



Staindrop CE Primary School PSHE Curriculum



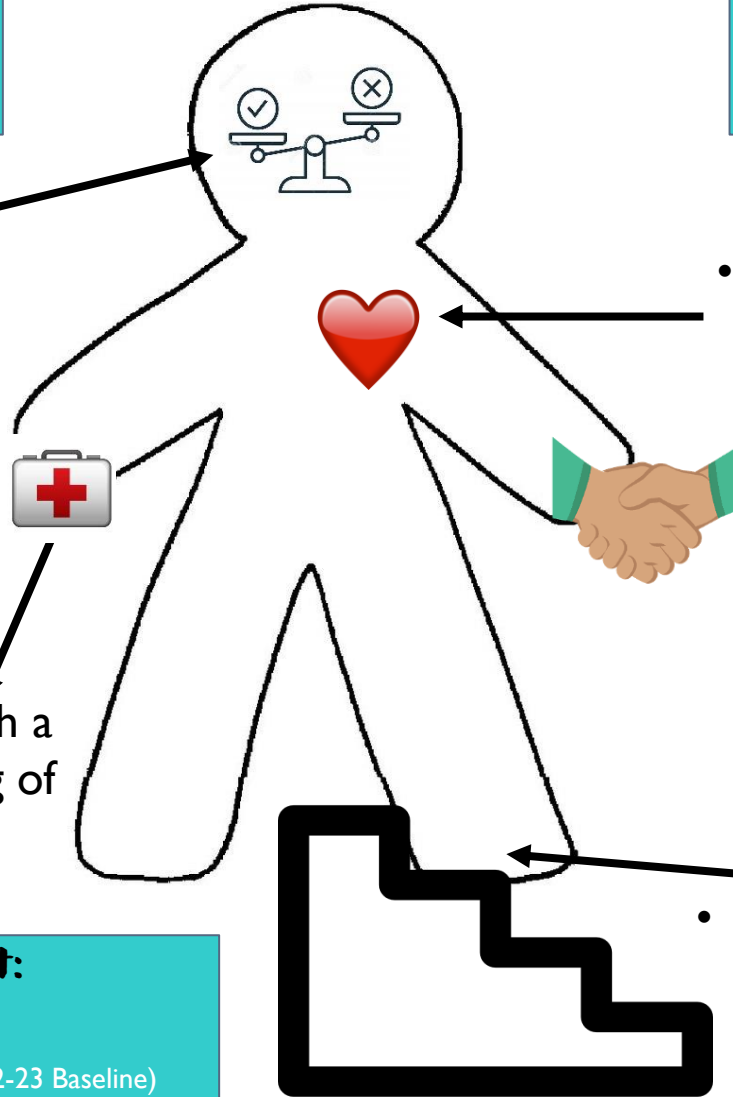
We want all children at Staindrop C E Primary to...

Go places, meet people and make things happen

- Develop positive values and a moral framework that guides their decisions, judgements and behaviours around:

- Relationships inc. online
- Healthy lifestyles
- Physical and Mental wellbeing
- Dangerous situations/keeping safe
- Consent
- Prejudice
- Inequality

- To leave school with a basic understanding of First Aid.



Be happy, healthy global citizens.

- Have confidence and self-esteem to value and respect themselves and others.
- To learn about rights and responsibilities and become positive, active members of school life and our wider community/society.
- To develop resilience and positive attitude towards work, friendships and wider life.

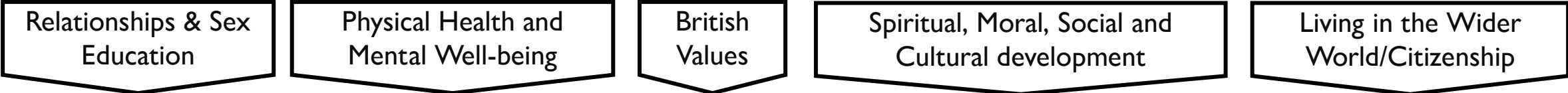
Potential Barriers to PSHE development:

- Wide socio-economic gap (bridging gap for all)
- Lack of diversity across school/rural deprivation
- PSED/independence is increasingly poor on entry (47% below 22-23 Baseline)
- Large % of working parents (parental engagement is decreasing)
- Above national average for PP/SEND in some cohorts

"THROUGH GOD'S LOVE, WE ARE THE RICH SOIL WHERE ROOTS GROW AND SEEDS FLOURISH"

Our PSHE Curriculum focuses on the personal, social, health and economical education and development of the whole child, and is delivered through:

- Discrete PSHE lessons
- Whole school events and assemblies
- Collective and Class worship
- Wider Curriculum areas e.g Computing, Science, PE, RE, English



Year 1 – Autumn – Me & the wider world				
Do me and my classmates have rights?	How do I know my views are valued?	What are consequences?	What is the same and different about people in my class?	How can I make new friends?
<p>Through thought and reflection, I can find out about mine and my classmates' rights.</p> <ul style="list-style-type: none"> That they are a legal member of the class That they have the right to be safe and responsible for themselves and their classmates when working 	<p>Through thought and reflection, I can learn to value my work and others' views.</p> <ul style="list-style-type: none"> That their views and opinions are valued That they should value their classmates' views 	<p>Through thought and reflection, I can understand why others react to consequences.</p> <ul style="list-style-type: none"> That consequences are a natural result of actions That it is important to be honest That things that are bad for people's consequences 	<p>Through thought and reflection, I can talk about similarities and differences between me and my classmates.</p> <ul style="list-style-type: none"> That similarities are things we have in common That things that are different are things that are different to some ways to these classmates 	<p>Through thought and reflection, I can find out about bullying and how to work safe.</p> <ul style="list-style-type: none"> That bullying is unfair, hurtful and unkind That it is important to be safe That it is important to be safe around all of our classmates when being bullied
<p>Social outcomes:</p> <ul style="list-style-type: none"> I can say what makes me feel safe in class I can make my class a safe space for everyone to learn I can say how I will help others learn in class 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I can give examples of things I'm proud of I can talk about how it feels to feel proud I can praise my classmates for their achievements 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I can give examples of things I should do in my class I can talk about examples of consequences that are bad I can reflect on choices I've made and how I might do better next time 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I can tell you some ways that I am the same as my classmates I can tell you some ways that I am different to my classmates 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I can understand how being bullied might feel I can say what I would talk to if I felt someone I knew was being bullied I can be kind to others who feel bullied
<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Discuss what makes children feel safe and secure in class Play 'Team spirit' song Share stories of how we all help each other Make a class pledge to help each other Write class members' names on cards to be read out 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Write class members' names on cards to be read out Share stories of how we all help each other Make a class pledge to help each other Write class members' names on cards to be read out 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Play class members' names on cards to be read out Share stories of how we all help each other Make a class pledge to help each other Write class members' names on cards to be read out 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Play class members' names on cards to be read out Share stories of how we all help each other Make a class pledge to help each other Write class members' names on cards to be read out 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Discuss 'bullying behaviour' and give examples of situations which could lead to bullying Reading and looking at images which show bullying Write a message to someone who is being bullied Read story about being bullied Write class members' names on cards to be read out



THE ARCHBISHOP OF YORK YOUTH TRUST
Be the Change you want to see



Long Term Plan - Whole School Activities/Events



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stay and Play – EYFS	Christmas Nativities (EYFS/KS1)	World religion day (Jan)	British Science week (March)	Walk to school week (May)	Leavers production and Assembly – Durham Cathedral
Develop individual class rules and write class prayers	Christmas Quiz	Internet Safety Day (Feb)	Easter Service	Bikeability/ Child Pedestrian training	Sports Day
Year 6 Residential	Carol Singing – Scarth Hall	World Book Day (March)	Lenten Market/Lenten Calendar ANKOMA	Daily Mile Run	SALs shoes
MacMillan Coffee Afternoon	Children in Need	Road Safety Training (Y3)	Comic Relief – Red Nose Day	Staindrop’s Got Talent/ Love has no labels concert (Pride Month – June)	Careers Fair
Harvest Festival/Food Bank Collection (October)	Anti-bullying Week (Nov)	NSPCC	Sport Relief		Bikeability/ Child Pedestrian training
Staindrop Academy Assembly (ex pupils)	Remembrance Day (Nov)	Mini Police (PCC challenge) (Y5)	Young Leaders Award (Biannually)		Head Boy/Girl elections
Sports Leaders	Fire Safety - fireworks	Children’s Mental Health Week (Feb)	Good Work/Sharing Assemblies/ Class Worship		Prayer Spaces Day
Parliament Visit (Biannually)	First Aid Training (Y2/4/6)	Beat the bell			Good Work/Sharing Assemblies/ Class Worship
Black History Month (Oct)	Good Work/Sharing Assemblies/Class Worship				
Interfaith Week			School Council meetings		School Council meetings
School Council meetings	School Council meetings	School Council meetings	Worship Committee meetings	School Council meetings	Worship Committee meetings
Worship Committee meetings	Worship Committee meetings	Worship Committee meetings	House group meetings	Worship Committee meetings	House group meetings
House group meetings	House group meetings	House group meetings		House group meetings	

Weekly Events:

Collective Worship (Whole School) 3 x weekly (Big idea/Big start/Celebration assemblies)

Circle Worship/Reflections (All Classes) 2 x Weekly (Picture News)

Star awards, Good Samaritan Award, School Council awards

All whole school activities, when combined with the discrete teaching of our PSHE/RSE curriculum, ensure all pupils are subjected to a full spiritual, moral, social and cultural programme that fosters their physical/mental well-being and resilience.

Our mini leaders...

School Council

Roles & Responsibilities

- To be a voice and a positive role model for all children at Staindrop C E Primary.
- Meet weekly to communicate school improvement ideas.
- Organise/support whole school events, e.g MacMillan, Children in need.
- Support children to live out our school values/care for our environment.
- Recognise achievements in school with weekly 'Spotlight award'.



Worship Committee

Roles & Responsibilities

- Plan & lead collective worship weekly.
- Organise reflection activities to run in the Zen Den at break/lunch times.
- Plan and run our annual prayer spaces day.
- Support whole school events, e.g Lenten Market, Ankoma Outreach.
- Support children to live out our school values/care for our environment.
- Maintain a reflection area in the local church to communicate with members of our community.



Worship Committee

Our mini leaders...

