

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	<p>What makes us special? Teamwork Overview of 'golden rules' and exploring these in practise.</p> <p>Begin to get to know other children, talking about their birthday, who they live with and where they live. This may lead in to talking about who is special to them. Family, friends, religion/cultural. Exploring similarities and differences linked to special times/events. (RE1)</p> <p>We talk about what makes a family, the reason why family is important and how families can all be different. (RE3)</p> <p>What sort of boundaries are appropriate with peers and others. (RE25)</p> <p>How to ask for help if they are worried or unhappy (link to feelings). (RE29/30)</p> <p>What do we do if we get 'stuck'? Resilience Children play games to build emotional resilience. Children begin to talk about their own feelings and understand how their own actions/words may hurt others feelings.</p>	<p>Friendship Children begin to make new friends; they learn their names. They listen carefully to others and understand this makes others happy. They take turns and we model this showing how to take turns.</p> <p>We discuss what is a friendship and how it can make us feel happy/secure. (RE7)</p> <p>We talk about what makes a good friendship. (RE8).</p> <p>Through R time they work on developing relationships - working together and friendships. (RE13)</p> <p>Anti-bullying week - bullying in different contexts. (RE17)</p> <p>Why must we be kind to our environment? Kindness Children begin to understand how being kind and caring can make others feel. They talk about emotions such as happiness, sadness, anger. (HE3)</p> <p>They begin to understand that we must care for our</p>	<p>Can we make positive choices? Positivity We speak to children about having a positive attitude. Making mistakes is part of learning. We have a positive attitude towards learning.</p> <p>We share healthy routines that can make you feel more positive such as sleeping at a good time, exercise etc. (HE18/HE22/HE25/HE30)</p> <p>How can we make others happy? Happiness Children begin to share what makes them happy. They understand that friends may have something different that makes them happy. (RE7)</p> <p>They understand that comforting another child when they may be upset can make them happy.</p> <p>Safer Internet Day - How to stay safe online, recognise risks and report them. (RE22)</p>	<p>What have you done today to make you feel proud? Pride Children take pride in their work, they begin to improve their work by talking about what went well and what they would change next time.</p> <p>They share with friends and adults work they are proud of and why. We celebrate successes and children celebrate their own and others successes - this may be inside or outside of school.</p> <p>How can we care for chicks? Responsibility Children begin to understand responsibility through understanding how to care for chicks.</p> <p>Children make links to taking responsibility for tidying up, washing their hands, helping others (working as a team) - they share the responsibility to make sure all are happy.</p> <p>They share what responsibility they have at home: tidying their</p>	<p>Why do we take turns? Democracy Children work together to solve problems. They create models and work as a team in role play. They listen to a variety of views and share their own opinions.</p> <p>(Weekly R-time)</p> <p>How can we challenge ourselves? Determination Children begin to challenge themselves to try new activities/set themselves a challenge.</p> <p>This is a focus within PE, they practise & show increasing control through trying repeatedly.</p> <p>Careers: They make links to professionals who practise daily. We look at how people may use the internet as part of their career. (HE11)</p>	<p>Why do we grow? Respect (SRE) - Growing and changing Children look at how we grow, making comparisons with family members - using language such as older and younger.</p> <p>They share how they have changed since being a baby and begin to talk about what happens as you get older (taller etc)</p> <p>We discuss consent (appropriate touch) through the use of NSPCC PANTS and that their body belongs to them. (RE27)</p> <p>How do you feel today? Honesty (including transition/managing change) Children discuss how they feel when things change. They give examples of when something has changed - new sibling, moving house etc</p> <p>We talk about the changes that happen as we move to a new class, how we might feel and why this might be.</p>

	They have a go independently at everything. They demonstrate resilience when they get stuck with a task and initiate communication with peers or adults to ask for help when needed.	environment (living things and the environment) How to call 999 linked to fire service visiting (HE32)		bedroom, brushing their teeth, putting their plate by the sink after dinner etc.		
