It helps us understand how our actions affect others.</i>2. <i>It makes relationships healthier and more respectful.</i>3. <i>It helps us support people who might be struggling.</i>4. <i>It helps us avoid misunderstandings or unkind behaviour.</i>	<p>Year 6</p> <p>Question: “How can changes in our bodies or lives (like puberty or moving school) affect our feelings?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>These changes can make feelings stronger or more confusing.</i>2. <i>Understanding the changes helps us feel more in control.</i>3. <i>Talking to trusted people can make these changes easier.</i>4. <i>Everyone experiences these feelings differently — and that’s normal.</i>
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Feelings – Dates: WC 08/12						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 `	Year 6
<p>Pupils will start to recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p>	<p>Pupils will recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p> <p>Pupils will become more aware of the feelings of others.</p> <p>Pupils will be able to connect feelings with actions.</p>	<p>Pupils will recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p> <p>Pupils will become more aware of the feelings of others.</p> <p>Pupils will be able to connect feelings with actions.</p> <p>Pupils will be able to identify more complex emotions.</p> <p>Pupils will be able to identify complex feelings in themselves and others.</p> <p>Pupils will verbalise how feelings can affect a person’s behaviour.</p> <p>Pupils will be able to differentiate between different feelings.</p> <p>Pupils will be able to identify that they can have more than one feeling at a time.</p> <p>Pupils will be able to identify that they can have more than one feeling at a time.</p> <p>Pupils are able to see the difference with appropriate behaviour and inappropriate behaviour and link feelings to those situations.</p> <p>Pupils will be able to verbalise what strategies they can do to manage their feelings.</p> <p>Pupils will be able to have more control over feelings that lead to frustration and anger.</p> <p>Pupils will be able to have more control over feelings that lead to frustration and anger.</p>	<p>Pupils will recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p> <p>Pupils will become more aware of the feelings of others.</p> <p>Pupils will be able to connect feelings with actions.</p> <p>Pupils will be able to identify more complex emotions.</p> <p>Pupils will be able to identify complex feelings in themselves and others.</p> <p>Pupils will verbalise how feelings can affect a person’s behaviour.</p> <p>Pupils will be able to differentiate between different feelings.</p> <p>Pupils will be able to identify that they can have more than one feeling at a time.</p> <p>Pupils are able to see the difference with appropriate behaviour and inappropriate behaviour and link feelings to those situations.</p> <p>Pupils will be able to verbalise what strategies they can do to manage their feelings.</p> <p>Pupils will be able to have more control over feelings that lead to frustration and anger.</p> <p>Pupils will recognise a link with a healthy lifestyle and positive feelings.</p> <p>Pupils will be able to articulate and speak confidently about their own feelings to adults.</p>	<p>Pupils will recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p> <p>Pupils will become more aware of the feelings of others.</p> <p>Pupils will be able to connect feelings with actions.</p> <p>Pupils will be able to identify more complex emotions.</p> <p>Pupils will be able to identify complex feelings in themselves and others.</p> <p>Pupils will verbalise how feelings can affect a person’s behaviour.</p> <p>Pupils will be able to differentiate between different feelings.</p> <p>Pupils will be able to identify that they can have more than one feeling at a time.</p> <p>Pupils are able to see the difference with appropriate behaviour and inappropriate behaviour and link feelings to those situations.</p> <p>Pupils will be able to verbalise what strategies they can do to manage their feelings.</p> <p>Pupils will be able to have more control over feelings that lead to frustration and anger.</p> <p>Pupils will recognise a link with a healthy lifestyle and positive feelings.</p> <p>Pupils will be able to articulate and speak confidently about their own feelings to adults.</p> <p>Pupils will be able to discuss their feelings towards others in a calm and confident manor.</p>	<p>Pupils will recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p> 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feelings to adults.</p> <p>Pupils will be able to discuss their feelings towards others in a calm and confident manor.</p> <p>Pupils will establish a link with hormonal changes and the impact upon their mood and feelings.</p>	
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Family – Dates: WC 5/1 and 12/1						
<div></div> <p>You're all my favourites</p> <p>By Sam McBratney</p>	<div></div> <p>My Little brother</p> <p>By Debi Gliori</p>	<div></div> <p>Guess how much I love you By Sam McBratney And Not now Bernard By David McKee (comparison)</p>	<div></div> <p>And Tango Makes Three</p> <p>By Justin Richardson and Peter Parnell</p>	<div></div> <p>Matilda + James and the Giant Peach (comparison)</p> <p>By Roald Dahl</p>	<div></div> <p>Long way home by Michael Morpurgo</p> <p>Benjy's Ghost by Jaqueline Roy</p>	<div></div> <p>Ghost Jason Reynolds</p> <p>The Suitcase kid By Jaqueline Wilson</p>
<p>EYFS</p> <p>Discussion question: What does family mean?</p> <ul style="list-style-type: none">• People who look after me• People who live with me• People who love me• All of these	<p>Year 1</p> <p>Discussion question: How can families help each other?</p> <ol style="list-style-type: none">1. Caring for each other2. Spending time together3. Helping when someone is sad4. Arguing	<p>Year 2</p> <p>Discussion question: Do all families look the same?</p> <ol style="list-style-type: none">1. Yes2. No, families can be different3. Only big families are real families4. Families are about love, not looks	<p>Year 3</p> <p>Discussion question: What makes a family healthy and happy?</p> <ol style="list-style-type: none">1. Love and care2. Spending time together3. Supporting each other4. Never arguing	<p>Year 4</p> <p>Discussion question: Can families change over time?</p> <ol style="list-style-type: none">1. Yes, and that's normal2. No, families stay the same3. Change can be difficult but manageable4. Change always makes families unhappy	<p>Year 5</p> <p>Discussion question: Why are stable relationships important for children?</p> <ol style="list-style-type: none">1. They provide security2. They help children feel safe3. They support wellbeing4. They stop all problems1.	<p>Year 6</p> <p>Discussion question: What makes a family supportive during difficult times?</p> <ol style="list-style-type: none">1. Communication2. Care and protection3. Seeking help when needed4. Keeping problems secret

Family – Dates: WC 5/1 and 12/1						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 `	Year 6
Pupils can talk about people they love	Pupils can talk about people they love and say why	Pupils can talk about people they love and justify with different reasons	Pupils can talk about people they love and associate family with feeling happy	Pupils know that families are important for children growing up because they can give love, security and stability	Pupils can talk about people they love and associate family with different feelings	Pupils can talk about people they love and associate family with different and more complex feelings
Pupils can talk about who is in their family	Pupils can talk about who is in their family and say what a family is	Pupils can talk about who is in their family and give an explanation to what they believe a family is	Pupils can talk about who is in their family and give deeper explanation to what they believe a family is	Pupils know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives	Pupils can talk about who is in their family and give deeper explanation to what they believe a family is	Pupils can talk about who is in their family and give deeper explanation to what they believe a family is – referring to different family structures
Pupils can say why they love people in their family	Pupils can suggest some roles of family members	Pupils can suggest some roles of family members and how these roles can differ in different families	Pupils can suggest some roles of family members and how these roles can differ in different families	Pupils know that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care	Pupils can suggest some roles of family members and how these roles can differ in different families	Pupils can suggest some roles of family members and how these roles can differ in different families
Pupils can suggest some roles of family members	Pupils can talk about happy family memories	Pupils can suggest some roles of family members and how these roles can differ in different families	Pupils know that stereotypes of family roles have changed over time	Pupils know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up	Pupils know that stereotypes of family roles have changed over time and can explain why these changes have occurred	Pupils know that stereotypes of family roles have changed over time and can explain why these changes have occurred
	Pupils can talk about times in a family that may not have been as happy and how family can support each other	Pupils can talk about happy family memories and family activities they enjoy	Pupils can talk about happy family memories and family activities they enjoy	Pupils know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Pupils can talk about happy family memories and family activities they enjoy	Pupils can talk about happy family memories and family activities they enjoy
	Pupils know that families have similarities and differences	Pupils can talk about times in a family that may not have been as happy and how family can support each other	Pupils can talk about times in a family that may not have been as happy and how family can support each other	Pupils know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Pupils can talk about times in a family that may not have been as happy and how family can support each other	Pupils can talk about times in a family that may not have been as happy and how family can support each other
		Pupils can suggest reasons why families might not be happy and know who to talk to if they are feeling upset or worried	Pupils can suggest reasons why families might not be happy and know who to talk to if they are feeling upset or worried		Pupils can suggest reasons why families might not be happy and know who to talk to if they are feeling upset or worried	Pupils can explain different ways in which families can support each other
		Pupils can distinguish between everyday bickering and unhealthy domestic relationships	Pupils can distinguish between everyday bickering and unhealthy domestic relationships		Pupils can distinguish between everyday bickering and unhealthy domestic relationships	Pupils can suggest reasons why families might not be happy and know who to talk to if they are feeling upset or worried
		Pupils know that families have similarities and differences and can begin to describe some of these	Pupils understand the term domestic violence		Pupils understand the term domestic violence and know different types of domestic violence	Pupils can distinguish between everyday bickering and unhealthy domestic relationships
		Pupils are accepting of other families that are different to theirs	Pupils know where to seek support if they are worried about domestic violence		Pupils know where to seek support if they are worried about domestic violence	Pupils understand the term domestic violence and know different types of domestic violence
			Pupils know that families have similarities and differences and can begin to describe some of these		Pupils know that families have similarities and differences and can describe these	Pupils know where to seek support if they are worried about domestic violence
			Pupils are accepting of other families that are different to theirs	Pupils can distinguish between everyday bickering and unhealthy domestic relationships	Pupils are accepting of other families that are different to theirs	Pupils know that families have similarities and differences and can describe these
				Pupils understand the term domestic violence	Pupils understand that equality and kindness are integral features of a fair and modern society	Pupils know that families have similarities and differences and can describe these
				Pupils know where to seek support if they are worried about domestic violence		Pupils are accepting of other families that are different to theirs
						Pupils understand that equality and kindness are integral features of a fair and modern society

