

w.c 6/9/21 -Settling in-All about Me and My Class.

Year Group	Week 1 13/9/21	Week 2 20/9/21	Week 3 27/9/21	Week 4 4/10/21	Week 5 11/10/21	Week 6 18/10/21	Week 7 1/11/21	Week 8 8/11/21	Week 9 15/11/21 Anti-Bullying Week/Children in Need	Week 10 22/11/21	Week 11 29/11/21	Week 12 6/12/21
Nursery	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
Me and My Relationships Valuing Difference	<p>Marvellous mel Circle time Things I Like by Anthony Browne Using a talking object, model how to finish the sentence: "I like...". Each child then has a turn to say what they like.</p> <p>Marvellous mel Self-portraits Using mirrors, ask the children first to look at themselves and take time to observe and notice their features.</p>	<p>Marvellous mel My Body Using a large sheet of paper (backing paper is best) ask someone to volunteer to lie on the paper so they can be drawn around. Draw different features on the template (eyes, nose, ears, mouth and teeth, hands/fingers, feet/toes, knees, elbows). Write the names of each part, on the template. Using the simple line drawing of a pair of pants and a vest, ask the children to put these on parts of the body that we keep covered and private. Discuss who we might show these to (trusted family members, doctors/nurses).</p> <p>Marvellous mel Fruit and Vegetable Faces Using images of paintings by Giuseppe Arcimboldo, show the children how the artist made faces from different natural objects.</p>	<p>I'm special Say to the children that they are all special and that's the most precious thing. Ask them to think about what makes them special. Play Harold's song "I'm Special" (note there are two versions - one with words, one karaoke version if you want the class to sing it themselves ever). Remind the children of the book <i>Things I like</i> by Anthony Browne and all the things that made him special.</p>	<p>I'm special Activity 1 - I'm special because... Following your carpet time, you can consolidate what the children have learnt and their celebration of what makes them special.</p> <p>I'm special Activity 2 - Sometimes I feel... Start by reading the book <i>Sometimes I Feel Sunny</i> by Gillian Shields. Using some images of feelings (or other resources you may have) ask the group: How are you feeling now? Model choosing a feeling and finishing the sentence "I feel...because..."</p>	<p>I'm special Activity 4 - Special Prayers , write a prayer that becomes your class prayer that is said regularly by the children.</p>	<p>People who are special to me This plan is based on The Family Book by Todd Parr. Start your session by reading the book to the children and explaining that they will be thinking about their special people. Sometimes our special people are our family.</p> <p>Friends and family .Activity 2 - leaf hunt Take the group or class on a hunt for different leaves. Bring back the leaves/samples together as a group. Children choose their favourite leaf/plant and say "I like this leaf because..." Adults to model this first. Highlight that every leaf was special in its own way. Take the leaves back to class and make a display, children could put their names and adult could scribe why they like about the leaf.</p>	<p>People who are special to me Activity 1 - My special people In the plans for the unit "Valuing Difference" you will find some activities which may also support this unit, for example making family portraits. In the group, ask the children to think of one person in their family who is special to them. Next, model to them how to draw this person, then talk about why they are special and what they do to take care of you. After creating their picture, encourage the children to make marks to communicate what they have said, or scribe what they say to you underneath. Alternatively, you could provide the following scaffold: My ... is special because s/he...</p>	<p>People who are special to me Activity 2 - Our village/town/city of families Ask the children to draw/paint a picture of their home. Offer the children a range of generic images of different types of homes (e.g. flat, house, cottage, chalet/mobile home) for children to choose from. Activity 3 - The colour of my family Provide pots of different paints for each possible family member (e.g. mum, dad, stepmum, stepdad, granny, grandad, Auntie, Uncle etc.) based on what you know already about the children. In each pot have a brush and a spoon or pipet (great for fine motor skills) for the children to choose and then add to their own pot. First ask the children to take the brush and add a blob of each colour/family member on the edge of the paper. Then using the spoon or pipet to add some paint to their own pot. Once all the colours have been selected, the children will mix their pot and paint a heart. This is the colour of their family.</p>	<p>Including everyone Read the end of the book <i>Elmer</i> with the class and talk about the party they have. Point out how all the elephants decorate themselves to include Elmer; this was to celebrate Elmer's differences and special qualities. By making themselves colourful and patterned the elephants showed Elmer he is part of the herd (group) How does Elmer feel when they have the party? How do the other elephants feel when they give the party to Elmer? When we are kind to each other, how does that make us feel? Activity 1 - making biscuits Explain to the children that they will be working as a team by being kind and sharing. Biscuits could be elephant shapes or simple shapes and decorated with coloured icing. Alternatively, they could be raisin biscuits (the berries that Elmer used to make himself grey). Activity 2 - making elephant masks, head-dresses or head-bands Using a template of an elephant (can be found on education resources websites or search engine images), children can paint and decorate their masks or headbands in a colourful way. Allow the children to be creative and free in their design choices. As an alternative to an elephant mask, the children could simply have an A3 strip of paper to decorate like a party hat with sequins, feathers, pom-poms etc. Activity 3 - speaking and listening game Have the final picture of all the elephants on Elmer day available for all to see. Each child takes it in turns to describe an elephant and the others try to guess which one. Think about the patterns, colours and describing words. Activity 4 - helping out a friend Using a puppet or soft toy (perhaps the class mascot), explain that the toy has been left out by the other toys because they are too noisy/bright/small/big (whatever suits the appearance of the toy). The toy can then share its feelings with the class (via the adult) or the children could suggest how it might feel - or both. Ask: What could we do to help? What could the other toys do? Is it kind to leave others out because they are different? Children could verbally share or draw/write helpful suggestions.</p>	<p>Me and my friends Start by reading the first few pages of <i>Elmer</i> to the group. Look together at the first page of elephants. Can the children point to the different ones and describe or point to those you have described? As a group, share ways in which the children are similar or different to one another. Encourage them to think of differences they have outside of their clothing - especially if they wear a uniform. For example: what they look like, family, favourite colours, favourite books/toy, religion etc. Point out that the other elephants had things that made them different, even though they were all grey. Share and sing Harold's song <i>I'm Special</i>. Encourage the children to sing along with the chorus: I'm special. You're special. There's no-one quite like me. I'm special. You're special. Clap if you agree. (Clap, clap).</p>	<p>Me and my friends Activity 1 - Colour mixing Provide children with the three primary colours (plus black and white as an extension) and encourage to mix them and explore the different colours they make. They could then use these colours to paint their own whole-class patchwork elephant. Do we all look the same on the outside? Are we all the same on the inside? This may prompt a discussion around body systems. Explain that inside we also have feelings.</p>	

