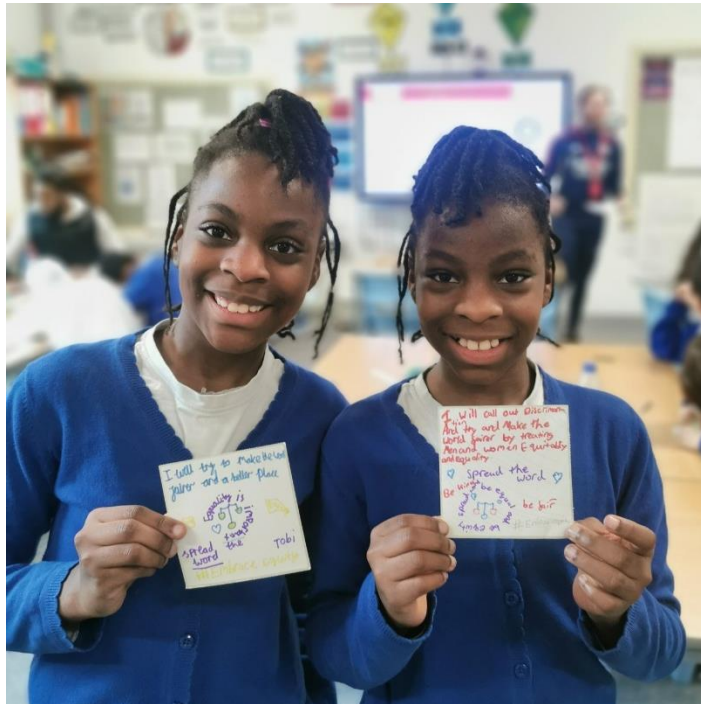

















Personal Development Curriculum Progression Map and Overview











EYFS





EYFS		PSED	Global Citizenship	Wellbeing and Emotional Literacy	Keeping Safe	Careers, Financial Literacy and Enabling Enterprise
Autumn 1	Core Curriculum	<p>PSED ELG: Self-Regulation Children will:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children will:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and 	<p>Equality and Rights Power and Governance: What rules do we have in the classroom?</p> <p>How can we be Ready, Respectful and Safe?</p> <p>What can we do when someone doesn't follow the rules?</p> <p>British Values Focus</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Democracy </div> <div style="text-align: center;">  Rule of Law </div> </div> <p>Rights Respecting School</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  2 NO DISCRIMINATION </div> <div style="text-align: center;">  13 SHARING THOUGHTS FREELY </div> </div> <p>Sustainable Development Goals</p> <div style="text-align: center;">  16 PEACE, JUSTICE AND STRONG INSTITUTIONS </div>	<p>Self Awareness</p>  RULER <ul style="list-style-type: none"> Class Charter Mood Meter Best Self/ Meta Moment Blueprint <p>Emotional Literacy</p> <ul style="list-style-type: none"> What are emotions? Feeling happy Feeling sad Feeling cross Feeling relaxed Understanding my Emotions 	<p>Personal Safety</p> <ul style="list-style-type: none"> Introduction to the PANTS rule Being safe in the classroom/ school environment What to do when the fire alarm sounds <p>Online Safety Nursery</p> <ul style="list-style-type: none"> Know who to talk to if I ever feel worried using technology <p>Reception</p> <ul style="list-style-type: none"> Understand there are rules for using technology responsibly 	<p>Skills Builder Children work on level 0 and level 1 skills builders framework</p> <p>Financial Literacy How to Manage Money Recognising Coins</p>



	<p>perseverance in the face of challenge.</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p>Social Justice and Equality:</p> <p>Is it fair?</p> <p>Why should we share?</p> <p>How can we help someone who is struggling?</p> <p>Is it fair if some people get everything and some people get nothing?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 			
<p>Class events, workshops, visits</p>			<p>RULER workshop for parents</p>		
<p>Whole School</p>		<p>School Elections International Day of Democracy Black History Month</p>	<p>Whole class assembly on RULER and emotional regulation</p>	<p>Bright Start 0-5 years Introduction to parents with</p>	


	events and assemblies		International Evening		Coffee mornings/DSL and Bright Start Link	
Autumn 2	Core Curriculum	See Autumn 1	<p>Equality and Rights <u>Human Rights</u></p> <p>What would happen if we didn't have.....?</p> <p>What do we need to be cared for?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Self-Management</p>  <p>Emotional Literacy</p> <ul style="list-style-type: none"> • Growth Mindset • Using positive "can do" language 	<p>Personal Safety</p> <ul style="list-style-type: none"> • Keeping safe in the classroom- using tools • Firework safety • Fire Safety • Road Safety Be Safe Be Seen <p>Online Safety Nursery</p> <ul style="list-style-type: none"> • Know who to talk to if I ever feel worried using technology <p>Reception</p> <ul style="list-style-type: none"> • Understand there are rules for using technology responsibly 	<p>Skills Builder Children work on level 0 and level 1 skills builders framework</p> <p>Financial Literacy Becoming a Critical Consumer Choices about spending</p>
	Class events, workshops, visits		Social Enterprise Project – Raise money for Children in Need	Class review on RULER and mood		
	Whole School events and assemblies	Anti- Bullying Week	Children in Need Remembrance Day Universal Children's Day Human Rights Day	Anti-Bullying week and how this impacts our emotional regulation as a school reflection Resiliency 7 Cs 'Making a Contribution to charity', BBC Children in Need.		

<p>Spring 1</p>	<p>Core Curriculum</p>	<p>See Autumn 1</p>	<p>Respect for Others <u>Identity and Diversity</u> What makes me me? What makes me different? What do I like about my friends? What is a friend?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Social Awareness</p>  <p>Emotional Literacy</p> <ul style="list-style-type: none"> • Talk about how they and others feel • Talk about the impact of external factors on their feelings 	<p>Personal Safety</p> <ul style="list-style-type: none"> • Dog Safety • Stranger Danger • Review PANTS rule <p>E Safety Digital Wellbeing Nursery</p> <ul style="list-style-type: none"> • Know when to take a break from a screen <p>Reception</p> <ul style="list-style-type: none"> • Recognise the Digital 5 a day and give some examples of activities • Know who to talk to if they feel worried when using technology 	<p>Skills Builder Children work on level 0 and level 1 skills builders framework</p> <p>Financial Literacy Managing Risks and Emotions Associated with Money Keeping money safe</p>
	<p>Class events, workshops, visits</p>			<p>Individual class lesson on mental health. Wellbeing tree and seeing how far the students have grown since September.</p>		
	<p>Whole School</p>		<p>Martin Luther King Day – International Day of Education Holocaust Memorial Day</p>	<p>Children’s Mental Health Week Random Acts of Kindness Day</p>	<p>Safer Internet Day Parent Workshop – online safety</p>	<p>International Day of Women and Girls in Science</p>





	events and assemblies		World Interfaith Harmony Week Children's Mental Health Week –			
Spring 2	Core Curriculum	See Autumn 1	<p>Respect for Others <u>Peace and Conflict</u> What happens if I do something wrong?</p> <p>What does sorry mean?</p> <p>How do we avoid upsetting others?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Relationship Skills</p>  <p>Emotional Literacy</p> <ul style="list-style-type: none"> • Friendship • Working Together • Managing Feelings- Anger • Resolving Conflict • Understanding My Feelings 	<p>Personal Safety</p> <ul style="list-style-type: none"> • Staying Safe at Home <p>E Safety Digital Wellbeing Nursery</p> <ul style="list-style-type: none"> • Know when to take a break from a screen <p>Reception</p> <ul style="list-style-type: none"> • Recognise the Digital 5 a day and give some examples of activities • Know who to talk to if they feel worried when using technology 	<p>Skills Builder Children work on level 0 and level 1 skills builders framework</p> <p>Financial Literacy Managing Risks and Emotions Associated with Money Feelings about money</p>
	Class events, workshops, visits			Tree of growth and how the students have felt from September to Spring 2.		
	Whole School		International Mother Tongue Day Fair Trade Fortnight -	Whole class assembly on personal growth and reflection	Parent workshop on Home Safety (ROSPA)	British Science Week

	events and assemblies		International Women's Day Comic Relief Autism Awareness Day	Resiliency 7 Cs 'Making a Contribution to charity', Comic Relief		
Summer 1	Core Curriculum	See Autumn 1	<p>Ecological Awareness <u>Sustainable Development</u> Should I look after my classroom?</p> <p>How do I take care of plants and animals?</p> <p>Should we throw everything away when we have finished with it? What does recycling mean?</p> <p>British Values</p>  <p>Individual Liberty</p> <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Responsible Decision Making</p>  <p>Emotional Literacy</p> <ul style="list-style-type: none"> Negotiating and solving problems without aggression 	<p>Personal Safety</p> <ul style="list-style-type: none"> Road Safety- Green Cross Code People Who Help Us Review PANTS rule <p>Online Safety Nursery</p> <ul style="list-style-type: none"> Know who to talk to if I ever feel worried using technology <p>Reception</p> <ul style="list-style-type: none"> Understand there are rules for using technology responsibly Be aware of the need for passwords to protect work and use them with help from an adult 	<p>Skills Builder Children work on level 0 and level 1 skills builders framework</p> <p>Financial Literacy Becoming a Critical Consumer Choices about saving</p>
	Class events, workshops, visits				Road Safety Workshop	

	Whole School events and assemblies		<p>Earth Day Celebration and Workshops International Mother Earth Day World Bee Day Walk to school week National Children’s Gardening Week World Environment Day World Oceans Day</p>			
Summer 2	Core Curriculum	See Autumn 1	<p>Ecological Awareness <u>Globalisation and Interdependence</u> Where do we live?</p> <p>What is in our local environment?</p> <p>How do we have links with other places?</p> <p>Where do our families come from?</p> <p>Where does our food come from?</p> <p>British Values</p>  <p>Rights Respecting School</p> 	<p>Anti Bullying SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> I know I belong in my classroom. I like the ways we are all different and can tell you something special about me. I can tell you some ways in which children can be unkind and bully others. I can tell you how it feels when someone bullies you. I can be kind to children who have been bullied. I know who I could talk to in school if I was feeling unhappy or being bullied. I know what to do if I am bullied. 	<p>Personal Safety</p> <ul style="list-style-type: none"> Water safety Staying Safe in the Sun Cycle and Scooter Safety <p>E Safety Digital Wellbeing Nursery</p> <ul style="list-style-type: none"> Know when to take a break from a screen <p>Reception</p> <ul style="list-style-type: none"> Recognise the Digital 5 a day and give some examples of activities Know who to talk to if they feel worried when using technology 	<p>Skills Builder Children work on level 0 and level 1 skills builders framework</p> <p>Financial Literacy Understanding the Important Role Money Plays in our lives. Using money</p>