STEM Ambassadors

Roles & Responsibilities

- To be a voice and a positive role model for all children at Staindrop C E Primary, particularly within STEM
- Complete 'CREST' Award
- To further engage pupils in STEM by planning and supporting whole school events, e.g Robotics days, STEM workshops
- Support children to live out our school values in line with our Science principles
- Recognise achievements in school with STEM awards



Science



Sports Leaders

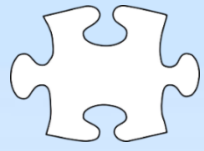
Roles & Responsibilities

- Plan & lead daily sporting activities with all cdn
- Organise team games during break times and lunch times
- Complete Sports Leaders Award (Staindrop Academy)
- Support whole school events, e.g Sports Day, tournaments.
- Support children to develop sportsmanship, and other values such as teamwork/creativity
- Maintain sports equipment and model how outdoor/PE equipment should be respected



PE

Autumn
Me & the wider world



Belonging



Rights



Individuality

Respect



Stereotypes

Racism



Bullying



Democracy

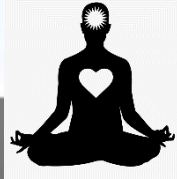
Spring
Keeping me & my relationships healthy

Families



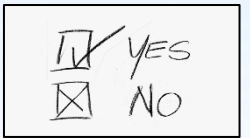
Friendship/
other relationships

Mental/Physical wellbeing



Online relationships

Health prevention



Consent

Summer
Changes in my life



Mental wellbeing

Emotions



Growing and changing

Gender and puberty










Conception

Pregnancy and babies





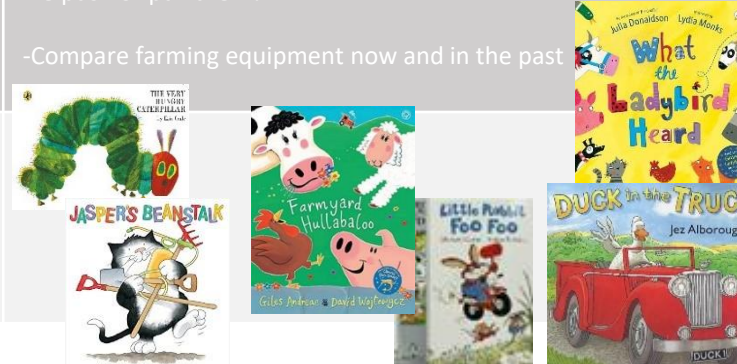
PSHE in the EYFS

Children's personal social and emotional development is a priority in the EY, which is why PSED is interwoven into all elements of the framework.

Key area:	Nursery	Reception	Learning Opportunities
Personal, social and emotional development			
Self regulation	<ul style="list-style-type: none"> Follow 2 step instructions Show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Focus on a member of staff for a short period of time Select and use activities and resources, with help when needed 	<ul style="list-style-type: none"> View themselves as a valuable individual recognising their strengths Begin to moderate their feelings in social situations Tolerate delay and show patience for a short period of time Follow instructions with more than 2 steps Give focused attention to a staff member managing simple distractions 	 <p>Individuality</p> <ul style="list-style-type: none"> Daily Routines Circle/Story time Collective/Class worship Reflection spaces
Managing self	<ul style="list-style-type: none"> Select and choose resources to help them reach a goal Increasingly follow rules Develop appropriate ways of being assertive (Stop, I don't like it.) Begin to describe a recognise simple feelings – sad, happy, angry, worried, tired, scared 	<ul style="list-style-type: none"> Express their feelings and develop respect and awareness of the feeling of others Show growing confidence in trying new activities Show resilience when faced with a challenge Manage their own needs/wellbeing (washing their hands, dressing, toileting, choices) Explain the reason for rules and actively try to meet them 	 <p>Choice</p>  <p>Emotions</p>
Building relationships	<ul style="list-style-type: none"> Become more confident with others in social situations Play with one or more children extending and contributing to the play Begin to find simple resolutions to problems (take turns being the main character in a role play) Begin to grasp how someone else might feel 	<ul style="list-style-type: none"> Build constructive and respectful relationships with adults and peers Consider the perspectives of other people Work and play cooperatively Show growing sensitivity to the needs of others Form positive attachments 	 <p>Health</p>  <p>Friendship/ other relationships</p>
Understanding the world			
Past & Present	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family history 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Significant people Festivals Real world studies e.g <i>farming, emergency services</i> RE/worship
People, Cultures & Communities	<ul style="list-style-type: none"> Recognise special people to them and who can help at home and at school To know that people celebrate special times in different ways Develop positive attitudes about the differences between people Talk about a member of their immediate family Know that there are different countries in the world and talk about differences they have seen or experienced 	<ul style="list-style-type: none"> Show an interest in different occupations and recognise people who can help them – emergency services etc. Recognise some similarities and differences between life in this country and life in other countries. Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of the community Recognise that people have different beliefs and celebrate special times in different ways 	 <p>Belonging</p>  <p>Families and community</p>
The Natural World	<ul style="list-style-type: none"> Use their senses to practically explore natural materials Plant seeds and take care of plants Understand the key features in the life cycle of a plant and an animal Recognise the need to care for the natural world 	<ul style="list-style-type: none"> Explore the natural world around them. Use their senses to describe the natural world around them Recognise some environments that are different to the one we live in Understand the effect of the changing seasons on the world around them 	

Nursery

All themes may be adapted at various points to allow for children's interests to flow through the provision. Themes are taught through whole class inputs using stories, stimulus and discussion and then further developed/stretched in continuous provision through child led play and interactions with adults.

<p>Autumn Term Marvellous Me – Settling in/Getting to know you Let's celebrate *BELONGING, INDIVIDUALITY, FRIENDSHIPS, FAMILIES*</p>	<p>Spring Term Once upon a rhyme New life *FRIENDSHIP, RESPECT, SAFETY, PHYSICAL HEALTH*</p>	<p>Summer Term See how we grow Down on the farm</p>
<p>PSED</p> <ul style="list-style-type: none"> I can separate from main carer and begin to adapt to the new environment. I know that I can be comforted by adults in class. Know that they can approach familiar adults for help. I find ways of managing transitions smoothly, for example from their parent to their key person. I can begin to show a desire to be independent to access the classroom environment. I am beginning to be aware of nursery routines, rules and boundaries. 	<p>PSED</p> <ul style="list-style-type: none"> I can settle back into the nursery routine Take turns and listening to instructions with adult support I can understand dangerous situations through story role play I can confidently talk to a child who I'm already playing with Keep play going by responding to what others are saying or doing 	<p>PSED</p> <ul style="list-style-type: none"> -Talk about their feelings using words like happy, sad, angry, worried -Begin to notice the needs of others and share/take turns with support of an adult -Know some of the needs of animals and relate them to our needs as humans -I know how to keep myself safe around animals e.g washing hands, quiet and calm, not disturbing
<p>Understanding the world</p> <ul style="list-style-type: none"> Know how to respect and take care of nursery resources I notice difference between themselves and others I know who is special people to me and who can help at home and at school To be able to describe what they look like. Talk about different parts of the body and why are they useful teeth for chewing, eyes for looking 	<p>Understanding the world</p> <ul style="list-style-type: none"> Begin to show interest in different occupations e.g., through role play, Look at own homes and compare them to character homes in stories Identify ways in which their parents help them at home in lots of ways 	<p>Understanding the world</p> <ul style="list-style-type: none"> -Show an interest in living things around them -Notice why something is living e.g it moves, grows -Relate this to animals and how they are cared for -Recognise farm animals and what their young are called -Explore what farm animals can give us -Know how we use things from farm animals e.g feathers/wool -Pushing and pulling: what happens to objects that move when we push or pull them? -Compare farming equipment now and in the past 

Reception

All themes may be adapted at various points to allow for children's interests to flow through the provision. Themes are taught through whole class inputs using stories, stimulus and discussion and then further developed/stretched in continuous provision through child led play and interactions with adults.

Autumn Term

Getting to know you
Dark days, cosy nights

BELONGING, INDIVIDUALITY, FRIENDSHIPS, FAMILIES

PSED

- Know how to organise themselves on a morning
- Know how to manage personal hygiene
- Know and understand the behavioural expectations in EY
- Know that following rules is important
- See qualities in a friend and value themselves as an individual
- Know that feelings are ok and use words to describe e.g happy/sad
- Begin to understand how others feel
- Talk about people who are special to them and say why

Understanding the world

- Know how to respect and take care of school resources
- Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps
- Know common signs and logos.

Identifying their family.

- Commenting on photos of their family; naming who they can see and of what relation they are to them.
- Can talk about what they do with their family and places they have been with their family.
- I know similarities and make comparisons between my families and others.
- Compare the family in the past to their family now- how is it the same/ different.



Spring Term

Everyday superheroes
Growing and changing

FRIENDSHIP, RESPECT, SAFETY, PHYSICAL HEALTH

PSED

- Be aware of emotional support requirements for others and begin to understand the effect that they can have on others' emotions
- To start to listen to other children or groups and wait to have their turn to speak
- To start initiating and negotiating when sharing with their peers, modelled by adults if necessary
- To persevere with a task that they find tricky
- To actively and positively follow expectations in the unit
- Know and talk about sensible amounts of screen time and sleep.
- Understand how rules help to keep us safe.
- Can relay rules to others.
- Get changed for PE/outdoor learning mostly independently
- Can interact with friends sometimes leading the play but also coping when the play is led by other children.

Understanding the world

- Be able to talk about what they want to be when they grow up
- Be able to chat about their parents jobs
- Start to identify how the emergency services help us
- Begin to understand what to do in an emergency
- Understand some actions that are both right and wrong
- Know some ways to keep body healthy, e.g sleep/exercise/ screen time
- Know about dental hygiene and how to brush teeth well



Summer Term

The great outdoors
A long, long time ago

RESILIENCE, PHYSICAL HEALTH, GROWTH, BELONGING

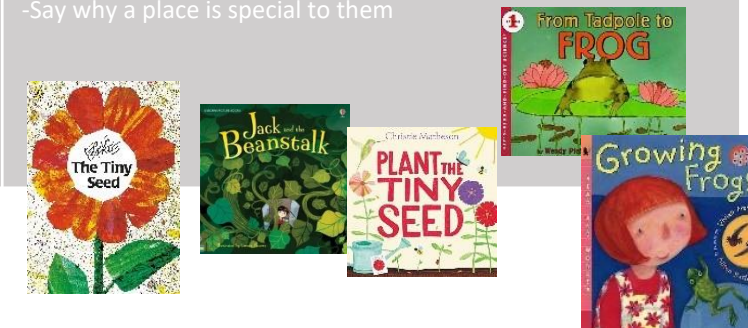
PSED

- To persevere with a self-chosen activity and to know when it is 'finished' before moving on
- Follow instructions involving several ideas even when child is immersed in independent learning.
- Show an understanding of why exercise is important, why we need to warm up and why we need healthy food for energy
- Compare two items of food and explain why one is better than the other for our bodies.
- Will initiate and respond to conversations from unfamiliar adults within school and is able to show them something that they are proud of and explain why
- Has a friendship group within the setting but sometimes chooses to work alongside others and then reintegrate without conflicts

Understanding the world

- Show an understanding of how we know something is living
- Explore life cycles e.g planting seeds, life cycle of a frog and know some of the things that living things need to grow
- Observe changes to living things over time
- Know that living things grow and change

- Find out about special buildings near school e.g Raby Castle/ St Mary's church
- Say why a place is special to them



Me & the wider world

PSHE Overview - Autumn



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Me and the wider world

- How can we make our classroom a safe and positive place to learn?
- What are consequences?
- What is the same and different about people in my class?
- What is bullying and what can I do about it?
- How can I make new friends?