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Children will be able to: Share their likes and dislikes with their friends and adults in their classroom Name the different features of their face and parts of their body Use their senses to explore the world around them	Children will be able to: Share their likes and dislikes with their friends and adults in their classroom Name the different features of their face and parts of their body Use their senses to explore the world around them	Children will be able to: Speak positively about themselves Name different feelings and possible causes Name some key adults who can help them when feeling sad/worried/scared	Children will be able to: Speak positively about themselves Name different feelings and possible causes Name some key adults who can help them when feeling sad/worried/scared	Children will be able to: Speak positively about themselves Name different feelings and possible causes Name some key adults who can help them when feeling sad/worried/scared	Children will be able to: Talk about their families and special people Name those who care for them and keep them safe Describe the different types of homes Children will be able to: Understand that having differences between us is a good thing Notice and talk about differences in nature Recognise the differences within and	Children will be able to: Talk about their families and special people Name those who care for them and keep them safe Describe the different types of homes Children will be able to: Understand that having differences between us is a good thing Notice and talk about differences in nature Recognise the differences within and	Children will be able to: Talk about their families and special people Name those who care for them and keep them safe Describe the different types of homes Children will be able to: Understand that having differences between us is a good thing Notice and talk about differences in nature Recognise the differences within and	Children will be able to: Talk about their families and special people Name those who care for them and keep them safe Describe the different types of homes Children will be able to: Understand that having differences between us is a good thing Notice and talk about differences in nature Recognise the differences within and	Children will be able to: Explore and use different materials Show kindness by including their friends Talk about how to help those who are in need	Children will be able to: Talk about the similarities and differences amongst their peers Talk about the things they and their friends are good at Spot similarities and differences in nature	Children will be able to: Talk about the similarities and differences amongst their peers Talk about the things they and their friends are good at Spot similarities and differences in nature	Children will be able to: Talk about the similarities and differences amongst their peers Talk about the things they and their friends are good at Spot similarities and differences in nature	Children will be able to: Talk about the similarities and differences amongst their peers Talk about the things they and their friends are good at Spot similarities and differences in nature