			Sustainable Development Goals 			
	Class events, workshops, visits		Project: Create a home for an animal in the school grounds e.g., bird box, bug hotel		Staying Safe out and about workshop for parents Water safety visit to the canal	
	Whole School events and assemblies		BNF Healthy Eating Week World Refugee Day Oxfam water week National School Grounds Week			

YEAR 1

Year 1		PSHE/ RSE	Global Citizenship	Wellbeing and Emotional Literacy	Keeping Safe	Careers, Financial Literacy and Enabling Enterprise
Autumn 1	Core Curriculum	<p>Mental Health and Emotional Wellbeing: <u>Feelings</u></p> <ul style="list-style-type: none"> Pupils learn about different types of feelings Pupils learn about managing different feelings Pupils learn about change or loss and how this can feel 	<p>Equality and Rights <u>Power and Governance:</u></p> <p><u>Big Questions</u> How can be involved in making and changing the rules at school?</p> <p>How can we be Ready, Respectful and Safe?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p>  <p><u>Social Justice and Equality:</u></p> <p><u>Big Questions</u> What does the word fair mean?</p> <p>Can you think about what is unfair?</p>	<p>Self Awareness</p>  <p>RULER</p> <ul style="list-style-type: none"> Class Charter Mood Meter Best Self/ Meta Moment Blueprint <p>Emotional Literacy Autumn 1 Booklet</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy <p>Contents Introduction: The RULER Anchor Tools – What are emotions, mood meter, class charter, Moreland moment, Best self. Lesson 1: How am I feeling? – Cheerful Lesson 2: How am I feeling? - Sad Lesson 3: How am I feeling? - Angry Lesson 4: How am I feeling? - Calm</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Introduction to the PANTS rule Being safe in the classroom/ school environment What to do when the fire alarm sounds <p>E safety: Media Balance and Wellbeing</p> <ul style="list-style-type: none"> Learn why it is important to be aware and respectful of people while using devices. Learn the "Pause! Breathe! Finish Up!" routine as a self-regulation strategy for transitioning from technology to face-to-face interactions. To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help. 	<p>Skills Builder Children work on level 2 from the Skills builders framework</p> <p>Financial Literacy How to Manage Money Value of Coins and Notes</p>

What does rich and poor mean to you?

How can we help people who do not have enough?

British Values



Rights Respecting School



Sustainable Development Goals



Lesson 5: Recognising and celebrating our strengths
Lesson 6: Self-efficacy

Class events, workshops, visits




Whole School




RULER workshop for parents


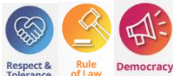

School Elections
 International Day of Democracy






Whole class assembly on RULER and emotional regulation


Bright Futures 5-19 years
 Introduction to parents with




	events and assemblies		Black History Month International Evening		Coffee mornings/DSL and Bright Futures Link Assembly – The Safeguarding Team	
Autumn 2	Core Curriculum	<p>Keeping Safe and Managing Risk: <u>Feeling Safe</u></p> <ul style="list-style-type: none"> Pupils learn about safety in familiar situations Pupils learn about personal safety Pupils learn about people who help keep them safe outside the home 	<p>Equality and Rights <u>Human Rights</u></p> <p><u>Big Questions</u> What are the basic rights we should have?</p> <p>How should we treat others?</p> <p>What should we do if we see someone treated badly?</p> <p>Can kindness change the world?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p>	<p>Self Management</p>  <p>Emotional Literacy Autumn 2 Booklet</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills Growth Mindset <p>Contents Lesson 1: How do you want to feel? Lesson 2: Moving out of the red – angry Lesson 3: Tool Kit to regulate emotions - angry Lesson 4: Growth Mindset- introduction Lesson 5: Growth Mindset – making mistakes Lesson 6: Setting Goals</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Keeping safe at home and outside the home (see PSHE/RSE) Firework safety Fire Safety Road Safety Be Safe Be Seen <p>E Safety: Cyberbullying</p> <ul style="list-style-type: none"> Know when and why to take breaks from device time. Consider the feelings of people around them, even when engaged in fun online activities. Recognise good and unwise online behaviours. 	<p>Skills Builder Children work on level 2 from the Skills builders framework</p> <p>Financial Literacy Understanding the Important Role Money Plays in our lives. Charities and why we give</p> <p>Social Enterprise project Raising money for Children in Need</p>

						
	Class events, workshops, visits	NSPCC Pants rule assembly/workshop	Social Enterprise Project – Raise money for Children in Need	Class review on RULER and mood metre.		
	Whole School events and assemblies	Anti- Bullying Week	Children in Need Remembrance Day Universal Children’s Day Human Rights Day	Anti-Bullying week and how this impacts our emotional regulation as a school reflection Resiliency 7 Cs ‘Making a Contribution to charity’, BBC Children in Need.	Assembly – Firework Safety Assembly – Road Safety	Children in Need School Christmas Fair
Spring 1	Core Curriculum	Identity, Society and Equality: Me and Others <ul style="list-style-type: none"> Pupils learn about what makes themselves and others special Pupils learn about roles and responsibilities at home and school Pupils learn about being co-operative with others 	Respect for Others Identity and Diversity <u>Big Questions</u> Who am I? What are some ways we are alike and different? Do we all think the same things? Why is important to celebrate differences? British Values  Rights Respecting School	Social Awareness  Emotional Literacy Spring 1 Booklet Associated Skills <ul style="list-style-type: none"> Understanding emotions Empathy/sympathy Appreciating diversity Respect for others Contents Lesson 1: How do you want to feel? - Revisiting the class charter Lesson 2: Recognising and understanding other people’s emotions Lesson 3: Kindness Lesson 4: Belonging and Community	Personal Safety <ul style="list-style-type: none"> Dog Safety Stranger Danger Review PANTS rule E Safety: News and Media Literacy <ul style="list-style-type: none"> Know when and why to take breaks from device time. Consider the feelings of people around them, even when engaged in fun online activities. To begin to identify real and false information To understand the key terms, ‘fact’ (true), ‘misleading’ and ‘untrue’ To recognise and use trusted sources to research facts 	Skills Builder Children work on level 2 from the Skills builders framework Financial Literacy How to Manage Money Keeping track of my money









			 <p>Sustainable Development Goals</p>			
	Class events, workshops, visits			Individual class lesson on mental health. Wellbeing tree and seeing how far the students have grown since September.	Parent Class Workshop on E safety	
	Whole School events and assemblies		<p>Martin Luther King Day –</p> <p>International Day of Education</p> <p>Holocaust Memorial Day</p> <p>World Interfaith Harmony Week</p>	<p>Children’s Mental Health Week</p> <p>Random Acts of Kindness Day</p>	<p>Safer Internet Day</p> <p>Dogs Trust Assembly</p> <p>Stranger Danger Assembly</p>	<p>International Day of Women and Girls in Science</p>
Spring 2	Core Curriculum	<p>Drug, Alcohol and Tobacco Education:</p> <p><u>What do we put into and on our bodies?</u></p> <ul style="list-style-type: none"> Pupils learn about what can go into bodies and how it can make people feel 	<p>Respect for Others</p> <p><u>Peace and Conflict</u></p> <p><u>Big Questions</u></p> <p>Why don’t we always agree?</p> <p>How can we keep things fair?</p> <p>How can we end an argument?</p> <p>British Values</p> 	<p>Relationship Skills</p>  <p>Emotional Literacy Booklet</p> <p>Spring 2</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork 	<p>Personal Safety</p> <ul style="list-style-type: none"> Staying Safe at Home First Aid <p>E Safety:</p> <p>Privacy and Security</p> <ul style="list-style-type: none"> Discover that the internet can be used to visit faraway places and learn new things. Compare how staying safe online is similar to 	<p>Skills Builder</p> <p>Children work on level 2 from the Skills builders framework</p>

			<p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Contents</p> <p>Lesson 1: Thinking about friendship</p> <p>Lesson 2: Conflict resolution</p> <p>Lesson 3: Asking for help</p> <p>Lesson 4: Good listening skills</p> <p>Lesson 5: Team work</p>	<p>staying safe in the real world.</p> <ul style="list-style-type: none"> Explain rules for travelling safely on the internet. To understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help 	
	Class events, workshops, visits	.		Tree of growth and how the students have felt from September to Spring 2.	Assembly – Home Safety	
	Whole School events and assemblies		International Mother Tongue Day Fair Trade Fortnight - International Women’s Day Comic Relief Autism Awareness Day	Whole class assembly on personal growth and reflection Resiliency 7 Cs ‘Making a Contribution to charity’, Comic Relief	Parent workshop on Home Safety (ROSPA)	British Science Week
Summer 1	Core Curriculum	<p>Physical Health and Wellbeing: Fun Times</p> <ul style="list-style-type: none"> Pupils learn about food that is associated with special times, in diverse cultures Pupils learn about active playground games from around the world Pupils learn about sun-safety 	<p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p>	<p>Responsible Decision Making</p>  <p>Emotional Literacy Booklet Summer 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying problems Analysing solutions Solving problems Evaluating Reflecting Ethical responsibility <p>Contents</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Road Safety- Green Cross Code Who keeps us safe Sun Safety (See PSHE/RSE) Review PANTS rule <p>E Safety: Digital Footprint and Identity</p> <ul style="list-style-type: none"> Know when and why to take breaks from device time. Consider the feelings of people around them, even 	

				<p>Lesson 1: Identifying Problems</p> <p>Lesson 2: Solving Problems – Brainstorm</p> <p>Lesson 3: Solving Problems – What will happen?</p> <p>Lesson 4: Making Choices</p> <p>Lesson 5: Evaluating and Reflecting – Using the blueprint</p>	<p>when engaged in fun online activities.</p> <ul style="list-style-type: none"> • Pop ups and in app purchasing • Inappropriate websites for older children • Cyberbullying 	
	Class events, workshops, visits					
	Whole School events and assemblies		<p>Earth Day Celebration and Workshops</p> <p>International Mother Earth Day</p> <p>World Bee Day</p> <p>Walk to school week</p> <p>National Children’s Gardening Week</p> <p>World Environment Day</p> <p>World Oceans Day</p>		Assembly – Road Safety	
Summer 2	Core Curriculum	<p>Careers, Financial Capability and Economic wellbeing:</p> <p><u>My Money</u></p> <ul style="list-style-type: none"> • Pupils learn about where money comes from and making choices when spending money • Pupils learn about saving money and how to keep it safe • Pupils learn about the different jobs people do 	<p>Ecological Awareness</p> <p><u>Globalisation and Interdependence</u></p> <p><u>Big Questions</u></p> <p>Why is it important to have a home?</p> <p>How do homes differ in our local community?</p> <p>What do you know about housing in different parts of the world?</p> <p>How might it be different from where we live?</p>	<p>SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> • I can tell you what bullying is. • I can tell you some ways in which I am the same as and different from my friends. • I am proud of the ways in which I am different. I can tell you how someone who is bullied feels. • I can be kind to children who are bullied. • I know that when you feel sad, it affects the 	<p>Personal Safety</p> <ul style="list-style-type: none"> • Water safety • Cycle and Scooter Safety <p>E Safety: Relationships and Communication</p> <ul style="list-style-type: none"> • Know when and why to take breaks from device time. • Consider the feelings of people around them, even when engaged in fun online activities. 	<p>Skills Builder</p> <p>Children work on level 2 from the Skills builders framework</p> <p>Financial Literacy</p> <p>How to Manage Money</p> <p>Keeping track of my money</p> <p>Becoming a Critical Consumer</p> <p>Choices about saving and spending</p> <p>Needs and wants</p> <p>Managing Risks and Emotions Associated with Money</p> <p>Looking after my money</p> <p>Saving money</p> <p>Understanding the Role Money Plays in Our Lives</p>

