

Key
# Key or theme
# Date
# Overreaching 'Tilery' Objective (Taken from Action for Happiness - Based on the latest research, we have identified 10 Keys to Happier Living that consistently tend to make life happier and more fulfilling. Together they spell "GREAT DREAM"). Designed to improve children's positive mental health and wellbeing.
End Point for Theme/Collective whole school approach (See enquiry questions)
RED TEXT Statutory objective from national curriculum to be completed by allocated year group
BLUE TEXT Non-Statutory objective
Relating (Friends and Family) 02.9.24 - 27.9.24 (4 weeks)
I can connect with other people by actively listening with them and being positive about what they say.
Friends <ul style="list-style-type: none"><li>Work and play cooperatively and take turns with others. (EL6)</li><li>Form positive attachments to adults and friendships with peers. (EL6)</li><li>Show sensitivity to their own and to others' needs (EL6)</li></ul> <ul style="list-style-type: none"><li>The conventions of courtesy and manners. (Y1)</li><li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (Y2)</li><li>How important friendships are in making us feel happy and secure, and how people choose and make friends. (Y3)</li><li>How to recognise who to trust and who not to trust (Y3)</li><li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Y4)</li><li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (Y4)</li><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 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. (Y6)</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. (Y6)</li></ul>
Family <ul style="list-style-type: none"><li>That families are important for children growing up because they can give love, security and stability. (Y1)</li><li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (Y2)</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. (Y3/4)</li><li>That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. (Y3/4)</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>
Emotions 30.09.24 - 18.10.24 (3 weeks)
I know that I can be happier if I look for what's good and get support when I am struggling with my feelings.
<ul style="list-style-type: none"><li>Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly (EL6)</li><li>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. (EL6)</li></ul> <ul style="list-style-type: none"><li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (Y1/2)</li><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. (Y3)</li><li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (Y4).</li><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><li>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (Y6).</li></ul>
Acceptance 21.10.24 - 15.11.24 (3 weeks)
I can name my strengths and know ways in which I can be kind to myself.
<ul style="list-style-type: none"><li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (Y1/2)</li><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. (Y3/4)</li><li>What a stereotype is, and how stereotypes can be unfair, negative or destructive. (Y3/4)</li><li>The importance of self-respect and how this links to their own happiness (Y5/6)</li></ul>
Meaning (Living in the wider world) 18.11.24 - 13.12.24 (4 weeks) + 1 spare week in lead up to Christmas
I can find ways of being part of something bigger than myself.
<ul style="list-style-type: none"><li>Explain the reasons for rules, know right from wrong and try to behave accordingly (EL6)</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. (All)</li><li>Whole school 'living in the wider world' focus (Non-Statutory)<ul style="list-style-type: none"><li>- 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.</li></ul></li></ul>
Trying Out 6.1.25 - 24.1.25 (3 weeks)
I can choose new activities to try out and learn new skills. <ul style="list-style-type: none"><li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (EL6)</li></ul> <ul style="list-style-type: none"><li>Whole school 'trying out new activities' focus (Non-Statutory)</li></ul>

-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).

### Road Safety Objectives

[https://www.think.gov.uk/key\\_stage/ks1/](https://www.think.gov.uk/key_stage/ks1/)

#### **KS1 (Tales of the Road)**

To develop familiarity with the Stop, Look, Listen and Think sequence (EYFS)

To know the Stop, Look, Listen and Think sequence (Y1)

To know safer crossing places and how to use them (Y2)

To know how to walk safely with a grown up and hold hands when walking near the road. (EYFS and KS1)

To know that pedestrians walk on the pavement and vehicles travel on the road (EYFS and KS1)

To know how to travel in a car or a bus. (EYFS and KS1)

To know why I need a child car seat when I travel in a car. (EYFS and KS1)

I know how to behave when I travel in a car or a bus. (EYFS and KS1)

I know how to ride a bike or scooter and cycle or scoot safely (EYFS and Y5/6)

#### **KS2 (Tales of the Road)**

To know the Stop, Look, Listen and Think sequence (Y3 and Y4)

To know safer crossing places and how to use them (Y3 and Y4)

I know how to plan a safer journey to school (Y5 and Y6)

I know how to travel independently (only with permission) to and from school as a pedestrian,

cyclist or on public or school transport (Y5 and Y6)

I know the key road skills that I will need when I am old enough to travel without an adult (Y5 and Y6)

I know my responsibilities as a pedestrian, a cyclist, or a passenger in a car or on public transport (Y3 and Y4)

I know the risks - and the effect of risky behaviour - on the road and can develop strategies to cope with dangerous situations caused by others (Y5 and Y6)

I know the Green Cross Code and safer places to cross the road (Y3/4)

I know about The Highway Code, and some rules of the road and road signs (Y5/6)

### **Relating 2 (Online Relationships) 27.1.25 - 21.2.25 (4 weeks)**

#### **I know how to stay safe online and how to report abuse.**

- Where and how to report concerns and get support with issues online (All)
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (All)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (Y1)
- How to respond safely and appropriately to adults they may encounter whom they do not know. (In all contexts, including online) whom they do not know. (Y2)
- 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. (Y2/3)
- That people sometimes behave differently online, including by pretending to be someone they are not. (Y3)
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (Y3)
- That for most people the internet is an integral part of life and has many benefits. (Y4)
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. (Y4)
- 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)
- Why social media, some computer games and online gaming, for example, are age restricted (Y5)
- 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).
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. (Y6)
- How information and data is shared and used online. (Y6)

### **Appreciating 3.3.25 - 14.3.25 (2 weeks)**

#### **I can feel happier by taking notice and being aware of the world around me.**

- Whole school 'Save the Earth' project focusing on recycling, conserving water and saving electricity. (Non-Statutory)

##### **EYFS**

-Bins, bin men and trucks and where does our rubbish go?