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Safety – Dates: WC 19/1 and 26/1 and 2/2

<p>EYFS</p> <p>“What should you do if you feel worried, lost or see something scary on a screen?”</p> <p>Talk about trusted adults and how to ask for help.</p> <p>Possible viewpoints:</p> <ol style="list-style-type: none"> 1. Tell a grown-up straight away because they can help you feel safe again. 2. Turn the screen off because it stops the scary thing. 3. Ignore it and keep watching because you think it will go away. 4. Tell a friend instead because you might feel shy telling an adult. 	<p>Year 1</p> <p>“Who keeps us safe, and why do we have safety rules at home, school and online?”</p> <p>Cover people who help us, age restrictions, and basic safety rules.</p> <p>Why do we need safety rules at home, school and online?</p> <p>Possible viewpoints:</p> <ol style="list-style-type: none"> 1. To keep us safe from dangers like roads, fire, or strangers online. 2. Because adults tell us to, even if we don’t understand why. 3. So everyone knows what to do, especially in emergencies. 1. We don’t always need rules because nothing bad usually happens. 	<p>Year 2</p> <p>“What is the difference between a secret and a surprise, and what should we do if a secret feels wrong?”</p> <p>Introduce trusted adults, safe vs unsafe online communication, and not keeping uncomfortable secrets.</p> <p>Question: Is it ever okay to keep a secret that makes you feel uncomfortable?</p> <p>Possible viewpoints:</p> <ol style="list-style-type: none"> 1. No — you should always tell an adult if a secret worries you. 2. Yes, if a friend asked you to, so you don’t upset them. 3. Only if it’s a surprise, like a birthday treat. 4. You could try and solve it yourself before telling someone. 	<p>Year 3</p> <p>“How can we keep ourselves safe in different places — online, at home, on the road, and near water?”</p> <p>Discuss assessing risks, resisting unsafe peer pressure, reporting concerns, and age-appropriate online behaviour.</p> <p>Question: How can we tell when something online is unsafe?</p> <p>Possible viewpoints:</p> <ol style="list-style-type: none"> 1. If someone asks for private information, it’s unsafe. 2. If a friend of a friend messages you, it might be okay. 3. If the website looks ‘real’, then it must be safe. 4. If it makes you feel unsure, you should stop and ask an adult. 	<p>Year 4</p> <p>“How do our choices keep us and others safe, and what should we do when we feel pressured to take risks?”</p> <p>Include consequences of actions, online safety, first-aid basics, and recognising unsafe situations.</p> <p>Question: What should you do if friends try to pressure you into doing something unsafe (online or offline)?</p> <p>Possible viewpoints:</p> <ol style="list-style-type: none"> 1. Say no and walk away because safety is more important. 2. Tell an adult because they can protect you. 3. Join in to keep your friends happy. 4. Try to persuade your friends to make a safer choice. 	<p>Year 5</p> <p>“How can we stay safe online when people may not be who they say they are?”</p> <p>Explore manipulation, privacy, reporting, cyber safety, and balancing on-/offline time.</p> <p>Question: How do you know if someone online might not be who they say they are?</p> <p>Possible viewpoints:</p> <ol style="list-style-type: none"> 1. If they won’t video chat or show their face, they might be pretending. 2. If they talk like your age group, they must be your age. 3. If they ask to meet in real life, something might be wrong. 4. If they know your friends, they must be safe. 	<p>Year 6</p> <p>“How do we stay safe as we become more independent, both online and in the real world?”</p> <p>Cover managing risky situations, knowing when and how to ask for help, emergency first-aid, and responsible online communication.</p> <p>Question: How can we keep ourselves safe as we become more independent (walking home, online, activities)?</p> <p>Possible viewpoints:</p> <ol style="list-style-type: none"> 1. Tell a trusted adult where you are and who you’re with. 2. Rely on your mobile phone because you can always call for help. 3. Go alone and figure things out yourself to build confidence. 4. Stay with friends because groups feel safer.
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Safety – Dates: WC 19/1 and 26/1 and 2/2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5`	Year 6
<p>Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p> <p>Pupils discuss what to do if you are lost away from home or upset.</p> <p>Pupils discuss what to do if they see something scary or upsetting on the computer/tablet/phone.</p>	<p>Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.</p> <p>Pupils recognise the need for safety rules – road, fire, water, rail, school environment, online, playground and home and can follow the rules.</p> <p>Pupils know that there are people and services who can help us including knowing how to call 999 in an emergency.</p> <p>Pupils know that they don’t need to keep secrets – both online and offline.</p> <p>Pupils know the positives of the internet but also discuss the dangers and that ‘stranger danger’ applies online as well as offline.</p> <p>Pupils know not to share private information with people they don’t know online and offline.</p> <p>Pupils know that some websites, games and social media sites have age restrictions and pupils know how to get help if they see something that they are unhappy with online.</p>	<p>Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p> <p>Pupils know the simple skills which will help to maintain their personal safety both online and offline – passwords, parents knowing what they are doing online / stranger danger.</p> <p>Pupils can recognise what is right and wrong both on and offline.</p> <p>Pupils understand that pressure to behave in an unsafe way can come from a range of people including people they know as well as people online.</p> <p>Pupils know how to ask for help when they need it and can name a range of people to help them. They also know how to call 999 in an emergency.</p> <p>Pupils know that the internet has many benefits but they know they need to balance their time spent on and offline and they know they should play age appropriate games.</p> <p>Pupils have an understanding of a range of risks when communicating online and can demonstrate ways of reducing the risk to ensure they are safe</p> <p>Pupils know that people sometimes behave differently online, including friends or by pretending to be someone they are not</p> <p>Pupils have an understanding of what a healthy online friendship is and awareness of the risks associated with people they have never met</p>	<p>Pupils can identify the difference between secrets and surprises, knowing when it is right to break a confidence and share a secret.</p> <p>Pupils can identify and explain how to manage risks in different situations including on and offline line</p> <p>Pupils can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline</p> <p>Pupils can explain how their behaviour may have consequences for themselves and others both on and offline</p> <p>Pupils can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc.</p> <p>Pupils know school rules for health and safety, basic first-aid procedures and where to get help for themselves and others in need, including how to call 999 in an emergency</p> <p>Pupils know the internet has many benefits but know they need to balance their time spent on and offline and adhere to the age rating of computer games</p> <p>Pupils have a growing understanding of a range of risks when communicating online and can demonstrate ways of reducing the risk to ensure themselves and their friends are safe online</p> <p>Pupils know how to report concerns and get support with issues online</p> <p>Pupils know that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Pupils know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>Pupils recognise when they may need help to manage a situation and have developed the skills to ask for help.</p> <p>Pupils can describe what risk means to them both on and offline</p> <p>Pupils can take responsibility for their own behaviour and safety and realise that actions have consequences both on and offline</p> <p>Pupils can recognise, predict and assess risk, relating to themselves and others and know how to get help (includes risks in the home, road, water, rail, online, electricity and personal safety) and they know how to call 999 in an emergency</p> <p>Pupils have some effective strategies to cope with peer influence and peer pressure both on and offline</p> <p>Pupils know the internet has many benefits but they know they need to balance their time spent on and offline and adhere to the age rating of social media and computer games</p> <p>Pupils know that not everything on the internet is true and know what to do if they access something that makes them unhappy or uncomfortable</p> <p>Pupils understand the need to keep information private in order to protect themselves when communicating online and they can implement strategies to do this</p> <p>Pupils recognise how online communications (including from friends) may be used for manipulation or persuasion and they have ways of managing this.</p> <p>Pupils know how to recognise and display respectful behaviour online</p> <p>Pupils know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Pupils know how information and data is shared and used online</p>	<p>Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.</p> <p>Pupils can identify strategies they can use to keep themselves physically and emotionally safe including road safety, cycle safety, online safety and in the local environment(rail, road, water and fire) and they know how to call 999 in an emergency</p> <p>Pupils know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know both on and offline and the media</p> <p>Pupils know the internet has many benefits but know they need to balance their time spent on and offline and adhere to the age rating of social media and computer games</p> <p>Pupils understand how some people use online technology to bully other people and know how to seek help if this happens to themselves or a friend</p> <p>Pupils know how to present themselves safely online and understand the potential risks of providing personal information online</p>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.</p> <p>Pupils can take responsibility for their own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency</p> <p>Pupils know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>Pupils recognise the responsibility they have both on and offline due to increased independence and can keep themselves and others safe</p> <p>Pupils can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly</p> <p>Pupils know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people they know and the media</p> <p>Pupils know the internet has many benefits but they know they need to balance their time spent on and offline and adhere to the age rating of social media and computer games</p> <p>Pupils can select appropriate tools to collaborate and communicate confidently and safely with others, including friends they know in real life</p>