		<p>What is adequate housing?</p> <p>Does everyone have the right to a home?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>way you behave and how you think.</p> <ul style="list-style-type: none"> I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. I know what to do if I am bullied. 	<ul style="list-style-type: none"> To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help. To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help. 	<p>Where my money comes from</p> <p>See PSHE unit</p> <p>Enabling Enterprise Money- Maths Set up a snack shop real life experiences with Money.</p>
Class events, workshops, visits		Project: Create a home for an animal in the school grounds e.g., bird box, bug hotel		Parents workshop – keeping safe when out and about	My Money Week –Young Enterprise
Whole School events and assemblies		BNF Healthy Eating Week World Refugee Day Oxfam water week National School Grounds Week		Assembly – water safety	

YEAR 2

Year 2		PSHE/ RSE	Global Citizenship	Wellbeing and Emotional Literacy	Keeping Safe	Careers, Financial Literacy and Enabling Enterprise
Autumn 1	Core Curriculum	<p>Physical health and wellbeing: <u>What makes me healthy</u></p> <ul style="list-style-type: none"> Pupils learn about eating well Pupils learn about the importance of physical activity, sleep, and rest. Pupils learn about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well. 	<p>Equality and Rights <u>Power and Governance:</u></p> <p>Who gets to make the rules? How can we make it fair?</p> <p>How can people change rules that they think are not fair?</p> <p>British Values</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Democracy </div> <div style="text-align: center;">  Rule of Law </div> </div> <p>Rights Respecting School</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <small>NO DISCRIMINATION</small> </div> <div style="text-align: center;">  <small>SHAMING THOUGHTS FREELY</small> </div> <div style="text-align: center;">  <small>LISTENING UP OR JOINING GROUPS</small> </div> <div style="text-align: center;">  <small>ACCESS TO INFORMATION</small> </div> </div> <p>Sustainable Development Goals</p> <div style="text-align: center;">  <small>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</small> </div>	<p>Self Awareness</p>  <p>RULER</p> <ul style="list-style-type: none"> Class Charter Mood Meter Best Self/ Meta Moment Blueprint <p>Emotional Literacy Autumn Booklet</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy <p>Contents Introduction: The RULER Anchor Tools – What are emotions, mood meter, class charter, best self.</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Introduction to the PANTS rule Being safe in the classroom/ school environment What to do when the fire alarm sounds Staying healthy – germs (see PSHE/RE) <p>E safety: Media Balance and Wellbeing</p> <ul style="list-style-type: none"> Recognise the different kinds of feelings they can have when using technology. Know what to do when they don't have a good feeling when using technology. I understand the importance of being safe, responsible and respectful online. 	<p>Skills Builder Children work on level 3 from the Skills builders framework</p> <p>Financial Literacy How to Manage Money Value of coins and notes</p> <p>Social Enterprise project Raising money for water aid</p>

Equality and Rights
Social Justice and Equality

What is equality?

Why do some people have more than others?

Why don't some children have clean water to drink?

How can we help people who don't have enough?

British Values



Rights Respecting School







Sustainable Development Goals





Lesson 1: How am I feeling? - Excited
Lesson 2: How am I feeling? - Frustrated
Lesson 3: How am I feeling? - Bored
Lesson 4: How am I feeling? - Peaceful
Lesson 5: Recognising and celebrating our strengths
Lesson 6: Self-efficacy and self confidence





- I can sing the "Pause & Think Online" song to remember how to be safe online






	Class events, workshops, visits			RULER workshop for parents		
	Whole School events and assemblies		School Elections International Day of Democracy Black History Month International Evening	Whole class review of RULER and a demonstration of emotional literacy lesson for year 1's	Bright Futures 5-19 years Introduction to parents with Coffee mornings/DSL and Bright Futures Link Assembly – The Safeguarding Team	
Autumn 2	Core Curriculum	Mental health and emotional well being <u>Friendship</u> <ul style="list-style-type: none"> Pupils learn about the importance of special people in their lives 	Equality and Rights <u>Human Rights</u> What are your rights at school?	Self Management  Emotional Literacy Autumn 2 Booklet	Personal Safety <ul style="list-style-type: none"> Firework safety Fire Safety Road Safety Be Safe Be Seen E Safety: Cyberbullying	Skills Builder Children work on level 3 from the Skills builders framework Financial Literacy How to manage money Keeping track of my money

	<ul style="list-style-type: none"> Pupils learn about making friends and who can help with friendships (on and offline) Pupils learn about solving problems that might arise with friendships (on and offline) 	<p>Rights and responsibilities. How can you respect the rights of other people at school?</p> <p>How should we treat someone with different beliefs?</p> <p>Does everyone have the right to Education?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Associated Skills</p> <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills Growth Mindset <p>Contents</p> <p>Lesson 1: How do you want to feel?</p> <p>Lesson 2: Moving out of the red – worried</p> <p>Lesson 3: Tool Kit to regulate emotions – worried</p> <p>Lesson 4: Tool Kit to regulate emotions – worried</p> <p>Lesson 5: Growth Mindset – resilience and the power of yet</p> <p>Lesson 6: Setting Goals</p>	<ul style="list-style-type: none"> Learn why it's important to be aware and respectful of people while using devices. Learn the "Pause! Breathe! Finish Up!" routine as a self-regulation strategy for transitioning from technology to face-to-face interactions. 	
<p>Class events, workshops, visits</p>		<p>Social Enterprise Project – Raise money for Children in Need</p>	<p>Anti-bullying class lesson based on resilience and celebrating differences.</p>	<p>Fire Safety workshop with LFB</p>	
<p>Whole School events and assemblies</p>	<p>Anti- Bullying Week</p>	<p>Children in Need Remembrance Day Universal Children's Day Human Rights Day</p>	<p>Anti-Bullying week and how this impacts our emotional regulation as a school reflection</p>	<p>Assembly – Firework Safety Assembly – Road Safety</p>	




				Resiliency 7 Cs 'Making a Contribution to charity', BBC Children in Need.		
Spring 1	Core Curriculum	<p>Relationships and health education <u>Boys and girls, families</u></p> <ul style="list-style-type: none"> Pupils learn to understand and respect the differences and similarities between people Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils learn the biological differences between male and female children. 	<p>Respect for others <u>Identity and Diversity</u></p> <p>What would the world be like if we were all the same?</p> <p>Where do I belong? What does belonging mean?</p> <p>Why do you think it's important to treat each other fairly?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Social Awareness</p>  <p>Emotional Literacy Spring 1 Booklet</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Understanding emotions Empathy/sympathy Appreciating diversity Respect for others <p>Contents</p> <p>Lesson 1: How do you want to feel? - Revisiting the class charter</p> <p>Lesson 2: Solving a problem with the blueprint</p> <p>Lesson 3: Recognising and understanding other people's feelings</p> <p>Lesson 4: Kindness</p> <p>Lesson 5: Belonging and Community</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Dog Safety Stranger Danger Review PANTS rule <p>E Safety: News and Media Literacy</p> <ul style="list-style-type: none"> Learn why it's important to be aware and respectful of people while using devices. Learn the "Pause! Breathe! Finish Up!" routine as a self-regulation strategy for transitioning from technology to face-to-face interactions. 	<p>Financial Literacy Understanding the Important Role Money Plays in our lives Where my money comes from</p>
	Class events, workshops, visits			Individual class lesson on mental health. Wellbeing tree and seeing how far the students have grown since September.	Parent Class workshop on E safety	

	Whole School events and assemblies		Martin Luther King Day – International Day of Education Holocaust Memorial Day World Interfaith Harmony Week	Children’s Mental Health Week Random Acts of Kindness Day	Safer Internet Day Dogs Trust Assembly Stranger Danger Assembly	International Day of Women and Girls in Science
Spring 2	Core Curriculum	<p>Relationships and health education <u>Boys and girls, families</u></p> <ul style="list-style-type: none"> Pupils learn about growing from young to old and that they are growing and changing Pupils learn that everybody needs to be cared for and ways in which they care for others Pupils learn about different types of family and how their home-life is special 	<p>Respect for others <u>Peace and conflict</u></p> <p>What causes arguments?</p> <p>What can we do when we don’t agree?</p> <p>How can we express our point of view without offending others?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Relationship Skills</p>  <p>Emotional Literacy Booklet Spring 2</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork <p>Contents Lesson 1: Thinking about friendship Lesson 2: Giving someone a compliment Lesson 3: Seeing something from another point of view Lesson 4: Working well in a group</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Staying Safe at Home First Aid <p>E Safety: Privacy and Security</p> <ul style="list-style-type: none"> Understand that being safe online is similar to staying safe in real life. Learn to identify websites and apps that are "just right" and "not right" for them. Know how to get help from an adult if they are unsure about a website. 	<p>Skills Builder Children work on level 3 from the Skills builders framework</p> <p>Financial Literacy Understanding the Important Role Money Plays in our lives How money developed</p>
	Class events, workshops, visits			Tree of growth and how the students have felt from September to Spring 2.	Assembly – Home Safety	





	Whole School events and assemblies		International Mother Tongue Day Fair Trade Fortnight - International Women's Day Comic Relief Autism Awareness Day	Whole class assembly on personal growth and reflection. Resiliency 7 Cs 'Making a Contribution to charity', Comic Relief	Parent workshop on Home Safety (ROSPA)	British Science Week
Summer 1	Core Curriculum	<p>Keeping safe and managing risk <u>Indoors and Outdoors</u></p> <ul style="list-style-type: none"> • Pupils learn about keeping safe in the home, including fire safety • Pupils learn about keeping safe online, including the benefits of going online • Pupils learn about keeping safe outside • Pupils learn about road safety 	<p>Ecological Awareness <u>Sustainable development</u></p> <p>What are environments like around the world?</p> <p>Why do people make changes to their environment? What impact do these changes have?</p> <p>Why should we save energy?</p> <p>How can we care for the environment and reduce our negative impact on it?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p>	<p>Responsible Decision Making</p>  <p>Emotional Literacy Booklet Summer 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> • Identifying problems • Analysing solutions • Solving problems • Evaluating • Reflecting • Ethical responsibility <p>Contents</p> <p>Lesson 1: Identifying Problems- Big problems and small problems</p> <p>Lesson 2: Solving Problems – Brainstorm</p> <p>Lesson 3: Solving Problems – What will happen?</p> <p>Lesson 4: Making Choices</p> <p>Lesson 5: Evaluating and Reflecting – Using the blueprint</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> • Road Safety- Green Cross Code • Who keeps us safe • Review PANTS rule <p>E Safety Digital Footprint and Identity.</p> <ul style="list-style-type: none"> • Digital footprint- what is it and why should I care. • Learn why it's important to be aware and respectful of people while using devices. • Learn the "Pause! Breathe! Finish Up!" routine as a self-regulation strategy for transitioning from technology to face-to-face interactions. 	<p>Skills Builder Children work on level 3 from the Skills builders framework</p> <p>Financial Literacy Managing Risks and Emotions Associated with Money Looking after my money</p>



