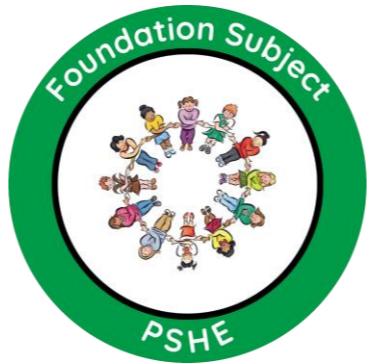
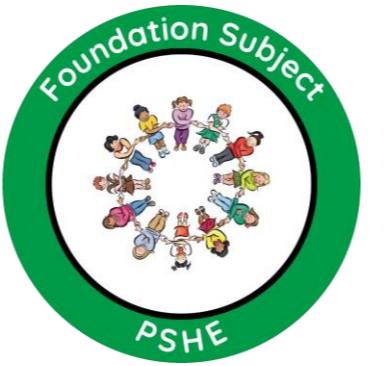


| <u>Relating (Friends and Family)</u>   | <u>Emotions</u>   | <u>Acceptance</u>  |
|--|---|--|
| <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults. (Y5)</li> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (Y5).</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Y5/6)</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships (Y5/6)</li> </ul>   | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (Y5).</li> </ul>   | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>The importance of self-respect and how this links to their own happiness (Y5/6)</li> </ul>  |
| <p><b>Key Content:</b><br/>Class discussion with scenarios based on friendships, work in small groups to decide what makes a good friendship and a bad one. Look at scenarios to on how to manage conflict in friendships and seek advice. Have daily quotes to talk about as a class based on respect of peers and adults, circle time conversations around how to show respect and also acts of kindness. Class discussions on what makes and positive and negative relationship with friends and family. Circle time discussions on how to seek advice from others about negative relationships. Drama and role play activities based on positive and negative relationships.</p> | <p><b>Key Content:</b><br/>Class discussion during P.E lessons on the benefits of physical exercise on your body and also the benefits on your mental health. Provide an opportunity to volunteer in the local community e.g. for the church, local care home or supermarkets. (Consider booking outside agencies in advance e.g. Yoga Mike or doing a KS project where teachers can take different activities e.g. Clubs). Looking at a particular sporting event such as the world cup, Euros, Olympics or Paralympics.</p> | <p><b>Key Content:</b><br/>3 week block of lessons focused on wellbeing and self-respect with a focus on happiness. Complete a range of mental health and wellbeing activities on an afternoon to promote happiness. Hot seating activities related to being happy and healthy.</p>        |
| <p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Recognise personal strengths and weaknesses.</li> <li>Evaluate ways in which emotions, words and behaviour can affect people both locally and globally.</li> </ul> <p>Employ effective strategies for repairing damaged relationships</p>   | <p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Identify and plan appropriate actions and opportunities to make own voice heard.</li> <li>Challenge viewpoints which perpetuate inequality and injustice.</li> </ul> <p>Reflect on learning from taking action.</p>  | <p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Identify and plan appropriate actions and opportunities to make own voice heard.</li> <li>Challenge viewpoints which perpetuate inequality and injustice.</li> </ul> <p>Reflect on learning from taking action.</p> |
| <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Friendships</li> <li>Unhappy</li> <li>Conflict</li> <li>Positive and negative</li> <li>Respect</li> <li>Supportive</li> <li>Happy and friendly</li> </ul>   | <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Exercise</li> <li>Mental health and wellbeing</li> <li>Volunteering</li> <li>Happiness</li> <li>Outdoors</li> <li>Community</li> <li>Collaboration</li> </ul>  | <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Accept</li> <li>Self-respect</li> <li>Belief</li> <li>Believe</li> <li>Confidence</li> <li>Building skills</li> <li>Happiness</li> </ul>  |



