

	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
Being Me in My World	<p><i>Becoming a class team</i></p> <p><i>School community</i></p> <p><i>Rights, responsibilities and democracy</i></p> <p><i>Rewards and consequences</i></p> <p><i>Understanding privates are private</i></p> <p><i>Sharing personal information</i></p>	<p>Inclusion is accepting everyone, exclusion is stopping someone from joining in.</p> <p>School community is those people around you and all are important to keep the school running smoothly.</p> <p>Democracy is making a decision as a group of people.</p> <p>School council is a group of selected people who help make decisions on our behalf and share our views and opinions</p> <p>Consequences happen because of decisions/ actions I've made.</p> <p>Rewards are praises for right choices made and help motivate people.</p>	<p>Share ideas/feelings</p> <p>Create job descriptions for different roles of people in school community.</p>	<p>Global Goal 17 Partnerships for goals</p> <p>Global Goal 16 – Peace, justice and strong institutions.</p>	<p>Included</p> <p>Excluded</p> <p>Welcome</p> <p>Valued</p> <p>Team</p> <p>Role</p> <p>Job description</p> <p>School community</p> <p>Responsibility</p> <p>Rights</p> <p>Responsibilities</p> <p>Democracy</p> <p>Reward</p> <p>Consequence</p> <p>Pants</p> <p>Personal information</p> <p>Trusted adult</p>

**Sequence of Lessons and overview of content :**

**1) To know how it feels to be included and excluded**

Children to experience exclusion through a game (in the outdoor classroom) so they can explain and develop their vocabulary around feelings and emotions. Children will then experience inclusion and discuss their feelings and emotions. Children will look at various scenarios and decide if it is inclusive or exclusive and how the child/person might feel.

**2) To know who is in my school community and how they are important**

Children to discuss different members of staff and their role within school. They will consider how each member of our school community is important and they all support the children's learning. They will consider what would happen if someone was not there and the knock on effect on our school community and our learning.

**3) To understand how democracy works through our school council**

The children will discuss the importance of the school council and what the school council does for the school community. They will discuss democracy and how this can be ensured through the school council. The children will discuss some of the rights children have. Children vote for their class representatives. Debate the importance of the school council and democracy. 'Should everyone have a say in the running of our school?'

**4) To know my actions affect myself and other people**

Children to see images of actions and discuss as a group what is right/wrong, explaining their thoughts. They will discuss as a group what a reward is and what a consequence is and how these are different. Children will sort statements about actions, into getting a reward/consequence and explain their thoughts about why.

**5) To know about PANTS NSPCC**

The children will watch a video about wearing pants and it explains to the children that pants cover areas that are private to themselves. This discussion is applied to the children's swim wear/costumes. Children create a swim suit/shorts they'd like to wear and display PANTS meaning.

P=Privates are private

A= Always remember your body belongs to you.

N= No means no.

T= Talk about secrets that upset you.

S= Speak up someone can help.

**Details of supporting resources:**

**Lesson 1:**

Teacher flipchart.

**Lesson 2:**

Teacher Flipchart.

**Lesson 3:**

Teacher flipchart.

**Lesson 4:**

Teacher flipchart.

**Lesson 5:**

Teacher flipchart.NSPCC PANTS video and parent guide.

<https://www.youtube.com/watch?v=-lL07JOGU5o>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