- What are my hopes and fears and what can I do with them?
- How can I be responsible in school?
- Why are manners important? (*magic words, basic manners in school*)
- Do gender stereotypes exist?
- Why does bullying happen and how can I stand up for others?
- Can people be different and still be friends?

- How can I recognise my self worth?
- What would a dream or disaster school look like?
- How do my actions affect myself and others?
- Is the saying, 'Sticks and stones may break my bones but words will never hurt me', true?
- Why should we show respect for other people's family?
- What should someone do if their family isn't like our recipe?

- Where do I fit in my class and school community?
- What does democracy look like in our school?
- How does the law affect us?
- What happens when we judge a book by its cover?
- How does prejudice affect disabled people?
- How am I special and why should we value uniqueness?

- What are my rights and responsibilities as a citizen of my country?
- How do my rights, responsibilities and values help me to have a voice in school?
- What is culture?
- How does village culture compare to life in the city?
- What is racism?
- Does money affect cultures?
- How can we show appreciation for what we have?

- Do all children have the same rights as me?
- How do volunteers act responsibly?
- How should my rights and responsibilities directly affect my behaviour and actions?
- Is the word normal helpful? Am I normal?
- How does prejudice impact gender?
- What is identity? (protected characteristics?)
- How can we celebrate difference instead of it causing conflict?



Year 1 – Autumn – Me & the wider world

How can we make our classroom a safe and positive place to learn?

Through thought and reflection, I can contribute to making a class charter.

How do I know my views are valued?

Through thought and reflection, I can learn to value my own and others views.

What are consequences?

Through thought and reflection, I can understand why choices lead to consequences and how to do better next time.

What is the same and different about people in my class?

Through thought and reflection, I can talk about similarities and differences between me and my classmates.

What is bullying and what can I do about it?

Through thought and reflection, I can find out about bullying and how to seek help.

How can I make new friends?

Through thought and reflection, I can learn how to make new friends.

Pupils should learn:

- That they are a special member of the class
- That they have the right to be safe in school
- That they are responsible for themselves and their classmates safety and learning

Pupils should learn:

- That their views and opinions are valued
- That they should value their classmates views

Pupils should learn:

- That we all have the right to make our own choices
- That a consequence is a result of a choice/action
- That wrong choices lead to negative consequences

Pupils should learn:

- That everyone is unique
- That they will share some similarities with their classmates
- That they will be different in some ways to their classmates

Pupils should learn:

- That bullying is deliberate, frequent and unfair.
- That 'bullying behaviours' are not acceptable
- That it is important to tell someone if they or someone else is being bullied

Pupils should learn:

- That meeting new friends is good for us
- How to make a new friend e.g invite them to play, find out about them

Social outcome:

- I can say what makes me feel safe in class
- I can make my class a safe space for everyone to learn
- I can say how I will help others learn in class

Social outcome:

- I can give examples of things I'm proud of
- I can talk about how it feels to feel proud
- I can praise my classmates for their achievements

Social outcome:

- I can give examples of things I choose to do in my day
- I can talk about examples of consequences good and bad
- I can reflect on choices I've made and how I might do better next time

Social outcome:

- I can tell you some ways that I am the same as my classmates
- I can tell you some ways that I am different to my classmates

Social outcome:

- I can understand how being bullied might feel
- I can say who I would talk to if I or someone I know was being bullied
- I can be kind to others who feel bullied

Social outcome:

- I can greet people in a friendly way (if it is safe to do so)
- I can give examples of how to make new friends

Possible teaching activities:

- Discuss right to education.. All cdn should feel safe and be able to learn in school..
- What makes children feel safe and special in class.
 - Sing 'I am special' song
 - Draw picture of them safe in school
 - Make class mural to model togetherness
- Write class charter/pledge of rules to keep others safe (link to school values chart e.g wisdom)

Possible teaching activities:

- Recap class charter
- Show images of proud cdn –how do we know they are proud? How could we make them feel valued? WHY IS IT IMPORTANT TO FEEL VALUED?.. Cdn to list things their achievements which make them proud.
- Teacher to give cdn 'I'm proud of you ticket...' Share with children and model praise/compliments
- Cdn to write I'm proud of you' to a friend



Possible teaching activities:

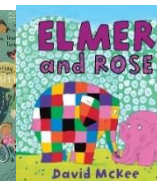
- Play clap/correspondence games to model consequence
 - Show images of children upset/sad/being told off – discuss what might have happened before
 - Give examples of cdn not following class charter
- How might children 'reflect' and learn their lesson? *LINK to our 'resorative' behaviour system

INTRODUCE REFLECTION SHEET TO CDN AND FILL IN IN GROUPS TO SHOW HOW THEY WILL DO BETTER NEXT TIME.

Possible teaching activities:

- Play switch (cdn tell class something about them and switch when someone shares same trait) highlighting those who share same interest etc
 - Spot the difference games
- Discuss similarities/ differences with a partner (esp those that are not visible)
 - Simple art work on being unique

We are all different – page 1-3



Possible teaching activities:

- Discuss 'bullying behaviours' and give examples of situations which could lead to bullying
- Develop 'anti-bullying' slogans
- Write a message to someone who is being bullied
- Read stories about being isolated/left out and discuss feelings

Possible teaching activities:

- Say 'hello' or other greeting games to make cdn aware of how to greet friends/new friends
 - List the qualities of a good friend
 - Which quality will they share in order to meet a new friend this week?
 - Create a welcome sign for a new pupil starting class
- *MAKING NEW FRIENDS – STRANGER DANGER***

Year 2 – Autumn – Me & the wider world

<p>What are my hopes and fears and what can I do with them? <i>Through thought and reflection, I can explore feelings of hope and fear as I start in Year 2.</i></p>	<p>How can I be responsible in school? <i>Through thought and reflection, I know that my actions are my responsibility.</i></p>	<p>Why are manners important? <i>Through thought and reflection, I know how to use good manners and how they make people feel.</i></p>	<p>Do gender stereotypes exist? <i>Through thought and reflection, I can identify similarities and differences between me and my friends regardless of gender.</i></p>	<p>Why does bullying happen and how can I stand up for others? <i>Through thought and reflection, I can identify bullying behaviours and learn to stand up for myself and others.</i></p>	<p>Can people be different and still be friends? <i>Through thought and reflection, I can think about my friendships with different people.</i></p>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> That they are starting a new journey of 'belonging' in a new class That they will have different hopes/worries for the year Who they can talk to about them 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That all children have rights e.g to be safe, learn under the UNCRC That they are responsible for themselves and their choices in school That as they get older their responsibility increases 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> Good manners include saying please/thank you, holding doors, looking at someone who is talking That good manners can be both spoken and physical That using good manners can make people feel valued 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> What 'stereotype' means. That sometimes people make assumptions about boys and girls – this is a gender stereotype 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> The key features of bullying and that it is not acceptable That a witness or bystander is someone who sees the bullying happen How to stand up for themselves and others 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That meeting new friends is good for us How to make a new friend That being different to someone doesn't mean you can't be friends with them
<p>Social outcome:</p> <ul style="list-style-type: none"> I can describe how it feels to belong in class 2 I can identify hopes and worries for the year ahead I can say who I can go to if I need to talk about them 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can list some of the right I have as a child I can talk about how to be responsible in school I can talk about how my responsibilities have changed 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can describe a time when I've used good manners I can describe how someone would feel if bad/good manners were used towards them 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can say how boys and girls are the same I can say how boys and girls are different I know that it's ok and it's good to be the same/different in ways 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can talk about bullying behaviours and differentiate between 'jokes' and 'silliness' I can say how I would help myself or someone else in a situation where I am a witness/bystander 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can tell you some ways that I am different from my friends I know that we are all unique and special and that sometimes differences make good friendships
<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Belonging game (discuss how it feels to be part of a new class) What other groups do I belong to? How does it feel to belong? Blob feeling sheet/worry sheet Generate ideas as a class of how to make the worries go away Discuss support systems in school e.g school council, teachers, buddy bench, worship committee 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Unpick responsibility as one of our values Examples of being responsible and irresponsible Diamond 9 examples of being responsible in class  	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Introduce the word manners to pupils. Have they ever heard of the word? What words come to their head when they think of manners? Use story to discuss good and bad manners. 'Rude Duck' 'Polite Duck' -Why is it important to be polite? How does it make people feel? -Cdn use class reflection sheet with examples of bad manners and fill in to show how pupil could do better next time. 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Play switch (identify similarities/differences) True false – 'all girls/boys statements' Use descriptions and images to match children.. Discuss stereotypes through toys  	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Give scenarios of bullying (make sure it is highlighted as persistent and remind of key features) Focus on 'why' the bullying starts in the first place Discuss feelings around bullying Create stand up against bullying chain 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Examples of the most unlikely characters being friends Discuss opposites attract.. E.g real life scenarios Complimenting characteristic  