	Class events, workshops, visits					
	Whole School events and assemblies		<p>Earth Day Celebration and Workshops</p> <p>International Mother Earth Day</p> <p>World Bee Day</p> <p>Walk to school week</p> <p>National Children’s Gardening Week</p> <p>World Environment Day</p> <p>World Oceans Day</p>		Assembly – Road Safety	
Summer 2	Core Curriculum	<p>Drugs, alcohol, and tobacco Medicines and Me</p> <ul style="list-style-type: none"> • Pupils learn why medicines are taken • Pupils learn where medicines come from • Pupils learn about keeping themselves safe around medicines • Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	<p>Ecological Awareness</p> <p><u>Globalisation and Interdependence</u></p> <p>What features are there in different environments? How are they similar and how do they differ?</p> <p>Why do people make changes to their environment? What impact do the changes have?</p> <p>Why is it important for us all to think about saving energy?</p>	<p>Anti Bullying</p> <p>SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> • I can tell you what bullying is. • I can tell you some ways in which I am the same as and different from my friends. • I am proud of the ways in which I am different. I can tell you how someone who is bullied feels. • I can be kind to children who are bullied. • I know that when you feel sad, it affects the way you behave and how you think. • I know some people in and out of school who I 	<p>Personal Safety</p> <ul style="list-style-type: none"> • Water safety • Staying Safe in the Sun • Cycle and Scooter Safety <p>E Safety:</p> <p>Relationships and Communication</p>	<p>Skills Builder</p> <p>Children work on level 3 from the Skills builders framework</p> <p>Financial Literacy</p> <p>Becoming a Critical Consumer</p> <p>Choices about saving and spending</p> <p>Needs and Wants</p>

			<p>What can we do in our classroom to save energy?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>could talk to if I was feeling unhappy or being bullied.</p> <ul style="list-style-type: none"> I know what to do if I am bullied. 		
Class events, workshops, visits						
Whole School events and assemblies			<p>BNF Healthy Eating Week</p> <p>World Refugee Day</p> <p>Oxfam water week</p> <p>National School Grounds Week</p>		<p>Assembly – water safety</p>	<p>My Money Week –Young Enterprise</p>

YEAR 3

Year 3		PSHE/ RSE	Global Citizenship	Wellbeing and Emotional Literacy	Keeping Safe	Careers, Financial Literacy and Enabling Enterprise
Autumn 1	Core Curriculum	<p>Drug, alcohol, and tobacco <u>Tobacco is a drug</u></p> <ul style="list-style-type: none"> Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people Pupils learn about the help available for people to remain smoke free or stop smoking Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use. 	<p>Equality and Rights <u>Power and Governance:</u> Why do we need rules at school?</p> <p>How can people take part in making and changing the rules at school?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p>  <p><u>Social Justice and Equality:</u> What causes inequality?</p>	<p>Self Awareness</p>  <p>RULER</p> <ul style="list-style-type: none"> Class Charter Mood Meter Best Self/ Meta Moment Blueprint <p>Emotional Literacy Autumn Booklet</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy <p>Contents Introduction: The RULER Anchor Tools – What are emotions, mood meter, class charter, best self. Lesson 1: How am I feeling? - Joyful Lesson 2: How am I feeling? - Furious Lesson 3: How am I feeling? - Jealous Lesson 4: How am I feeling? - Relaxed</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Introduction to the PANTS rule Being safe in the classroom/ school environment What to do when the fire alarm sounds Drugs, alcohol and tobacco (see PSHE/RE) <p>E safety Media Balance and Well Being Device-Free Moments (UK) Why is it important to have device-free moments in our lives?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Recognise the ways in which digital devices can be distracting. Identify how they feel when others are distracted by their devices. Identify ideal device-free moments for themselves and others. 	<p>Skills Builder Children work on level 4 from the Skills builders framework</p> <p>Social Enterprise project Raising money for the Malala Fund</p>

Should we all be equal? Is this always fair?

Should boys and girls be treated the same?

What is gender inequality?
(The Pay Gap,
Education gap)

How would Gender equality change your life and change the world?

British Values






Rights Respecting School










Sustainable Development Goals





Lesson 5: Recognising and celebrating our achievements and reflecting on our strengths




Lesson 6: Self-efficacy and self confidence




						
	Class events, workshops, visits			RULER workshop for parents		
	Whole School events and assemblies		School Elections International Day of Democracy Black History Month International Evening	Whole class assembly on RULER and emotional regulation Inter Faith Week -Festival of light, how community can impact our wellbeing and emotional intelligence	Bright Futures 5-19 years Introduction to parents with Coffee mornings/DSL and Bright Futures Link Assembly – The Safeguarding Team	Monthly Dream Catcher Assemblies
Autumn 2	Core Curriculum	Mental health and emotional wellbeing <u>Strengths and challenges</u> <ul style="list-style-type: none"> Pupils learn about celebrating achievements and setting personal goals Pupils learn about dealing with put-downs Pupils learn about positive ways to deal with set-backs 	Equality and Rights <u>Human Rights</u> What is the UN Convention on the Rights of the Child? Why do some people have their Human Rights denied? What can we do when someone is treated badly? What is a consequence? Why do we have them? British Values  Rights Respecting School	Self Management  Emotional Literacy Booklet Autumn 2 Associated Skills <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills Growth Mindset Contents Lesson 1: How do you want to feel?	Personal Safety <ul style="list-style-type: none"> Firework safety Fire Safety Road Safety Be Safe Be Seen E Safety Cyber Bullying Putting a STOP to Online Meanness What should you do if someone is mean to you online? Learning Objectives: <ul style="list-style-type: none"> Understand what online meanness can look like and how it can make people feel. Identify ways to respond to mean words online, using "S-T-O-P". 	Skills Builder Children work on level 4 from the Skills builders framework Financial Literacy How to Manage Money Ways to Pay

			 <p>Sustainable Development Goals</p> 	<p>Lesson 2: Moving out of the red – scared</p> <p>Lesson 3: Tool Kit to regulate emotions – scared</p> <p>Lesson 4: Managing Change</p> <p>Lesson 5: Growth Mindset – grow your brain</p> <p>Lesson 6: Aspiration and Setting Goals</p>		
	Class events, workshops, visits		Social Enterprise Project – Raise money for Children in Need	Anti-Bullying week, individual class lesson on anti-bullying and staying safe in school.	Assembly – Firework Safety Assembly – Road Safety	
	Whole School events and assemblies	Anti- Bullying Week	Children in Need Remembrance Day Universal Children’s Day Human Rights Day	Anti-Bullying week and how this impacts our emotional regulation as a school reflection Resiliency 7 Cs ‘Making a Contribution to charity’, BBC Children in Need.		Monthly Dream Catcher Assemblies
Spring 1	Core Curriculum	<p>Identity, society, and equality <u>Celebrating difference</u></p> <ul style="list-style-type: none"> Pupils learn about valuing the similarities and differences between themselves and others Pupils learn about what is meant by community Pupils learn about belonging to groups 	<p>Respect for others <u>Identity and Diversity</u></p> <p>What does culture mean to me?</p> <p>How do our differences help make the world a more interesting and better place?</p> <p>How do I celebrate different cultures?</p> <p>British Values</p>	<p>Social Awareness</p>  <p>Emotional Literacy Spring 1 Booklet</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Understanding emotions Empathy/sympathy Appreciating diversity Respect for others 	<p>Personal Safety</p> <ul style="list-style-type: none"> Dog Safety Stranger Danger Review PANTS rule <p>E safety News and Media Literacy We, the Digital Citizens (UK) How can we be good digital citizens? Learning Objectives:</p> <ul style="list-style-type: none"> Understand that being a good digital citizen means 	<p>Skills Builder Children work on level 4 from the Skills builders framework</p> <p>Financial Literacy Managing Risks and Emotions Associated with Money Using accounts to keep money safe and to save</p>





			 <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Contents</p> <p>Lesson 1: How do you want to feel? - Revisiting the class charter</p> <p>Lesson 2: Recognising and understanding other people's feelings</p> <p>Lesson 3: Solving a problem with the blueprint</p> <p>Lesson 4: Kindness – Giving and receiving compliments</p> <p>Lesson 5: Belonging and Community</p>	<p>being safe and responsible online.</p> <ul style="list-style-type: none"> Take a pledge to be a good digital citizen. 	
	Class events, workshops, visits		Organise whole school “Mother Tongue Celebration Day”	Wellbeing day- looking at how far the students have grown since year 1 and since September. How did their feeling change over time.	Parent Class workshop on E safety	
	Whole School events and assemblies		Martin Luther King Day – International Day of Education Holocaust Memorial Day World Interfaith Harmony Week	Children’s Mental Health Week Random Acts of Kindness Day	Safer Internet Day Dogs Trust Assembly Stranger Danger Assembly	Monthly Dream Catcher Assemblies International Day of Women and Girls in Science
Spring 2	Core Curriculum	<p>Physical health and wellbeing <u>What helps me choose?</u></p> <ul style="list-style-type: none"> Pupils learn about making healthy choices about food and drinks Pupils learn about how branding can affect what foods people choose to buy Pupils learn about keeping active and some of the challenges of this 	<p>Respect for others <u>Peace and conflict</u></p> <p>How do my actions impact others?</p> <p>How can I solve arguments effectively and fairly?</p> <p>What can we learn from disagreements?</p> <p>British Values</p>	<p>Relationship Skills</p>  <p>Emotional Literacy Booklet Spring 2</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork 	<p>Personal Safety</p> <ul style="list-style-type: none"> Staying Safe at Home First Aid <p>E Safety Privacy and Security That's Private! (UK) What kinds of information should I keep to myself when I use the internet?</p> <p>Learning Objectives:</p>	<p>Skills Builder Children work on level 4 from the Skills builders framework</p> <p>Financial Literacy Managing Risks and Emotions Associated with Money Lending and Borrowing</p>