Year 1	<p>Who is special to us? Teamwork Class rules - why are they important? Respecting others needs and our own through our behaviour choices.</p> <p>Talking about who is special in our lives and the groups/communities that we belong to - links to families of different shapes/sizes, childhood, home, religion and charity. Similarities and differences. (RE3)</p> <p>What does family mean? What do families do/enjoy together (link to happiness and security)? Why are families important? (RE1/2/4)</p> <p>How to ask for help if they are worried about something and who can support them. (RE31/32)</p> <p>How can we achieve? Resilience Introducing/recovering the learning line - What are their strengths? (Setting simple goals) Reflecting on how we've</p>	<p>What makes a good friend? Friendship What is a friendship? Discuss the characteristics of a good friend. Understanding that bodies and feelings can get hurt by words and actions (RE7/8)</p> <p>Understanding how others are feeling and sharing our feelings with others. What makes us feel good? How does our body feel when we are happy, sad? (HE2/3)</p> <p>Playground peacemakers/R-time (RE13)</p> <p>Why is kindness important? Kindness They understand their behaviour affects others. Listening to others and playing co-operatively - how does this make you feel? Playing team building games to allow reflection on what worked well etc.</p>	<p>What makes you unique? Positivity To understand that everybody is unique and how we may be the same as other people. Respecting similarities and differences between people. (RE12)</p> <p>Recognising why we should be positive in all new challenges as we might be surprised at what we can achieve.</p> <p>What makes us happy? Happiness To discuss some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) - making healthy choices.</p> <p>Discussing hygiene routines and why these are our responsibility. (HE5/6/18/19/22/23/25/29/30)</p> <p>Safer Internet Day - RE22</p>	<p>Who can help us? Pride Celebrating their own achievements and who may have helped them achieve this - being proud.</p> <p>Explain what they could do to attract attention or to ask for help in different situations. Identify that 999 is an emergency number and can be dialled to get help in an emergency. (HE32)</p> <p>Is it our responsibility? Responsibility Looking after our local environment - how can we do this? Explore issues relating to our local community - organise a litter pick, donate to a food bank etc.</p> <p>Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful;</p>	<p>Why is it important to listen to other ideas? Democracy Children may do a show and tell or participate in a debate linked to topic.</p> <p>Children recognise that they can share views and opinions with others and others should respectfully listen.</p> <p>What jobs do people in our community do? Determination To look at jobs people in the local community do (invite in parents from a range of professions) and talk about their aspirations. (HE11)</p> <p>To understand where money comes from and the different purposes (linked to maths) - saving and spending</p>	<p>How can we respect others? Respect (SRE) (including transition/managing change) Growing, changing and becoming independent (reflect from changes when they were a baby)</p> <p>Identifying the correct names for girls/boys body parts.</p> <p>How can we show respect towards others (older and younger)</p> <p>Consent via NSPCC - PANTS (RE19/27)</p> <p>What do we need to do if we feel unsafe? Honesty How to ask for help if they are worried about something. (HE9)</p> <p>Explain what is meant by 'keeping something private' and identify when people might want (or need) to keep something private (understanding</p>

	changed since reception - what can you do now? (linked to topic)	Courtesy and manners linked to understanding that bullying is wrong and what to do if this is happening- <i>Anti-bullying week - RE17</i>		How to respond safely to adults they don't know and what to do if they are worried for themselves or others. (RE31/32)		not to keep secrets that make them feel scared) (RE26)