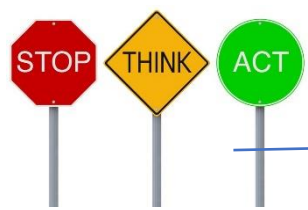
Year 3 – Autumn – Me & the wider world

<p>How can I recognise my self-worth?</p> <p><i>Through thought and reflection, I can recognise positive things about myself and my achievements.</i></p>	<p>What would a dream or disaster school look like?</p> <p><i>Through thought and reflection, I can understand the importance of our school values and rules.</i></p>	<p>How do my actions affect myself and others?</p> <p><i>Through thought and reflection, I can think about how my actions bring reward and consequences for me and others.</i></p>	<p>Is the saying, ‘Sticks and stones may break my bones but words will never hurt me’, true?</p> <p><i>Through thought and reflection, I can recognise when words are hurtful and why.</i></p>	<p>Why should we show respect for other people’s families?</p> <p><i>Through thought and reflection, I can find out how other’s families can be different to my own.</i></p>	<p>What should someone do if their family is not like our recipe?</p> <p><i>Through thought and reflection, I can discuss family conflict and how to seek help if I need it.</i></p>
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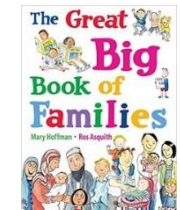
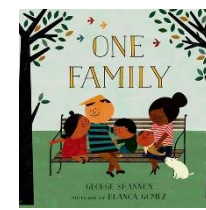
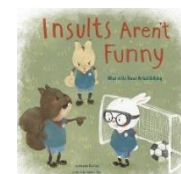
<p>Pupils should learn:</p> <ul style="list-style-type: none"> That they are special and unique and its important to recognise positive things about ourselves That setting goals helps us to focus on positive achievements 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That our school has a shared set of values Why there needs to be rules and how these relate to choices and consequences 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That our actions affect ourselves and others That it is important to think about other’s feelings before we act 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That sometimes people use words in hurtful ways That it is important to think before we speak in difficult situations, especially when emotions are running high 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That there are many different types of happy, caring families where children have good childhoods Family is a gift, and those who love and care for us should be appreciated 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That sometimes children feel unhappy/unsafe in their family That sometimes family members argue and this might be different for everyone
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<p>Social outcome:</p> <ul style="list-style-type: none"> I can describe positive things about myself <ul style="list-style-type: none"> I can recognise my achievements I value myself and know how to make others feel values 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can list some behaviours that would make a disaster school I can list some behaviours that would make a dream school I understand why rules are in place in our school 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can give examples of my actions affecting others in the past I can discuss my behaviours and how they bring reward/consequences 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can recognise words that are hurtful I can explain why I shouldn’t use the words and how they upset people 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can recognise differences between families of my classmates I can explain why it is important to respect all families I can say what I appreciate about my family 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can recognise if family relationships are making me feel unhappy/unsafe I can say how I would get help if I felt those feelings I can identify some ways to solve conflict in my family
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<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Create a sense of belonging and togetherness by sharing past achievements/successes Create a goal for this year/discuss how they will achieve it <ul style="list-style-type: none"> Create class goals/aims Create a feeling of respect for the year ahead 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Revisit school values and behaviour chart ‘Our school would be a disaster if...’ ‘Our school would be a dream if...’ <ul style="list-style-type: none"> Discuss feelings related to dream/disaster school Who helps the dream/disaster school become what it is.. 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Unpick our rewards and consequences system – which actions bring which? Give scenarios of cdn’s actions affecting others both positively and negatively Think about outside of school too...how are cdn rewarded given consequences at home Who do their actions affect at home? 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Use example scenarios of cdn who are upset because they’ve been called an unkind name. Discuss: <ul style="list-style-type: none"> Why the words were said.. <ul style="list-style-type: none"> Feelings involved How could a witness empathise? Use a ‘solve it together’ approach e.g hear from both sides, empathy etc Children complete solve it together examples using different scenarios. 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Family recipe/consequence map Play snap about families of cdn Share photos of different looking families – discuss stereotypical views of ‘normal’ families Sensitively discuss things like marriage, loss, adoption if those things come up Define family – without words like ‘mother, father’ 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Discuss situations which may end up in conflict at home e.g siblings/parents arguments Differentiate between ‘typical’ issues of conflict and more serious types Use ‘Childline’ resources to discuss how to get help List adults/others who care for us in school that cdn can talk to
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Develop a strategy for children to use to help them THINK before they act! (like road safety rule but linked to actions/consequences)



Year 4 – Autumn – Me & the wider world

<p>Where do I fit in my class and school community?</p> <p>Through thought and reflection, I can describe my role in the class and school community.</p>	<p>What does democracy look like in our school?</p> <p>Through thought and reflection, I can give examples of democracy in our school.</p>	<p>How does the law affect us?</p> <p>Through thought and reflection, I know about the law and how it affects my life.</p>	<p>What happens when we judge a book by its cover?</p> <p>Through thought and reflection, I understand why it is important to get to know someone before making assumptions.</p>	<p>How does prejudice affect disabled people?</p> <p>Through thought and reflection, I can identify challenges that people with disabilities face.</p>	<p>How am I special and why should we value uniqueness?</p> <p>Through thought and reflection, I can explain how being unique can impact the world positively,</p>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> That their actions and behaviours affect their class team That each person plays a vital role in the school community That being part of a group/ a sense of belonging is important 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That we are a democratic school that runs according to the UNCRC (Article 12/28) That all children have the right to have a voice That our school council helps children have a voice 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> What law is and how it impacts their lives That the government is responsible for making law 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That sometimes we make assumptions on what people are like based on their looks That it is important to get to know people for who they are 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That prejudice based on disability is to treat someone differently based on a judgement about their ability e.g those with disability not being given the same opportunities 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That being positive about their physical appearance is important for mental health That they should value the ways in which they are unique, both inside and out That being unique makes our class, and the world an exciting place where we can learn from each other
<p>Social outcome:</p> <ul style="list-style-type: none"> I can talk about times when my actions have affected my teammates I can list characteristics of good team players/those in different roles within our school 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can describe ways in which our school is democratic I can explain the role of the school council I can discuss why it is important for all children to have a voice 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can explain the difference between rules and laws I can describe how the law affects me and why its important. 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can discuss scenarios where I have judged somebody before I even got to know them I can give examples of how to get to know someone before making assumptions 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can explain why it is unfair to make a judgement about someone's disability I can describe ways in which I can prevent developing stereotypical views around disability 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can say positive things about mine and my classmate's physical appearance I can explain what uniqueness I bring to our class team I can give examples of how unique people have impacted the world positively
<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Play games e.g class bingo/ guess who (see plan) Discuss vocab included/excluded <ul style="list-style-type: none"> "I feel included when..." "I feel excluded when..." Diamond 9 ideas about teamwork and the characteristics of good teamwork Job charades (pupil takes on role of someone in school and others have to guess who) List important of each role in school Discuss cause and effect of absence of certain roles <p>BELONGING IS IMPORTANT</p>	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> "I appreciate learning in this school because..." <ul style="list-style-type: none"> Discuss the UNCRC Share images of cdn who look like they have/haven't been given a voice (discuss) Discuss the role of school council –write a job advert for a school council member 	<p>Possible teaching activities:</p> <p><i>See lesson notes</i></p> 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Play charades/acting game.. Cdn guess what you are doing and you say something totally different (judging by sight) Cdn complete statements about people just by image e.g <ul style="list-style-type: none"> The police officer is.. The old woman is... Sporty people are.. <p>(Give background to story and show cdn that it is important we get to know people before making judgement)</p> <p>*Optical illusions pic, why we are influenced to make judgements on appearance.. How our experiences, and other things influence our opinions</p>	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Explore laws around rights of children with disabilities <ul style="list-style-type: none"> UNCDR 2006 Discuss prejudice against disabilities that are hidden rather than physical <ul style="list-style-type: none"> Explore disabled people Research Paralympians and the attitudes of determined/successful people regardless of ability Create an Oscar/award for the Paralympian they have researched and present it in front of the class 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Use mirrors, challenge cdn to say positive things about their appearance Partner work – share positives about the way they look Present a bag of sweets where all are the same flavour e.g all same colour jelly babies – would they sell well? Why? Why not? Play an 'about our class' game using multi choice questions to reveal diversity Discuss how 'boring' it would be if people weren't unique We learn from brave people who dare to be unique – explore examples

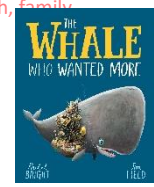
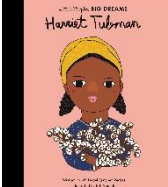
Year 5 – Autumn – Me & the wider world

<p>What are my rights and responsibilities as a citizen of my country? <i>Through thought and reflection, I know how to act to ensure others have their rights.</i></p>	<p>How do my rights, responsibilities and school values help me to have a voice in school? <i>Through thought and reflection, I know how to use my voice to make a positive impact.</i></p>	<p>What is culture? <i>Through thought and reflection, I can talk about my culture and understand where it comes from.</i></p>	<p>How does village culture compare to life in the city? <i>Through thought and reflection, I can identify cultural differences between village and city life.</i></p>	<p>What is racism? <i>Through thought and reflection, I can identify different forms of racism and say why it is unacceptable.</i></p>	<p>Does money affect cultures? <i>Through thought and reflection, I can compare my life to those in less developed countries.</i></p>	<p>How can we show appreciation for what we have? <i>Through thought and reflection, I know how to respect my own and other's cultures.</i></p>
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<p>Pupils should learn:</p> <ul style="list-style-type: none"> That they have rights and responsibilities as a citizen of this country That some people don't have the same rights in their country so seek asylum in other countries as a refugee 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That we can use the rights we have in our country/school to help others How to take part in having a voice to benefit the school community 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> What culture is and how ours is developed That sometimes-cultural differences cause conflict 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That there are 'typical' lifestyles of those living in urban and rural areas That where we live can directly impact our own culture 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That racism involves discriminating against someone based on their ethnicity/race About different forms of racist behaviour and that it is all unacceptable 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That some countries are less developed, economically and in their standard of living than ours That money doesn't always mean people are happier 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That it is important to respect other cultures, even if they are different to our own That learning from other cultures is important and can sometimes help us appreciate what we have
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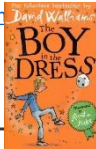
<p>Social outcome:</p> <ul style="list-style-type: none"> I can describe my rights as a citizen of the UK I can give examples of how I can act responsibly to ensure others have their rights I can empathise with those children whose lives are different to my own 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can describe how I would support children new to our school using my understanding of rights, responsibilities and our school values 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can think about my own culture (ideas/beliefs/traditions) I can understand how words I use may be hurtful to others with a different culture and how to think before I speak 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can compare my own culture to someone living in a city I can understand that not all people living in a village/city will have the 'typical' lifestyle described 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can discuss racist incidents and explain what lead to it I can show awareness of my attitude towards people from different races 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can say what makes me happy I can compare my life with people in the developing world. I can appreciate the value of happiness rather than materialistic things 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can discuss other cultures and compare them to my own I can say what I appreciate about my culture and the things I have
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<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Display images of cdn from all different backgrounds... what rights do you think cdn should have? Have cdn create a list.. Share as a class Are there any we've missed? Compare to UNCRC Discuss 'refugee' 'asylum seeker' and migrant (differences) <ul style="list-style-type: none"> Should our government be responsible? How can we respect the rights of others...use some of the Articles from UNCRC, talk about what they mean Have cdn write a corresponding responsibility that they have, to enable other cdn to have that right e.g I must give others the forum to share their opinion and listen to what they have to say. 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Invite the cdn to be 'agony aunts' for this lesson Write scenarios of people from different backgrounds (e.g refugee, disabled child, cdn suffering with anxiety) who are worried about coming to join our school. Cdn work in groups to discuss how they would help each child: E.g How would you show *** our kind and caring community? Which rights and responsibilities could you remind *** of? What could you do if someone decided to be unkind to *** and not follow our school values? 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Play 'stand up' game using statements to highlight cdn's differences e.g If you wear glasses, if you support Newcastle, if you are religious. Explain that sometimes people allow differences to cause conflict Give examples in school where different ideas/opinions have caused arguments – how could they have been dealt with better? Give cdn scenario cards and ask them to work in partners discussing how situations could have been better handled e.g "I don't like your cap its so girly' ---- Your cap is different, What made you choose that style? 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Play 'guess who' with images of people living in village/city lifestyles Define 'RURAL' and 'URBAN' with children Use true or false quiz to create discussion around typical culture in both village and city life. <p>*USE LINK WITH LILYCROFT PRIMARY SCHOOL IN BRADFORD*</p> <p>-Write to children and ask them about their life in a city. Compare it to their life living in a village.</p> <p>*Village carnival *Scarecrow displays *Tractor shows</p> <p>WHY – if there is a difference, Can you explain why?</p>	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Everyone freezes. Select cdn for the 'cool' or 'uncool' group based on an action.. Cdn will slowly start to realise and alter their - ask those cdn who were 'uncool' how it felt to be judged on appearance/action Give example of 2 cdn who are joining a new school. They have worries.. Cdn to diamond 9 them and discuss which would worry them more <p>Discuss as group</p>	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Discuss the things that make children happy – list on the board at the front Use the following clip and discuss what makes the children in the video happy BBC Two - Children at Work, Cocoa, Use of child labour on cocoa plantations in Ghana (pt 1/3) Draw out discussions around material wealth and imoportant things in life.. Health, family 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> In groups, create a culture wheel for the children in the video from last lesson. They are from Ghana – can we discuss Ghanaian culture... Discuss similarities and differences from our own cultures Even though they may be different, how can we still show respect to other cultures? <p>Create a culture wheel of your own and think about what you appreciate the most</p>
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Year 6 – Autumn – Me & the wider world