	<p><b>6) LC: To know when and when not to give away my personal information</b>          Children to discuss as a class what personal information is. They will watch a video showing personal information being given in both a safe way and in an unsafe way, and discuss how we know e.g. Were they trusted adults, how was the information going to be stored. We will talk about the importance of keeping our personal information safe.</p>			<p><b>Lesson 6:</b>          Teacher flipchart. Online safety video.  <a href="https://www.youtube.com/watch?v=Alsyt2LJAo&amp;t=44s">https://www.youtube.com/watch?v=Alsyt2LJAo&amp;t=44s</a></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Celebrating difference</p>	<p><b>Key content</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>	<p><b>Concepts/Global Goals</b></p>	<p><b>Key Vocabulary</b></p>
	<p><i>Judging by appearances</i>   <i>Understanding influences</i>   <i>Understanding bullying</i>   <i>Problem solving – bullying</i>  <i>Knowing we are unique</i></p>	<p>Know what individual strengths are and what they would like to improve</p> <p>Know about techniques to resist peer pressure</p> <p>Know what bullying is and the effect it has on people</p>	<p>Recognise conflicting emotions and how to ignore or overcome them</p> <p>Recognise when and how to ask for help</p> <p>Use basic techniques to resist pressure to do something dangerous, unhealthy, makes them uncomfortable, they believe is wrong or anxious including technology.</p> <p>Explain the differences between direct and indirect bullying</p> <p>Show empathy with people in situations of conflict or celebration</p>	<p>Global Goal 15 – Gender Equality</p>	<p>Character          Assumption          Judgement          Surprised          Different          Appearance          Accept          Influence          Opinion          Attitude          Bullying          Friend          Secret          Deliberate          On purpose          Bystander          Witness          Bully          Problem solver          Cyber bullying          Text message          Website          Troll          Special          Unique          Different          Characteristic          Physical features          Gender          Race</p>

					religion Equality Able Disabled
	<p><b>Sequence of Lessons and overview of content</b></p> <p><b>1) To try to accept people for who they are</b>          Children will be able to explain what ‘assumptions’ are and discuss how people make assumptions about others. They will look at pictures of people and answer questions about them, knowing nothing about them. They will compare their answers and think about why they have similar/different answers. We will discuss if our assumptions lead to positive or negative feelings. We will then learn about the people in the pictures and discuss the importance of being careful not to make judgements about people before we know them. Debate: ‘Should you judge a book by it’s cover?’</p> <p><b>2) To understand what or who influences my assumptions about people.</b>          Children will revisit what assumptions are and discuss where assumptions come from. We will discuss how different people, situations and sources influence how people think and feel about a person or situation. Using pictures, for example of a dog, we will talk about how we feel and draw on our experiences to explain why. For example being bitten by a dog in the past effects your opinions on dogs.</p> <p><b>3) To know what bullying is and that it can be hard to spot.</b>          Children to describe what they believe bullying is and then add feeling words to show how a bullied person might feel. Discuss what bullying is and create a definition. Children listen to a story and discuss whether the situation is bullying or not and why they don’t all have the same view. Debate different viewpoints linked to the scenario.</p> <p><b>4) To understand why witnesses sometimes join in with bullying rather than stopping it.</b>          Children to discuss what a witness is. Following on from a video scenario children to suggest reasons why bystanders sometimes choose to join in or ignore the situation. We will talk about what the best course of action would be. We will include conversations about cyber bullying.</p> <p><b>5) To identify what is special about myself and to value it.</b></p>				<p><b>Details of supporting resources:</b></p> <p><b>Lesson 1:</b>          Teacher flipchart</p> <p><b>Lesson 2:</b>          Teacher flipchart.</p> <p><b>Lesson 3:</b>          Teachers flipchart</p> <p><b>Lesson 4:</b>          Teachers flipchart. BBC Newsround bullying video.  <a href="https://vimeo.com/10155866">https://vimeo.com/10155866</a></p> <p><b>Lesson 5:</b>          Teacher flipchart          ‘Ruby’ By Maggie Glen story.</p>