Year 2	<p>How can we help? Teamwork</p> <p>Overview of school values and rules - working together in school (Why are rules important?)</p> <p><i>Who am I? Who is in my 'team' - family/friends? Who is special to us and why?</i></p> <ul style="list-style-type: none"> • What makes us 'us'? • Similarities and differences - equality/respect (RE1/RE3) <p><i>Are all family relationships happy? What to do if they feel unhappy/unsafe? (RE6/29)</i></p> <p><i>How to report concerns (link to being confident to do so) and where to get advice (RE31/32)</i></p> <p>Who do we know who is resilient? Resilience</p> <p>Introducing/recovering the learning line - identifying what they are good at and setting goals. Reflecting on what they achieved last year.</p> <p><i>Linked to topic</i></p>	<p>How do we show our feelings? Friendship</p> <p><i>How to make friendships and what a good friendship looks like. (RE8)</i></p> <p><i>Anti-bullying week (RE17)</i></p> <p>To understand that bullying is wrong and what to do if bullying (including online) is happening or a friendship makes them unhappy.</p> <p>How do I make other people feel? Kindness</p> <p>Discussing different feelings (such as loneliness) and strategies to manage them.</p> <ul style="list-style-type: none"> • Understanding how others may be feeling • Sharing their own feelings <p>(HE2/3/4)</p> <p><i>Playground peacemakers/ R-time</i></p>	<p>What is positivity? Positivity</p> <p><i>To understand that we are all unique and share what makes us unique.</i></p> <p><i>Recognising how we may be the same as other people in our class - we both like football.</i></p> <p><i>Respect the differences and similarities between groups of people/families. (RE12)</i></p> <p>How can we be happy & healthy? Happiness</p> <p>To discuss different types of behaviour (fair/unfair) and how this may make others feel.</p> <p>How can we spread happiness? What makes us happy?</p> <p><i>Safer Internet Day - How to respond safely and appropriately to adults that they may encounter (in all contexts whom they do not know) (RE28)</i></p>	<p>How can we keep safe in different places? Responsibility</p> <p>Rules for keeping safe (different situations - at school, roads, shopping) and how to identify risky situations (including online) and take steps to reduce risk.</p> <p>Looking at medicine/household products - what to do scenarios?</p> <p>What am I good at? Pride</p> <p>Children take pride in caring for their school, they recognise that it is their responsibility and investigate how we can improve the school environment.</p> <p>To understand what improves and harms their local environment linked to habits - look at strategies to solve these issues (in collaboration with the eco team)</p>	<p>Do our class rules work? Democracy</p> <p>Understanding a range of views and opinions and sharing their own views with others.</p> <p>How to make an emergency services call and basic first aid (HE32/33) - linked to topic.</p> <p>Who can help me? Determination</p> <p>Discussions about who helps you at school, home and in different environments and how they can help others in school.</p> <p><i>Careers:</i> How jobs help people earn money for things they want/need.</p> <p>About a range of different jobs (linked to community) and identifying different strengths/interests.</p>	<p>What is the same and different about us? Respect</p> <p><i>Respecting ourselves and others (inside and outside of school) - what do we keep private?</i></p> <p><i>SRE - Growing and changing - becoming independent and how our needs change as we grow older. Similarities and differences for boys and girls (naming the different body parts scientifically)</i></p> <p>Should we keep secrets? Honesty</p> <p><i>How to resist pressure to do something that makes them feel uncomfortable (secrets). (RE26)</i></p> <p><i>Discussing physical contact and what is acceptable/unacceptable. How to respond when physical contact makes them feel uncomfortable. (RE27)</i></p>

	<p>How to keep our bodies healthy (exercise, sleep etc) linked to healthy choices - links to how sunshine helps our bodies grow - sun safety. (HE5/6/19/20/22/23/27/29)</p> <p>To understand that simple hygiene routines can prevent the spread of bacteria and viruses. (HE30)</p>			<ul style="list-style-type: none"> • Turning off lights • Recycling 		
<p>Year 3</p>	<p>What are the rules that keep us safe?</p> <p>Teamwork</p> <p>To understand the importance of school rules and how these rules keep us safe.</p> <p><i>What are the common features of positive family life? Family/friends - linking to their values (religion, childhood, home, celebrations). This may lead in to discussions about their culture and traditions. (RE3)</i></p> <p><i>How do families differ? (single parents/ step/ blended families/foster/adopted)</i></p> <p><i>How people within families should care for each other and the different ways they demonstrate this? (RE4)</i></p> <p><i>How to ask for help if family relationships make them feel unsafe/worried. (RE6/29)</i></p> <p>Is it ok to be 'stuck in the mud'?</p>	<p>What can we do about bullying?