Reception	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
Me and My Relationships	All about me Read the book All About Me	What makes me special Begin with some questions that focus on things that are important to a child: Tell us about your special object (if children have brought this to school) or can anyone tell us about a special toy or object that you've had since you were very young? A favourite book A favourite activity A favourite place Did we all have the same things as our favourite thing? Explain that we are all different - sometimes we like the same things as each other and sometimes different things. This makes us special. Ask the class to show their special object to everyone and explain why it's special to them (this can be done as a circle activity).	Me and my special people Look in detail at the page 'Who do you spend time with?' (page 7) from the book All About Me Use questions to encourage inclusivity: Build on the previous conversation about people who are important to us, covering, home and families: Who's in your family? What makes us the same/different from people in our family? How do we help each other in families? What do we like to do with our families at home? School families What about inside school? Who helps you in school? What different jobs do people do in our school? Is it the same for everyone inside school? (No - because different people get on with different groups or individuals). Use this discussion to introduce children to the concept of having a network of special people. Start by talking with the children about all the people that they feel are special to them. How do they help you? How do you help them to help you? Draw a picture of your special people - write (with help) what makes each of them special.	Who can help me? Using the All about me book (see Resources needed area) start by focusing on the page 'Who do you like to spend time with?' (page 7). Explain that we're going to be thinking about people who are important to us and people who can help us if something is wrong or making us unhappy. Start with some key questions: Who does Harold like to spend time with? Who else might he like to spend time with that we can't see on this page? Who do you like to spend time with - at school, at home? Who can we go to if we need help with something - at school, at home? Ask children to hold up one hand and, counting on their fingers and thumb, think of five different people they could turn to if they had something that was making them unhappy. Activity - My helping 5 Using the My helping 5 activity sheet provided, children draw the faces of 5 people to turn to for help, in or around the five digits.	My Feelings Choose a book that shows lots of different feelings. You can use the All About Me book (from the Resources needed area) looking at the different characters' faces to guess their feelings, or another one that has a variety of different feelings. Start by going through the whole book - focusing on different feelings you can see. Aim to get a variety of words from the children. Next, using the book All About Me, focus on page 11, 'What can you do when you feel sad?' Set up a circle activity in your usual way. Using a teddy or similar object, begin with a phrase such as: 'I'm am happy when...' moving next onto: 'I sometimes feel cross when...' then 'I'm excited when...' Explore a range of different feelings. Activity 1 - Act it out Gather together a selection of stories that have feelings as a focus (e.g. Elmer stories, Can't you Sleep, Little Bear? or The Rainbow Fish etc.) Discuss the characters' feelings. What could they do to help themselves? Who could they turn to for help? Act out the stories. Take pictures of children showing different emotions; these can be real and acted. Activity 2 - Feel good ideas bag Working in a small group, help children to make a 'Feel Good' bag. Each child draws or writes an activity that makes them feel happy then puts it in a suitable bag. Explain that then, if a child in the class is feeling sad, lonely or unhappy they could pull out an idea (along with a friend/buddy/or adult) and see if the action/activity can	My Feelings 1 Activity 3 - Feelings games Put a stack of playing card-sized pieces of card on the writing table with a picture of some simple feelings emojis on the table. Children can copy the emojis and write the feelings underneath their drawings. These can then be paired up and put into sets for playing games such as Pairs or Snap. Activity 4 - Shake and calm With a small group, make glitter shakers by adding water, a small amount of safe oil (e.g. olive oil) and glitter to a screw-top plastic jar or bottle. Explain that these can be used by the children if they are feeling cross or upset. They can get their bottle and give it a shake. Explain that as they watch the glitter settle down it will help them calm down, too.	My Feelings 2 Introduce the theme with some key questions about feelings, Read the children a story about feeling sad, such as 'Dogger' by Shirley Hughes. Following the story, have a discussion about Dogger (or another character, if using a different story) and feelings. At the end of this discussion, pretend to find a letter Open the letter and read it out to the children. Activity 1 - Sam's letter Read Sam's letter again and ask the children: How do you think Sam is feeling? (Upset, sad, fed up, lonely etc.) Have you ever felt sad? What might make someone feel sad? Children then work in pairs to come up with ideas for things to cheer up a sad friend. In their pairs, they mime their activity and the others guess what it is. Write a list on your whiteboard or a flipchart pad. From this list, the children can pick activities that may also help Sam. Activity 2 - What can help? Role-play activity: choose a teddy/toy character and decide how it might be feeling. Use props/situations to represent an emotion. What could they do? Do you ever feel like that? How might that make others feel or act? What could we do to help the situation?	Kind and caring At the start of the week, it might be useful to give each child a badge - 'I'm playing with someone new (there are ready-made badges to print in the Resources needed area of this plan). Provide a time in the week for children to play with a new friend. This can be done by pairing up the children yourself in a different way for a specific activity each day - for example during outdoor play. Explain that they have been given a special job: to play with that person. Activity - Cooperation clapping Working with a small group, explain to the children that this is a listening game. They will make different movements depending on how many claps they hear. How do you think Sam is feeling? (Upset, sad, fed up, lonely etc.) Have you ever felt sad? What might make someone feel sad? Children then work in pairs to come up with ideas for things to cheer up a sad friend. In their pairs, they mime their activity and the others guess what it is. Write a list on your whiteboard or a flipchart pad. From this list, the children can pick activities that may also help Sam. Activity 2 - What can help? Role-play activity: choose a teddy/toy character and decide how it might be feeling. Use props/situations to represent an emotion. What could they do? Do you ever feel like that? How might that make others feel or act? What could we do to help the situation?	I am Caring Read the story Harold Shares his Scarf again to the class The focus this time for questions is about kindness (rather than celebrating difference). What kind things did Harold say? How do you think the kind words helped? What kind actions did Harold also do, as well as saying kind things? (He shared his scarf - emphasise that kindness is often more about what we do, rather than what we say.) Finish with a circle. Introduce this in your usual way (children have the right to pass etc.), use a soft toy to pass around the circle, asking each child to say a kind thing to the toy, such as 'I like spending time with you', 'You are lovely and cuddly', 'Would you like to play with us?' Make a collection of kind words with the children. These can be recorded in the Wearing my Scarf template (see Resources needed area, it's entitled personal reflection poster). These can be used for activities throughout the week. I feel left out Using a class toy/mascot/character, explain to the children that this toy has been left out by the other toys and they have been saying unkind things to him/her. You could even have a letter written from the toy. Ask the children to think of how they could make the toy feel better and how they could help the other toys to be kinder. In a circle, the children can pass the toy around and tell it something kind. Alternatively they could suggest something to help the other toys be kinder. Activity 1 - I can help Following on from the whole class introduction of 'I feel left out', work with children in small groups to recap on their ideas of how to help and perhaps record them. Based on the alternative/additional introduction, but you don't have to have completed this to be able to do this activity, you could just give a brief explanation of what has happened to the toy/character. These can be recorded by: Children writing or adults scribing their thoughts Drawing pictures Recording on sound recording devices Making a film Roleplay with the toys/puppets/ Activity 2 - Puppet play Using puppets, toys, characters or stick puppets create a scenario in small groups. The adult will begin by using the puppet to introduce themselves and explain its problem. The children can then have their own puppets to interact with the adult's puppet. Try to limit the number of children to 4-5 children so that it's easier for each child to be heard and to interact. This can also be used as a modelling activity so that children can learn how to use puppet play independently. This will give you a	Same and different Begin by asking some key questions, focusing on ways in which we are the same as each other and the ways in which we are different: What things are the same about us? (e.g. how we look, things we like to do). What things are different about us? (e.g. how we look, things we like to do). What's good about not all being the same? Read the story Harold Shares his Scarf about how Harold cheers up his friends and shares his scarf with them as he walks to school one day. Each friend is feeling sad because someone has been unkind to them. He shares his scarf with them and tells them it's good that we are all different. Activity 1 - Harold's journey to school, option A Children create a story map of Harold's journey to school: 1st he met... 2nd he met... 3rd he met... Last he met... Using a story map template children recreate the story in pictures and/or words, according to ability (there are two story map templates in the Resources needed area). Activity 2 - Harold's journey to school, option B Ask the children to retell the story using images from the story Harold Shares his Scarf (you could cut out the images from the book or make the split pin puppets). This can be an independent enhancement to continuous provision. Some children may like to share their retelling and you could record this as part of an online learning journey.	Same and different families Read a book about different families (e.g. The Great Big Book of Families, or similar), with questions that focus on what makes people the same as each other and also different from each other - both of these aspects about families are drawn out in this book. Discuss with the children the positive aspects of all the families. Activity 1 - My family, your family Using the pictures from a book about differences (as used previously, or a different book), explain that the group is going to do a survey and then make a chart or poster to find out some of the ways that we are different from our friends. This could focus on the number of people that live in their house (including any siblings), any pets that they have etc. Encourage the children to think about how to present this information to the whole class. Activity 2 - talking about families Prior to this week's plans, if appropriate - depending on your setting - ask the children (along with communication with the parents) to bring in a picture or photograph of their family.	Same and different homes Start by asking the children to name all the different kinds of homes that people live in. Read a book about different kinds of homes, such as the Dr Seuss story 'Come over to My House' (Youtube has lots of recordings of this book if you don't have it), or choose a similar book from your collection. Activity 1 - My home Children create a 'my home' picture using a lolly stick frame with drawings of family inside and tell an adult the different things they've put in their house. Activity - Home collage Provide the children with different magazines to cut out pictures to make a room or house. Encourage the children to talk about their choices. Activity - My Home poem Ask the children to think about how they feel when they are home. What does it smell like, is there anywhere especially comfy? What do they like to do when they are at home? The children could then write a poem with the following structure: My home is... My home feels... My home smells... My home has...