<p>Do all children have rights? <i>Through thought and reflection, I can explain how some children in the UK do not have their basic rights met.</i></p>	<p>How do volunteers act responsibly? <i>Through thought and reflection, I can find out about different types of social action projects and how they help young people.</i></p>	<p>How should my rights and responsibilities directly affect my behaviour and actions? <i>Through thought and reflection, I can understand how my rights should encourage me to act responsibly.</i></p>	<p>Am I normal? <i>Through thought and reflection, I can understand how people's perception of normal can cause discrimination and prejudice.</i></p>	<p>How does prejudice impact gender? <i>Through thought and reflection, I can identify ways in which people are stereotyped as a result of their gender.</i></p>	<p>What is identity? <i>Through thought and reflection, I can broaden my understanding of identity and my attitude towards others.</i></p>	<p>How can we celebrate difference instead of it causing conflict? <i>Through thought and reflection, I can develop problem solving strategies to challenge discrimination.</i></p>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> That the UNCRH is an international human rights treaty signed by 196 countries. That some children do not have their basic rights met, even in the UK. 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That many people volunteer to help others, including cdn whose rights aren't being met About the many different types of volunteering/ social action projects that exist and how they help 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That our actions can lead to rewards and consequences That we should use the rights and responsibilities we are given to ensure our actions affect others positively 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> that sometimes people's perceptions about what is normal can cause them to be prejudiced That our country is very diverse and all people should be treated with respect 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That prejudice means to judge someone based on their looks or a group they are part of That it is important not to make assumptions about people based on the gender they are labelled 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That being different can negatively affect a person's life That sometimes if people aren't happy with who they are they transition being someone else (e.g different sex) 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That difference is often a cause of conflict That difference should be celebrated and we should always be accepting
<p>Social outcomes:</p> <ul style="list-style-type: none"> I can describe how important the UNCRH are for enabling children to flourish I can understand my own wants and needs and am able to compare these with children in different communities 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I can describe the role of a volunteer and how they show empathy for other people's feelings I can give examples of social action projects and link this to the rights of the children they support 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I can explain how my actions directly affect myself and others I can show empathy for other people's feelings; considering how someone else's experiences and thoughts may affect their lives and the things they choose to do 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I can discuss the negative impacts of developing an idea of 'normal' I can recognise the mistakes that have been made in the past around discrimination 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can recognise my own and others' prejudicial attitudes I can identify ways in which boys and girls are stereotyped I can recognise the negative effects of labelling people in groups 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can empathise with people who are different and be aware of my attitude towards them I can discuss the importance of learning to appreciate people for who they are 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can talk about strategies to overcome situations of conflict around difference I can describe ways that I could try and challenge discrimination/prejudice using problem solving strategies
<p>Possible teaching activities:</p> <ul style="list-style-type: none"> If cdn won the lottery, what would they buy? Activity to differentiate between wants and needs.. Show image of cdn in UK homeless/poverty.. Would the things they buy be different? Link ideas of UNCRH to 'flourishing' in rich soil and link to 4 key statements *Maslow's triangle – links to wants and needs Media – UK poor in meeting children's rights Discuss examples of cdns rights not being met acc to Maslow's triangle; mental health, homelessness/poverty 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Explore different types of social action and their aims to support children Who is volunteering, what type of person do you have to be to volunteer School council in school – how do we support social action? Reflect on the small things we can do to help (not just raising money.. Acting responsibly, appreciating what we have, showing empathy for others 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Think about times where children have had a voice, made a decision which led to something good – draw out ideas which allow cdn to see that they couldn't have done this without their rights Give example of anti-social behaviour (often stereotyped that it is 'disadvantaged cdn' who are responsible) discuss stereotype.. Use scenario to think about how everyone can make poor choices- but we should think about our rights/responsibilities to ensure we act positively.. When is this hard? (see plan) 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Ask cdn to complete the sentence "Normal is..." Then read out statements such as 'To go to work at the age of 10/ To have more than one friend..' and stand up if they think its normal Briefly discuss examples of prejudice and discrimination <ul style="list-style-type: none"> Slavery/marriage laws/holocaust/women vote Discuss harms of developing an idea of 'normal' 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Play 'The apprentice' Use snippets from Billy Elliot to explore gender stereotypes - (focus on career choices) Role-play challenging stereotypes If you explain sexual orientation be sure to include the word heterosexual /homosexual, gay, bisexual. What does gender prejudice look like in the media? Are there any advocates for change? <p>Lesson 5 - Prejudice and stereotypes Equality and Human Rights Commission (equalityhumanrights.com)</p>	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Discuss identity – what makes cdn who they are? Play catch with the word 'fairness' see if children can create an acrostic poem with the word in groups Use Equality Act to highlight 'fairness despite difference' in law Study Marsha P Johnson. Story of Robert/Roberta to introduce transgender people in UK questions e.g Why was Robert unhappy? Why do you think Robert waited until he was an adult to transition? Why do you think people were unkind? 	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> Play 'catch' with the sentence 'difference can be good' Children work with scenario cards where difference has caused conflict.. They freeze frame 3 parts of the story.. <ol style="list-style-type: none"> Set the scene- what's the problem? Create an event in the story which challenges the conflict Devise an ending to show difference overcome <p>Discuss safe problem solving strategies to challenge ^</p>



*Keeping me and my
relationships healthy*

PSHE Overview – Spring

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Keeping me and my relationships healthy and safe

- What does it mean to be healthy and unhealthy?
- What is personal hygiene?
- What is medicine and how do we do it safely?
- How can I show appreciation for those who help us?
- What is the makeup of my family?
- What makes a good friend?
- How do I like to be greeted by my friends?

- How does it feel to be relaxed?
- What is growth mindset?
- What can I learn about road safety?
- Who keeps me safe in my family? What do I know about different responsibilities in my family?
- What is acceptable physical contact in family? (PANTS rule?)
- What causes conflict between friendships?
- What are good and bad secrets? (*Secrets impacting safety*)

- What is the difference between mental and physical health?
- How does it feel to be physically/mentally unwell?
- What are safe and unsafe situations outside of school? (*specific to rural environment e.g water, forests, farming fields*)
- What do I do in an emergency?
- What situations cause jealousy?
- What skills does a good friend need? Which of these skills do I have?
- How can I use those same skills to keep safe online?

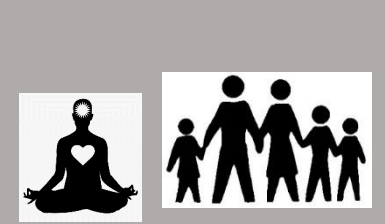
- What can I find out about group dynamics?
- What is peer pressure?
- What is alcohol and tobacco and why do people start to use it? (*inc health risks*)
- What does consent mean for me?
- Who are my special people, what do I value about those relationships and how can I maintain them?
- What is love and loss, and how will it make me feel?
- Do all people get married? (*Focus on promise of marriage and how it has changed over time*)

- What can I find out about drugs and their effects?
- What can I find out about body image?
- How could body image affect my relationship with food?
- What am I like as a person, and has being part of my family shaped me this way?
- Why do some people seek power and control? **right and wrong ways to stand up**
- Real or fake? Safe or unsafe? (*online*)
- What rights and responsibilities come with being in an online community?