</p> <p>Friendship</p> <p><i>How to build/maintain a good friendship and strategies for dealing with falling out/conflict/difficulties. (RE8)</i></p> <p><i>How friendships support your wellbeing and importance of seeking support if you feel lonely/excluded. (RE9) (HE7)</i></p> <p><i>To recognise if a friendship makes them unhappy/uncomfortable/un safe and how to ask for help. (RE10)</i></p> <p><i>Anti-bullying week (RE17) (HE8)</i></p> <p>How can I show kindness to others?</p> <p>Kindness</p>	<p>Who has a positive influence on us?</p> <p>Positivity</p> <p>What positively affects their physical, mental and emotional health? Children share activities/ people who make them feel positive. For example, mum giving them praise etc. (HE1)</p> <p><i>How to recognise and respond to pressure to do something that makes them feel uncomfortable and how this can impact their mental health (including online) (HE8)</i></p> <p><i>Safer Internet Day - RE21/22</i></p> <p>How can we eat well?</p> <p>Happiness</p> <p>What makes a balanced lifestyle? What makes up a balanced diet?</p>	<p>Why should we take pride in our environment?</p> <p>Pride</p> <p>To discuss and debate issues concerning our environment - what would we like to change and how could we do it? To understand that their actions affect themselves and others.</p> <p>What are we responsible for?</p> <p>Responsibility</p> <p>To share what their responsibilities, rights and duties (home, school and the environment)</p> <p>Keeping safe in the local environment, understanding how to keep themselves safe. Understanding risk in familiar situations (crossing the road, fire) - preventable accidents: if</p>	<p>How can we share our opinion respectfully?</p> <p>Democracy</p> <p>To talk about the ways in which rules and laws keep people safe.</p> <p>To know how to listen and respond respectfully to different points of view.</p> <p>To understand that everyone has human rights (and that children have their own set of human rights)</p> <p>What is a career?</p> <p>Determination</p> <p>What is meant by a diverse community? Understanding groups linked to the school.</p> <p><i>To understand differences and similarities between</i></p>	<p>What is our personal space?</p> <p>Respect (SRE) (including transition/managing change)</p> <p><i>To understand the changes that happen</i></p> <ul style="list-style-type: none"> • <i>Does everyone's body change?</i> • <i>What happens?</i> • <i>How do people feel when their body grows and changes?</i> <p><i>What is acceptable and unacceptable physical contact? Talking about your 'body space'.</i></p> <p><i>Understanding their body belongs to them and that it should not be hurt or touched without permission and who to tell if they feel uncomfortable. (RE27)</i></p> <p>Is honesty always the best policy?</p>

	<p>Resilience</p> <p>To recognise their achievements and set personal targets for the future and working collaboratively towards goals.</p> <p>Discuss the kinds of change (at school, moving house, loss of a pet/family) that happen in life and the feelings associated with this.</p>	<p>To talk about a wider range of feelings, both good and not so good. To understand a range of feelings in others (how they may show these feelings - body language, eye contact) and how to respond. (HE2)</p> <p>To understand how our actions affect ourselves and others - It is important for pupils to understand the importance of stopping, taking a deep breath, weighing up the consequences, thinking, thinking a bit more then deciding what to do. (HE4)</p>	<p>Who helps keep them healthy? Discuss oral hygiene. Is it their own choice? What happens when they have a poor diet/oral hygiene? (Tooth decay and obesity)</p> <p>Sun safety guidance and how to reduce the risk. (HE19/22/24/27/29)</p>	<p>you run, someone may fall over and get hurt - if we walk we will prevent an accident. How to reduce this risk through wearing protective clothing (helmet) and wearing a seatbelt etc.</p> <p>Understanding how to get help in an emergency and basic first aid. Discussions about medicine safety. (HE32/33)</p>	<p>people but that everyone is equal (appreciating difference and diversity) (RE12)</p> <p>What kinds of careers do we aspire to? What are our current likes and dislikes?</p> <p>Parents are invited in to share with the children what jobs they do and how they achieved them.</p>	<p>Honesty</p> <p>What is information is confidential and when should we share a secret. (R26)</p> <p>To recognise what a stereotype is and how they can be unfair. (RE18)</p>