		"manage" the game.			cheer them up. When the children have created their ideas, put them in the bag and test out some of them before using them as a whole class.				golden opportunity to observe the children put their learning into action. Be aware that during puppet play, children may use the opportunity to disclose information. Ensure you are prepared for this and are aware of your school's safeguarding procedures.	Following this the children could draw a picture of one of the friends Harold helps. They can have the option to write or mark-make some words or sentences re-telling the story. Activity 2 - I like, you like Ask the children to share (perhaps using a sharing object) something that they like. You could have cards or picture prompts to have a theme and do this several times e.g. food, tv programmes, books, outdoor games. Ask the children to remember what the other children have said. You could continue the discussion by thinking about why the children like different things, why some don't like particular foods etc.	In small groups ask the children to share their picture and talk about those in their family. Can they spot any similarities and differences? What is special about your family?	
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Children will be able to: Talk about their own interests. Talk about their families. Talk about how they are the same or different to others.	Children will be able to: Share their favourite interests and objects. Talk about themselves positively. Listen to what others say and respond.	Children will be able to: Talk about the important people in their lives. Understand that we have different special people. Name key people outside of families that care for them.	Children will be able to: Talk about when they might feel unsafe or unhappy. Name the people who will help them. Notice when a friend is in need at school and help them.	Children will be able to: Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down.	Children will be able to: Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down.	Identify events that can make a person feel sad. Suggest ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad.	Children will be able to: Show friendly behaviour towards a peer. Build relationships with others	Children will be able to: Recognise the similarities and differences amongst their peers. Discuss why differences should be celebrated. Retell a story.	Children will be able to: Talk about their family, customs and traditions. Listen to others talk about their experiences. Compare their own experiences with those of others.	Children will be able to: Recognise the similarities and differences between their home and those of others. Talk about what makes their home feel special and safe. Be sensitive towards others.		

	others, and that in turn they should show due respect to others, including those in positions of authority.		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	make others feel lonely or excluded. 5. 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. <u>Relationships Education Being safe</u> 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. 8. Where to get advice e.g. family, school and/or other sources. <u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u> 9. 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).	wellbeing or ability to control their emotions (including issues arising online).	wellbeing or ability to control their emotions (including issues arising online).	including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 9. 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).		having a varied vocabulary of words to use when talking about their own and others' feelings.	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		
Year 1	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	
Back to School Being Healthy Anti-Bullying/Getting on with Everyone	<p>Why we have classroom rules</p> <p>Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.</p>	<p>Harold's school rules</p> <p>Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Catch it, Bin it, Kill it</p> <p>Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.</p>	<p>Around and about the school environment</p> <p>Identify what they like about the school environment; Recognise who cares for and looks after the school environment.</p>	<p>Back to School Being Healthy</p> <p>Children will be able to: Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Super sleep</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep</p>	<p>Healthy Me</p> <p>Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle</p>	<p>I can eat a rainbow</p> <p>Recognise the importance of fruit and vegetables in their daily diet. Know that eating at least five portions of vegetables and fruit a day helps to maintain health</p> <p>Eat well</p> <p>Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy</p>	<p>Good friends</p> <p>Identify simple qualities of friendship; Suggest simple strategies for making up</p>	<p>How are you listening</p> <p>Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations;•Give and receive positive feedback, and experience how this makes them feel.</p>	<p>Unkind, tease or bully</p> <p>Explain the difference between unkindness, teasing and bullying Understand that bullying is usually quite rare.</p> <p>It's not fair</p> <p>Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p> <p>Who can help 2</p> <p>Explain the difference between teasing and bullying; Give examples of what they can do if they experience bullying. Say who they could get help from in a bullying situation.</p>	<p>Harold has a bad day</p> <p>Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>Pass on the praise</p> <p>Demonstrate attentive listening skills Suggest simple strategies for resolving conflict situations;•Give and receive positive feedback, and experience how this makes them feel</p>	<p>Surprise and secrets</p> <p>Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p>
	DFE Relationships Education and Health Education	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education	DFE Relationships Education and Health Education statutory requirements