			 <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Contents Lesson 1: Friendship Skills Lesson 2: Revisiting Anger Lesson 3: Peaceful problem solving Lesson 4: Asking for help Lesson 5: Working in a group</p>	<ul style="list-style-type: none"> Recognise the kind of information that is private. Understand that they should never give out private information online. 	
	Class events, workshops, visits				Assembly – Home Safety	
	Whole School events and assemblies		International Mother Tongue Day Fair Trade Fortnight - International Women’s Day Comic Relief Autism Awareness Day	Resiliency 7 Cs ‘Making a Contribution to charity’, Comic Relief	Parent workshop on Home Safety (ROSPA)	Monthly Dream Catcher Assemblies British Science Week
Summer 1	Core Curriculum	<p>Careers, financial capability, and economic wellbeing <u>Saving, spending, and budgeting</u></p> <ul style="list-style-type: none"> Pupils learn about what influences people’s choices about spending and saving money Pupils learn how people can keep track of their money Pupils learn about the world of work 	<p>Ecological Awareness <u>Sustainable development</u></p> <p>What are the most important issues facing the environment today?</p> <p>Why are we responsible for our planet?</p> <p>What can we do as individuals and a community to take responsibility and look after the planet?</p> <p>British Values</p>	<p>Responsible Decision Making</p>  <p>Emotional Literacy Booklet Summer 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying problems Analysing solutions Solving problems Evaluating Reflecting Ethical responsibility 	<p>Personal Safety</p> <ul style="list-style-type: none"> Road Safety- Green Cross Code Who keeps us safe Review PANTS rule <p>E Safety Digital Footprint and Identity Digital Trails (UK) What information is OK to have in your digital footprint? Does what you do online always stay online? Learning Objectives:</p>	<p>Skills Builder Children work on level 4 from the Skills builders framework</p> <p>Financial Literacy Becoming a Critical Consumer Decisions about Spending and Saving Spending and Saving Priorities</p> <p>How to Manage Money Keeping Records</p> <p>Understanding the Important Role Money Plays in our lives Earning Money</p>

			 <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Contents</p> <p>Lesson 1: Identifying Problems Lesson 2: Identifying Solutions Lesson 3: Analysing solutions – consequences Lesson 4: Taking Action Lesson 5: Evaluating and Reflecting</p>	<ul style="list-style-type: none"> Learn that the information they share online leaves a digital footprint or "trail". Explore what information is OK to be shared online. 	Reference to PSHE lessons
	Class events, workshops, visits					
	Whole School events and assemblies	<p>Earth Day Celebration and Workshops International Mother Earth Day World Bee Day Walk to school week National Children's Gardening Week World Environment Day World Oceans Day</p>			Assembly – Road Safety	Monthly Dream Catcher Assemblies
Summer 2	Core Curriculum	<p>Keeping safe, managing behaviour and risk <u>Bullying-see it, say it, stop it</u></p> <ul style="list-style-type: none"> Pupils learn to recognise bullying (including online) and how it can make people feel 	<p>Ecological Awareness <u>Globalisation and Interdependence</u></p> <p>What is fair trade?</p>	<p>Anti Bullying SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> I can tell you what bullying is. I know what it means to be a witness to bullying. I know that witnesses 	<p>Personal Safety</p> <ul style="list-style-type: none"> Water safety Staying Safe in the Sun Cycle and Scooter Safety 	<p>Skills Builder Children work on level 4 from the Skills builders framework</p> <p>Understanding the Important Role Money Plays in our lives Helping Others</p>

	<ul style="list-style-type: none"> Pupils learn about different types of bullying and how to respond to incidents of bullying Pupils learn about what to do if they witness bullying 	<p>How do the everyday choices we make have global consequences?</p> <p>How can we make a difference to people and places around the world?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>can make the situation better or worse by what they do.</p> <ul style="list-style-type: none"> I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying or don't tell. I can tell you some ways of helping to make someone who is bullied feel better. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure. I can problem solve a bullying situation with others. 	<p>E Safety Relationships and Communication</p> <p>Who Is in Your Online Community?</p> <ul style="list-style-type: none"> Compare and contrast how they are connected to different people and places, in person and on the internet. Demonstrate an understanding of how people can connect on the internet. 	<p>Social Enterprise project</p> <p>Fair trade Snack stall</p>
<p>Class events, workshops, visits</p>					
<p>Whole School events and assemblies</p>		<p>BNF Healthy Eating Week</p> <p>World Refugee Day</p> <p>Oxfam water week</p> <p>National School Grounds Week</p>		<p>Assembly – water safety</p>	<p>Monthly Dream Catcher Assemblies</p>

YEAR 4

Year 4		PSHE/ RSE	Global Citizenship	Wellbeing and Emotional Literacy	Keeping Safe	Careers, Financial Literacy and Enabling Enterprise
Autumn 1	Core Curriculum	<p>Identity, society, and equality <u>Democracy</u></p> <ul style="list-style-type: none"> Pupils learn about Britain as a democratic society Pupils learn about how laws are made Pupils learn about the local council 	<p>Equality and Rights <u>Power and Governance:</u> Why do we need rules in society (laws)?</p> <p>How do people in the UK decide who gets to make the rules?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p>  <p><u>Social Justice and Equality:</u> How can we create equality?</p>	<p>Self Awareness</p>  <p>RULER</p> <ul style="list-style-type: none"> Class Charter Mood Meter Best Self/ Meta Moment Blueprint <p>Emotional Literacy Autumn Booklet</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy <p>Contents Introduction: The RULER Anchor Tools – What are emotions, mood meter, class charter, best self. Lesson 1: How am I feeling? - Motivated Lesson 2: How am I feeling? – Fear and Anxiety Lesson 3: How am I feeling? - Worried</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Introduction to the PANTS rule Being safe in the classroom/ school environment What to do when the fire alarm sounds <p>E Safety Media Balance and Wellbeing Your Rings of Responsibility (UK) How do digital citizens take responsibility for themselves, their communities and their world? Learning Objectives:</p> <ul style="list-style-type: none"> Examine both online and in-person responsibilities. Describe the "Rings of Responsibility" as a way to think about how our behaviour affects ourselves and others. Identify examples of online responsibilities to others. 	<p>Skills Builder Children work on level 5 from the Skills builders framework</p> <p>Financial Literacy How to Manage Money Ways to Pay Keeping Records</p> <p>Social Enterprise project Organise a Food Bank collection (linked to Harvest)</p>

Should we care about things that are not happening to us?

Why are some people hungry?
(Local level-Foodbanks)

What is inequality – food and hunger?
(Global food inequality)

British Values



Rights Respecting School





Sustainable Development Goals










Lesson 4: How am I feeling? - Satisfied





Lesson 5: Recognising and celebrating our achievements and reflecting on our strengths and areas to improve




Lesson 6: Self-efficacy and self confidence




	Class events, workshops, visits			RULER workshop for parents		
	Whole School events and assemblies		School Elections International Day of Democracy Black History Month International Evening	Whole class assembly on RULER and emotional regulation	Bright Futures 5-19 years Introduction to parents with Coffee mornings/DSL and Bright Futures Link	Monthly Dream Catcher Assemblies
Autumn 2	Core Curriculum	Drug, alcohol, and tobacco education <u>Making choices</u> <ul style="list-style-type: none"> Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them Pupils learn about the effects and risks of drinking alcohol Pupils learn about different patterns of behaviour that are related to drug use Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	Equality and Rights <u>Human Rights</u> Which of the UN Convention on the Rights of the Child Articles do you think are the most important and Why? Who is responsible for making sure children's rights are protected? Should someone be punished for doing wrong? What is a suitable punishment? British Values  Rights Respecting School	Self Management  Emotional Literacy Autumn 2 Booklet Associated Skills <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills Growth Mindset Contents Lesson 1: How do you want to feel? Lesson 2: Moving out of the blue – sadness Lesson 3: Tool Kit to regulate emotions – sadness Lesson 4: Dealing with loss and separation Lesson 5: Growth Mindset – Facing challenges Lesson 6: Aspiration and Setting Goals	Personal Safety <ul style="list-style-type: none"> Firework safety Fire Safety Road Safety Be Safe Be Seen Drug, alcohol and tobacco education (see PSHE/RES) E Safety Cyber Bullying The Power of Words (UK) What should you do when someone uses mean or hurtful language on the internet? Learning Objectives: <ul style="list-style-type: none"> Understand that it's important to think about the words we use, because everyone interprets things differently. Identify ways to respond to mean words online, using S-T-O-P. Decide what kinds of statements are OK to say online and which are not. 	Skills Builder Children work on level 5 from the Skills builders framework Financial Literacy Managing Risks and Emotions Associated with Money Using Accounts to keep money safe and to save

			 <p>Sustainable Development Goals</p> 			
	Class events, workshops, visits		Social Enterprise Project – Raise money for Children in Need			
	Whole School events and assemblies	Anti- Bullying Week	Children in Need Remembrance Day Universal Children’s Day Human Rights Day	Resiliency 7 Cs ‘Making a Contribution to charity’, BBC Children in Need.	Assembly – Firework Safety Assembly – Road Safety	Monthly Dream Catcher Assemblies
Spring 1	Core Curriculum	<p>Physical health and wellbeing <u>What is important to me?</u></p> <ul style="list-style-type: none"> Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons) Pupils learn about other factors that contribute to people’s food choices (such as ethical farming, fair trade, and seasonality) Pupils learn about the importance of getting enough sleep 	<p>Respect for others <u>Identity and Diversity</u></p> <p>How are we different?</p> <p>What are the different types of prejudice?</p> <p>Why do we hold prejudices?</p> <p>How can we combat prejudice?</p> <p>British Values</p>	<p>Social Awareness</p>  <p>Emotional Literacy Spring Booklet</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Understanding emotions Empathy/sympathy Appreciating diversity Respect for others <p>Contents</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Dog Safety Stranger Danger Review PANTS rule <p>E Safety News and Media Literacy Is Seeing Believing</p> <p>Why do people alter digital photos and videos?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Recognise that photos and videos can be altered digitally. 	<p>Skills Builder Children work on level 5 from the Skills builders framework</p> <p>Financial Literacy Becoming a Critical Consumer Decisions about Spending and Saving</p>