<p>Year 4</p>	<p>What is diversity? Teamwork</p> <p>Recovering the importance of the school rules and why they work for everyone as a team because others behaviour can affect themselves.</p> <p>We look at differences and similarities (individuals and families) but understand everyone is equal. We investigate different stereotypes and how these can be challenged.</p> <p>Children understand how to listen and respond respectfully to a wide range of people - understanding people are entitled to different points of view. They understand that everyone should feel included,</p>	<p>How can we be a good friend? Friendship</p> <p>Investigate a range of good and not so good feelings and how we can experience conflicting feelings at the same time.</p> <p>We look at how feelings can change over time and can be experienced at different levels of intensity and how to manage this.</p> <p>What signs do people give us that suggest how they are feeling? Discuss 'think before we act' and why this may be important (link to strategies/support they</p>	<p>How we show a positive attitude towards challenges? Positivity</p> <p>Children recognise that as they get older they have more independence and this allows them to make positive choices daily.</p> <p>They think about how the media shows them images that may not represent the 'true' image.</p> <p>Safer Internet Day -</p> <p>How do we decide what is best for us? Happiness</p>	<p>Should we be proud of our achievements? Pride</p> <p>What have we achieved so far in year 4? What activities have we been particularly proud of.</p> <p>Children learn about their local community and how to keep safe in different places. They learn about the people who help them stay healthy and safe. The services which we should be proud of.</p> <p>To understand the terms 'risk', 'hazard' and 'danger' - how to reduce these by being responsible.</p>	<p>How do we respond to feedback? Democracy</p> <p>What are children's rights and how these can be protected? Children discuss and debate current relevant issues (linked to topic if relevant or health and wellbeing)</p> <p>Children look at the ways in which rules keep people safe and take part in making and changing rules.</p> <p>Understand how people resolve differences by looking at alternatives,</p>	<p>Why do we grow and change? Respect (SRE)</p> <p>About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams. H34 H35</p> <p>How puberty can affect emotions.</p> <p>Personal hygiene routines change during puberty.</p> <p>How to ask for advice and support about growing and changing.</p>

	<p>respected and not discriminated against. We discuss how to react if they witness discrimination.</p> <p>What would we like to achieve by the end of year 4?</p> <p>Resilience</p> <p>Children reflect on academic and personal achievements from year 3. Recognising what they are proud of/personal strengths (developing self-worth). They set themselves personal targets for the future and discuss how they can achieve their goals. Link to personal attributes, strengths, skills and interests (self-esteem).</p> <p>Discuss how we can work collaboratively towards shared goals - team building exercises.</p> <p>Recognise personal qualities and individuality. Using this to manage any setbacks effectively.</p>	<p>can access to manage feelings)</p> <p><i>Anti-bullying week</i></p> <p>How do inspirational people from the past show kindness?</p> <p>Kindness</p> <p>Look at inspirational people who have shown kindness in different ways through communication, actions etc.</p> <p>Discuss the importance of being polite and courteous and the respectful behaviour they should receive in return.</p> <p>This may lead in to looking at how they solved disputes/conflict through negotiation and compromise.</p>	<p>Children understand what an informed choice is, linked to a balanced lifestyle (exercise). They understand that they can feel negative pressure and learn how to manage this.</p> <p>To understand what is meant by a habit and how they can be hard to break.</p> <p>How lack of sleep can affect the body and mood. (link to appropriate screen time)</p>	<p>What is charity and generosity?</p> <p>Responsibility</p> <p>What are the differences between rights and responsibilities?</p> <p>We look at what charity and generosity means to different children.</p> <p>Children begin to understand how we all have a responsibility to support our community - children may want to participate as a class in raising money for charity or helping a charity.</p> <p>They recognise that they have a responsibility to act in a way which keeps others safe.</p>	<p>seeing and respecting others' points of view.</p> <p>Does determination always make you successful?</p> <p>Determination</p> <p>What it means to be 'enterprising' and how people choose to buy or spend money can affect the others and the environment (Fairtrade, charity)</p> <p>Children look at examples of people who have shown determination and have failed or succeed.