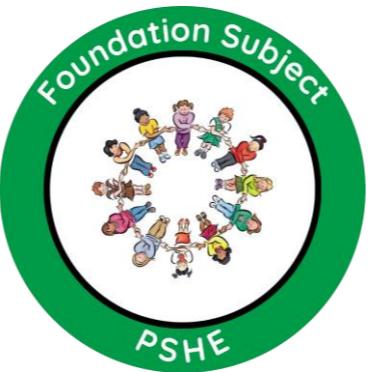
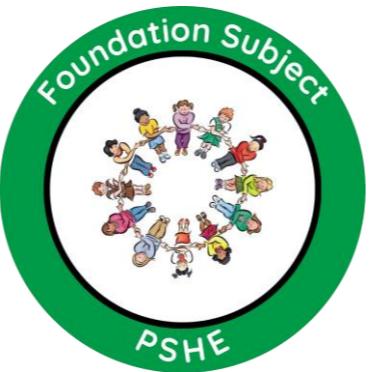


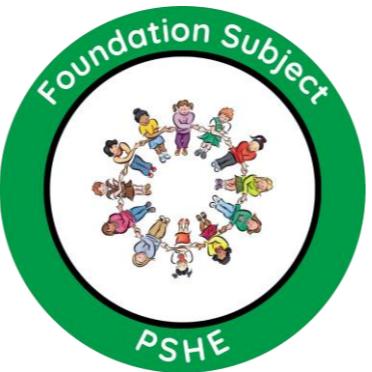
<u>Relating (Friends and Family)</u>	<u>Emotions</u>	<u>Acceptance</u>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>How to recognise who to trust and who not to trust.</li> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>
<p><b>Key Content:</b> Take part in "Friendship week". Class discussions around friendship. Class assemblies on recognising who to trust and looking at different relationships (using resources from Twinkl) this will enable a class discussion. Children to create posters using the information discussed.</p>	<p><b>Key Content:</b> Circle time to discuss emotions. Read "Silly Billy" children to create their own "Worry Doll" to help them regulate their worries/emotions.</p>	<p><b>Key Content:</b> Class debates about how people are different. Looking at an inspirational people using Little People Big Dreams to help discussion around how people are different. Watch BBC Teach Classic Clips "Same but different".</p>
<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Identify connections between personal decisions and issues affecting people globally and locally.</li> <li>Listen attentively, question and respond to others,</li> <li>Valuing difference</li> <li>Use strategies to cope with challenging times.</li> </ul>	<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>To explore reasons for negative feelings towards others and in new or difficult situations.</li> <li>To express their own views and ideas on issues clearly using a range of appropriate methods.</li> <li>Use strategies to manage anger, frustration and aggressive feelings</li> <li>Use knowledge of others' view points to resolve problems and compromise.</li> </ul>	<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Use knowledge of others' viewpoints to resolve problems and compromise.</li> <li>Positivity about the ways in which one is both similar to others and uniquely different.</li> <li>Value what contributes to own identity.</li> <li>Belief that it is everyone's responsibility to challenge prejudice and discrimination</li> <li>Valuing difference</li> </ul>
<p><b>Vocabulary:</b> Friendships, happy, secure, important, trust, different, commitment, marriage, legal, lifelong, stable, caring, relationships, security.</p>	<p><b>Vocabulary:</b> Goal, challenge, skill, attribute, put up, put down, set-back, Friend, Kindness, Emotions, Feelings, Care, Conflict Qualities impact mental health Celebrate, Goals, Positive</p>	<p><b>Vocabulary:</b> Bullying, unacceptable, falling out, racism, cyber bullying, bystander, help, support, bully, cyber, Physical Unkind, Mental health, Feelings Emotions, Unhappy, Differences Power, Bystander, Empathy, Acceptance, Courage, Feelings Witness</p>



<u>Meaning</u>	<u>Trying Out</u>	<u>Relating 2 (Online Relationships)</u>
<p><b>Objectives:</b> Whole school 'living in the wider world' focus (Non-Statutory) Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (All)</p>	<p><b>Objectives:</b> Whole school 'trying out new activities' focus (Non-Statutory)</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Where and how to report concerns and get support with issues online</li> <li>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>
<p><b>Key Content:</b> This topic is to be chosen annually by teachers collectively (guided by the PSHE lead) based on what is going on in the wider world (consider what children are seeing on the news and in other media) e.g. Black Lives Matter movement. Ensure the topic is KS appropriate and if a separate KS topic is required.</p>	<p><b>Key Content:</b> Class discussions to inform what skills children already have and what activities they already take part in e.g. after school clubs. Work as a class to come up with a new skill or activity that your class would like to learn in the following 3 weeks. (Consider booking outside agencies in advance e.g. Yoga Mike or doing a KS project where teachers can take different activities e.g. Clubs).</p>	<p><b>Key Content:</b> <a href="https://www.thinkuknow.co.uk/8_10/watch/online-safety-at-home/">https://www.thinkuknow.co.uk/8_10/watch/online-safety-at-home/</a></p> <p>Watch the videos on the above link - discuss with class. Play the games from the website to check the understanding of the children. Create online safety leaflets and posters.</p>
<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>To explore reasons for negative feelings towards others and in new or difficult situations.</li> <li>To express their own views and ideas on issues clearly using a range of appropriate methods.</li> <li>Use strategies to manage anger, frustration and aggressive feelings</li> </ul> <p>Use knowledge of others' view points to resolve problems and compromise.</p>	<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Openness to new ideas and perspective which challenge own.</li> <li>Create new goals ad achieve them.</li> <li>Adapt to new situations and explore new ways of trying out.</li> </ul> <p>Take of different roles in group work.</p>	<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>For the pupils to understand what material is/ is not appropriate to share.</li> <li>For the children to build resilience to make informed choices and cope with risk.</li> <li>Pupils know how to report and enable them to have confidence to talk to an adult about any concerns they may have for themselves or for other pupils.</li> </ul>
<p><b>Vocabulary:</b> Equality, Inclusive, Adapt, Change, New ways of thinking, Awareness</p>	<p><b>Vocabulary:</b> New, Skills, Trying, Team, Working together, Confidence, Breaking down barriers.</p>	<p><b>Vocabulary:</b> Online, Safety, Cyber-bullying, Bullying, Dangers, Positive, Negative, Data Sharing, risks, mental well-being.</p>