			 <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Lesson 1: How do you want to feel? - Revisiting the class charter</p> <p>Lesson 2: Social Awareness - perspective</p> <p>Lesson 3: Solving a problem with the blueprint</p> <p>Lesson 4: Kindness</p> <p>Lesson 5: Belonging and Community</p>	<ul style="list-style-type: none"> Identify different reasons why someone might alter a photo or video. Analyse altered photos and videos to try to determine why. 	
	Class events, workshops, visits				Parent class workshop on E safety	
	Whole School events and assemblies		<p>Martin Luther King Day –</p> <p>International Day of Education</p> <p>Holocaust Memorial Day</p> <p>World Interfaith Harmony Week</p>	<p>Children’s Mental Health Week</p> <p>Random Acts of Kindness Day</p>	<p>Safer Internet Day</p> <p>Dogs Trust Assembly</p> <p>Stranger Danger Assembly</p>	<p>Monthly Dream Catcher Assemblies</p> <p>International Day of Women and Girls in Science</p>
Spring 2	Core Curriculum	<p>Keeping safe and managing risk</p> <p><u>Playing safe</u></p> <ul style="list-style-type: none"> Pupils learn how to be safe in their computer gaming habits Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks Pupils learn about what to do in an emergency and 	<p>Respect for others</p> <p><u>Peace and conflict</u></p> <p>How can we manage conflicts effectively?</p> <p>What affects have conflicts had on our society?</p> <p>What do we know about conflicts around the world past and present?</p>	<p>Relationship Skills</p>  <p>Emotional Literacy Booklet Spring 2</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork 	<p>Personal Safety</p> <ul style="list-style-type: none"> Staying Safe and Managing Risk at home and out (See PSHE/RSE) First Aid (See PSHE/RSE) <p>E Safety</p> <p>Privacy and Security</p> <p>Password Power-Up (UK)</p> <p>How can a strong password help protect your privacy?</p> <p>Learning Objectives:</p>	<p>Skills Builder</p> <p>Children work on level 5 from the Skills builders framework</p> <p>Financial Literacy</p> <p>Becoming a Critical Consumer</p> <p>Spending and Saving Priorities</p>

		basic emergency first-aid procedures	<p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Contents</p> <p>Lesson 1: Key qualities in a friend</p> <p>Lesson 2: Understanding Anger</p> <p>Lesson 3: Win win situations in conflicts</p> <p>Lesson 4: Group work assessing how well it works</p> <p>Lesson 5: Resisting social pressures</p>	<ul style="list-style-type: none"> Define the term "password" and describe its purpose. Understand why a strong password is important. Practise creating a memorable and strong password. 	
	Class events, workshops, visits				Assembly – Home Safety	
	Whole School events and assemblies		International Mother Tongue Day Fair Trade Fortnight - International Women's Day Comic Relief Autism Awareness Day	Resiliency 7 Cs 'Making a Contribution to charity', Comic Relief	Parent workshop on Home Safety (ROSPA)	Monthly Dream Catcher Assemblies British Science Week
Summer 1	Core Curriculum	<p>Relationships and health education</p> <p><u>Growing up and changing</u></p> <ul style="list-style-type: none"> Pupils learn about the way we grow and change throughout the human lifecycle Pupils learn about the physical changes associated with puberty Pupils learn about menstruation and wet dreams 	<p>Ecological Awareness</p> <p><u>Sustainable development</u></p> <p>What is climate change? How can we make people aware of the problems?</p> <p>What is an ecological footprint? Does every person/ country have the same ecological footprint? How can it be reduced?</p>	<p>Responsible Decision Making</p>  <p>Emotional Literacy Booklet Summer 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying problems Analysing solutions Solving problems Evaluating 	<p>Personal Safety</p> <ul style="list-style-type: none"> Road Safety- Green Cross Code Who keeps us safe Review PANTS rule <p>E Safety</p> <p>Digital Footprint and Identity This Is Me (UK)</p> <p>How does what I post online affect my identity? From selfies to social media, many of us create unique online identities for ourselves,</p>	<p>Skills Builder</p> <p>Children work on level 5 from the Skills builders framework</p> <p>Financial Literacy</p> <p>Understanding the Important Role Money Plays in our lives</p> <p>Helping Others</p>

			<p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<ul style="list-style-type: none"> Reflecting Ethical responsibility <p>Contents Lesson 1: Identifying Problems Lesson 2: Identifying Solutions - values Lesson 3: Analysing solutions – pros and cons Lesson 4: Making a Choice and Taking Action Lesson 5: Evaluating and Reflecting</p>	<p>and our learners are no different. But do children always understand how others might perceive what they post? Help your learners think critically about the online identities they're creating.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Consider how posting selfies or other images will lead others to make assumptions about them. Reflect on the most important parts of their unique identities. Identify ways they can post online to best reflect who they are. 	
	Class events, workshops, visits					
	Whole School events and assemblies		<p>Earth Day Celebration and Workshops International Mother Earth Day World Bee Day Walk to school week National Children's Gardening Week World Environment Day World Oceans Day</p>		Assembly – Road Safety	Monthly Dream Catcher Assemblies
Summer 2	Core Curriculum	<p>Relationships and health education <u>Growing up and changing</u></p> <ul style="list-style-type: none"> Pupils learn about the impact of puberty in 	<p>Ecological Awareness <u>Globalisation and Interdependence</u></p> <p>What is co-operation?</p>	<p>Anti Bullying SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> I can tell you what bullying is. 	<p>Personal Safety</p> <ul style="list-style-type: none"> Water safety Staying Safe in the Sun Cycle and Scooter Safety 	<p>Skills Builder Children work on level 5 from the Skills builders framework</p> <p>Financial Literacy</p>

	<p>physical hygiene and strategies for managing this</p> <ul style="list-style-type: none"> • Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this • Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it 	<p>What are the advantages of co-operation? What are the barriers?</p> <p>How does a co-operative work?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<ul style="list-style-type: none"> • I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. • I know how it might feel to be a witness to and a target of bullying. • I can tell you why witnesses sometimes join in with bullying or don't tell. • I can tell you some ways of helping to make someone who is bullied feel better. • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure. • I can problem solve a bullying situation with others. 	<p>E Safety Relationships and Communication</p> <p>Our Digital Citizenship Pledge (UK)</p> <p>What makes a strong community?</p> <p>Belonging to various communities is important for children's development. But some online communities can be healthier than others.</p> <p>Show your learners how they can strengthen both online and in-person communities by creating norms that everyone pledges to uphold.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Define what a community is, both in person and online. • Explain how having norms helps people in a community achieve their goals. • Create and pledge to adhere to shared norms for being in an online community. 	<p>Understanding the Important Role Money Plays in our lives</p> <p>Earning Money</p> <p>Enabling Enterprise project</p> <p>Fiver Challenge – linked to GC project on Co-operatives</p>
<p>Class events, workshops, visits</p>			<p>Anti Bullying Workshop (Islington)</p>	<p>Bikeability Level 1 Course</p>	
<p>Whole School events and assemblies</p>		<p>BNF Healthy Eating Week</p> <p>World Refugee Day</p> <p>Oxfam water week</p> <p>National School Grounds Week</p>		<p>Assembly – water safety</p>	<p>Monthly Dream Catcher Assemblies</p>

YEAR 5

Year 5		PSHE/ RSE	Global Citizenship	Wellbeing and Emotional Literacy	Keeping Safe	Careers, Financial Literacy and Enabling Enterprise
Autumn 1	Core Curriculum	<p>Mental health and emotional wellbeing <u>Dealing with feelings</u></p> <ul style="list-style-type: none"> Pupils learn about a wide range of emotions and feelings and how these are experienced in the body Pupils learn about times of change and how this can make people feel Pupils learn about the feelings associated with loss, grief, and bereavement 	<p>Equality and Rights <u>Power and Governance:</u></p> <p>How is the UK governed?</p> <p>How are other countries governed? What differences are there?</p> <p>British Values</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Democracy </div> <div style="text-align: center;">  Rule of Law </div> </div> <p>Rights Respecting School</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <small>NO DISCRIMINATION</small> </div> <div style="text-align: center;">  <small>SHAMING THOUGHTS FREELY</small> </div> <div style="text-align: center;">  <small>BELONGING TO AN ONLINE GROUP</small> </div> <div style="text-align: center;">  <small>ACCESS TO INFORMATION</small> </div> </div> <p>Sustainable Development Goals</p> <div style="text-align: center;">  <small>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</small> </div> <p><u>Social Justice and Equality:</u></p> <p>What is poverty? How can we measure it?</p> <p>Can there be one definition of poverty? Why not?</p>	<p>Self Awareness</p> <div style="text-align: center;">  RULER </div> <ul style="list-style-type: none"> Class Charter Mood Meter Best Self/ Meta Moment Blueprint <p>Emotional Literacy Autumn Booklet</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy <p>Contents</p> <p>Introduction: The RULER Anchor Tools – What are emotions, mood meter, class charter, best self.</p> <p>Lesson 1: How am I feeling? - Aspirational</p> <p>Lesson 2: How am I feeling? - Anxious</p> <p>Lesson 3: How am I feeling? - Embarrassed</p> <p>Lesson 4: How am I feeling? – Grateful</p> <p>Lesson 5: Recognising and celebrating our strengths and those of others</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Introduction to the PANTS rule Being safe in the classroom/ school environment What to do when the fire alarm sounds <p>E Safety Media Balance and Wellbeing My Media Choices (UK)</p> <p>What makes a healthy media choice?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Learn the "What? When? How Much?" framework for describing their media choices. Use this framework and their emotional responses to evaluate how healthy different types of media choices are. Begin to develop their own definition of a healthy media balance. 	<p>Skills Builder Children work on level 6 from the Skills builders framework</p> <p>Financial Literacy How to Manage Money Foreign Currency</p> <p>Social Enterprise project Raising Money for Oxfam</p>

Why are some people richer than others?

Why are some countries richer than others?

Why do we pay taxes?

British Values



Rights Respecting School






Sustainable Development Goals









Lesson 6: Self-efficacy and self confidence

RULER workshop for parents




Class events, workshops, visits




	Whole School events and assemblies		School Elections International Day of Democracy Black History Month International Evening	Whole class assembly on RULER and emotional regulation	Bright Futures 5-19 years Introduction to parents with Coffee mornings/DSL and Bright Futures Link Assembly – The Safeguarding Team	Monthly Dream Catcher Assemblies
Autumn 2	Core Curriculum	<p>Drug, alcohol, and tobacco education <u>Different influences</u></p> <ul style="list-style-type: none"> Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha, and cannabis Pupils learn about different influences on drug use – alcohol, tobacco, and nicotine products Pupils learn strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol 	<p>Equality and Rights <u>Human Rights</u> What rights do we have as Human Beings?</p> <p>What is the Universal Declaration of Human Rights?</p> <p>How do some systems treat people badly?</p> <p>How could we act when a system treats people badly?</p> <p>What did we learn about Human Rights from learning about the Trans- Atlantic Slave Trade?</p> <p>British Values</p>  <p>Rights Respecting School</p> 	<p>Self Management</p>  <p>Emotional Literacy Booklet Autumn 2</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills Growth Mindset <p>Contents Lesson 1: How do you want to feel? Lesson 2: Moving out of the red – dealing with feeling anger Lesson 3: Tool Kit to regulate emotions – angry Lesson 4: The importance of sleep Lesson 5: Growth Mindset – Making mistakes Lesson 6: Aspiration and Dreams</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Firework safety Fire Safety Road Safety Be Safe Be Seen Drug, alcohol and tobacco education (see PSHE/RSE) <p>E Safety Cyber Bullying Be a Super Digital Citizen (UK) How can we be upstanders when we see cyberbullying?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Reflect on the characteristics that make someone an upstanding digital citizen. Recognise what cyberbullying is. Show ways to be an upstander by creating a digital citizenship superhero comic strip. 	<p>Skills Builder Children work on level 6 from the Skills builders framework</p> <p>Financial Literacy How to Manage Money Simple Financial Records</p>