	H28. About rules and age restrictions that keep us safe. R22. About how to treat ourselves and others with respect; how to be polite and courteous. L1. About what rules are, why they are needed, and why different rules are needed for different situations.	H28. About rules and age restrictions that keep us safe. R22. About how to treat ourselves and others with respect; how to be polite and courteous. H5. Simple hygiene routines that can stop germs from spreading	L3. About things they can do to help look after their environment.	H1. About what keeping healthy means; different ways to keep healthy. H3. About how physical activity helps us to stay healthy; and ways to be physically active every day. H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep	H1. About what keeping healthy means; different ways to keep healthy. H3. About how physical activity helps us to stay healthy; and ways to be physically active every day. H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).	H2. About foods that support good health and the risks of eating too much sugar. H2. About foods that support good health and the risks of eating too much sugar.	R8. Simple strategies to resolve arguments between friends positively. R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.	R8. Simple strategies to resolve arguments between friends positively. R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. Pass on the Praise R8. Simple strategies to resolve arguments between friends positively. R21. About what is kind and unkind behaviour, and how this can affect others. R22. About how to treat themselves and others with respect; how to be polite and courteous. R24. How to listen to other people and play and work cooperatively.	R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying. R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying. R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. R21. About what is kind and unkind behaviour, and how this can affect others. R22. About how to treat themselves and others with respect; how to be polite and courteous. R9. How to ask for help if a friendship is making them feel unhappy.	R22. About how to treat themselves and others with respect; how to be polite and courteous.	R8. Simple strategies to resolve arguments between friends positively. R21. About what is kind and unkind behaviour, and how this can affect others. R22. About how to treat themselves and others with respect; how to be polite and courteous. R24. How to listen to other people and play and work cooperatively.	R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. R15. How to respond safely to adults they don't know. R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.
Year 2	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
Our ideal classroom 1 Bullying or teasing?	Our ideal classroom 1 Suggest actions that will contribute positively to the life of the classroom; Make and undertake Our ideal classroom 2 Take part in creating and agreeing classroom rules.	How can we look after our environment Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school	My day Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.	Harold's postcard Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses	Harold's bathroom Explain the importance of good dental hygiene; Describe simple dental hygiene routines	My body needs... Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health	What does my body do? Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood	My special/important people * Identify people who are special/important to them; Explain some of the ways those people are special/important to them	Being a good friend Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. An act of kindness Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school	Bullying or teasing? Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying Don't do that! Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. types of bullying Explain the difference between bullying and isolated unkind behaviour; Recognise that that there are different types of bullying and unkind behaviour;	How do we make others feel? Recognize and explain how a person's behaviour can affect other people.	Solve the Problem Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. Getting on with others Describe and record strategies for getting on with others in the classroom.

									Understand that bullying and unkind behaviour are both unacceptable ways of behaving.		
DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements
<p><u>Relationships Education Respectful relationships</u></p> <p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>3. The conventions of courtesy and manners.</p>		<p><u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u></p> <p>3. 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><u>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</u></p> <p>2. 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><u>Physical Health and Mental Wellbeing (Health Education) Healthy eating</u></p> <p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p><u>Physical Health and Mental Wellbeing (Health Education) Health and prevention</u></p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p><u>Physical Health and Mental Wellbeing (Health Education) Health and prevention</u></p> <p>6. The facts and science relating to allergies, immunisation and vaccination.</p>	<p><u>Physical Health and Mental Wellbeing (Health Education) Health and prevention</u></p> <p>4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>	<p><u>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</u></p> <p>1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p><u>Physical Health and Mental Wellbeing (Health Education) Healthy eating</u></p> <p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p><u>Physical Health and Mental Wellbeing (Health Education) Health and prevention</u></p> <p>3. 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><u>Relationships Education Families and people who care for me</u></p> <p>1. That families are important for children growing up because they can give love, security and stability.</p> <p>2. 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.</p> <p>3. 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.</p> <p>4. 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.</p>	<p><u>Relationships Education Caring friendships</u></p> <p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2. 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>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><u>Relationships Education Respectful relationships</u></p> <p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p><u>Relationships Education Respectful relationships</u></p> <p>3. The conventions of courtesy and manners.</p> <p><u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u></p> <p>3. 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><u>Relationships Education Respectful relationships</u></p> <p>5. 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>Relationships Education Respectful relationships</p> <p>6. 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><u>Relationships Education Respectful relationships</u></p> <p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p><u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u></p> <p>3. 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><u>Relationships Education Caring friendships</u></p> <p>4. 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><u>Relationships Education Caring friendships</u></p> <p>5. 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>
PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities
L1. About what rules are, why they are needed, and why different rules are needed for different situations. Relationships Education	L3. About things they can do to help look after their environment.						R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. R2. To identify the people who love and care for them and what they do to help them feel cared for.	R21. About what is kind and unkind behaviour, and how this can affect others. R22. About how to treat themselves and others with respect; how to be polite and courteous.	R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying.		R8. Simple strategies to resolve arguments between friends positively. R21. About what is kind and unkind behaviour, and how this can affect others.