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Respect and Privacy – Dates: WC 9/2 and 23/2

PANTS - NSPCC

<p>Pupils are taught that some areas of the body are private.</p> <p>Pupils know that their body belongs to them.</p> <p>Pupils know that people’s bodies should not be touched by other people without permission.</p> <p>Pupils know that toilets are private areas and that this privacy should be respected.</p> <p>Pupils become increasingly independent with toileting and getting dressed.</p> <p>Pupils know that they should speak with an adult if they are upset about anything.</p> <p>Pupils speak to adults about any secrets that are upsetting.</p>	<p>Pupils explore what the word private means.</p> <p>Pupils understand that you should not touch other people’s bodies without permission and that some areas of the body are private.</p> <p>Pupils know the scientific name for external body parts.</p> <p>Pupils know that some activities like toileting and showering are private and should be done in privately as you get older.</p> <p>Pupils know that their body belongs to them.</p> <p>Pupils know that there is good and bad touching.</p> <p>Pupils know that good touching should make you feel happy (like a kiss or cuddle from a family member)</p> <p>Pupils know that some touching is necessary even though they might not like it – e.g. Grabbing a hand to stop you at a busy road, or a doctor or dentist touching for health purposes.</p> <p>Pupils know that they can say ‘no’ to touching that makes them worried.</p> <p>Pupils know that bad touching is when it makes you feel worried.</p> <p>Pupils know that if any touching makes them feel unhappy, they should tell an adult.</p> <p>Pupils know that they should not be told to keep secrets related to touching.</p> <p>Pupils know that if any secret makes them feel worried, they should tell someone.</p> <p>Pupils know that if they are being asked to keep a secret and they don’t understand why, they should talk to an adult.</p>	<p>Pupils explore what the word private means.</p> <p>Pupils understand that you should not touch other people’s bodies without permission and that some areas of the body are private.</p> <p>Pupils know the scientific name for external body parts.</p> <p>Pupils know that some activities like toileting and showering are private and should be done in privately as you get older.</p> <p>Pupils know that their body belongs to them.</p> <p>Pupils know that there is good and bad touching.</p> <p>Pupils know that good touching should make you feel happy (like a kiss or cuddle from a family member)</p> <p>Pupils know that some touching is necessary even though they might not like it – e.g. Grabbing a hand to stop you at a busy road, or a doctor or dentist touching for health purposes.</p> <p>Pupils know that they can say ‘no’ to touching that makes them worried.</p> <p>Pupils know that bad touching is when it makes you feel worried.</p> <p>Pupils know that if any touching makes them feel unhappy, they should tell an adult.</p> <p>Pupils know that they should not be told to keep secrets related to touching.</p> <p>Pupils know that if any secret makes them feel worried, they should tell someone.</p> <p>Pupils know that if they are being asked to keep a secret and they don’t understand why, they should talk to an adult.</p>	<p>Pupils know what the word private means.</p> <p>Pupils understand that you should not touch other people’s bodies without permission and that some areas of the body are private.</p> <p>Pupils know the scientific name for external body parts.</p> <p>Pupils know that some activities like toileting and showering are private and should be done in privately as you get older.</p> <p>Pupils know that their body belongs to them.</p> <p>Pupils know that there is good and bad touching.</p> <p>Pupils know that good touching should make you feel happy (like a kiss or cuddle from a family member)</p> <p>Pupils know that some touching is necessary even though they might not like it – e.g. Grabbing a hand to stop you at a busy road, or a doctor or dentist touching for health purposes.</p> <p>Pupils know that they can say ‘no’ to touching that makes them worried.</p> <p>Pupils know that bad touching is when it makes you feel worried.</p> <p>Pupils know that if any touching makes them feel unhappy, they should tell an adult.</p> <p>Pupils know that they should not be told to keep secrets related to touching - this includes secrets online.</p> <p>Pupils know that if any secret makes them feel worried, they should tell someone - this includes online.</p> <p>Pupils know that if they are being asked to keep a secret and they don’t understand why, they should talk to an adult – this includes secrets online</p>	<p>Pupils know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Pupils know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>Pupils know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Pupils know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>Pupils know how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Pupils know how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>Pupils know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Pupils know where to get advice, for example family, school or other sources</p>	<p>Pupils know what the word private means and understand that some people interpret private differently.</p> <p>Pupils know what is private and personal and their rights to privacy both online and in the real world.</p> <p>Pupils understand that you should not touch other people’s bodies without permission and that some areas of the body are private.</p> <p>Pupils know they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p> <p>Pupils understand that any actions that are in breach of these rights are against the law and constitute abuse.</p> <p>Pupils know how to get support if they are a worried about themselves or another regarding abuse.</p> <p>Pupils know the scientific name for external body parts.</p> <p>Pupils know that some activities like toileting and showering are private and should be done in privately as you get older.</p> <p>Pupils know that their body belongs to them and that it is not okay for someone to touch their body without permission.</p> <p>Pupils know that there is good and bad touching.</p> <p>Pupils know that good touching should make you feel happy (like a kiss or cuddle from a family member)</p> <p>Pupils know that some touching is necessary even though they might not like it – e.g. Grabbing a hand to stop you at a busy road, or a doctor or dentist touching for health purposes.</p> <p>Pupils know that they can say ‘no’ to touching that makes them worried.</p> <p>Pupils know that bad touching is when it makes you feel worried.</p> <p>Pupils know that if any touching makes them feel unhappy, they should tell an adult.</p> <p>Pupils know that they should not be told to keep secrets related to touching - this includes secrets online.</p> <p>Pupils know that if any secret makes them feel worried, they should tell someone - this includes online.</p> <p>Pupils know that if they are being asked to keep a secret and they don’t understand why, they should talk to an adult – this includes secrets online</p> <p>Pupils know that it is against the law to send inappropriate pictures online.</p> <p>Pupils know that they have the right to say no to anything that makes them feel uncomfortable, on or offline, including peer pressure, adult pressure and social media pressures.</p> <p>Pupils understand what sexual abuse and paedophilia are and that these are both against the law.</p> <p>Pupils know that they must seek support if they are a victim or a witness of abuse online or in the real world.</p> <p>Pupils know ways in which they can protect themselves from abuse online (only talking to people they know, no private information) etc.</p> <p>Pupils know that not all secrets can be kept secret if they have made you feel uncomfortable or someone is at risk of harm.</p>
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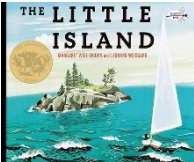
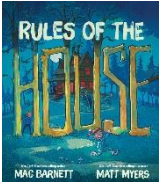

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British Values – Dates: WC 2/3 and 9/3