- How can I take responsibility for my health and wellbeing?
- What is exploitation?
- Are my dangers the same as someone living in a city?
- What does it mean to be emotionally well? Is this the same for everyone?
- How can we deal with stress and pressure?
- How can I respect myself and my personal boundaries? Is it just banter? (*Inc Online*)

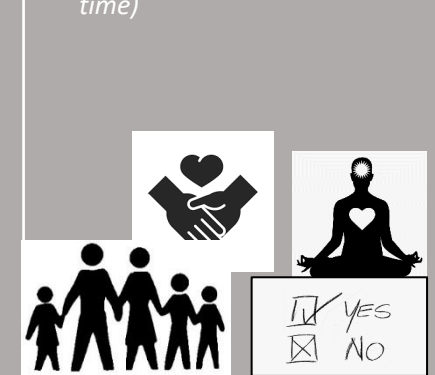


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 NO

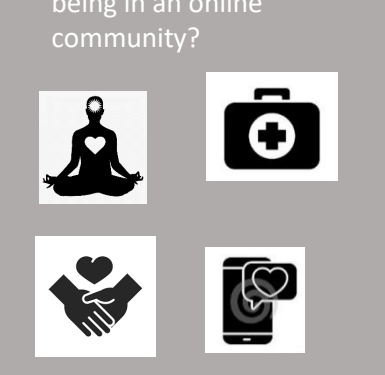



YES
 NO






YES
 NO

YES
 NO

Year 1 – Spring – Keeping me and my relationships healthy

What does it mean to be healthy or unhealthy? <i>Through thought and reflection, I can compare healthy and unhealthy choices.</i>	What is personal hygiene? <i>Through thought and reflection, I understand how germs are spread and how we can stop them spreading.</i>	What is medicine and how do we do it safely? <i>Through thought and reflection, I can give examples of medicines and how to use them safely.</i>	How can I show appreciation for those who help us? <i>Through thought and reflection, I can give examples of medicines and how to use them safely.</i>	What is the makeup of my family? <i>Through thought and reflection, I can talk about similarities and differences between me and my classmates.</i>	What makes a good friend? <i>Through thought and reflection, I can say what a good friend means to me.</i>	How do I like to be greeted by my friends? <i>Through thought and reflection, I can say how I like to be greeted by friends.</i>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> The difference between being healthy and unhealthy Ways to keep them healthy and make healthy lifestyle choices 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> About personal hygiene including bacteria, viruses and how they spread and cause illness That washing is important to stop them spreading. 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That all household products including medicines can be harmful if not used properly That medicines can help me if I feel poorly and I know how to use them safely 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> There are many people help us e.g to keep safe, healthy, educated That there are people in school and the local community who help us keep healthy 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> Who members of their family are That there are lots of different types of families. 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> What a good friend means to them To identify some qualities of a good friend 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> Appropriate ways to greet friends using physical contact To identify ways that they are happy to be greeted
<p>Social outcomes:</p> <ul style="list-style-type: none"> I feel good about myself when I make healthy choices 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I know how my body feels when I am unwell and can describe symptoms I am special so I keep myself clean and healthy 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I know I am special so I keep myself safe I know how to help myself when poorly safely 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I know when I need help and who/how to ask for it I am grateful for help I receive and show this by saying thank you, showing respect 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I know how it feels to belong to my family I can show care for the people who are important to me 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I can say what I like about my friends/classmates know that friends are important and make me feel happy 	<p>Social outcomes:</p> <ul style="list-style-type: none"> I can recognise what forms of physical contact are acceptable/unacceptable to me.
<p>Possible teaching activities: (see lesson notes)</p> <p>Play game: healthy or unhealthy use statements that the cdn are familiar with</p> <p>Look at why things such as sleep, food, exercise affect our health</p> <p>Discuss good choices in scenarios given</p> <p>Learn the 'healthy sum' actions</p> <p>Annotate image of child with healthy choices</p>	<p>Possible teaching activities:</p> <p>Discuss cdns experience of illness – how does it feel when we are poorly? Describe how illness is caused e.g bacteria, viruses</p> <p>Slow reveal a toiletry bag full of things to get rid of germs e.g shampoo, toothpaste etc</p> <p>Cdn say how they would use the products to keep different body parts clean (Use this as an opportunity to revisit body parts etc.)</p> <p>Children write a song rhyme about washing hands and preventing germ spreading</p> 	<p>Possible teaching activities: (Y2 jigsaw)</p> <p>Look at items that are safe/unsafe for cdn around the house (e.g empty containers, bleach/washing-up liquid)</p> <p>Draw out cdn knowing these things are unsafe – medicines fall in this category</p> <p>When are medicines used? Where are medicines stored in their houses? Why?</p> <p>Use scenarios to support discussion around taking medicine e.g permission, prescription, dosage</p>	<p>Possible teaching activities: (See lesson notes)</p> <p>Discuss when we might need help in and out of school...</p> <p>There are people who help us keep safe and people who help us stay healthy</p> <p>Partner talk – who has helped them already today? How?</p> <p>People cards – decide who helps them in school? HOW do they help them?</p> <p>Use scenarios to encourage cdn to think who could help them in different situations e.g fallen over/lost packed lunch/don't feel very well/ broken glasses</p> <p>How will the cdn ASK for help. Cdn practise asking for help verbally.</p>	<p>Possible teaching activities:</p> <p>What is a family? Can some people be part of your family and not live in the same home as you? When you think about the word family, does this also mean your pets? How does it feel to be part of a family? Who are the members of your family? How do you feel in your family home?</p> <p>Label picture of their family</p>  	<p>Possible teaching activities:</p> <p>Friends Song Verbs Song for Kids The Singing Walrus – YouTube</p> <p>Use a friends song to introduce the idea of friendship</p> <p>Play games to draw out what cdn like about members in class</p> <p>What is a friend? (Good friend cards – resource)</p> <p>What makes people friends? Do friends always get on well? What makes a good friend? What helps people to make friends? What do you look for in a friend?</p> <p>Cdn discuss trust – what it means in friendship?</p>	<p>Possible teaching activities:</p> <p>Use book to introduce the idea of boundaries/consent</p> <p>Use VOTES 4 SCHOOLS ppt (one drive) to provide further discussion on boundaries with friends (in school only!)</p> <p>-Identify different ways to be greeted by friends -Cdn list acceptable and unacceptable greetings for them KNOW this is personal to them</p> 

Year 2 – Spring – Keeping me and my relationships healthy

<p>How does it feel to be relaxed? <i>Through thought and reflection, I can describe the positive effects of relaxation.</i></p>	<p>What is a growth mindset? <i>Through thought and reflection, I can identify strategies to help overcome barriers or manage difficult emotions.</i></p>	<p>What can I learn about road safety? <i>Through thought and reflection, I can explain how to cross a road safely.</i></p>	<p>What do I know about different responsibilities in my family? Who keeps me safe in my family? <i>Through thought and reflection, I can discuss roles and responsibilities within my family.</i></p>	<p>What is acceptable physical contact in my family? <i>Through thought and reflection, I can identify safe and unsafe physical contact.</i></p>	<p>What causes conflict between friends? <i>Through thought and reflection, I can learn how to solve conflict with my friends positively.</i></p>	<p>What are good and bad secrets? <i>Through thought and reflection, I can understand times when it is good and bad to keep secrets.</i></p>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> What makes them feel relaxed/stressed That there are different ways to relax How to use breathing exercises to relax 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To identify strategies to help overcome barriers or manage difficult emotions To develop a growth mindset 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> I know how to keep safe near roads I can explain rules for crossing roads safely 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To identify members of my family and my relationship with them (safe/unsafe) To identify roles and responsibilities of each member of their family 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I can explain the pants rule. 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To begin to identify things that cause conflict with friends and suggest ways to solve it 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To understand that sometimes it is good to keep a secret and sometimes it is not good. To distinguish between surprises and secrets
<p>Social outcome:</p> <ul style="list-style-type: none"> I can describe the positive effects relaxation techniques have on my mind and body 	<p>Social outcome:</p> <ul style="list-style-type: none"> I can describe how it feels to face obstacles and overcome them I can start to set challenges of my own, identifying steps to success 	<p>Social Outcome:</p> <ul style="list-style-type: none"> I can describe when I feel safe/ frightened and who to ask for help 	<p>Social and Emotional Outcome:</p> <ul style="list-style-type: none"> I can describe how belonging to my family makes me feel Explain how taking on responsibility in the house would make me feel 	<p>Social and Emotional Outcome:</p> <ul style="list-style-type: none"> know which types of physical contact I like and don't like and be able talk about this. 	<p>Social and Emotional Outcome:</p> <ul style="list-style-type: none"> Demonstrate how to use positive problem solving techniques to resolve issues . 	<p>Social and Emotional Outcome:</p> <ul style="list-style-type: none"> Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
<p>Possible teaching activities:</p> <p>Can you describe how you feel when you are calm, when you are tense and when you are somewhere in between?</p> <p>Can you describe how you feel when you are calm, when you are tense and when you are somewhere in between?</p> <p>-Try different breathing activities and describe the pros and cons of each</p>	<p>Possible teaching activities:</p> <p>Develop resilience Cdn discuss ways of feeling 'trapped' or 'stumped' and learn strategies to overcome barriers</p> <p>Use time-limited challenges to put cdn in tense scenarios</p> <p>How can Gmindset be applied in different contexts?</p>	<p>Possible teaching activities</p> <p>Learn the green cross code. Discuss importance of being safe near roads</p> <p>Safe Safety Green Cross Code Eyes Ears Look Listen Wait</p> <p>Discuss scenarios of feeling unsafe and what cdn can do in those situations</p>	<p>Possible teaching activities: (see Y2/3 jigsaw)</p> <p>What makes a family special? Ask the children why we have families. Explain they are there to protect us and love us. Talk about families and how we belong with them. In pairs invite the children to share all the different people in their family and why each one is special Suggest actions for dealing with unsafe situations including who they could ask for help ... Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe</p>	<p>Possible teaching activities:</p> <p>Identify touches like/dislike Discuss who to tell – practise asking for help</p> <p>Discuss touch as an important part of relationship building – Know its ok to speak up</p> <p>*NSP Where Hands Go safe*</p> 	<p>Possible teaching activities:</p> <p>'Mending friendship techniques' Discuss problem solving techniques when a fall out happens between friends</p> <ul style="list-style-type: none"> Start thinking about who they trust and who they can ask for help. <p>TRUST AND APPRECIATION</p>	<p>Possible teaching activities:</p> <p>*See Jigsaw resource*</p> 