	<p>Respectful relationships 3. The conventions of courtesy and manners.</p>							<p>R3. About different types of families including those that may be different to their own. L4. About the different groups they belong to.</p>		<p>R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p>		<p>R24. How to listen to other people and play and work cooperatively. R25. How to talk about and share their opinions on things that matter to them.</p>
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Year 3	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
	<p>As a rule Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules.</p>	<p>My community Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing</p>	<p>Respect and challenge Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully</p>	<p>Our helpful volunteers Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer</p>	<p>Harold's environment project Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. For or against Develop skills in discussion and debating an issue; are bullied; Explore why people have prejudiced views and understand what this is. Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different viewpoints; Make recommendations, based on their research.</p>	<p>Derek cooks dinner(healthy eating) Explain how each of the food groups on the Eatwell Guide(formerly Eatwell Plate) benefits the body. Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal/ Poorly Harold Explain how some infectious illnesses are spread from one person to another;•Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;•Suggest medical and non-medical ways of treating an illness</p>	<p>Tangram team challenge Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p>	<p>How can we solve this problem? Rehearse and demonstrate simple strategies for resolving given conflict situations.</p>	<p>Thunks Express opinions and listen to those of others;•Consider others' points of view;•Practise explaining the thinking behind their ideas and opinions</p>	<p>Zeb Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is Let's celebrate our differences* Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).</p>	<p>Dan's dare Explain what a dare is; Understand that no one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>	<p>Friends are special Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again</p>
	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>	<p>DFE Relationships Education and Health Education statutory requirements</p>
	<p><u>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</u> 4. Why social media, some computer games and online gaming, for example, are age restricted.</p>	<p><u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u> 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p><u>Relationships Education Respectful relationships</u> 1. 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 3. The conventions of courtesy and manners.</p>	<p><u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u> 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>		<p><u>Physical Health and Mental Wellbeing (Health Education) Healthy eating</u> 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. The principles of planning and preparing a range of healthy meals. 3. 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><u>Relationships Education Caring friendships</u> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. <u>Relationships Education Respectful relationships</u> 1. 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</p>	<p><u>Relationships Education Respectful relationships</u> 1. 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 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. The conventions of courtesy and manners.</p>	<p><u>Relationships Education Respectful relationships</u> 1. 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 5. 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. 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to</p>	<p><u>Relationships Education Being safe</u> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</p>	<p><u>Relationships Education Caring friendships</u> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. <u>Relationships Education Caring friendships</u> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <u>Relationships Education Caring friendships</u> 4. 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</p>

	<p>H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p>	<p>L6. About the different groups that make up their community; what living in a community means. L7. To value the different contributions that people and groups make to the community.</p>	<p>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g., physically, in personality or background. R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L30. About some of the skills that will help them in their future careers e.g., teamwork,</p>	<p>L7. To value the different contributions that people and groups make to the community. L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p>	<p>L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices).</p>	<p>H1. How to make informed decisions about health. H2. About the elements of a balanced, healthy lifestyle. H3. About choices that support a healthy lifestyle and recognise what might influence these. H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle. H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>L30. About some of the skills that will help them in their future careers e.g., teamwork, communication and negotiation.</p>	<p>R13. The importance of seeking support if feeling lonely or excluded. R14. That healthy friendships make people feel included recognise when others may feel lonely or excluded; strategies for how to include them. R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>	<p>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>	<p>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R21. About discrimination: what it means and how to challenge it. R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online. L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. L9. About stereotypes, how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. L10. About prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. H25. About personal identity, what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). H27. To recognise their individuality and personal qualities. R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability. R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. R32. About respecting the differences and similarities between people and recognising</p>	<p>H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>	<p>R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11. What constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R16. How friendships can change over time, about making new friends and the benefits of having different types of friends. R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p>
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			communication and negotiation.							what they have in common with others e.g., physically, in personality or background.		
Year 4	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
	<p>It's your right Understand that humans have rights and also responsibilities. Identify some rights and also responsibilities that come with these.</p>	<p>How do we make a difference? Understand the reason we have rules. Suggest and engage with ways that they can contribute to the decision-making process in school (e.g., through pupil voice/school council); Recognise that everyone can make a difference within a democratic process.</p>	<p>My school community Define what is meant by the word 'community'. Suggest ways in which different people support the school community. Identify qualities and attributes of people who support the school community.</p>	<p>Harold's seven r's Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs). Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p>	<p>Logo quiz Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work.</p>	<p>SCARF hotel Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate)</p>	<p>Ok or not ok part 1 Explain what we mean by a 'positive, healthy relationship'. Describe some of the qualities that they admire in others</p>	<p>Ok or not ok part 2 Recognise that there are times when they might need to say 'no' to a friend. Describe appropriate assertive strategies for saying 'no' to a friend.</p>	<p>Under pressure Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. What would I do? List some of the ways that people are different to each other (including differences of race, gender, religion). Recognise potential consequences of aggressive behaviour. Safety in numbers Explain the role of the bystander and how it can influence bullying or other anti-social behaviour. Recognise that they can play a role in influencing outcomes of situations by their actions.</p>	<p>How dare you! Define what is meant by the word 'dare'. Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares</p>	<p>Islands Understand that they have the right to protect their personal body space. Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p>	<p>Can you sort it? Define the terms 'negotiation' and 'compromise'. Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise</p>
	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements
		Relationships Education Online relationships 2. 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.				Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 2. 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. 3. 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. Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. The principles of planning and preparing a range of healthy meals. 3. 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	Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 4. 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. 5. 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. Relationships Education	Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. 5. 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. Relationships Education Respectful relationships	Relationships Education Respectful relationships 1. 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 Relationships Education Respectful relationships 6. 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. 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. Relationships Education Respectful relationships 3. The conventions of courtesy and manners. Relationships Education Respectful relationships 5. 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. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 5. 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. Relationships Education Families and people who care for me 3. 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	Relationships Education Caring friendships 5. 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. Relationships Education Respectful relationships 6. 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. Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 3. That each person's body belongs to them,	Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. 5. 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.	Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. 5. 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>impact of alcohol on diet or health).</p> <p>Respectful relationships 1. 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 4. The importance of self-respect and how this links to their own happiness. 5. 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. <u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u> 3. 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>1. 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 Relationships Education Caring friendships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 5. 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. <u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u> 3. 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>other children's families are also characterised by love and care. <u>Relationships Education Caring friendships</u> 4. 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. Relationships Education Caring friendships 5. 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 seek help or advice from others, if needed. <u>Relationships Education Being safe</u> 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>and to keep trying until they are heard. <u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u> 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. <u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u> 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p><u>Relationships Education Respectful Relationships</u> 1. 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 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 5. 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>
PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities
	R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online. L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.	L6. About the different groups that make up their community; what living in a community means. L7. To value the different contributions that people and groups make to the community.	L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).	L3. About the relationship between rights and responsibilities.	H2. About the elements of a balanced, healthy lifestyle. H5. About what good physical health means; how to recognise early signs of physical illness. H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g., walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.	R11. What constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R16. How friendships can change over time, about making new friends and the benefits of having different types of friends. R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences	R11. What constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R16. How friendships can change over time, about making new friends and the benefits of having different types of friends. R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask	R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. R21. About discrimination: what it means and how to challenge it. R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.	R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. R21. About discrimination: what it means and how to challenge it. R28. How to recognise pressure from others to do something unsafe or that makes	R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R26. About seeking and giving permission (consent) in different situations. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.	R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11. What constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R13. The importance of seeking support if feeling lonely or excluded. R14. That healthy friendships make people feel included recognise when others may feel lonely or excluded; strategies for how to include them. R17. That friendships have ups and downs;