<p>EYFS</p> <p>Question: “What does ‘fair’ mean, and how can we help make things fair for everyone?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Fair means everyone gets the same.</i> 2. <i>Fair means everyone gets what they need, even if it's different. ???</i> 3. <i>Fair means taking turns so everyone has a chance.</i> 4. <i>Fair means following rules so people don't feel left out.</i> 	<p>Year 1</p> <p>Question: “Why do we have rules in school, and what would happen if no one followed them?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Rules keep everyone safe.</i> 2. <i>Rules help us know what behaviour is expected.</i> 3. <i>Without rules, things might get chaotic or unsafe.</i> 4. <i>Some people think rules stop us doing what we want — but is that true?</i> 	<p>Year 2</p> <p>Question: “What makes us all different, and why is it important to respect these differences?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Differences make our class interesting and unique.</i> 2. <i>People may look or sound different, but everyone deserves respect.</i> 3. <i>Some differences might feel unfamiliar, but we can learn from them.</i> 4. <i>Everyone should be treated kindly, even if you don't understand their differences yet.</i> 	<p>Year 3</p> <p>Question: “Why do we vote for class or school representatives, and how does voting make things fair?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Voting lets everyone have a say.</i> 2. <i>Voting helps us choose someone who will represent the group fairly.</i> 3. <i>Sometimes the person you choose won't win — but the process is still fair.</i> 4. <i>Some people think adults should decide everything — is that fair?</i> 	<p>Year 4</p> <p>Question: “What does it mean to have rights and responsibilities, and how can we balance them?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Rights give us freedom and safety.</i> 2. <i>Responsibilities help us look after each other and our environment.</i> 3. <i>If we only think about rights, things might become unfair.</i> 4. <i>If we only think about responsibilities, we might not feel heard or valued.</i> 	<p>Year 5</p> <p>Question: “How can we respect people’s beliefs, cultures or identities even when they are different from our own?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>We listen and learn from others without judging.</i> 2. <i>We don't have to agree — but we must be respectful.</i> 3. <i>Differences can help us understand the world better.</i> 4. <i>Ignoring or dismissing someone's beliefs can lead to unfairness and discrimination.</i> 	<p>Year 6</p> <p>Question: “Why is democracy important, and how does it help keep people safe, equal and free?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Democracy gives everyone a voice, not just a few people.</i> 2. <i>It helps protect people from unfair or harmful laws.</i> 3. <i>It encourages debate and shared decision-making.</i> 4. <i>Without democracy, power could be misused, leading to inequality or unfair treatment.</i>
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British Values – Dates: WC 2/3 and 9/3

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 `	Year 6
<p><u>DEMOCRACY</u> Pupils discuss fairness.</p> 	<p><u>DEMOCRACY</u></p> <p>Pupils are able to discuss a range of scenarios regarding ‘fairness.’</p> <p>Pupils take part in some of the decisions that affect them and their communities (e.g. student leadership team).</p>	<p><u>DEMOCRACY</u></p> <p>Pupils vote for student leadership team representative and understand the responsibility of the role.</p>	<p><u>DEMOCRACY</u></p> <p>Pupils vote for student leadership team representative.</p> <p>Pupils recognise that in a democracy people have a say in what happens locally and nationally</p> <p>Pupils can discuss the advantages and disadvantages of democracy.</p>	<p><u>DEMOCRACY</u></p> <p>Pupils vote for student leadership team representative.</p> <p>Pupils begin to explain some of the different ways in which people can participate in democracy in the UK and how they can change things.</p> <p>Pupils learn how to debate and defend their points of view.</p>	<p><u>DEMOCRACY</u></p> <p>Pupils vote for student leadership team representative.</p> <p>Pupils know about the origins of democracy – Ancient Greece.</p> <p>Pupils compare Ancient Greek democracy to modern day UK democracy.</p> <p>Pupils describe key features of the political and justice systems in the UK and consider what is fair and unfair to groups in different situations</p> <p><u>THE RULE OF LAW</u></p> <p>Pupils describe situations where rights or interests conflict and need to be balanced</p> <p>Pupils understand the importance of the police in a democratic society.</p> <p><u>INDIVIDUAL LIBERTY</u></p> <p>Pupils discuss body image and the media.</p>	<p><u>DEMOCRACY</u></p> <p>Pupils vote for student leadership team representative.</p> <p>Pupils know the difference between democracy and dictatorship (link to WW2 and Hitler).</p> <p>Pupils compare UK democracy and voting system with USA.</p> <p><u>THE RULE OF LAW</u></p> <p>Pupils explain the different rights need to be protected, supported and balanced, drawing on examples from local to global contexts</p> <p>Pupils explain what human rights are.</p> <p><u>INDIVIDUAL LIBERTY</u></p> <p>Pupils discuss freedom of speech, thoughts and actions.</p>
<p><u>THE RULE OF LAW</u> Pupils discuss right and wrong.</p> 	<p><u>THE RULE OF LAW</u></p> <p>Pupils begin to recognise that all people have needs and wants</p> <p>Pupils know and follow their class and school rules</p>	<p><u>THE RULE OF LAW</u></p> <p>Pupils discuss what is fair and unfair in different situations and identify the difference between peoples’ needs and wants</p> <p>Pupils know and follow their class and school rules</p>	<p><u>THE RULE OF LAW</u></p> <p>Pupils understand that there are laws for everyone to follow.</p> <p>Pupils describe some of the rights and responsibilities people have towards each other and the environment and are aware rights can conflict</p>	<p><u>THE RULE OF LAW</u></p> <p>Pupils discuss what is fair and unfair and describe how justice is applied in some situations. They explore situations where rights compete</p> <p>Pupils know their rights and responsibilities (following the rules etc.)</p> <p>Pupils discuss their values, needs and wants.</p>		
<p><u>INDIVIDUAL LIBERTY</u></p> <p>Pupils discuss similarities and differences between themselves and others.</p> 	<p><u>INDIVIDUAL LIBERTY</u></p> <p>Pupils discuss what it means to respect yourself.</p>	<p><u>INDIVIDUAL LIBERTY</u></p> <p>Pupils discuss what makes them unique.</p>	<p><u>INDIVIDUAL LIBERTY</u></p> <p>Pupils discuss their personality, talents and abilities.</p>			

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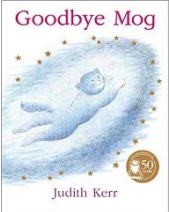
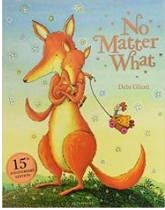
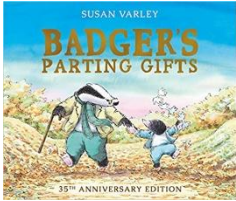
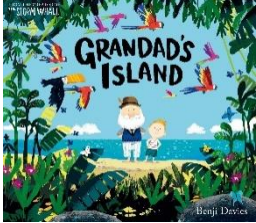

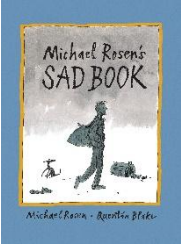
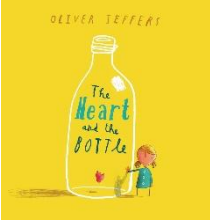
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Loss – Dates: WC 16/3 and 23/3

 <p>Goodbye Mog</p> <p>By Judith Kerr</p>	 <p>No Matter What</p> <p>By Debi Gliori</p>	 <p>Badgers parting gifts</p> <p>By Susan Varley</p>	 <p>Grandad's island</p> <p>By Benji Davies</p>	 <p>The Memory Tree</p> <p>by Britta Teckentrup</p>	 <p>Sad Book</p> <p>By Michael Rosen</p>	 <p>The Heart and the Bottle</p> <p>By Oliver Jeffers</p>
<p>EYFS</p> <p>Question: “How might someone feel when they lose something or someone important to them?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>They might feel sad because they miss it or the person.</i> 2. <i>They might feel confused because they don't understand what happened.</i> 3. <i>They might feel worried and want to talk to an adult.</i> 4. <i>They might feel kind towards others who are sad.</i> 	<p>Year 1</p> <p>Question: “What is the difference between losing something for a little while and losing something forever?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>A temporary loss might make you sad, but you can usually find the item again.</i> 2. <i>Some losses are permanent, which can feel much sadder or harder.</i> 3. <i>Talking to an adult can help you understand the difference.</i> 4. <i>It's normal to feel upset in both situations.</i> 	<p>Year 2</p> <p>Question: “Who can we talk to when we have questions or worries about loss?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>A parent, teacher or trusted adult can help explain things.</i> 2. <i>Friends can help us feel less alone.</i> 3. <i>Books or stories can help us understand different feelings.</i> 4. <i>Keeping worries inside can make them feel bigger.</i> 	<p>Year 3</p> <p>Question: “How can we show kindness to someone who is feeling sad because of loss?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>By listening to them and letting them share their feelings.</i> 2. <i>By being patient if they feel angry or quiet.</i> 3. <i>By offering to spend time with them or play together.</i> 4. <i>By understanding that feelings about loss can last a long time.</i> 	<p>Year 4</p> <p>Question: “Why do people sometimes feel more than one feeling at the same time when they experience loss?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Because loss can bring sadness, anger and confusion all at once.</i> 2. <i>Because people might feel relieved about one thing but sad about another.</i> 3. <i>Because remembering good times can make someone feel happy and sad together.</i> 4. <i>Because everyone reacts to loss differently.</i> 	<p>Year 5</p> <p>Question: “How do different people or cultures understand what happens after someone dies?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Some believe in an afterlife or special resting place.</i> 2. <i>Some see death as part of the natural life cycle.</i> 3. <i>Some use stories or traditions to remember loved ones.</i> 4. <i>Different beliefs should be respected, even if we don't share them.</i> 	<p>Year 6</p> <p>Question: “How can learning about loss help us support ourselves and others during difficult times?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>It helps us recognise feelings like sadness, guilt or anger.</i> 2. <i>It helps us understand that loss is a natural part of life.</i> 3. <i>It gives us strategies to cope, like talking, remembering or seeking help.</i> 4. <i>It helps us support others with empathy and understanding.</i>