</p> <p>Careers - Parents are invited in to talk about times when they have shown determination in their careers.</p>	<p>Children talk about their own personal space and how this should be respected.</p> <p>Appropriate and inappropriate touch and who helps keep us safe; asking for help.</p> <p>How do we manage change?</p> <p>Honesty (transition)</p> <p>When should a secret be kept? Children recognise changes that may happen at school or in life and talk about strategies to help them cope.</p> <p>As they become more independent they recognise that personalities, feelings etc can change and how we can manage this ourselves and others.</p> <p>They recognise and manage 'dares' effectively.</p> <p><i>Transition - discussing changes</i></p>
<p>Year 5</p>	<p>What makes a community?</p> <p>Teamwork</p> <p>To understand what being part of a community means and</p>	<p>Does friendship mean the same to everyone in our class?</p> <p>Friendship</p>	<p>How can we be safe online and using social media?</p> <p>Positivity</p>	<p>Why should we take pride in caring for our environment?</p> <p>Pride</p>	<p>What does discrimination mean?</p> <p>Democracy</p> <p>What is discrimination?</p>	<p>What does respect mean to us?</p> <p>Respect (SRE)</p>

	<p>recognise the role of voluntary, community and pressure groups</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and consider the lives of people living in other places, and people with different values and customs</p> <p><i>Exploring places of worship and the impact on the local community. Linked to RE looking at festivals and events in the religious calendar.</i></p> <p>What motivates you? Resilience</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To discuss what motivates them to achieve - look at how others may be motivated to achieve their goals.</p> <p>Looking at the learning line and how we overcome challenges.</p>	<p>Investigate what friendship means to them, what constitutes a good friendship.</p> <p><i>Can a friendship only be with friends? Family? Visitors?</i></p> <p><i>How to recognise bullying and abuse in all its forms (including prejudice- based bullying both in person, online and through social media)</i></p> <p><i>Anti-bullying week</i></p> <p>Can we be too kind? Kindness</p> <p>To recognise what positively and negatively affects their physical, mental and emotional health.</p> <p>Understand different ways in which we can show kindness.</p> <p>Make links to other feelings and how we would manage negative emotions.</p>	<p>How is the internet and social media used positively? How does it make you feel?</p> <p>Understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others.</p> <p><i>Safer Internet Day - Tuesday 11th February</i></p> <p>What choices help our health? Happiness</p> <p>Children learn 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>what is meant by the term 'habit' and why habits can be hard to change.</p>	<p>Children learn about the sustainability of the environment across the world and how we can have an impact on our future.</p> <p>We look at how our local environment has changed and why this may be.</p> <p>We link this to making an action plan to how we are going to have an impact in our local community.</p> <p>Who is responsible for our safety? Responsibility</p> <p>Children learn about who is responsible for helping them stay safe and how these people help them stay safe.</p> <p>They practise basic first aid and who to call in an emergency.</p> <p>We look at how our own actions can impact our safety - rail, fire, road safety etc.</p> <p>We look at how to reduce risks through the use of relevant strategies.</p>	<p>They recognise and challenge stereotypes.</p> <p>Discuss differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability linked to the Equality Act 2010.</p> <p>What makes us enterprising? Determination</p> <p>What is meant by enterprise and begin to develop enterprise skills.</p> <p>Children recognise the role that money plays in their own and other lives through providing them a challenge which shows entrepreneurship.</p> <p><i>Careers:</i> Invite in parents who have shown entrepreneurship.</p>	<p>Discuss different influences on behaviour - peer pressure and media influence.</p> <p>SRE H34 H35</p> <p>Can being honest hurt others feelings? Honesty</p> <p><i>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</i></p> <p><i>To discuss changes we may experience and strategies to help us with these.</i></p> <p><i>Transition - discussing changes</i></p>