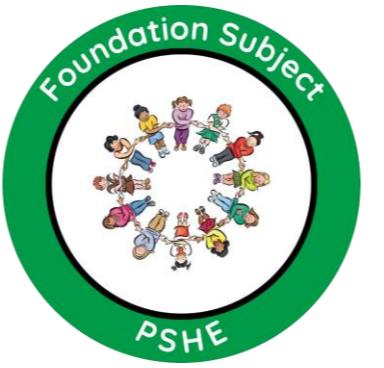
| Meaning  | Trying Out   | Relating 2 (Online Relationships)  |
|--|--|--|
| <p><b>Objectives:</b> Whole school 'living in the wider world' focus (Non-Statutory)<br/>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek 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>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (Y5)</li> <li>Why social media, some computer games and online gaming, for example, are age restricted (Y5)</li> <li>How to consider the effect of their online actions on others and know how to recognize and display respectful behavior online and the importance of keeping personal information private (Y5).</li> </ul> |
| <p><b>Key Content:</b><br/>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><br/>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><br/>Class discussions and interactive I.T sessions on having safe online relationships and not sharing private information online. Use videos and resources to show real life stories on the danger on sharing information- these will be age appropriate. Class discussions on how companies share data online and how you allow companies to use your data. Ensure children understand the meaning of sharing data and what will happen to the data that they willingly share. Look at examples of the danger of online abuse- watch clips from Jesy Nelson: Odd One Out.</p>                   |
| <p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Adapt to new situations and explore new ways of seeing local and global issues.</li> <li>Explore multiple perspective and alternate visions of the future.</li> </ul>   | <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> <li>Take of different roles in group work.</li> </ul>   | <p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Understand the positives and negatives of online relationships.</li> <li>Make children aware of the dangers.</li> <li>Learn how to communicate effectively through a range of media.</li> <li>Understand what a digital footprint is.</li> <li>Learn how to stay safe online.</li> </ul>  |
| <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Equality</li> <li>Inclusive</li> <li>Adapt</li> <li>Change</li> <li>New ways of thinking</li> <li>Awareness</li> </ul>  | <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>New</li> <li>Skills</li> <li>Trying</li> <li>Team</li> <li>Working together</li> <li>Confidence</li> <li>Breaking down barriers</li> </ul>  | <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Online</li> <li>Safety</li> <li>Bullying</li> <li>Dangers</li> <li>Positive</li> <li>Negative</li> <li>Data</li> <li>Sharing</li> <li>•</li> </ul>  |



| <u>Appreciating</u>  | <u>Giving</u>   | <u>Exercising and Taking Care of your body</u>  |
|--|---|---|
| <p><b>Objectives:</b> Whole school 'Save the Earth' project focusing on recycling, conserving water and saving electricity. (Non-Statutory)</p>  | <p><b>Objectives</b> Whole school 'random acts of kindness fortnight' focus (Non-Statutory)</p>   | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (Y5)</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries (Y5)</li> <li>The facts and science relating to allergies, immunisation and vaccination (Y5)</li> </ul>  |
| <p><b>Key Content:</b> Y5 Water usage and water wastage and savings (links to Y5 science)</p>  | <p><b>Key Content:</b><br/>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.</p> | <p><b>Key Content:</b><br/>Class discussions on the importance of looking after your body. Ensure children understand how to look after their body and recognize any unhealthy changes. Class sessions on basic fist aid (led by a first aid trained member of staff) on how to deal with injuries including cuts and grazes but also how to deal with a suspected head injury. Linking with science lessons teach children about how vaccinations and immunizations work and the importance of them-link to COVID-19 jabs and how they have saved lives.</p> |
| <p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>To appreciate our availability of water</li> <li>Learn how to save water</li> <li>Understand struggles other countries have over water</li> <li>Understand how some children live without access to clean water</li> <li>Understand what diseases can be caused by unclean water</li> </ul> | <p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Willingness to give to others</li> <li>Encouraging others</li> <li>Supporting others</li> </ul>  | <p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Looking after your body</li> <li>Recognising illness and changes</li> <li>Knowing how to take care of oneself</li> <li>Learning basic first aid</li> <li>Recognising head injuries</li> <li>Understand how vaccinations work</li> <li>Understand the importance of vaccinations</li> </ul>   |
| <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Water</li> <li>Save</li> <li>Clean</li> <li>Fresh</li> <li>Access</li> <li>Wastage</li> <li>Difference</li> <li>Cultures</li> <li>Diseases</li> </ul>   | <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Giving</li> <li>Support</li> <li>Kindness</li> <li>Selfless</li> <li>Thinking</li> <li>Mindful</li> </ul>  | <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Health</li> <li>Happiness</li> <li>Illness</li> <li>Weight loss</li> <li>Recognise</li> <li>Support</li> <li>First aid</li> <li>Basic injuries</li> <li>Head injuries</li> <li>Vaccinations</li> <li></li> </ul>   |