Loss – Dates: WC 16/3 and 23/3

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 `	Year 6
Pupils develop a curiosity about loss.	Pupils develop a curiosity about loss.	Pupils develop a curiosity about loss.	Pupils develop a curiosity about loss.	Pupils develop a curiosity about loss.	Pupils develop a curiosity about loss.	Pupils develop a curiosity about loss.
Pupils know who to speak to when they have curiosity around loss.	Pupils know who to speak to when they have curiosity around loss.	Pupils know who to speak to when they have curiosity around loss.	Pupils know who to speak to when they have curiosity around loss.	Pupils know who to speak to when they have curiosity around loss.	Pupils know who to speak to when they have curiosity around loss.	Pupils know who to speak to when they have curiosity around loss.
Pupils acknowledge other’s sadness and be kind towards others.	Pupils acknowledge other’s sadness and be kind towards others.	Pupils acknowledge other’s sadness and be kind towards others.	Pupils acknowledge other’s sadness and be kind towards others.	Pupils acknowledge other’s sadness and be kind towards others.	Pupils acknowledge other’s sadness and be kind towards others.	Pupils acknowledge other’s sadness and be kind towards others.
Pupils recognise the feeling of sadness towards any kind of loss - animal, person, place, and item.	Pupils recognise the feeling of sadness towards any kind of loss - animal, person, place, and item. Pupils progress to question that loss can be temporary or irreversible. Pupils know to seek adult support to answer their questions around loss. Pupils begin to understand that there are different types of loss but guidance from adults to distinguish.	Pupils recognise the feeling of sadness towards any kind of loss - animal, person, place, and item. Pupils progress to question that loss can be temporary or irreversible. Pupils know to seek adult support to answer their questions around loss. Pupils begin to understand that there are different types of loss but need guidance from adults to distinguish.	Pupils recognise the feeling of sadness towards any kind of loss - animal, person, place, and item. Pupils progress to question that loss can be temporary or irreversible. Pupils know to seek adult support to answer their questions around loss. Pupils begin to understand that there are different types of loss but need guidance from adults to distinguish. Pupils are able to identify the difference of a lost item to that of a being. Pupils begin to question if the loss of a person results in a belief on after life or resting place, this can be fantasy led or from cultural belief.	Pupils recognise the feeling of sadness towards any kind of loss - animal, person, place, and item. Pupils progress to question that loss can be temporary or irreversible. Pupils know to seek adult support to answer their questions around loss. Pupils begin to understand that there are different types of loss but need guidance from adults to distinguish. Pupils are able to identify the difference of a lost item to that of a being. Pupils begin to question if the loss of a person results in a belief on after life or resting place, this can be fantasy led or from cultural belief.	Pupils recognise the feeling of sadness towards any kind of loss - animal, person, place, and item. Pupils progress to question that loss can be temporary or irreversible. Pupils know to seek adult support to answer their questions around loss. Pupils begin to understand that there are different types of loss but need guidance from adults to distinguish. Pupils are able to identify the difference of a lost item to that of a being. Pupils begin to question if the loss of a person results in a belief on after life or resting place, this can be fantasy led or from cultural belief.	Pupils recognise the feeling of sadness towards any kind of loss - animal, person, place, and item. Pupils progress to question that loss can be temporary or irreversible. Pupils know to seek adult support to answer their questions around loss. Pupils begin to understand that there are different types of loss but need guidance from adults to distinguish. Pupils are able to identify the difference of a lost item to that of a being. Pupils begin to question if the loss of a person results in a belief on after life or resting place, this can be fantasy led or from cultural belief.

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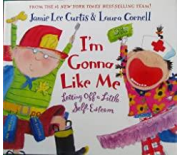
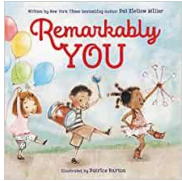

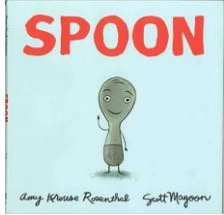
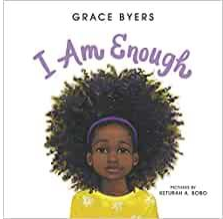
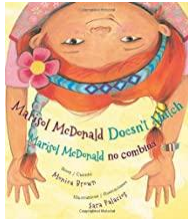

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Self-esteem – Dates: WC 13/4 and 20/4

 <p>I'm Gonna Like Me by Jamie Lee Curtis</p>	 <p>Remarkably You By Pat Zietlow Miller</p>	 <p>I'm Not By Pam Smallcomb</p>	 <p>Spoon by Amy Krouse Rosenthal</p>	 <p>I am Enough By Grace Byers</p>	 <p>Marisol McDonald Doesn't Match By Monica Brown and Sara Palacios</p>	 <p>Zero by Kathryn Otoshi</p>
<p>EYFS Question: “What makes you feel proud of yourself?” Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Doing something new all by myself makes me feel proud.</i> 2. <i>I feel proud when someone says well done to me.</i> 3. <i>I feel proud when I try hard, even if it's tricky.</i> 4. <i>I feel proud when I help someone else.</i> 	<p>Year 1 Question: “Why is it important to say kind things about ourselves and others?” Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Kind words make people feel happy and confident.</i> 2. <i>Kind words help us make and keep friends.</i> 3. <i>If we don't say kind things, people might feel sad or left out.</i> 4. <i>Being kind helps everyone feel proud of themselves.</i> 	<p>Year 2 Question : “How does it feel when we achieve something we've been practising?” Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>It feels exciting because we worked hard.</i> 2. <i>It makes us feel proud and happy inside.</i> 3. <i>It shows us that practice helps us get better.</i> 4. <i>It feels good to share our achievements with others.</i> 	<p>Year 3 Question: “How can we stay positive when we find something difficult?” Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>By remembering that everyone finds things hard sometimes.</i> 2. <i>By asking for help and trying again.</i> 3. <i>By praising ourselves for effort, not just success.</i> 4. <i>By learning from mistakes instead of giving up.</i> 	<p>Year 4 Question: “Why is it important to celebrate what we're good at, and also work on things we're not as confident in?” Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Celebrating strengths helps build self-esteem.</i> 2. <i>Working on challenges helps us grow and feel proud.</i> 3. <i>Everyone has different talents, so comparing isn't helpful.</i> 4. <i>Improving at something tricky can make us feel even more proud than something easy.</i> 	<p>Year 5 Question: “How can other people affect our self-esteem, and what can we do to protect it?” Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>Kind words build us up; unkind words can hurt our confidence.</i> 2. <i>We can choose to listen to people who support us.</i> 3. <i>We can remind ourselves of our strengths when we doubt ourselves.</i> 4. <i>We can challenge negative comments and speak to a trusted adult.</i> 	<p>Year 6 Question: “How can we develop a strong sense of self-esteem as we grow older and face new challenges?” Viewpoints:</p> <ol style="list-style-type: none"> 1. <i>By setting goals and recognising our achievements.</i> 2. <i>By understanding that everyone is different and grows at their own pace.</i> 3. <i>By being aware of how social media can affect our self-esteem.</i> 4. <i>By remembering that mistakes and setbacks are part of learning.</i>