<p>Year 6</p>	<p>How can we stop discrimination? Teamwork</p>	<p>Why is anti-bullying week important? Friendship</p>	<p>How does social media/online influence our view of positivity? Positivity</p>	<p>Who makes us proud? Pride</p> <p>What our responsibilities at home, school and in our</p>	<p>What are human rights? Democracy</p>	<p>Does everybody grow and change at the same rate? Respect (SRE)</p>

<p>Overview of class rules linked to making school enjoyable for.</p> <p><i>Start by talking about different types of relationships including same sex: friends, family, couples, marriage etc. - What makes a relationship special? (commitment, trust etc)</i></p> <p><i>Discussion about forced marriages (link to freedom of choice)</i></p> <p><i>How does discrimination, teasing, bullying and aggressive behaviour affect others. What would be the consequences of their actions on themselves and others?</i></p> <p>How have famous people shown resilience?</p> <p>Resilience</p> <p>Looking back at their own achievements over the past few years and celebrations of well-known people. How did they celebrate their achievements?</p> <p>What motivates us/them? Did they set high aspirations? How did they approach their challenge? Were they successful?</p>	<p>What is prejudice? What are our responsibilities? How can the words that we use show we are inclusive?</p> <p><i>How do we manage complex or conflicting emotions (linked to peer pressure)</i></p> <p>Understanding strategies to manage conflict - negotiation, compromise etc</p> <p><i>Anti-bullying week</i></p> <p>What are conflicting feelings?</p> <p>Kindness</p> <p>Discuss how to respond to a wider range of feelings in others - put ourselves in their shoes.</p> <p>Understanding conflicting feelings.</p> <p><i>How to manage pressure to behave in an unacceptable, unhealthy or risky way - from the media/people they know.</i></p>	<p>Looking at what/who influences someone's choices related to their health.</p> <p>Does the media portrayal of lifestyles influence our choices?</p> <p><i>How do we manage our personal safety online? What do we need to consider before sharing pictures of themselves and others online.</i></p> <p><i>Safer Internet Day - Tuesday 11th February</i></p> <p>How can we stay healthy?</p> <p>Happiness</p> <p><i>DARE (Y6)</i> linked to habits (in relation to drug, alcohol and tobacco education)</p> <p>Discussion about some of the risks and effects of legal and illegal substances.</p>	<p>community? How can we make them proud of us?</p> <p>What different groups/individuals support the local community which we are proud of?</p> <p>Importance of good mental health. Link with exercise, community clubs etc (methods to keep calm)</p> <p>How can we manage risk?</p> <p>Responsibility</p> <p>What risks do we have as we become more independent linked to water, road safety etc. (<i>managing personal safety in their local environment</i>)</p> <p>Supported by: <i>DARE (Y6)</i> - what to do in an emergency.</p>	<p>Children research, discuss and debate issues concerning to human rights (topical issues if possible) and present on how they would solve the issue.</p> <p>Make comparisons between our country and those that do not support human rights. Listen to others respectfully but challenge points of view when necessary.</p> <p><i>Careers - How can we overcome challenges?</i></p> <p>Determination</p> <p>Link to 5-pound challenge - what it takes to set up an enterprise (look at famous entrepreneur) what skills do they possess?</p> <p>You may wish to invite in parents to talk about the challenges they have faced and how they have overcome these challenges.</p>	<p><i>Discussing the changes that happen at puberty. H34 H35</i></p> <p><i>Recovering the human lifecycle, reproduction and roles and responsibility.</i></p> <p><i>What physical contact is acceptable and how to respond.</i></p> <p>What changes may we experience as we move to secondary school?</p> <p>Honesty (R4 Secondary)</p> <p><i>Strategies for coping with change and transition.</i></p> <p><i>When is a right to 'break confidence' and 'share a secret'?</i></p> <p><i>Understanding that they need to be honest about their feelings and know who to turn to when they are feeling worried.</i></p> <p><i>Transition - discussing changes</i></p>
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For all year groups:

- E-Safety (half termly as part of ICT) – HE13/RE22/HE15/HE14/RE21/HE13/HE16/HE17
- Valuing diversity through books and the wider curriculum (RE3/RE12)
- Consent through books/discussions/SRE (RE27)

- Legal and illegal substances – smoking, alcohol and drug-taking (HE25) – DARE

Highlighted in red is the relationships education.