Year 3 – Spring – Keeping me and my relationships healthy

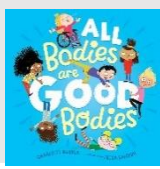
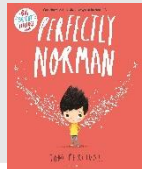
What is the difference between physical and mental health? <i>Through thought and reflection, I can describe good choices for my mental and physical health.</i>	How does it feel to be physically/mentally unwell? <i>Through thought and reflection, I can understand feelings associated with being physically and mentally unwell.</i>	What are safe and unsafe situations outside of school? <i>Through thought and reflection, I can identify dangers, risks and hazards inside and outside of school.</i>	What do I do in an emergency? <i>Through thought and reflection, I can understand the role I can take on in an emergency.</i>	What situations cause jealousy? <i>Through thought and reflection, I can use problem solving strategies in situations of jealousy.</i>	What skills does a good friend need? Which of these skills do I have? <i>Through thought and reflection, I can identify skills of a good friend including my own.</i>	How can I use these skills online? <i>Through thought and reflection, I understand the importance of being a good friend online.</i>
Pupils should learn: <ul style="list-style-type: none"> That mental wellbeing is a normal part of daily life, in the same way as physical health How to make informed choices about mental health and physical health (overlap between both e.g exercise and its effects on M and P health) 	Pupils should learn: <ul style="list-style-type: none"> About feelings associated with feeling physically unwell (often visible) and mentally unwell (emotions) That being emotionally well is just as important 	Pupils should learn: <ul style="list-style-type: none"> How to identify people, places and things they need to keep safe from What dangers they are most at risk of in the local area and how to manage those risks in a calm and practical way 	Pupils should learn: <ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary Concepts of basic first aid e.g dealing with common injury, head injuries etc. 	Pupils should learn: <ul style="list-style-type: none"> How to recognise situations which can cause jealousy in relationships. 	Pupils should learn: <ul style="list-style-type: none"> How to recognise when friendships change, breakdown and how to manage fall outs That being a good friend requires certain skills and sometimes this is not easy 	Pupils should learn: <ul style="list-style-type: none"> That feelings/fall outs related to being online can be dealt using 'friendship skills' How to deal with strong emotions created by being online
Social/Emotional outcome: <ul style="list-style-type: none"> I know what it feels like to make healthy choices that help my mind and physical health 	Social/Emotional outcome: <ul style="list-style-type: none"> I know what it feels like to be physically/mentally unwell I know who to talk to if I experience these feelings 	Social/Emotional outcome: <ul style="list-style-type: none"> I can think critically about situations to prevent putting myself or someone else in danger 	Social/Emotional outcome: <ul style="list-style-type: none"> I know how to stay calm in an emergency in order to help myself or someone else. 	Social/Emotional outcome: <ul style="list-style-type: none"> I can identify feelings associated with jealousy and how to problem solve when this happens. 	Social/Emotional outcome: <ul style="list-style-type: none"> I can talk about how it feels when my friends use good friendship skills I can reflect on my own friendship skills 	Social/Emotional outcome: <ul style="list-style-type: none"> I can express strong emotions online in a safe and kind way, using my knowledge of friendship skills
Possible teaching activities: <ul style="list-style-type: none"> -Use fitness challenges to highlight effect of exercise on the body -Use case studies/videos of athletes describing effects of exercise on the mind *Comparison alley – actions/choices that effect the body and mind positively* LOTS OF SIMILARITY 	Possible teaching activities: <ul style="list-style-type: none"> Feeling unwell often causes physical symptoms. Cdn discuss times they've been unwell and how they've felt. Discuss feeling emotional – and how most of the time these are invisible in people. Discuss healthy ways to express emotions and who to talk to if they feel emotionally unwell. 	Possible teaching activities: <ul style="list-style-type: none"> See One drive resources -Identify differences between: <ul style="list-style-type: none"> -danger -Risk -Hazard Demonstrate strategies/ protocol in dealing with risky situations Discuss outcome of risk taking Cdn use map of local area and identify dangers. Discuss scenarios of local cdn 'dangers' and discuss ways to keep themselves safe *Cdn lost in forest *Use story from news recently of cdn playing on ice* 	Possible teaching activities: <ul style="list-style-type: none"> Discuss useful/un-useful info in the case of an emergency phone call Cdn to identify relevant info to give in an emergency *Emergency scenario cards resource – children to identify what to do in each situation* Emergency fairy tales - NWSAS - North West Ambulance Service 	Possible teaching activities: <ul style="list-style-type: none"> (See lesson notes) Discuss scenarios of children upset/sad because of jealousy.. Children brain storm ideas behind the picture that may have causes the jealous Children list strategies to problem solve in situations of jealousy. 	Possible teaching activities: <ul style="list-style-type: none"> Discuss sentence endings for.. A friend is someone who... What is a positive about friendships? What can be a negative thing about friendships? Friendships are hard to maintain and need a lot of skills... Use the 'make or break' friends scenarios to discuss how to problem solve.. What skills did the friend need in the scenario? *Reflect on the skills they think they have or need to work on* 	Votes for schools – emotions online resource

Year 4 – Spring – Keeping me and my relationships healthy

What can I find out about group dynamics? <i>Through thought and reflection, I can discuss different roles within friendship groups.</i>	What is peer pressure? <i>Through thought and reflection, I can suggest strategies for dealing with peer pressure.</i>	What is alcohol and tobacco and why do people start to use it? <i>Through thought and reflection, I can explain how children develop certain behaviours due to peer pressure.</i>	What does consent mean for me? <i>Through thought and reflection, I can understand physical and emotional boundaries in my relationships.</i>	What do I value most about my friends/family? <i>Through thought and reflection, I can identify the things I value most about my relationships.</i>	What is love and loss and how will it make me feel? <i>Through thought and reflection, I can discuss people who I have love and say why they are special to me.</i>	Do all people get married? <i>Through thought and reflection, I can learn about the legalities of marriage and say why someone would want to make that commitment.</i>
Pupils should learn: <ul style="list-style-type: none"> How different friendship groups are formed and how they fit into them There are people who take on the roles of leaders or followers in groups, and sometimes they might take on different roles 	Pupils should learn: <ul style="list-style-type: none"> That peer pressure is the influence from one or more people in their peer group Strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about 	Pupils should learn: <ul style="list-style-type: none"> The facts about alcohol and tobacco and its effects on health About some of the reasons people start using alcohol/tobacco (peer pressure, social norms theory) 	Pupils should learn: <ul style="list-style-type: none"> That people have personal boundaries in relationships, both physically and emotionally That giving consent is giving permission – ways to do this and to also say no 	Pupils should learn: <ul style="list-style-type: none"> That they will value different things in their relationships with family and friends About the value of love, trust and respect 	Pupils should learn: <ul style="list-style-type: none"> That they will have people in their life who they love, and what that feels like That loss is a strong and sometimes overwhelming feeling and its good to talk about these feelings with family/friends 	Pupils should learn: <ul style="list-style-type: none"> That marriage represents a formal and legal commitment between two people to each other which is intended to be life long. Marriage is freely participated in, in most countries (discuss this)
Social/Emotional outcome: <ul style="list-style-type: none"> I know how different friendship groups make me feel I am aware of how different groups impact on me and know who I most want to be friends with 	Social/Emotional outcome: <ul style="list-style-type: none"> I know how to deal with peer pressure in a happy and confident way. I can respect myself and my own values – remembering my self worth 	Social/Emotional outcome: <ul style="list-style-type: none"> I can describe negative feelings associated with peer pressure e.g embarrassment, shame, inadequacy, guilt 	Social/Emotional outcome: <ul style="list-style-type: none"> I know that healthy friendships are positive and welcoming I am aware of my own personal boundaries and feel confident to say no if something makes me uncomfortable 	Social/Emotional outcome: <ul style="list-style-type: none"> I can describe the value of having love, trust and respect in my relationships 	Social/Emotional outcome: <ul style="list-style-type: none"> I know how people feel when they lose something/someone they love I understand that I can remember someone even if I no longer see them 	Social/Emotional outcome: <ul style="list-style-type: none"> I can explain why 'commitment' is important in friendships and family relationships
Possible teaching activities: (See lesson notes) -Discuss friendship circles Leaders/followers Characteristics of people who take roles in friendship groups Use scenarios to highlight roles within friendships -	See peer pressure resources – one drive	Possible teaching activities: (See lesson notes) -Social norms theory -Children’s behaviours – peer pressure -Less and less people choosing to smoke – until vaping -Give examples of how to stand up to peer pressure linked to alcohol/tobacco	Votes 4 schools – boundaries/consent resource 	-Children think in depth about different family members and friends and what they value most about those relationships.----- Can they differentiate actions that family/friends do that meet their basic needs... Can they differentiate between things that are desirable – that make them happy...	Possible teaching activities: (See lesson notes) What experiences have you had of losing something? What does loss mean? What different kinds of loss can people experience?  	Possible teaching activities: <ul style="list-style-type: none"> Know the legal age for marriage Discuss different types of marriages Discuss marriage in other countries Consent (linked to marriage)

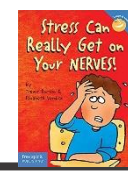
Year 5 – Spring – Keeping me and my relationships healthy

<p>How can I take responsibility for my health and wellbeing? <i>Through thought and reflection, I can identify responsible choices that benefit my physical health and wellbeing.</i></p>	<p>What is body image? <i>Through thought and reflection, I can understand how and why the media manipulates images.</i></p>	<p>How could body image affect my relationship with food? <i>Through thought and reflection, I can give examples of how to maintain a healthy relationship with food.</i></p>	<p>What am I like as a person and has being part of my family shaped me this way? <i>Through thought and reflection, I can speak positively about my character traits.</i></p>	<p>Why do some people seek power and control? <i>Through thought and reflection, I can speak positively about my character traits.</i></p>	<p>Real or fake? Safe or unsafe? <i>Through thought and reflection, I can learn to be critical about what I see/read online and how to resist pressure to do things which are unsafe.</i></p>	<p>What rights and responsibilities come with being in an online community? <i>Through thought and reflection, I can present information about the rights and responsibilities of being online.</i></p>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> All humans have emotional and physical needs that need to be met To take responsibility for their health and make choices that benefit my physical health and wellbeing 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That images in the media can be manipulated and it can be harmful to compare themselves to these How the media, social media and celebrity culture promotes certain body types 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To describe the different roles food can play in people's lives How people can develop eating problems (disorders) relating to body image pressures 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> How to develop an accurate picture of who I am as a person in terms of my characteristics and personal qualities Identify ways in which they may have developed these traits from family members 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To recognise when people are trying to gain power and control How to be assertive in saying no if they feel someone is trying to control them (inc online) 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> How to recognise whether something online is real/fake safe or unsafe. To distinguish when things are helpful or worrying online 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> How to use technology responsibly to communicate with friends and family
<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I am motivated to care for my physical and mental health I can explain how emotions impact my own behaviour 	<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I can reflect on my own body image and know how important it is that this is positive I can give examples of how I accept myself for who I am 	<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I can explain how and why I must respect and value my body. 	<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I know how to keep building my own self-esteem I can say positive things about my characteristics and personal qualities 	<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control 	<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I can resist online pressure to do something that might hurt myself or others feelings 	<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I can take responsibility for my own wellbeing online
<p>Possible teaching activities: (See lesson notes)</p> <p>-Play guess what I am... cdn discuss responsibility of cdn in the scenarios to make good choices for their health and mental wellbeing</p> <p>-Play Agony aunt – cdn offer advice to others in tricky situations</p> <p>Emotions linked to H & WB</p>	<p>Possible teaching activities: (See lesson notes)</p> <p>-Real or fake news Quiz</p> <p>-Use photoshopped images of celebrities as discussion points with cdn</p> <p>-Use scenarios and 'negative comments' cdn make about themselves and turn them into positive ones</p> <p>-Explain to cdn about the dangers of comparing themselves to social media</p>	<p>Possible teaching activities:</p> <p>-Play switch (all cdn stand in a circle... Switch if you have take-away food at home sometimes</p> <p>Switch if you prefer eating an apple rather than a chocolate bar (use other examples linked to diet)</p> <p>Discuss how people have different relationships with food.. (see resource)</p> <p>*If appropriate, discuss eating disorders...</p> <p>Use food adverts/links to social media that might encourage an unhealthy relationship with food – discuss.</p>	<p>Possible teaching activities:</p> <p>-Play switch Switch places if you are ... Patient, kind, sporty/ musical etc...</p> <p>- Define personality and self-esteem</p> <p>Draw out that people who have positive self-esteem are more likely to value themselves and their achievements, they take better care of themselves, and they make healthier and safer choices.</p> <p>Explain that there are things we can do to boost our own self-esteem and ask the children if they can suggest some ideas.</p> <p>*Pair cdn up and write about their top 5 qualities*</p> <p>Cdn reflect on whether some of these traits may have come from their family... discuss how families can mould our personality...</p>	<p>Possible teaching activities: (see notes)</p> <p>-Play cool or not cool</p> <p>Why might people try to gain power and control</p> <p>Look at character traits of someone who might want to seek power</p> <p>Use scenarios to discuss how to be assertive in saying no/ standing up themselves and others</p> <p>Who can cdn go to for help if they feel unsafe?</p>	<p>Possible teaching activities:</p> <p>-Describe how HUGE the internet/social media is becoming</p> <p>Use facts e.g webpages downloaded, cdn playing on games... snapchat users</p> <p>Share SMART rules and discuss scenarios (see resources)</p>	<p>Recap SMART rules</p> <p>Discuss increase in dangers of communicating online</p> <p>Explain how education has changed and all cdn must now be taught about being safe online and critical about what they read</p> <p>Children to create online PPT presentation to teach younger class about rights and responsibilities.</p>