Self-esteem – Dates: WC 13/4 and 20/4

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils are exposed to the word “proud” and “pride” and begin to understand what this means	Pupils use the word proud to describe how they feel	Pupils use the word proud to describe how they feel	Pupils can explain times in their life when they have felt pride.	Pupils can explain times in their life when they have felt pride.	Pupils can explain times in their life when they have felt pride about themselves and proud of others.	Pupils can explain times in their life when they have felt pride about themselves and proud of others.
Pupils feel proud when they achieve something	Pupils feel proud when they achieve something	Pupils feel proud when they achieve something	Pupils feel proud when they achieve something	Pupils feel proud when they achieve something	Pupils feel proud when they achieve something and share this with others confidently.	Pupils feel proud when they achieve something and share this with others confidently.
Pupils will recognise a feeling of happiness and pride when they are praised.	Pupils know that someone else can be proud of you	Pupils know that you can be proud of someone else and that someone else can be proud of you	Pupils know that you can be proud of someone else and that someone else can be proud of you - explaining who is often proud of them.	Pupils know that you can be proud of someone else and that someone else can be proud of you - explaining who is often proud of them.	Pupils know that you can be proud of someone else and that someone else can be proud of you - explaining who is often proud of them and who they are proud of.	Pupils know that you can be proud of someone else and that someone else can be proud of you - explaining who is often proud of them and who they are proud of.
Pupils can say what they are good at.	Pupils give praise to others and themselves	Pupils give praise to others and themselves	Pupils give praise to others and themselves	Pupils give praise to others and themselves	Pupils give praise to others and themselves	Pupils give praise to others and themselves
	Pupils will recognise a feeling of happiness and pride when they are praised.	Pupils will recognise a feeling of happiness and pride when they are praised and know that to praise others can have the same impact on them	Pupils will recognise a feeling of happiness and pride when they are praised and know that to praise others can have the same impact on them	Pupils will recognise a feeling of happiness and pride when they are praised and know that to praise others can have the same impact on them	Pupils will recognise a feeling of happiness and pride when they are praised and know that to praise others can have the same impact on them	Pupils will recognise a feeling of happiness and pride when they are praised and know that to praise others can have the same impact on them
	Pupils can say what they are good at and begin to say what others are good at	Pupils can say what they are good at and celebrate what others are good at too	Pupils can say what they are good at and celebrate what others are good at too	Pupils can say what they are good at and celebrate what others are good at too	Pupils can say what they are good at and celebrate what others are good at too	Pupils can say what they are good at and celebrate what others are good at too
		Pupils begin to think about what they’re not as good at and develop a growth mindset with this	Pupils begin to think about what they’re not as good at and develop a growth mindset with this	Pupils can say what they are good at and celebrate what others are good at too	Pupils begin to think about what they’re not as good at and develop a growth mindset with this	Pupils begin to think about what they’re not as good at and develop a growth mindset with this
		Pupils will reflect upon their efforts and their achievement.	Pupils know that pride can be felt by overcoming something that you initially struggled with – resilience	Pupils begin to think about what they’re not as good at and develop a growth mindset with this	Pupils understand what a growth mindset is and can explain this	Pupils understand what a growth mindset is and can explain this
		Pupils will start to feel different when comparing their activities or themselves to others.	Pupils will reflect upon their efforts and their achievement positively	Pupils know that pride can be felt by overcoming something that you initially struggled with – resilience	Pupils know that sometimes more pride can be felt by overcoming something that you initially struggled with – resilience	Pupils know that sometimes more pride can be felt by overcoming something that you initially struggled with – resilience
		Pupils will start to recognise a negative feeling when they have not achieved their goal.	Pupils will start to feel different when comparing their activities or themselves to others but know that everyone is different and have different talents and strengths.	Pupils will reflect upon their efforts and their achievement positively	Pupils will reflect upon their efforts and their achievement positively and constructively	Pupils will reflect upon their efforts and their achievement positively and constructively
		Pupils suggest words to describe the opposite of feeling proud	Pupils recognise a negative feeling when they have not achieved their goal.	Pupils know that pride can be felt by overcoming something that you initially struggled with – resilience	Pupils will start to feel different when comparing their activities or themselves to others but know that everyone is different and have different talents and strengths.	Pupils will start to feel different when comparing their activities or themselves to others but know that everyone is different and have different talents and strengths.
			Pupils suggest words to describe their negative feelings such as disappointed or ashamed.	Pupils will reflect upon their efforts and their achievement positively	Pupils recognise a negative feeling when they have not achieved their goal.	Pupils recognise a negative feeling when they have not achieved their goal.
				Pupils will start to feel different when comparing their activities or themselves to others but know that everyone is different and have different talents and strengths.	Pupils suggest words to describe their negative feelings such as disappointed or ashamed.	Pupils suggest words to describe their negative feelings such as disappointed or ashamed.
				Pupils recognise a negative feeling when they have not achieved their goal.	Pupils know that other people can affect your self-esteem and ways to cope with this	Pupils know that other people can affect your self-esteem and ways to cope with this
				Pupils suggest words to describe their negative feelings such as disappointed or ashamed.	Pupils begin to understand how the media and social media can impact on self-esteem	Pupils understand how the media and social media can impact on self-esteem
				Pupils know that other people can affect your self-esteem and ways to cope with this	Pupils begin to understand how the media and social media can impact on self-esteem	Pupils understand how their actions can impact others self-esteem and how to be kind in the real and virtual world
						Pupils understand the links between mental health and self-esteem and where to go for support if they are struggling with this

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Being Healthy – Dates: WC 27/4 and 4/5 and 11/5