##### **KS1 Focus**

-Y1 the impact of litter on the environment and animals

-Y2 recycling

##### **KS2 Focus**

-Y3 Electricity usage and ways we can save electricity

-Y4 Where does electricity come from and how is it used for good e.g. electric cars (links to Y4 science)

-Y5 Water usage and water wastage and savings (links to Y5 science)

-Y6 Global warming and the impacts of melting ice caps and rising water levels

### **Giving 17.3.25 - 28.3.25 (2 weeks)**

#### **I know that I am happier when I am kind, share my talents and give my time to others**

- Whole school 'random acts of kindness fortnight' (Non-Statutory)  
-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.

### **Exercising/taking care of your body 31.3.25 - 2.5.25 (3 weeks)**

#### **I can look after my body and mind by exercising and eating healthily**

- Whole school PE challenge set on SeeSaw
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG).
- How to make a clear and efficient call to emergency services if necessary. (Y1/2)
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (Y1)
- The principles of planning and preparing a range of healthy meals. (Y1)
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) (Y1).
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. (Y2)
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer (Y2).

	<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. (Y3)</li> <li>The risks associated with an inactive lifestyle (including obesity). (Y3)</li> <li>What constitutes a healthy diet (including understanding calories and other nutritional content) (Y3)</li> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health (Y4).</li> <li>The characteristics and mental and physical benefits of an active lifestyle (Y4).</li> <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> <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. (Y6)</li> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Y6)</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health. (All)</li> </ul>
<b>Resilience</b>	<b>6.5.25 - 23.5.25 (3 weeks) *If issues arise and this content needs to be taught at other points in the year then please do so*</b> <p><b>I can identify and use skills to 'bounce back'.</b></p> <ul style="list-style-type: none"> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (KS1)</li> <li>How to recognize and report feelings of being unsafe or feeling bad about any adult. (KS1)</li> <li>How to respond safely and appropriately to adults they may encounter whom they do not know. (KS1)</li> <li>Correct name for the main parts of the body including external genitalia (penis and vulva) (Y1)</li> <li>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe (Y2)</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>Where to get advice e.g. family, school and/or other sources. (KS2)</li> <li>How to respond to aggressive or inappropriate behavior (online and physical contact) (Y4)</li> <li>How personal hygiene routines change during puberty (Y4)</li> <li>How to ask for help and advice (Y4)</li> <li><b>(Please note that Y5 objectives around puberty can be taught in Y4 if required and as appropriate)</b></li> <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>Reproductive organs and process (Y6)</li> <li>How babies are conceived and born and how they need to be cared for (Y6)</li> <li>That there are ways to prevent a baby being made (Y6)</li> <li><b>FSM</b> (Y6)</li> <li><b>Forced Marriage</b> (Y6)</li> </ul> <p><b>* Only to be taught as appropriate and where necessary</b></p> <ul style="list-style-type: none"> <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>
<b>Emotions 2</b>	<b>2.6.25 - 20.6.25 (3 weeks)</b> <p><b>I know that I can be happier if I look for what's good and get support when I am struggling with my feelings.</b></p> <ul style="list-style-type: none"> <li>How to recognise and talk about their emotions (Y1/2)</li> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (Y3)</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (Y4)</li> <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> <li></li> </ul>

**Direction** 23.6.25 - 21.7.25 (4 weeks)

**\*Transition activities to new year group**

**I can set achievable goals for myself.**

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (EL6)

**Money (Non Statutory)**

What money is; forms that money comes in; that money comes from different sources (Y1)

That people make different choices about how to save and spend money (Y2)

About the difference between needs and wants; that sometimes people may not always be able to have the things they want (Y2)

That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (Y3)

That money needs to be looked after; different ways of doing this (Y4)

To recognize that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' (Y4)

To recognize that people make spending decisions based on priorities, needs and wants (Y5)

About the different ways to pay for things and the choices people have about this different ways to keep track of money (Y5)

About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (Y6)

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 (Y6)

To identify the ways that money can impact on people's feelings and emotions (Y6)

**Jobs (Non Statutory)**

That jobs help people to earn money to pay for things (KS1)

Different jobs that people they know or people who work in the community do (KS1)

To recognize positive things about themselves and their achievements; set goals to help achieve personal outcomes (Y3)

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 (Y3)

That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid (Y4)

About some of the strengths and interests someone might need to do different jobs (Y4)

About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (Y5)

About stereotypes in the workplace and that a person's career aspirations should not be limited by them (Y5)

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)

To identify the kind of job that they might like to do when they are older (Y6)

To recognize a variety of routes into careers (e.g. college, apprenticeship, university) (Y6)

**Water Safety to be taught before the Summer Holiday (Non Statutory)**

<https://rnli.org/youth-education/education-resources>

How to stay safe in and around water

**Passport 1**

To understand the 4 key messages (FS1, FS2 and KS1)

Stop and think.

Stay together.

Float.

Call 999

To learn and recap the song which helps us remember the water safety rules (FS2 and KS1)

To be able to explain how Choppy the Cat and Ruff the Dog are being unsafe around water - story scenarios (Y2)

**Passport 2**

To reinforce the 4 key messages (all)

To spot a wide range of dangers around water and think about safer behaviour (Y3)

To plan for a safe day out around water (Y4)

To understand the effect of cold water on the body (Y5).

To identify an emergency situation and know how to respond (Y6)