	<p>Children listen to story and discuss what is special/unique about the character. Children to share what makes them special. Discuss the importance of valuing ourselves and being able to feel about ourselves. Share ideas about what makes other people special.</p> <p><b>6) To understand that not all friends are the same.</b> Children listen to story about Ramadan and discuss what Ramadan is and why some people celebrate this festival. Children discuss other festivals that they celebrate that someone else doesn't. Debate: <b>'Can you be friends with someone who celebrates something differently to you?'</b> Children to have different objects to sort into like/dislike and to see if their friends are exactly the same.</p>			<p><b>Lesson 6:</b> Teacher flipchart. Ramadan Moon book – Na'ima B. Robert BBC bitesize Ramadan video. <a href="https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2b dm">https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2b dm</a></p>	
<b>Dreams and Goals</b>	<b>Key content</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Concepts/Global Goals</b>	<b>Key Vocabulary</b>
	<p><i>Set hopes and dreams for the future.</i></p> <p><i>How to deal with disappointment</i></p> <p><i>Help others cope with disappointment</i></p> <p><i>Setting a goal and steps to achieve it.</i></p> <p><i>Know basic first aid techniques</i> - Understand how to react in emergency situations - Understand when and how to make an emergency 999 call</p>	<p>Know what individual strengths are and what they would like to improve</p> <p>Understand good and not so good feelings and know the range of feelings they may have</p>	<p>Celebrate achievements and identify areas for improvement</p> <p>Set high aspirations/goals</p>	<p>Global Goal 12 – Responsible consumption and production</p>	<p>Dream Hope Goal Feeling Determination Perseverance Disappointment Fear Hurt Plans Help Positive experiences Cope Resilience Self-belief Motivation Commitment</p> <p><i>First Aid, emergency</i></p>
	<p><b>Sequence of Lessons and overview of content</b></p> <p><b>1) To know how it feels to have hopes and dreams.</b> Children listen to the story about Michael Jordan as a little boy, working with his family to make his dreams come true. We will talk about how some dreams are easy and quick to achieve and</p>			<p><b>Details of supporting resources:</b></p> <p><b>Lesson 1)</b> Teacher Flipchart Text, Salt in His Shoes: Michael Jordan in Pursuit of a Dream - Deloris Jordan</p>	

others aren't. Children will set 3 personal goals – end of term, end of year, adulthood, they will think about how they might achieve them.

**2) To know that hopes and dreams don't always come true and know how to deal with this disappointment.**

Read scenarios of dreams/goals that have not been achieved as expected. Children will discuss their feelings when things have gone wrong. How could these feelings be overcome? Is it ok to feel disappointed? How could they change the situation? How could it be seen as a success even if it is a different outcome?

**3) To know how to cope with disappointment and how to help others cope with theirs.**

Children to act out a given scenario where someone feels disappointed. The children will discuss and give advice on how to deal with the different feelings experienced. They will suggest ways to cope with disappointment, including considering new goals. [Outdoor classroom to be used for drama activity.](#)

**4) To know how to make a new plan and set a new goal even if I've been disappointed.**

Children revisit discussions on disappointment and think about how staying positive, being determined, resilient and having self-belief can help us manage how we feel. They will think about how they can set up a new goal/dream. They will write three steps to help achieve their personal goal, considering who and what might help them and how they will stay positive and resilient. They will decide when they will know they have achieved their new goal.

**5) To work as a group to achieve a goal.**

Children will work in a team to design and create an item for the school grounds using recycled materials. This will be based on a dream/goal to save our planet. They will need to consider how they can achieve their end goal and support each other throughout the process. They will reflect on what they have learnt about setting goals and how to achieve them.

**Lesson 2)**

Teacher flipchart.

**Lesson 3)**

Teacher flipchart.

[Outdoor Learning- drama activity in the outdoor classroom.](#)

**Lesson 4)**

Teacher flipchart.

**Lesson 5)**

Teacher flipchart

Healthy Me	<p>Team building activity to take place around the outdoor classroom.</p> <p><b>6) To know how to help save others in an emergency.</b>          Children will discuss and recognize what an emergency is. They will talk about how to react in emergency situations and understand when and how to make an emergency 999 call. We will discuss the Importance of the emergency services and the consequences prank calls can have for people who need an emergency service.</p>			<p><b>Lesson 6)</b>          Teacher flipchart</p>	
	<p><b>Key content</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>	<p><b>Concepts/Global Goals</b></p>	<p><b>Key Vocabulary</b></p>
<p><i>Friendships</i>  <i>Unique me</i>  <i>Smoking</i>  <i>Alcohol</i>  <i>Peer pressure</i>  <i>Healthy diet</i></p>	<p>Know what affects their physical, mental and emotional health including the media</p> <p>Understand good and not so good feelings and know the range of feelings they may have</p> <p>Know that emotions can be responded to in different ways</p> <p>Know who is responsible for helping them stay healthy and how they can help</p>	<p>Identifying positive and negative effects on their health</p> <p>Recognise conflicting emotions and how to ignore or overcome them</p> <p>Recognise when and how to ask for help</p>	<p>Global Goal 12 – Responsible consumption and production</p> <p>Global Goal 3 – Good health and wellbeing</p>	<p>Friendship          Emotions          Healthy Relationships          Value          Embarrassed          Roles          Leaders          Followers          Assertive          Agree/disagree          Pressure          Peers          Guilt          Advice          Smoking          Alcohol          Liver          Diseased          Anxiety          Fear          Believe          Opinion          Right          Wrong  <i>Active, healthy, exercise,</i></p>	