<p>EYFS</p> <p>Question: “Why is it important to look after our bodies every day?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Because eating healthy food helps us grow strong.</i>2. <i>Because washing our hands and brushing our teeth keeps us clean and healthy.</i>3. <i>Because exercising helps our bodies move and feel good.</i>4. <i>Because looking after our bodies helps stop us from getting poorly.</i>	<p>Year 1</p> <p>Question: “What choices can we make that help us stay healthy?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Choosing healthy foods helps our bodies work properly.</i>2. <i>Going to bed early helps us feel awake and happy the next day.</i>3. <i>Washing our hands and keeping clean stops germs spreading.</i>4. <i>Brushing our teeth twice a day keeps our teeth strong.</i>	<p>Year 2</p> <p>Question: “Why is it important to eat a balanced diet and drink plenty of water?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>A balanced diet gives our bodies the energy they need.</i>2. <i>Drinking water stops us feeling tired or unwell.</i>3. <i>Eating too much sugar can damage our teeth.</i>4. <i>Healthy eating helps us stay active and enjoy playing.</i>	<p>Year 3</p> <p>Question: “How does sleep, exercise and hygiene help our bodies stay healthy?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Sleep helps our bodies rest and repair.</i>2. <i>Exercise makes our muscles and heart strong.</i>3. <i>Good hygiene stops germs from making us ill.</i>4. <i>All three work together to keep us healthy and happy.</i>	<p>Year 4</p> <p>Question: “Why do our choices about food, exercise and hygiene matter for our long-term health?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>Healthy choices help prevent illnesses in the future.</i>2. <i>Poor choices can affect energy, mood and learning.</i>3. <i>Looking after our teeth and bodies now prevents problems later.</i>4. <i>Being active every day helps us build healthy habits.</i>	<p>Year 5</p> <p>Question: “How can we make informed choices about our health when there are so many influences around us?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>We should understand how food, exercise and sleep affect our bodies.</i>2. <i>We need to recognise that adverts and social media can influence our decisions.</i>3. <i>We can ask adults or experts when we’re unsure.</i>4. <i>We can choose what feels healthy and right for us, even if others don’t.</i>	<p>Year 6</p> <p>Question: “How can learning about our bodies help us stay healthy as we become more independent?”</p> <p>Viewpoints:</p> <ol style="list-style-type: none">1. <i>We learn to recognise early signs of illness and seek help.</i>2. <i>We understand how lifestyle choices impact long-term health.</i>3. <i>We learn how to keep safe in the sun, deal with basic first aid and stay active.</i>4. <i>We understand risks such as poor diet, lack of sleep, harmful substances and unsafe habits.</i>
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Being Healthy – Dates: WC 27/4 and 4/5 and 11/5						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 `	Year 6
<p>Pupils discuss which foods are healthy.</p> <p>Pupils discuss how to look after their bodies including regular exercise.</p> <p>Pupils talk about why getting plenty of sleep is important.</p> <p>Pupils know to wash their hands before eating/ after going to the toilet and when they are dirty/ after sneezing and coughing.</p> <p>Pupils know that they should brush their teeth twice a day and that a dentist looks after their teeth.</p> <p>Pupils talk about who helps them if they are feeling unwell (in and out of school).</p> <p>Pupils know that they have to wear suncream to protect them when it is sunny.</p> <p>Pupils know the school rules about health and safety and where to get help if they or their friends are hurt.</p> <p>Pupils know that the emergency services number is 999 and they can speak to the police, ambulance or fire service.</p>	<p>Pupils know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Pupils talk about healthy choices and unhealthy choices (in terms of eating and exercise.)</p> <p>Pupils talk about going to bed early and how it makes them feel when they’re tired.</p> <p>Pupils know the importance of and how to maintain personal hygiene.</p> <p>Pupils understand the importance of washing their hands so that they don’t spread germs which make people ill.</p> <p>Pupils know the importance of brushing their teeth.</p> <p>Pupils talk about who helps them if they are feeling unwell (in and out of school).</p> <p>Pupils know that they have to wear suncream to protect them when it is sunny.</p> <p>Pupils know the school rules about health and safety and where to get help if they or their friend are hurt.</p> <p>Pupils know that the emergency services number is 999 and they can speak to the police, ambulance or fire service and they know who they need to speak to about what.</p>	<p>Pupils understand what a balanced diet constitutes.</p> <p>Pupils know the importance of drinking water (not lots of juice and fizzy drinks - tooth decay)</p> <p>Pupils understand the benefits of exercise.</p> <p>Pupils talk about the benefits of getting plenty of sleep and that good quality of sleep is important for good health, concentration etc.</p> <p>Pupils know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>Pupils can explain what will happen if they don’t brush their teeth and which food choices affect dental health.</p> <p>Pupils talk about a time when they’ve been ill (childhood illness e.g. chicken pox) and what they did – doctors? Calpol? Antibiotics?</p> <p>Pupils know that the sun can be dangerous and that if they don’t wear suncream they might get sunburn which is very uncomfortable.</p> <p>Pupils know the school rules about health and safety and where to get help if they or their friend are hurt.</p> <p>Pupils know that the emergency services number is 999 and they can speak to the police, ambulance or fire service and talk about simple scenarios where they may have to call that number.</p>	<p>Pupils identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Pupils recognise the importance of building regular exercise into daily and weekly routines and how to achieve this (walking to school daily mile etc.)</p> <p>Pupils know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>Pupils know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</p> <p>Pupils know about dental health and the benefits of good oral hygiene, including regular check-ups at the dentist.</p> <p>Pupils know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>Pupils know the school rules about health and safety and where to get help if they or their friend are hurt.</p> <p>Pupils know how to make a clear and efficient call to emergency services if necessary:</p> <ol style="list-style-type: none">Dial 999 and ask for the appropriate service.Give your telephone number.Give your location (as clearly as you can).Give your name.Give the name (if you know it) of the person who needs help (if it’s an ambulance) and their symptoms.	<p>Pupils recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</p> <p>Pupils recognise the physical and mental benefits of regular exercise and know how much exercise they should be doing.</p> <p>Pupils talk about the benefits of getting plenty of sleep and that good quality of sleep is important for good health, concentration and can affect weight and mood.</p> <p>Pupils know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</p> <p>Pupils know the scientific vocabulary for each tooth and can use scientific vocabulary to explain the importance of good oral hygiene (decay etc.).</p> <p>Pupils talk about signs that they are unwell and who can help them.</p> <p>Pupils know how to protect themselves in hot weather and that sunburn causes skin damage and can cause, sun stroke/heat stroke which can make you feel unwell.</p> <p>Pupils know the concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p>Pupils know how to make a clear and efficient call to emergency services if necessary:</p> <ol style="list-style-type: none">Dial 999 and ask for the appropriate service.Give your telephone number.Give your location (as clearly as you can).Give your name.Give the name (if you know it) of the person who needs help (if it’s an ambulance) and their symptoms. <p>Pupils know which, why and how commonly available substances and drugs (including tobacco and alcohol) could damage their immediate and future health and safety.</p>	<p>Pupils know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.</p> <p>Pupils recognise the physical and mental benefits of regular exercise and know how much exercise they should be doing.</p> <p>Pupils talk about the benefits of getting plenty of sleep and that good quality of sleep is important for good health, concentration and can affect weight and mood.</p> <p>Pupils know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>Pupils know about dental health and the benefits of good oral hygiene and dental flossing including regular check-ups at the dentist.</p> <p>Pupils know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>Pupils know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.</p> <p>Pupils know the concepts of basic first aid – ask for help, clean wounds, ice pack for bumps and know basic CPR and how to put someone in the recovery position.</p> <p>Pupils know how to make a clear and efficient call to emergency services if necessary:</p> <ol style="list-style-type: none">Dial 999 and ask for the appropriate service.Give your telephone number.Give your location (as clearly as you can).Give your name.Give the name (if you know it) of the person who needs help (if it’s an ambulance) and their symptoms. <p>Pupils know which, why and how commonly available substances and drugs (including tobacco and alcohol) could damage their immediate and future health and safety and that some are legal, some are restricted and some are illegal to own, use and supply to others.</p> <p>Pupils know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>Pupils know the characteristics of a poor diet and risks associated with unhealthy eating (obesity, tooth decay) and other behaviours (impact of alcohol on diet and health).</p> <p>Pupils recognise the physical and mental benefits of regular exercise and know how much exercise they should be doing.</p> <p>Pupils talk about the benefits of getting plenty of sleep and that good quality of sleep is important for good health, concentration and can affect weight and mood.</p> <p>Pupils know the facts and science relating to allergies, immunisation and vaccination.</p> <p>Pupils know about dental health and the benefits of good oral hygiene and dental flossing including regular check-ups at the dentist.</p> <p>Pupils know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>Pupils know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.</p> <p>Pupils know the concepts of basic first aid – ask for help, clean wounds, ice pack for bumps and know basic CPR and how to put someone in the recovery position.</p> <p>Pupils know how to make a clear and efficient call to emergency services if necessary:</p> <ol style="list-style-type: none">Dial 999 and ask for the appropriate service.Give your telephone number.Give your location (as clearly as you can).Give your name.Give the name (if you know it) of the person who needs help (if it’s an ambulance) and their symptoms. <p>Pupils know which, why and how commonly available substances and drugs (including tobacco and alcohol) could damage their immediate and future health and safety and that some are legal, some are restricted and some are illegal to own, use and supply to others.</p> <p>Pupils know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>

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Growing up/Lifecycles – Dates: WC 8/6 and 15/6

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<p>EYFS Question: “How do we change as we grow bigger?” Viewpoints:</p> <ol style="list-style-type: none"> <i>We learn to do new things, like talking, running and getting dressed.</i> <i>We get taller and stronger as our bodies grow.</i> <i>We change by trying things on our own instead of needing lots of help.</i> <i>Everyone grows at different speeds, and that's okay.</i> 	<p>Year 1 Question: “What is the difference between a child and an adult?” Viewpoints:</p> <ol style="list-style-type: none"> <i>Adults have more responsibilities, like cooking and working.</i> <i>Children are still learning and need help to stay safe.</i> <i>Adults' bodies are bigger and stronger.</i> <i>Children and adults sometimes enjoy different things, but both can learn and have fun.</i> 	<p>Year 2 Question: “How do people change as they grow from babies into children and then into adults?” Viewpoints:</p> <ol style="list-style-type: none"> <i>Their bodies grow and develop new abilities.</i> <i>Their needs change — babies need lots of care; older children can do more independently.</i> <i>People learn new skills and responsibilities as they grow.</i> <i>Growing up can bring exciting changes, but also new challenges.</i> 	<p>Year 3 Question: “Why do different people grow and develop at different rates?” Viewpoints:</p> <ol style="list-style-type: none"> <i>Everyone's body is unique and changes in its own time.</i> <i>Sometimes families share similar growth patterns.</i> <i>Health, food and exercise can affect how we grow.</i> <i>Different rates of growth are normal — there is no 'right' pace.</i> 	<p>Year 4 Question: “What changes happen in our bodies as we move through different stages of the human life cycle?” Viewpoints:</p> <ol style="list-style-type: none"> <i>Our bodies grow stronger, taller and change shape.</i> <i>We gain independence and responsibilities as we grow.</i> <i>Life cycle stages bring new feelings and experiences.</i> <i>All humans experience the same stages, but in different ways.</i> 	<p>Year 5 Question: “How can learning about puberty help us feel more confident as our bodies begin to change?” Viewpoints:</p> <ol style="list-style-type: none"> <i>Knowing what will happen helps us feel prepared instead of worried.</i> <i>Understanding the science behind changes makes them feel normal.</i> <i>Talking about puberty helps us share concerns and get support.</i> <i>Everyone changes at different times, and that's completely normal.</i> 	<p>Year 6 Question: “How can we take care of our bodies and mental wellbeing as we go through puberty and prepare for new responsibilities?” Viewpoints:</p> <ol style="list-style-type: none"> <i>Looking after hygiene and health helps us feel comfortable and confident.</i> <i>Recognising emotional changes helps us manage mood and stress.</i> <i>Seeking help from trusted adults and friends supports us through challenges.</i> <i>Understanding our bodies gives us independence and helps keep us safe.</i>
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Growing up/Lifecycles – Dates: WC 8/6 and 15/6