<u>Appreciating</u>	<u>Giving</u>	<u>Exercising and Taking Care of your body</u>
<b>Objectives:</b> Whole school 'Save the Earth' project focusing on recycling, conserving water and saving electricity. (Non-Statutory)	<b>Objectives</b> Whole school 'random acts of kindness fortnight' focus (Non-Statutory)	<b>Objectives:</b> <ul style="list-style-type: none"> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> <li>What constitutes a healthy diet (including understanding calories and other nutritional content)</li> </ul>
<b>Key Content:</b> Electricity usage and ways we can save electricity	<b>Key Content:</b> Class discussions to inform what your classes 'random acts of kindness' will be. Consider 'random acts of kindness' in school for other pupils, teachers or lunch time staff e.g. holding doors open or making an appreciation card as well as random acts of kindness that can be done safely within the community e.g. bake cakes and send to an old peoples home.	<b>Key Content:</b> <ul style="list-style-type: none"> <li>Daily "Start the Day the Tilery Way"</li> <li>Children to discuss what makes a healthy diet and complete a "diet diary" to monitor children's eating habits and exercise routine. Discuss which small changes could be made to improve their lifestyle habits.</li> </ul>
<b>Skills/Attitudes:</b> <ul style="list-style-type: none"> <li>To appreciate the world around us.</li> <li>Understand how the world is changing.</li> <li>To understand the damage that humans are doing.</li> </ul>	<b>Skills/Attitudes:</b> <ul style="list-style-type: none"> <li>Willingness to give to others</li> <li>Encouraging others</li> <li>Supporting others</li> </ul>	<b>Skills/Attitudes:</b> <ul style="list-style-type: none"> <li>To understand how to look after your own body</li> <li>To think ahead to the effects of your own decisions</li> <li>Value of one's self</li> </ul>
<b>Vocabulary:</b> Earth, Global Warming, environment, recycling, conservation, electricity	<b>Vocabulary:</b> Giving, Support, Kindness, Selfless, Thinking, Mindful	<b>Vocabulary:</b> Eat well Guide, influences, brands, packaging, taste, cost, value Role model, Qualities, Teased Feelings, Diverse, Judge Beautiful, Admire, Influence Positive, Food, Choices, Active Healthy
<u>Resilience</u>	<u>Emotions 2</u>	<u>Direction</u>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>Where to get advice e.g. family, school and/or other sources.</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> </ul>



<p><b>Key Content:</b> Take part in NSPCC virtual assembly and complete follow up work. <a href="https://www.tenresources.co.uk/topic/lesson-2-good-secrets-and-bad-secrets/">https://www.tenresources.co.uk/topic/lesson-2-good-secrets-and-bad-secrets/</a> Use the above resources to have a class discussion around "Good and Bad" Secrets.</p>	<p><b>Key Content:</b> Read a variety of books relating to emotions to help create discussion within the classroom. Keep a class "Worry Monster" discuss how to use the worry monster. Take part in weekly "mindfulness and meditation" to help to manage and control emotions.</p>	<p><b>Key Content:</b> • Look at different careers - show examples on the board, can we share family members career paths? • Children to set their own goals "When I am older, I would like to be" activity. • Discuss single-use plastics and how they are harming the planet. Create a whole class art project using single use plastics to demonstrate the impact they have on the planet.</p>
<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• To understand how to identify abuse</li> <li>• To know how and who to report any concerns to</li> <li>• Understand the concept of privacy</li> <li>• To know how to ask for help and advice</li> <li>• To understand which adults to turn to and who they can trust</li> </ul>	<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• To explore reasons for negative feelings towards others and in new or difficult situations.</li> <li>• To express their own views and ideas on issues clearly using a range of appropriate methods.</li> <li>• Use strategies to manage anger, frustration and aggressive feelings Use knowledge of others' viewpoints to resolve problems and compromise.</li> </ul>	<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>• How to be safe with money</li> <li>• Understand the value of money</li> <li>• To look at jobs</li> <li>• Career ideas</li> </ul>
<p><b>Vocabulary:</b> Abuse, privacy, safety, resilience, secrets, concerns</p>	<p><b>Vocabulary:</b> Mental health, Struggling, Emotions, Healthy mind, Sharing, appropriate</p>	<p><b>Vocabulary:</b> Environment, fair trade, single-use plastic, giving, charity, positive, achievement, jobs/careers</p>