Highlighted in purple is sex education.

Year Group:	Autumn 1 (Teamwork & resilience)	Autumn 2 (Friendship & kindness)	Spring 1 (Positivity & happiness)	Spring 2 (Pride & responsibility)	Summer 1 (Democracy & determination)	Summer 2 (Respect & honesty)
Events:	Macmillan coffee morning Harvest Festival Wear it pink day?	Anti-bullying week Children in Need NSPCC Bonfire Night (Fire Safety) Christmas	Chinese New Year E-safety	Easter Red Nose Day		
Reception	What makes us special? What do we do if we get stuck?	How can we help others? Why must we be kind to our environment?	Can we make positive choices? How can we make others happy?	What have you done today to make you feel proud? How can we care for chicks?	Why do we take turns? How can we challenge ourselves?	Why do we grow? How do you feel today?
Year 1	Who is special to us? How can we achieve?	What makes a good friend? Why is kindness important?	What makes you unique? What makes us happy?	Who can help us? Is it our responsibility?	Why is it important to listen to others ideas? What jobs do people in our community do?	How can respect others? What do we need to if we feel unsafe?
Year 2	How can we help? Who do we know who is resilient?	How do we show our feelings? How do I make other people feel?	What is positivity? How can we be happy and healthy?	How can keep safe in different places? What am I good at?	Do our class rules work? Who can help me?	What is the same and different about us? Should we keep secrets?
Year 3	What are the rules that keep us safe? Is it ok to be 'stuck in the mud'?	What can we do about bullying? How can I show kindness to others?	Who has a positive influence on us? How we eat well?	Why should we take pride in our environment? What are we responsible for?	How can we share out opinion respectfully? What is a career?	What is our personal space? Is honesty always the best policy?
Year 4	What is diversity? What would we like to achieve by the end of year 4?	How can we be a good friend? How do inspirational people from the past show kindness?	How can we show a positive attitude towards challenges? How do we decide what is best for us?	Should we be proud of our achievements? What is charity and generosity?	How we respond to feedback? Does determination always make you successful?	Why do we grow and change? How do we manage change?

Year 5	<p>What makes a community?</p> <p>What motivates you?</p>	<p>Does friendship mean the same to everyone in our class?</p> <p>Can we be too kind?</p>	<p>How can we be safe online and using social media?</p> <p>What choices help our health?</p>	<p>Why should we take pride in caring for our environment?</p> <p>Who is responsible for our safety?</p>	<p>What does discrimination mean?</p> <p>What makes us enterprising?</p>	<p>What does respect mean to us?</p> <p>Can being honest hurt others feelings?</p>
Year 6	<p>How can we stop discrimination?</p> <p>How have famous people shown resilience?</p>	<p>Why is anti-bullying week important?</p> <p>What are conflicting feelings?</p>	<p>How does social media influence our view of positivity?</p> <p>How can we stay healthy?</p>	<p>How can we manage risk?</p> <p>Who makes us proud?</p>	<p>What are human rights?</p> <p>How can we overcome challenges?</p>	<p>Does everybody grow and change at the same rate?</p> <p>What changes may we experience as we move to secondary school?</p>