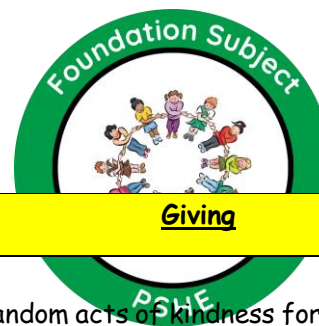


Relating (Friends and Family)	Emotions	Acceptance
<b>Objectives:</b> <ul style="list-style-type: none"> <li>How to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</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.</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>The importance of self-respect and how this links to their own happiness</li> </ul>
<b>Key Content:</b> 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.	<b>Key Content:</b> 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.	<b>Key Content:</b> 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.
<b>Skills/Attitudes:</b> <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> <li>Employ effective strategies for repairing damaged relationships</li> </ul>	<b>Skills/Attitudes:</b> <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> <li>Reflect on learning from taking action.</li> </ul>	<b>Skills/Attitudes:</b> <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> <li>Reflect on learning from taking action.</li> </ul>
<b>Vocabulary:</b> <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>	<b>Vocabulary:</b> <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>	<b>Vocabulary:</b> <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)
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Whole school 'living in the wider world' focus (Non-Statutory)</li> <li>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>Whole school 'trying out new activities' focus (Non-Statutory)</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted.</li> <li>How information and data is shared and used online.</li> </ul>
<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.	<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).	<b>Key Content:</b> 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.
<b>Skills/Attitudes:</b> <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>	<b>Skills/Attitudes:</b> <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>	<b>Skills/Attitudes:</b> <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>
<b>Vocabulary:</b> <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>	<b>Vocabulary:</b> <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>	<b>Vocabulary:</b> <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> </ul>



Appreciating	Giving	Exercising and Taking Care of your body
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Whole school 'Save the Earth' project focusing on recycling, conserving water and saving electricity. (Non-Statutory)</li> </ul>	<b>Objectives</b> <ul style="list-style-type: none"> <li>Whole school 'random acts of kindness fortnight' focus (Non-Statutory)</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Key Content:</b> Global warming and the impacts of melting ice caps and rising water levels	<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> Circle time discussions on importance of sleeping- think about how you feel with lots of sleep compared to not enough and how this may impact your day. Linked to science lessons on drugs ensure children understand the dangers of drugs and alcohol and the effect on the body. Look at clips on the dangers of drugs, alcohol and smoking- ensure these are age appropriate. Children to should be aware of the dangers to the themselves but also the impact of this on their families and friends. Circle time discussions about who a child can speak to if they need support or are worried about addiction.
<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 affects of your own decisions</li> <li>Value of ones self</li> </ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Human</li> <li>Damage</li> <li>Protection</li> <li>Animals</li> <li>Safety</li> <li>Melting</li> <li>Habitats</li> </ul>	<b>Vocabulary:</b> <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>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Health</li> <li>Mental health</li> <li>Happiness</li> <li>Stress</li> <li>Anxiety</li> <li>Sleep</li> <li>Consequences</li> <li>Support</li> <li>Addiction</li> </ul>



Resilience	Emotions 2	Direction
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Reproductive organs and process</li> <li>How babies are conceived and born and how they need to be cared for</li> <li>That there are ways to prevent a baby being made</li> <li>FGM- Only teach if any issues arise</li> <li>Forced Marriage- Only teach if any issues arise</li> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle</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).</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.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> <li>About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</li> <li>To identify the ways that money can impact on people's feelings and emotions</li> <li>To identify the kind of job that they might like to do when they are older</li> <li>To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul>
<p><b>Key Content:</b></p> <p>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. Lesson on conception, birth and how to care for a human baby- links to science on caring for baby animals. 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></p> <p>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 to 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.</p> <p>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></p> <p>Class discussions on money- what do children know about money and the importance of it. Make it clear money doesn't like to happiness and can affect peoples feelings and emotions especially if money is tight. Circle time discussions on keeping money safe- banks, safe and not giving money away to people regardless if they say they will pay you back. Show children videos relating to people taking advantage of money. Scenario based lessons including role play relating to money and feelings- people being kind with money and sensible and others who waste their money as well as others taking advantage of people with money.</p> <p>Careers fair style lesson on identifying jobs that the children might want to do when they grow up. Once children have identified the job they can use technology to research the route that they need to take to achieve this career. Link to attitudes that the children need to persevere with education to achieve their career. Ensure children understand vocational and academic routed including apprenticeships or completing A-Levels and going to university.</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> </ul>
<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Health</li> <li>Babies</li> <li>Reproduction</li> <li>LGBTQ+</li> <li>Correct anatomical names for reproductive organs</li> <li>Marriage</li> <li>Forces</li> <li>PANTS- NSPCC</li> </ul>	<p><b>Vocabulary:</b></p> <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>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Money</li> <li>Gambling</li> <li>Further education</li> <li>University</li> <li>Jobs</li> <li>Dreams</li> <li>Goals</li> </ul>