| <u>Resilience</u>   | <u>Emotions 2</u>   | <u>Direction</u>   |
|---|---|--|
| <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>How bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams (Y5)</li> <li>How puberty effects emotions and feelings (Y5)</li> <li>How to ask for help and advice around puberty (Y5)</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so. (KS2)</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. (KS2)</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard. (KS2)</li> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (Y5/6)</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle (Y5/6).</li> </ul> | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (Y5/6)</li> <li>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. (Y5/6)</li> </ul>  | <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To recognize that people make spending decisions based on priorities, needs and wants (Y5)</li> <li>About the different ways to pay for things and the choices people have about this different ways to keep track of money (Y5)</li> <li>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (Y5)</li> <li>About stereotypes in the workplace and that a person's career aspirations should not be limited by them (Y5)</li> <li>About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (Y5)</li> </ul> |
| <p><b>Key Content:</b><br/>Linked to science lessons on the reproductive organs and how reproduction takes place- following on from lesson have a circle time discussion for children to ask questions. Ensure collaborative class rules for PSHE are displayed and followed. Circle time discussions about puberty including periods, wet dreams, erections as well emotions. Circle time discussions about the menstrual cycle- what happens, how long it lasts and how to keep clean during this time. Ensure any misconceptions about this topic are made clear and that correct scientific terms are used to describe body parts e.g. breasts, vagina and penis.</p>   | <p><b>Key Content:</b><br/>Possibility for outside agency (Kooth) to come in and talk about mental health. Class discussions on what is mental health (linked to feelings) and where to go talk about mental health issues. Circle time discussions on emotions and how to deal with unwanted emotions- link to happiness and quotes wall. Ensure that any stigma around mental health is identified and explain how common mental health issues are.<br/>Show children soap linked videos on mental health issues and the people on these programs seeking the correct support. Scenario based lessons on how to identify mental health issues and how to support anyone they know going through these issues.</p> | <p><b>Key Content:</b><br/>Class discussions on spending money and how people need to budget and ensure they are spending money on essential items rather than non-essential items. Children to spend time taking part in a careers week focusing on team work and working together (this could be part of the Tees Valley Trailblazers or an in school careers week led by the school council). Children to understand what stereotypes are and understand them in the work place ensuring children understand that aspirations should not be limited by them. Understand that children can have high aspiration and should work hard to achieve them- could include visits from external agencies or locals e.g. Richard Kilty or Middlesbrough Football Club (Tees Valley Careers Service)</p>  |
| <p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>To have a sensible attitude towards difficult conversations.</li> <li>Create rules</li> <li>Listening to others</li> <li>Willingness to share ideas</li> <li>To understand how to reproductive system words</li> </ul>   | <p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Recognise personal strengths and weaknesses</li> <li>Evaluate ways in which our own emotions, words and behavior can affect people both locally and globally.</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> <li>Stereotypes</li> <li>Aspirations</li> </ul>  |



|  |   |  |
|--|---|--|
| <b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Health</li><li>• Babies</li><li>• Reproduction</li><li>• Correct anatomical names for reproductive organs</li><li>• Marriage</li><li>• Forces</li><li>• PANTS</li></ul> | <b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Mental health</li><li>• Struggling</li><li>• Emotions</li><li>• Healthy mind</li><li>• Looking after yourself</li><li>• Sharing</li><li>• Strengths</li><li>• Weaknesses</li></ul> | <b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Money</li><li>• Value</li><li>• Essentials</li><li>• Budgeting</li><li>• Careers</li><li>• Local people</li><li>• Careers</li><li>• Teamwork</li><li>• Working together</li></ul> |
|--|---|--|