				<i>food, nutrition, diet, sugar, fat, protein, vitamins, balance</i>
	<p><b>Sequence of Lessons and overview of content</b></p> <p><b>1) To know how it feels to belong to different relationships and how I contribute to them.</b> We will discuss how we can have different friendship groups and how our relationships can vary. We will look at a friendship circle and discuss how friendship groups can change over time. The friendship circle will look at friends and family closest to them, good friends, friends you don't know as well and acquaintances. Discuss how it is ok to have a range of different friendships and how it feels belonging to different group and how we might behave differently.</p> <p><b>2) To know that all people are unique and react differently.</b> Children will have a range of animals to discuss and will consider the qualities and characteristics of each. E.g. Quiet as a mouse, dogs are loyal etc. They will consider what the benefits are of being like each of the different animals. We will discuss if we recognise any of the characteristics or roles in our friendship groups and consider the role they play. This will lead to discussion about how everyone is unique and have different qualities and characteristics to share.</p> <p><b>3) To know why people smoke and the effect of peer pressure.</b> We will discuss why people may choose to smoke and how this can be due to peer pressure. We will consider what peer pressure is and how it can relate to smoking. We will think about our previous learning on how people often have different roles in friendship groups and how this could relate to peer pressure. Children will be given some facts about smoking, to create a fact grid, we will discuss if anything has surprised them e.g. E-cigarettes/vaping is still risky for a person's health. Children will then role play Peer pressure situations around smoking and we will discuss how we could make the situation better.</p> <p><b>4) To know the effect alcohol has on health and the reasons people drink.</b> Children will discuss why people might choose to drink alcohol and how it might change their behaviour. They will learn about alcohol and its effect on the liver, they will consider the job of the liver. Children will revisit their learning about peer pressure and in groups will write positive phrases about avoiding peer pressure in relation to alcohol e.g. Do what is right for you, make yourself happy and don't worry about others.</p>			<p><b>Details of supporting resources:</b></p> <p><b>Lesson 1)</b> Teacher flipchart</p> <p><b>Lesson 2)</b> Teacher flipchart</p> <p><b>Lesson 3)</b> Teacher flipchart</p> <p><b>Lesson 4)</b> Teacher flipchart including pictures of the liver</p>