			<p>Sustainable Development Goals</p> 			
	Class events, workshops, visits	Workshop from Equali teach www.equaliteach.co.uk			Fire Safety Workshop with LFB	
	Whole School events and assemblies	Anti- Bullying Week	Children in Need Remembrance Day Universal Children's Day Human Rights Day	Resiliency 7 Cs 'Making a Contribution to charity', BBC Children in Need.	Assembly – Firework Safety Assembly – Road Safety	Monthly Dream Catcher Assemblies
Spring 1	Core Curriculum	<p>Identity, society and equality <u>Stereotypes, discrimination, and prejudice</u></p> <ul style="list-style-type: none"> Pupils learn about stereotyping, including gender stereotyping Workshop from Diversity Role Models or Equali teach Pupils learn about prejudice and discrimination and how this can make people feel 	<p>Respect for others <u>Identity and Diversity</u></p> <p>What is a stereotype?</p> <p>What impact do prejudice and discrimination have?</p> <p>What is gender equality?</p> <p>How can we be more aware of the rights of groups that are more vulnerable than ourselves? (Identify groups)</p> <p>How could I make the world more inclusive?</p> <p>British Values</p>	<p>Social Awareness</p>  <p>Emotional Literacy Booklet Spring 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Understanding emotions Empathy/sympathy Appreciating diversity Respect for others <p>Contents</p> <p>Lesson 1: How do you want to feel? - Revisiting the class charter</p> <p>Lesson 2: Social Awareness</p> <p>Lesson 3: Solving a problem with the blueprint</p> <p>Lesson 4: Kindness - Empathy</p> <p>Lesson 5: Belonging and Community</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Dog Safety Stranger Danger Review PANTS rule <p>E Safety</p> <p>News and Media Literacy A Creator's Rights and Responsibilities (UK)</p> <p>What rights and responsibilities do you have as a creator?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Define "copyright" and explain how it applies to creative work. Describe their rights and responsibilities as creators. Apply copyright principles to real-life scenarios. 	<p>Skills Builder</p> <p>Children work on level 6 from the Skills builders framework</p> <p>Financial Literacy Becoming a Critical Consumer</p> <p>Influences on Saving and Spending</p>

			 <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 			
	Class events, workshops, visits				Parent class workshop on E Safety	
	Whole School events and assemblies		Martin Luther King Day – International Day of Education Holocaust Memorial Day World Interfaith Harmony Week	Children’s Mental Health Week Random Acts of Kindness Day	Safer Internet Day Dogs Trust Assembly Stranger Danger Assembly	Monthly Dream Catcher Assemblies International Day of Women and Girls in Science
Spring 2	Core Curriculum	Physical health and wellbeing <u>In the media</u> <ul style="list-style-type: none"> Pupils learn that messages given on food adverts can be misleading Pupils learn about role models Pupils learn about how the media can manipulate images and that these images may not reflect reality 	Respect for others <u>Peace and conflict</u> <p>How can I take responsibility for my actions?</p> <p>Why is it important to compromise?</p> <p>What is a fair way of resolving conflicts?</p> <p>British Values</p>	 <p>Relationship Skills</p> <p>Emotional Literacy Booklet Spring 2</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork <p>Contents</p> <p>Lesson 1: Levels of friendship</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Staying Safe at Home First Aid <p>E Safety</p> <p>Privacy and Security Private and Personal Information (UK) What information about you is OK to share online?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify the reasons why people share information about themselves online. 	<p>Skills Builder</p> <p>Children work on level 6 from the Skills builders framework</p> <p>Financial Literacy Becoming a Critical Consumer Value for Money</p>





			 <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Lesson 2: Managing conflict Lesson 3: Making up Lesson 4: Working in a group Lesson 5: Who helps us keep healthy and safe? Lesson 6: Peer pressure</p>	<ul style="list-style-type: none"> Explain the difference between private and personal information. Explain why it is risky to share private information online. 	
	Class events, workshops, visits				Assembly – Home Safety	
	Whole School events and assemblies	International Mother Tongue Day Fair Trade Fortnight - International Women’s Day Comic Relief Autism Awareness Day	Resiliency 7 Cs ‘Making a Contribution to charity’, Comic Relief	Parent workshop on Home Safety (ROSPA)	Monthly Dream Catcher Assemblies British Science Week	
Summer 1	Core Curriculum	<p>Keeping safe and managing risk <u>Making safer choices</u></p> <ul style="list-style-type: none"> Pupils learn about keeping safe online Pupils learn how to keep safe when communicating with other people online Pupils learn that violence within relationships is not acceptable Pupils learn about problems that can occur when someone goes missing from home 	<p>Ecological Awareness <u>Sustainable development</u></p> <p>What are the wider causes and implications of climate change?</p> <p>How can we be more environmentally responsible in our everyday life?</p> <p>How can the choices we make as consumers make a difference?</p>	<p>Responsible Decision Making</p>  <p>Emotional Literacy Booklet Summer 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying problems Analysing solutions Solving problems Evaluating Reflecting 	<p>Personal Safety</p> <ul style="list-style-type: none"> Road Safety- Green Cross Code Who keeps us safe Review PANTS rule <p>E Safety Digital Footprint and Identity Our Online Tracks (UK) How does our online activity affect the digital footprints of ourselves and others?</p> <p>Learning Objectives:</p>	<p>Skills Builder Children work on level 6 from the Skills builders framework</p> <p>Financial Literacy Managing Risks and Emotions Associated with Money Protecting my money</p>

			<p>What is biodiversity and why is it important?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<ul style="list-style-type: none"> Ethical responsibility <p>Contents Lesson 1: Identifying Problems Lesson 2: Identifying Solutions Lesson 3: Analysing solutions – critical thinking Lesson 4: Critical Thinking Lesson 5: Making a Choice and Taking Action – Ethical Decision Making Lesson 6: Evaluating and Reflecting</p>	<ul style="list-style-type: none"> Define the term "digital footprint" and identify the online activities that contribute to it. Identify ways they are -- and are not -- in control of their digital footprint. Understand what responsibilities they have for the digital footprints of themselves and others. 	
	Class events, workshops, visits	Child Line Peer on Peer Abuse Workshops in Class				
	Whole School events and assemblies	Childline Peer on Peer Abuse Assembly	<p>Earth Day Celebration and Workshops International Mother Earth Day World Bee Day Walk to school week National Children’s Gardening Week World Environment Day World Oceans Day</p>		Assembly – Road Safety	
Summer 2	Core Curriculum	Careers, financial capability, and economic wellbeing <u>Borrowing and earning money</u>	Ecological Awareness <u>Globalisation and Interdependence</u>	Anti Bullying SEAL – Say No to Bullying	Personal Safety <ul style="list-style-type: none"> Water safety Staying Safe in the Sun 	Skills Builder Children work on level 6 from the Skills builders framework

	<ul style="list-style-type: none"> Pupils learn that money can be borrowed but there are risks associated with this Pupils learn about enterprise Pupils learn what influences people's decisions about careers 	<p>What is food security?</p> <p>Who is hungry in the world?</p> <p>Why do some areas in the world have higher rates of hunger?</p> <p>What affects access too and availability of food in different places?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<ul style="list-style-type: none"> I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one. 	<ul style="list-style-type: none"> Cycle and Scooter Safety – Bikeability Course <p>E Safety Relationships and Communication Keeping Games Fun and Friendly (UK)</p> <p>How can I help myself and others be positive and have fun while playing online games?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Define "social interaction" and give an example. Describe the positives and negatives of social interaction in online games. Create an online video game cover that includes guidelines for positive social interaction. 	<p>Financial Literacy</p> <p>Managing Risks and Emotions Associated with Money</p> <p>Saving and borrowing</p> <p>Understanding the Important Role Money Plays in our lives.</p> <p>Links between work and money</p> <p>Wider communities</p> <p>(See PSHE)</p>
	<p>Class events, workshops, visits</p>		<p>Anti Bullying Workshop (Islington)</p>		
	<p>Whole School</p>	<p>BNF Healthy Eating Week</p> <p>World Refugee Day</p> <p>Oxfam water week</p>		<p>Assembly – Water Safety</p>	<p>Monthly Dream Catcher Assemblies</p>

	events and assemblies		National School Grounds Week		
--	-----------------------	--	------------------------------	--	--

YEAR 6

Year 6		PSHE/ RSE	Global Citizenship	Wellbeing and Emotional Literacy	Keeping Safe	Careers, Financial Literacy and Enabling Enterprise
Autumn 1	Core Curriculum	<p>Mental health and emotional wellbeing <u>Healthy minds</u></p> <ul style="list-style-type: none"> Pupils learn what mental health is Pupils learn about what can affect mental health and some ways of dealing with this Pupils learn about some everyday ways to look after mental health Pupils learn about the stigma and discrimination that can surround mental health 	<p>Equality and Rights <u>Power and Governance:</u></p> <p>What happens if some people or groups of people don't get a say in how the country is run?</p> <p>How can people work together to change things? (collective and direct action)</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Self Awareness</p>  <p>RULER</p> <ul style="list-style-type: none"> Class Charter Mood Meter Best Self/ Meta Moment Blueprint <p>Emotional Literacy Autumn 1 Booklet</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy <p>Contents Introduction: The RULER Anchor Tools – What are emotions, mood meter, class charter, best self. Lesson 1: How am I feeling? - Optimistic Lesson 2: How am I feeling? - Apprehensive</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Consent/ PANTS Being safe in the classroom/ school environment What to do when the fire alarm sounds Self Harm and Mental Health <p>E Safety Media Balance and Wellbeing Finding My Media Balance (UK) What does media balance mean for me? Learning Objectives:</p> <ul style="list-style-type: none"> Reflect on how balanced they are in their daily lives. Consider what "media balance" means and how it applies to them. Create a personalised plan for healthy and balanced media use. 	<p>Skills Builder Children work on level 7 from the Skills builders framework</p> <p>Financial Literacy How to Manage Money</p> <ul style="list-style-type: none"> Foreign Currency Simple Financial Records <p>Social Enterprise Project Raising Money for UNICEF</p>

Social Justice and Equality:

What are some of the historical reasons for global inequalities?

What are the Global Goals for Sustainable Development?

How can we make a difference to social justice and inequality?

If you were in charge of the world for a day how would you spend the money?