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5`	Year 6
<p>The Growing Story</p>  <p>By Ruth Krauss</p> <p>Pupils talk about who adults are and what adults do.</p>	<p>Pupils identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Pupils discuss the differences between children and adults – child-led (physical, responsibilities, roles, rules, etc.).</p> <p>Pupils talk about the process of growing from young to old and how people’s needs change.</p>	<p>Pupils notice that animals, including humans, have offspring which grow into adults</p> <p>Pupils discuss growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>	<p>Pupils recognise the stages in a human life cycle and discuss the differences between each stage.</p> <p>Pupils know that human life begins when a male and a female reproduce.</p> <p>Pupils use to the scientific names of body parts when required.</p>	<p>Pupils look at human life cycles and look at the physical differences between bodies – use correct scientific vocabulary. Are all bodies the same?</p> <p>Pupils recognise that everyone’s bodies are different and that they change at different rates.</p>	<p>Pupils describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Pupils describe the life process of reproduction in some plants and animals</p> <p>Pupils describe the changes as humans develop to old age (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty)</p> <p>Pupils identify the changes to the body during puberty and know that people develop at different rates (including the menstrual cycle).</p> <p>Pupils know how to care for themselves during their menstrual cycles.</p> <p>Pupils identify the main parts of the body (including external genitalia and the human reproductive system) and know the functions of these for the purposes of reproduction.</p> <p>Pupils know about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>	<p>Pupils recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Pupils know what will happen to their bodies/emotions during puberty.</p> <p>Pupils know how to take care of their bodies (personal hygiene, mental wellbeing)</p> <p>Pupils know how to care for themselves during their menstrual cycles.</p> <p>Pupils recognise what positively and negatively affects their physical and mental health (including the media/ social media).</p> <p>Pupils recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Pupils discuss their worries and fears about growing up throughout including but not limited to transition to high school.</p>

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Feelings – Dates: WC 22/6 and 29/6

<p>EYFS</p> <p>Question: “How can we tell how someone is feeling?”</p> <p>Viewpoints:</p> <ul style="list-style-type: none">5. By looking at their face and body language.6. By listening to the way they speak.7. By noticing what is happening around them.8. By asking them kindly how they feel.	<p>Year 1</p> <p>Question: “Why is it important to talk about our feelings?”</p> <p>Viewpoints:</p> <ul style="list-style-type: none">5. Talking helps adults understand how to help us.6. Sharing feelings can make us feel better and less worried.7. If we keep feelings inside, they can build up.8. Talking helps other people understand us and be kind.	<p>Year 2</p> <p>Question: “Can we feel more than one feeling at the same time?”</p> <p>Viewpoints:</p> <ul style="list-style-type: none">5. Yes — sometimes we can feel happy and nervous together.6. Yes — feelings can be mixed depending on the situation.7. No — some people think feelings happen one at a time.8. Mixed feelings are normal and talking about them helps.	<p>Year 3</p> <p>Question: “How do our feelings affect the way we behave?”</p> <p>Viewpoints:</p> <ul style="list-style-type: none">5. Strong feelings can make us act without thinking.6. Understanding our feelings helps us make better choices.7. Sometimes feelings can be confusing and hard to manage.8. We can learn strategies to stay calm when feelings get big.	<p>Year 4</p> <p>Question: “How can we manage our feelings when they become overwhelming?”</p> <p>Viewpoints:</p> <ul style="list-style-type: none">5. By using calming techniques like breathing or taking a break.6. By talking to a trusted adult or friend.7. By understanding what triggered the feeling.8. By practising different strategies until we find what works.	<p>Year 5</p> <p>Question: “Why is it important to recognise other people’s feelings as well as our own?”</p> <p>Viewpoints:</p> <ul style="list-style-type: none">5. It helps us understand how our actions affect others.6. It makes relationships healthier and more respectful.7. It helps us support people who might be struggling.8. It helps us avoid misunderstandings or unkind behaviour.	<p>Year 6</p> <p>Question: “How can changes in our bodies or lives (like puberty or moving school) affect our feelings?”</p> <p>Viewpoints:</p> <ul style="list-style-type: none">5. These changes can make feelings stronger or more confusing.6. Understanding the changes helps us feel more in control.7. Talking to trusted people can make these changes easier.8. Everyone experiences these feelings differently — and that’s normal.
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Feelings – Dates: WC 22/6 and 29/6

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 `	Year 6
<p>Pupils will start to recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p>	<p>Pupils will recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p> <p>Pupils will become more aware of the feelings of others.</p> <p>Pupils will be able to connect feelings with actions.</p>	<p>Pupils will recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p> <p>Pupils will become more aware of the feelings of others.</p> <p>Pupils will become more aware of the feelings of others.</p> <p>Pupils will be able to connect feelings with actions.</p> <p>Pupils will be able to identify more complex emotions.</p> <p>Pupils will be able to connect feelings with actions.</p> <p>Pupils will be able to identify complex feelings in themselves and others.</p> <p>Pupils will verbalise how feelings can affect a person’s behaviour.</p> <p>Pupils will be able to differentiate between different feelings.</p> <p>Pupils will be able to identify that they can have more than one feeling at a time.</p> <p>Pupils are able to see the difference with appropriate behaviour and inappropriate behaviour and link feelings to those situations.</p> <p>Pupils will be able to verbalise what strategies they can do to manage their feelings.</p> <p>Pupils will be able to have more control over feelings that lead to frustration and anger.</p>	<p>Pupils will recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p> <p>Pupils will become more aware of the feelings of others.</p> <p>Pupils will be able to connect feelings with actions.</p> <p>Pupils will be able to identify more complex emotions.</p> <p>Pupils will be able to identify complex feelings in themselves and others.</p> <p>Pupils will verbalise how feelings can affect a person’s behaviour.</p> <p>Pupils will be able to differentiate between different feelings.</p> <p>Pupils will be able to identify that they can have more than one feeling at a time.</p> <p>Pupils are able to see the difference with appropriate behaviour and inappropriate behaviour and link feelings to those situations.</p> <p>Pupils will be able to verbalise what strategies they can do to manage their feelings.</p> <p>Pupils will be able to have more control over feelings that lead to frustration and anger.</p> <p>Pupils will recognise a link with a healthy lifestyle and positive feelings.</p> <p>Pupils will recognise a link with a healthy lifestyle and positive feelings.</p>	<p>Pupils will recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p> <p>Pupils will become more aware of the feelings of others.</p> <p>Pupils will be able to connect feelings with actions.</p> <p>Pupils will be able to identify more complex emotions.</p> <p>Pupils will be able to identify complex feelings in themselves and others.</p> <p>Pupils will verbalise how feelings can affect a person’s behaviour.</p> <p>Pupils will be able to differentiate between different feelings.</p> <p>Pupils will be able to identify that they can have more than one feeling at a time.</p> <p>Pupils are able to see the difference with appropriate behaviour and inappropriate behaviour and link feelings to those situations.</p> <p>Pupils will be able to verbalise what strategies they can do to manage their feelings.</p> <p>Pupils will be able to have more control over feelings that lead to frustration and anger.</p> <p>Pupils will recognise a link with a healthy lifestyle and positive feelings.</p> <p>Pupils will recognise a link with a healthy lifestyle and positive feelings.</p> <p>Pupils will be able to articulate and speak confidently about their own feelings to adults.</p> <p>Pupils will be able to discuss their feelings towards others in a calm and confident manor.</p> <p>Pupils will be able to discuss their feelings towards others in a calm and confident manor.</p>	<p>Pupils will recognise different feelings whilst in different situations.</p> <p>Pupils will be able to verbalise own feelings such as, Happy, Sad and Angry.</p> <p>Pupils will be able to label feelings against physical changes, such as facial expression and body language.</p> <p>Pupils will become more aware of the feelings of others.</p> <p>Pupils will be able to connect feelings with actions.</p> <p>Pupils will be able to identify more complex emotions.</p> <p>Pupils will be able to identify complex feelings in themselves and others.</p> <p>Pupils will verbalise how feelings can affect a person’s behaviour.</p> <p>Pupils will be able to differentiate between different feelings.</p> <p>Pupils will be able to identify that they can have more than one feeling at a time.</p> <p>Pupils are able to see the difference with appropriate behaviour and inappropriate behaviour and link feelings to those situations.</p> <p>Pupils will be able to verbalise what strategies they can do to manage their feelings.</p> <p>Pupils will be able to have more control over feelings that lead to frustration and anger.</p> <p>Pupils will recognise a link with a healthy lifestyle and positive feelings.</p> <p>Pupils will be able to articulate and speak confidently about their own feelings to adults.</p> <p>Pupils will be able to discuss their feelings towards others in a calm and confident manor.</p> <p>Pupils will establish a link with hormonal changes and the impact upon their mood and feelings.</p>	

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