	<p><b>5) To know when people are putting me under pressure and how to resist it.</b> Children will listen to a story about someone who feels pressured into trying things like smoking and drinking, in order to fit in with his friends. We will discuss, throughout, how the person is feeling at different times and what they would have done in the situation. We will discuss if the story shows a healthy relationship with friends and discuss what a healthy relationship is e.g. People who like you for who you are. The children will work together to discuss and create a list of healthy and unhealthy friendships traits.</p> <p><b>6) To understand how to keep my body healthy.</b> Children will discuss what humans need to stay healthy and the effect of exercise on our bodies. They will watch videos to support their ideas. We will consider what would happen if we did no healthy activities and whether or not we need to exercise all of the time. We will discuss the importance of rest and consider if we should only do healthy things, this will lead to learning about a healthy balance. <b>Outdoor learning: session to take place outside and include mini exercise session.</b></p>	<p><b>Lesson 5)</b> Teacher flipchart including Aiden’s story.</p> <p><b>Lesson 6)</b> Teacher flipchart. How to stay healthy video and exercise video. <a href="https://www.youtube.com/watch?v=UxnEuj1c0sw">https://www.youtube.com/watch?v=UxnEuj1c0sw</a> <a href="https://www.youtube.com/watch?v=wWGuLAA000">https://www.youtube.com/watch?v=wWGuLAA000</a> <b>Outdoor Learning- exercise activity in the outdoor classroom.</b></p>
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Relationships	<b>Key content</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Concepts/Global Goals</b>	<b>Key Vocabulary</b>
	<i>Jealousy</i> <i>Love and Loss</i> <i>Memories</i> <i>Getting on and Falling out</i> <i>Friendships</i> <i>Celebrating my relationships with people and animals</i>	<p>Know about transition, loss, separation, divorce and bereavement</p> <p>Understand good and not so good feelings and know the range of feelings they may have</p>	<p>Explaining and managing feelings</p> <p>Recognise conflicting emotions and how to ignore or overcome them</p> <p>Show empathy with people in situations of conflict or celebration</p>	<p>Global Goal 16 – Peace, justice and strong institutions.</p>	<p>Loss</p> <p>Strategy</p> <p>Shock</p> <p>Symbol</p> <p>Numb</p> <p>Denial</p> <p>Anger</p> <p>Guilt</p> <p>Sadness</p> <p>Pain</p> <p>Despair</p> <p>Hopelessness</p> <p>Relief</p> <p>Acceptance</p> <p>Depression</p> <p>Special</p> <p>Remember</p> <p>Souvenir</p> <p>Memento</p> <p>Memories</p>

				Memorial Debate Respect Opinion Cope
	<b>Sequence of Lessons and overview of content:</b>  <b>1): To know how jealousy can affect relationships.</b> Children to look at pictures that reflect jealousy, they will discuss how they think people are feeling. We will discuss what jealousy is and how it can make us feel. Jealousy is a common emotion, we can all feel it about people and things, is it a positive emotion? We will talk about where jealousy might come from and how it can affect our relationships e.g. With friends. Children will reflect and debate their reactions to the scenarios and consider giving advice on how the people can move forward.  <b>2) To know how people feel when they lose someone or something special</b> Children to listen to a story of a boy whose pet goes missing (dies), they will discuss the different emotions and feelings the little boy experiences. We will talk about the different feelings people experience when they lose special people, pets or things. Loss/grief cycles can include feelings of denial, feeling angry, bargaining, sadness and acceptance. We will discuss how loss can be hard because we love and value what we have lost, and this can hurt us and make us feel vulnerable or insecure. Children will talk about different scenarios around loss and consider how they might feel.  <b>3) To understand that we can remember people even if we no longer see them.</b> Discussions with children about people they don't see any more e.g. People who have moved away, family they may not see, people who have died. We will discuss how they feel about that person. Children will watch the video of Badger's Parting gift and discuss how his friends remembered him even though he wasn't around anymore. We will discuss how we remember people who aren't here e.g. Memorials, photographs, and how special times can be memories to treasure.  <b>4) Are friendships always fun?</b> Children will listen to part of the story, Winnie the Pooh: A portrait of friendship. We will discuss how the characters in the story behaved and how being able to compromise meant a problem could be solved. We will discuss if we always have to do as our friends tell us and if we will always agree with our friends. Relationships can come with a mixture of positive and		<b>Details of supporting resources:</b>  <b>Lesson1)</b> Teacher flipchart.  <b>Lesson 2)</b> Teacher flipchart. Goodbye Mousie story – Robie H. Harris  <b>Lesson 3)</b> Teacher flipchart. Badgers parting gift story- Susan Varley  <b>Lesson 4)</b> Teacher flipchart. Winnie-the pooh a portrait of friendship story	