Rights, responsibilities and duties Collaboration challenge	<p>Rights, responsibilities and duties Define the differences between responsibilities, rights and duties. Discuss what can make them difficult to follow. Identify the impact on individuals and the wider community if responsibilities are not carried out.</p>	<p>My school community State what is meant by community. Explain what being part of a school community means to them. Suggest ways of improving the school community</p>	<p>Mo makes a difference Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. Local councils Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community</p>	<p>It all adds up Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health</p>	<p>Independence and responsibility Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Getting fit Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health; Understand the actual norms around smoking and the reasons for common misperceptions of these.</p>	<p>what's the story? Identify, write and discuss issues currently in the media concerning health and wellbeing. Express their opinions on an issue concerning health and wellbeing. Make recommendations on an issue concerning health and wellbeing</p>	<p>Collaboration challenge Explain what collaboration means. Give examples of how they have worked collaboratively. Describe the attributes needed to work collaboratively.</p>	<p>Give and take Explain what is meant by the term's negotiation and compromise; Describe strategies for resolving difficult issues or situations.</p>	<p>How good a friend are you? Demonstrate how to respond to a wide range of feelings in others Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Qualities of friendship Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.</p>	<p>Being assertive Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills Happy being me Develop an understanding of discrimination and its injustice, and describe his using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged The land of the red people Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this/ We should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>	<p>Kind conversations Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.</p>	<p>Relationships cake recipe Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.</p>	
	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements
			<p><u>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</u> 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>			<p><u>Physical Health and Mental Wellbeing (Health Education) internet safety and harms</u> 6. How to be a discerning consumer of information online including understanding that from search engines, is ranked, selected and targeted. <u>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</u></p>		<p><u>Relationships Education Caring friendships</u> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p><u>Relationships Education Caring friendships</u> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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><u>Relationships Education Caring friendships</u> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 1. 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</p>	<p><u>Relationships Education Respectful relationships</u> 1. 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</p>	<p><u>Relationships Education Caring friendships</u> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. That most friendships have ups and downs,</p>	