British Values







Rights Respecting School










Sustainable Development Goals





Lesson 3: How am I feeling? - Stressed
Lesson 4: How am I feeling? – Balanced
Lesson 5: Celebrating people in our lives
Lesson 6: Self-efficacy and self confidence



	Class events, workshops, visits			RULER workshop for parents		
	Whole School events and assemblies	School Elections International Day of Democracy Black History Month International Evening	Whole class assembly on RULER and emotional regulation	Bright Futures 5-19 years Introduction to parents with Coffee mornings/DSL and Bright Futures Link Assembly – The Safeguarding Team		
Autumn 2	Core Curriculum	Identity, society, and equality <u>Human rights</u> <ul style="list-style-type: none"> Pupils learn about people who have moved to Islington from other places, (including the experience of refugees) Pupils learn about human rights and the UN Convention on the Rights of the Child Pupils learn about homelessness 	Equality and Rights <u>Human Rights</u> <p>Why do we need to respect and defend people’s Human Rights?</p> <p>Does anyone have a duty to protect my rights? Anyone else’s rights?</p> <p>How can we exercise human rights?</p> <p>Should we speak out when we feel something is wrong?</p> <p>‘With rights comes responsibility’. What does this mean?</p>	Self Management Emotional Literacy Booklet Autumn 2 Associated Skills <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills Growth Mindset Contents Lesson 1: How do you want to feel? Lesson 2: Listening and responding to emotions –	Personal Safety <ul style="list-style-type: none"> Firework safety Fire Safety Road Safety Be Safe Be Seen E Safety Cyber Bullying Is It Cyberbullying? (UK) What is cyberbullying and what can you do to stop it? Learning Objectives: <ul style="list-style-type: none"> Recognise similarities and differences between in-person bullying, cyberbullying and being mean. Empathise with the targets of cyberbullying. Identify strategies for dealing with cyberbullying and ways they can be an 	Skills Builder Children work on level 7 from the Skills builders framework Financial Literacy Becoming a Critical Consumer Influences on Saving and Spending


			<p>What did we learn about Human Rights from learning about the Civil Rights Movement in the USA?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>dealing with feeling stressed and anxious</p> <p>Lesson 3: Tool Kit to regulate emotions – anxious</p> <p>Lesson 4: Tool Kit to regulate emotions – stressed about SATS</p> <p>Lesson 5: Screens and Sleep</p> <p>Lesson 6: Growth Mindset – Reflecting</p> <p>Lesson 6: Goal Setting</p>	<p>upstander for those being bullied.</p>	
	Class events, workshops, visits		Social Enterprise Project – Raise money for Children in Need			
	Whole School events and assemblies	Anti- Bullying Week	Children in Need Remembrance Day Universal Children's Day Human Rights Day	Resiliency 7 Cs 'Making a Contribution to charity', BBC Children in Need.	Assembly – Firework Safety Assembly – Road Safety	Monthly Dream Catcher Assemblies
Spring 1	Core Curriculum	<p>Drug, alcohol, and tobacco education</p> <p><u>Weighing up risk</u></p> <ul style="list-style-type: none"> Pupils learn about the risks associated with using different drugs, including 	<p>Respect for others</p> <p><u>Identity and Diversity</u></p>	<p>Social Awareness</p> 	<p>Personal Safety</p> <ul style="list-style-type: none"> Dog Safety Stranger Danger Drug, Alcohol and tobacco (See PSHE/RSE) 	<p>Skills Builder</p> <p>Children work on level 7 from the Skills builders framework</p> <p>Financial Literacy</p>

	<p>tobacco and nicotine products, alcohol, solvents, medicines, and other legal and illegal drugs</p> <ul style="list-style-type: none"> • Pupils learn about assessing the level of risk in different situations involving drug use • Pupils learn about ways to manage risk in situations involving drug use 	<p>What are some of the benefits and challenges of having a diverse community?</p> <p>What are some things that define a culture?</p> <p>What effect does my background have on my life?</p> <p>How can I manage extremist views?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Emotional Literacy Booklet Spring 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> • Understanding emotions • Empathy/sympathy • Appreciating diversity • Respect for others <p>Contents</p> <p>Lesson 1: How do you want to feel? - Revisiting the class charter</p> <p>Lesson 2: Kindness</p> <p>Lesson 3: Empathy</p> <p>Lesson 4: The benefits of kindness</p> <p>Lesson 5: Solving a problem with the blueprint</p> <p>Lesson 6: Belonging and Community</p>	<ul style="list-style-type: none"> • Review Consent/PANTS <p>E Safety</p> <p>News and Media Literacy Reading News Online (UK)</p> <p>What are the important parts of an online news article?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the purposes of different parts of an online news page. • Identify the parts and structure of an online news article. • Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements. 	<p>Managing Risks and Emotions Associated with Money</p> <p>Protecting my money</p>
<p>Class events, workshops, visits</p>				<p>Fake News workshop</p> <p>Class Parent workshop on E safety</p>	
<p>Whole School events and assemblies</p>		<p>Martin Luther King Day –</p> <p>International Day of Education</p> <p>Holocaust Memorial Day</p> <p>World Interfaith Harmony Week</p>	<p>Children’s Mental Health Week</p> <p>Random Acts of Kindness Day</p>	<p>Safer Internet Day</p> <p>Dogs Trust Assembly</p> <p>Stranger Danger Assembly</p> <p>Parent Workshop on Home Safety</p>	<p>Monthly Dream Catcher Assemblies</p> <p>International Day of Women and Girls in Science</p>

<p>Spring 2</p>	<p>Core Curriculum</p>	<p>Relationships and health education <u>Healthy relationships</u></p> <ul style="list-style-type: none"> Pupils learn about the changes that occur during puberty Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships 	<p>Respect for others <u>Peace and conflict</u></p> <p>What effect does conflict have on the wider world?</p> <p>When has conflict led to positive change?</p> <p>Can conflict lead to social and political change?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	<p>Relationship Skills</p>  <p>Emotional Literacy Booklet Spring 2</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork <p>Contents</p> <p>Lesson 1: Difference a barrier to friendship</p> <p>Lesson 2: Conflict Resolution and revisiting anger</p> <p>Lesson 3: Working in a group</p> <p>Lesson 4: Peer pressure</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Staying Safe at Home First Aid Domestic Violence <p>E Safety Privacy and Security You Won't Believe This! (UK) What is clickbait and how can you avoid it?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Define "the curiosity gap". Explain how clickbait uses the curiosity gap to get your attention. Use strategies for avoiding clickbait. 	<p>Skills Builder Children work on level 7 from the Skills builders framework</p> <p>Financial Literacy Managing Risks and Emotions Associated with Money Saving and borrowing</p>
	<p>Class events, workshops, visits</p>	<p>DVA Awareness workshop (Islington)</p>			<p>DVA Awareness workshop (Islington) Class Assembly – home safety</p>	
	<p>Whole School events and assemblies</p>		<p>International Mother Tongue Day Fair Trade Fortnight - International Women's Day Comic Relief Autism Awareness Day</p>	<p>Resiliency 7 Cs 'Making a Contribution to charity', Comic Relief</p>	<p>Parent Workshop on Home Safety</p>	<p>Monthly Dream Catcher Assemblies British Science Week</p>
<p>Summer 1</p>	<p>Core Curriculum</p>	<p>Keeping safe and managing risk <u>Keeping safe - out and about</u></p>	<p>Ecological Awareness <u>Sustainable development</u></p>	<p>Responsible Decision Making</p>	<p>Personal Safety</p> <ul style="list-style-type: none"> Road Safety- Green Cross Code 	<p>Skills Builder Children work on level 7 from the Skills builders framework</p>

	<ul style="list-style-type: none"> Pupils learn about feelings of being out and about in the local area with increasing independence Pupils learn about recognising and responding to peer pressure Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour) <p><u>FGM (female genital mutilation)</u></p> <ul style="list-style-type: none"> Pupils learn about the importance for girls to be protected against FGM 	<p>What effect does conflict have on the wider world?</p> <p>When has conflict led to positive change?</p> <p>Can conflict lead to social and political change?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p> 	 <p>Emotional Literacy Booklet Summer 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying problems Analysing solutions Solving problems Evaluating Reflecting Ethical responsibility <p>Contents</p> <p>Lesson 1: Identifying Problems Lesson 2: Identifying Solutions Lesson 3: Analysing solutions Lesson 4: Risk taking Lesson 5: Ethical Decision Making Lesson 6: Taking Action Lesson 7: Evaluating and Reflecting</p>	<ul style="list-style-type: none"> Who keeps us safe Keeping Safe and Managing Risk (See PSHE/RSE) FGM (See PSHE/RSE) <p>E Safety Digital Footprint Beyond Gender Stereotypes How do gender stereotypes shape our experiences online?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Define "gender stereotypes" and describe how they can be present online. Describe how gender stereotypes can lead to unfairness or bias. Create an avatar and a poem that show how gender stereotypes impact who they are. 	<p>Financial Literacy Understanding the Important Role Money Plays in our lives. Links between work and money</p>
<p>Class events, workshops, visits</p>	<p>Child Line Peer on Peer Abuse Workshops in Class FGM workshop</p>			<p>Ben Kinsella Exhibition (Knife Crime) Class workshop – Child exploitation “Chicken Shop Grooming”</p>	
<p>Whole School events and assemblies</p>	<p>Childline Peer on Peer Abuse Assembly</p>	<p>Earth Day Celebration and Workshops International Mother Earth Day World Bee Day Walk to school week</p>		<p>Assembly – Road Safety</p>	<p>Monthly Dream Catcher Assemblies</p>

			National Children's Gardening Week World Environment Day World Oceans Day			
Summer 2	Core Curriculum	<p>Relationships and health education <u>Healthy relationships</u></p> <ul style="list-style-type: none"> Pupils learn about human reproduction in the context of the human lifecycle Pupils learn how a baby is made and grows (conception and pregnancy) Pupils learn about roles and responsibilities of parents and carers Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it 	<p>Ecological Awareness <u>Globalisation and Interdependence</u></p> <p>How are different places interdependent? How do actions in one place have consequences in another (e.g. deforestation)?</p> <p>What are the implications of this?</p> <p>What challenges does it create?</p> <p>What influences us and, in turn, what can we influence?</p> <p>British Values</p>  <p>Rights Respecting School</p>  <p>Sustainable Development Goals</p>	<p>Anti Bullying SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one 	<p>Personal Safety</p> <ul style="list-style-type: none"> Water safety Staying Safe in the Sun Cycle and Scooter Safety – Bikeability Course <p>E Safety Relationships and Communication Digital Friendships How do you keep online friendships safe?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Compare and contrast different kinds of online-only friendships. Describe the benefits and risks of online-only friendships. Describe how to respond to an online-only friend if the friend asks something that makes them feel uncomfortable. 	<p>Skills Builder Children work on level 7 from the Skills builders framework</p> <p>Financial Literacy Understanding the Important Role Money Plays in our lives.</p> <p>Wider communities</p> <p>Transition Young Minds Finding Your Feet</p>

						
	Class events, workshops, visits					Bikeability Level 2 Course
	Whole School events and assemblies		BNF Healthy Eating Week World Refugee Day Oxfam water week National School Grounds Week			Assembly – Water Safety Monthly Dream Catcher Assemblies

For enrichment opportunities see Curriculum Enrichment Map.