	<p>negative emotions and that it is normal to disagree with others. We will think about how we can resolve conflicts with our friends. Debate: Can we still be friends if we disagree?</p> <p><b>5) To know that friendships change and how to manage when friends fall out.</b> We will discuss how and why friendships can change over time or come to an end, and that this is a normal part of everyday life. We will consider what might happen if you no longer consider someone a friend, or how to mend a friendship you want to 'save'. Children will look at some friendship scenarios and suggest ways to help friends that have fallen out, or decide if a 'broken' friendship was a natural break.</p> <p><b>6) To know how to show love and appreciation to the people and pets who are special to me.</b> Children to discuss the people and pets who are special to them. They will think about what reminds them of those people/pets e.g. Colours, words, symbols. Children will think about different ways of showing that someone or something is special to them, explaining why it is important to let people know they are special and cared for.</p>	<p><b>Lesson 5)</b> Teacher flipchart.</p> <p><b>Lesson 6)</b> Teacher flipchart.</p>
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Changing Me	<b>Key content</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Concepts/Global Goals</b>	<b>Key Vocabulary</b>
	<p><i>Being unique</i> <i>Confidence in change</i> <i>Accepting change</i> <i>Preparing for transition</i> <i>Environmental change.</i></p>	<p>Know about transition, loss, separation, divorce and bereavement</p> <p>Know what affects their physical, mental and emotional health including the media</p> <p>Understand good and not so good feelings and know the range of feelings they may have</p>	<p>Identifying positive and negative effects on their health</p> <p>Explaining and managing feelings</p> <p>Recognise and describe changes in their body and emotions</p>	<p>Global Goal 3 – Good health and wellbeing</p>	<p>Personal Unique Characteristics Parents Circle Seasons Change Control Emotions Acceptance Looking forward Excited Nervous Anxious happy</p>

## Sequence of Lessons and overview of content :

### 1) To understand that some of my characteristics (appearance) come from my parents.

Children to look at images of children and young animals and try to match them to their parents based on their appearance, discussing how they may look like their parents in some ways and not in others. Children will discuss how we have some characteristics from each parent and some are unique to us. Our characteristics come from genes that our parents pass on to us. Children will consider how they are similar and different to their own adults.

### 2) To understand that some of my characteristics (traits) come from my parents.

Referring back to previous lesson, looking at images of adults and adult animals and matching young to their adults. Children will discuss how we can also have characteristics from our parents that are related to our behaviours and interests. We might share these with more than one parent, including adults that care for us, such as adoptive parents and carers. Children will consider how they are similar and different to their own adults.

### 3) To know how the circle of change happens and how to use it in future changes.

Children will look at the cycles of change for trees, throughout the seasons. They will discuss what started these changes, why they happen and if the tree can control them. We will discuss how change is a natural part of life that we will all experience change, which may, at times feel difficult. We will discuss ways to help us manage change, so that we can cope better. We will look at the story, 'Mouse Moves House' and identify how changes were managed. We will use a circle of change template to look at changes we want to make in the next school year. [Outdoor learning; 'Tree Walk' around the school grounds.](#)

### 4) To have the confidence to try to make changes, when I know they will benefit me.

We will refer to our previous learning on circle of change and use our knowledge to consider changes we could make in the next school year. We will discuss how we can make changes to benefit us. We will use a circle of change template to look at how to plan changes we want to make in the next school year.

### 5) To identify changes that are out of my control and know how to accept them.

Discuss different types of changes, some we have control over and some we do not, and how these make us feel. We will share ideas on strategies of how to manage/cope with these feelings. We will discuss how accepting changes can help us to control our feelings, even if we can't control the change itself. We will look at different scenarios and consider how characters feel, how they cope and if they are able to control the change.

## Details of supporting resources:

### Lesson 1)

Teacher flipchart

### Lesson 2)

Teacher flipchart

### Lesson 3)

Teacher flipchart

Mouse moves house- Phil Roxbee Cox

[Outdoor Learning- Tree activity in the outdoor classroom.](#)

### Lesson 4)

Teacher flipchart

### Lesson 5)

Teacher flipchart

	<p><b>6) To identify what I am looking forward to when I move to a new class.</b></p> <p>Children will discuss what changes might happen during the next school year e.g. Swimming, new teacher etc. They will refer to last lesson and discuss changes they want to make for themselves. Children will refer to the circle of change template used previously and consider how they can manage the changes that will happen. We will discuss how we feel about these changes and how we can support each other.</p>	<p><b>Lesson 6)</b> Teacher flipchart</p>
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