						<p>2. 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>3. The risks associated with an inactive lifestyle (including obesity).</p> <p><u>Physical Health and Mental Wellbeing (Health Education)</u> <u>Healthy eating</u></p> <p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>make others feel lonely or excluded.</p>	<p><u>Physical Health and Mental Wellbeing (Health Education)</u> <u>Mental wellbeing</u></p> <p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p><u>Physical Health and Mental Wellbeing (Health Education)</u> <u>Mental wellbeing</u></p> <p>2. 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><u>Physical Health and Mental Wellbeing (Health Education)</u> <u>Mental wellbeing</u></p> <p>3. 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><u>Relationships Education</u> <u>Caring friendships</u></p> <p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p><u>Relationships Education</u> <u>Caring friendships</u></p> <p>2. 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><u>Relationships Education</u> <u>Caring friendships</u></p> <p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><u>Relationships Education</u> <u>Caring friendships</u></p> <p>4. 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><u>Relationships Education</u> <u>Caring friendships</u></p> <p>5. 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><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>1. 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><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>3. The conventions of courtesy and manners.</p> <p><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>4. The importance of self-respect and how this links to their own happiness.</p> <p><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>5. 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><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>6. 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>or have different preferences or beliefs</p> <p>2. 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>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>5. 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><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>1. 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>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>3. The conventions of courtesy and manners.</p> <p>4. The importance of self-respect and how this links to their own happiness.</p> <p><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>5. 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><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>6. 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>preferences or beliefs</p> <p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>4. The importance of self-respect and how this links to their own happiness.</p> <p><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>5. 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>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>5. 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><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>3. The conventions of courtesy and manners.</p> <p><u>Relationships Education</u> <u>Respectful relationships</u></p> <p>4. The importance of self-respect and how this links to their own happiness.</p> <p>5. 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>
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										7. What a stereotype is, and how stereotypes can be unfair, negative or destructive. <u>Relationships</u> <u>Education Families and people who care for me</u> 3. 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.		
PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities
L3. About the relationship between rights and responsibilities.	PSHE Association Learning Opportunities L6. About the different groups that make up their community; what living in a community means. L7. To value the different contributions that people and groups make to the community.	L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L7. To value the different contributions that people and groups make to the community. L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.		H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. H35. About the new opportunities and responsibilities that increasing independence may bring.	R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.	L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.	R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.	R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R16. How friendships can change over time, about making new friends and the benefits of having different types of friends. R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. R21. About discrimination: what it means and how to challenge it. R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support	R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support	R11. 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										<p>courteous, respectful relationships.</p> <p>R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>		
Year 6	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
<p>Democracy in Britain 1 – Elections</p> <p>Democracy in Britain 2 – How laws are made</p> <p>Working together</p>	<p>Five ways to wellbeing project</p> <p>Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p>	<p>Our recommendations</p> <p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues</p>	<p>Two sides to every story</p> <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.</p>	<p>Action stations</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group</p>	<p>Project pitch</p> <p>Happy shoppers</p> <p>Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p>Working together</p> <p>Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this.</p>	<p>Let's negotiate</p> <p>Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task;</p> <p>Demonstrate positive strategies for negotiating and compromising within a collaborative task.</p>	<p>Behave yourself</p> <p>Recognise and empathise with patterns of behaviour in peer group dynamics;</p> <p>Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Boys will be boys</p> <p>Define what is meant by the term 'stereotype'; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p>	<p>Ok to be different</p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers.</p> <p>Respecting differences</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication</p> <p>Tolerance and respect for each other</p> <p>Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>Advertising friendships</p> <p>Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationships (e.g. neighbour, parent/carer, relative).</p>	<p>Solve the friendship problem</p> <p>Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Assertiveness skills List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p>	<p>Dan's day</p> <p>Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.</p>

	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements
	<p><u>Physical Health and Mental Wellbeing (Health Education)</u></p> <p><u>Mental Wellbeing</u></p> <p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>7. 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><u>Physical Health and Mental Wellbeing (Health Education)</u></p> <p><u>Internet safety and harms</u></p> <p>2. 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><u>Physical Health and Mental Wellbeing (Health Education)</u></p>		<p><u>Relationships Education Respectful relationships</u></p> <p>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Physical Health and Mental Wellbeing (Health Education)</u></p> <p><u>Internet safety and harms</u></p> <p>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p><u>Physical Health and Mental Wellbeing (Health Education)</u></p> <p><u>Mental wellbeing</u></p> <p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>				<p><u>Relationships Education Respectful relationships</u></p> <p>1. 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>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Relationships Education Respectful relationships</p> <p>4. The importance of self-respect and how this links to their own happiness.</p> <p>Relationships Education Respectful relationships</p> <p>5. 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>6. 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>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Relationships Education Being safe</u></p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p><u>Physical Health and Mental Wellbeing (Health Education)</u></p> <p><u>Internet safety and harms</u></p> <p>2. 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'</p>	<p><u>Relationships Education Caring friendships</u></p> <p>2. 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><u>Relationships Education Respectful relationships</u></p> <p>1. 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>Relationships Education Respectful relationships</p> <p>6. 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>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>3. The conventions of courtesy and manners.</p> <p>5. 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><u>Relationships Education Families and people who care for me</u></p> <p>1. That families are important for children growing up because they can give love, security and stability.</p> <p>4. 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.</p> <p><u>Relationships Education Caring friendships</u></p> <p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Relationships Education Caring friendships</p> <p>2. The characteristics of friendships, including mutual respect, truthfulness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>4. 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>5. 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><u>Relationships Education Caring friendships</u></p> <p>2. 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>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>4. 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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>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><u>Physical Health and Mental Wellbeing (Health Education)</u></p> <p><u>Mental wellbeing</u></p> <p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>2. 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>3. 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>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>

	<p><u>Physical health and fitness</u></p> <p>2. 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>mental and physical wellbeing.</p> <p>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>		<p>the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>			
	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	
	<p>H1. How to make informed decisions about health.</p> <p>H2. About the elements of a balanced, healthy lifestyle.</p> <p>H3. About choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>H8. About how sleep contributes to a healthy lifestyle; routines that support good quality sleep;</p>	<p>R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>	<p>L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p>	<p>L7. To value the different contributions that people and groups make to the community.</p> <p>L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p>	<p>L3. About the relationship between rights and responsibilities.</p>	<p>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>	<p>L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>	<p>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>R21. About discrimination: what it means and how to challenge it.</p> <p>R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p>	<p>R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>R21. About discrimination: what it means and how to challenge it.</p> <p>R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R33. 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About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>R13. The importance of seeking support if feeling lonely or excluded.</p> <p>R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>	<p>R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>R13. The importance of seeking support if feeling lonely or excluded.</p> <p>R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>R18. To recognise if a friendship (online or offline) is making them</p>	<p>H16. About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p>

	<p>the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p>							<p>teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>R21. About discrimination: what it means and how to challenge it.</p> <p>L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>L28. About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p>			<p>feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>	
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