Year 6 – Spring – Keeping me and my relationships healthy

<p>What can I find out about drugs and their effects? <i>Through thought and reflection, I can find out about types of drugs and their effects on the body.</i></p>	<p>What is exploitation? <i>Through thought and reflection, I can identify ways that someone can be exploited and say how they can help themselves.</i></p>	<p>Are my dangers the same as someone living in a city? <i>Through thought and reflection, I can compare dangers of children living in rural and urban areas.</i></p>	<p>How can I respect myself and my personal boundaries? Is it just banter? <i>Through thought and reflection, I can identify strategies for keeping myself safe when I feel my personal boundaries are crossed.</i></p>	<p>What does it mean to be emotionally well? Is this the same for everyone? <i>Through thought and reflection, I understand the phrase 'emotionally well' and identify ways to get help if I need it.</i></p>	<p>How can we deal with stress and pressure? <i>Through thought and reflection, I can identify triggers and strategies in dealing with stress.</i></p>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About different types of drugs and their uses and effects on the body (particularly the liver and heart) How to keep safe and be aware of behaviours such as taking drugs 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That people can be exploited and made to do things that are against the law What a gang is and the risks associated with being in one 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That dangers to children in cities and villages can be similar That the internet gives people access to exploit people no matter where they live 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> The importance of self respect and how this links to their own happiness The importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That it is important to take care of mental health What it means to be emotionally well and explore attitudes towards mental health/illness 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> How to recognise stress and the triggers that cause it Techniques for relaxing the body and mind
<p>Social/Emotional Outcome</p> <ul style="list-style-type: none"> I can be motivated to find ways to be happy and cope with situations in life without thinking of drugs 	<p>Social/Emotional Outcome</p> <ul style="list-style-type: none"> I can suggest ways that someone who is being exploited can help themselves. 	<p>Social/Emotional Outcome</p> <ul style="list-style-type: none"> I can understand and describe dangers to all children regardless of where they live 	<p>Social/Emotional Outcome</p> <ul style="list-style-type: none"> I can recognise when relationships or actions within those relationships are making me feel unsafe/unhappy I can identify strategies that I keep myself and others safe 	<p>Social/Emotional Outcome</p> <ul style="list-style-type: none"> I know that people can get problems with their mental health and it is nothing to be ashamed of I know how to help myself feel emotionally healthy and recognise when I need help with this 	<p>Social/Emotional Outcome</p> <ul style="list-style-type: none"> I can describe physical and emotional feelings linked to stress/pressure I can use different strategies to manage stress and pressure
<p>Possible teaching activities: (See lesson notes)</p> <p>Discuss unhealthy things that cdn/people do</p> <p>Assess what cdn understand by the word drug</p> <p>**Address issues carefully and according to cdn's understanding.. Respond to questioning rather than using resources as they are**</p>	<p>Possible teaching activities:</p> <p>*See lesson notes, scenario packs and other resources* (One drive)</p> <p>Explore harms of exploitations and possible risks:</p> <ul style="list-style-type: none"> -Sexual Exploitation -Grooming -Criminal exploitation -County lines -How to report concerns 	<p>Possible teaching activities:</p> <p>*See lesson notes and resources on One Drive*</p> <p>*Sensitive discussion – linked to Online safety as well*</p>	<p>Possible discussions:</p> <p>Risks and permanence of sharing things online</p> <p>Illegal to share things without peoples permission</p> <p>BANTER/Sexual harassment – give examples of this e.g snapchat messages *Link back to sexual exploitation*</p> <p>*TEA consent video - maybe re-enact in a more child friendly way**</p>	<p>Possible discussions: (See lesson notes)</p> <p>Define 'mental wellbeing/emotionally well' according to WHO</p> <p>Use scenarios and examples of things that can cause mental wellbeing to be affected</p> <p>Emotionally well activity</p>	<p>Possible teaching activities:</p> <p>*Show images of adults/children under stress or pressure – cdn discuss why they might be feeling that way: triggers</p> <p>Children discuss scenarios which may cause stress and think of physical/mental strategies they could use to manage worry</p> <p>*Link back to beginning of topic. How some people who are worried/stressed turn to drugs, gangs etc.*</p> <p>Children need to know how to get help if they need it</p>



Changes in my life

PSHE Overview – Summer Term



Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Changes in my life

- What are emotions?
- What about me has changed since I was a baby?
- What can I find out about girls and boys' bodies?
- What does it mean to learn and grow?
- What changes if any, have happened in my life?

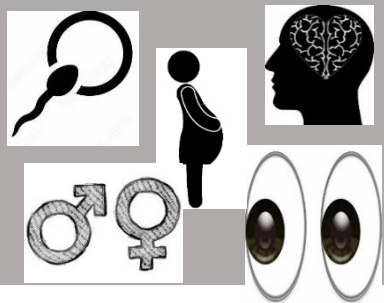
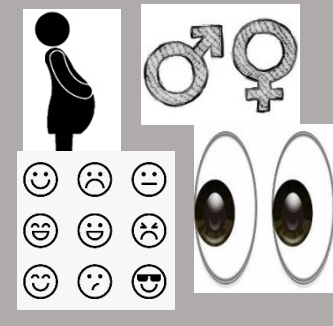
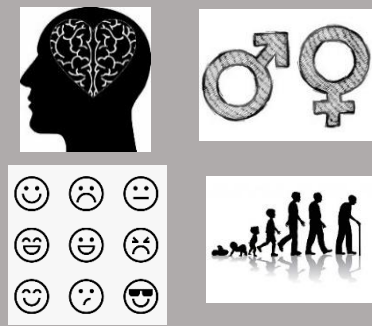
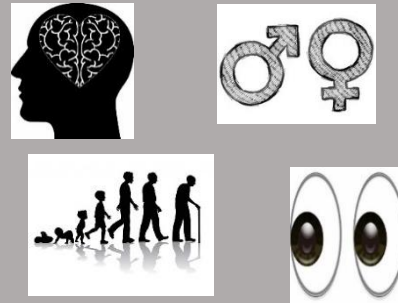
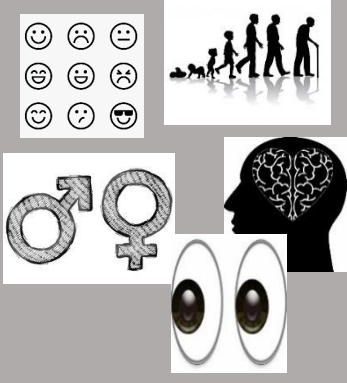
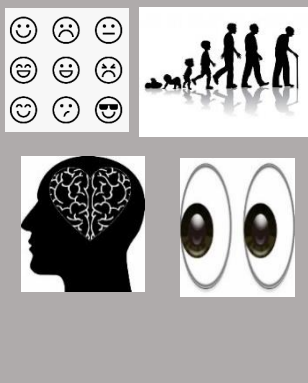
- How can I notice emotional changes in myself and others?
- How do you grow from young to old?
- Where am I on the young – old scale and how can I tell? *E.g losing teeth, what do/eat or drink*
- How are we the same, how are we different and is it ok?
- Looking ahead, what am I looking forward to next year?

- What do I do in my own time that makes me happy/sad?
- Can you describe a range of feelings and how to deal with them?
- How do I feel about growing up and changing?
- Will I have the same likes and dislikes all my life? *(Stereotypes-age and gender)*
- How can I best look at challenges and new beginnings?

- What are my physical and personal characteristics?
- What is perception?
- How can I use my strengths to make positive changes?
- What are circles of change?
- Why is it important to accept change? *(approach to change can be managed)*

- How can I recognise intense feelings?
- What does puberty look like for boys?
- What does puberty look like for girls?
- How does my responsibility change as I become a teenager?
- What values/strategies for dealing with change can I carry forward into my final year of primary school?

- Are there more helpful and productive ways we can measure ourselves than just appearance?
- How can I look after myself during puberty? *(Physical/ e.g cleanliness and emotional changes)*
- What can I learn about conception?
- Is fitting in more important than staying true to yourself?
- What is the difference between my real and ideal self? **self esteem*



Year 1 – Summer – Changes in my life

What are emotions? <i>Through thought and reflection, I can recognise and name different emotions that I may feel.</i>	What about me has changed since I was a baby? <i>Through thought and reflection, I can identify changes that have happened to me since I was a baby.</i>	What can I find out about boys and girls bodies? <i>Through thought and reflection, I can name the parts of the body that make people male and female.</i>	What does it mean to learn and grow? <i>Through thought and reflection, I can identify changes that have happened to me since I was a baby.</i>	What changes, if any have happened in my life? <i>Through thought and reflection, I can discuss changes that have and will happen in my life.</i>
Pupils should learn: <ul style="list-style-type: none"> About different feelings they will/have experienced How they might start to recognise and name different feelings/emotions 	Pupils should learn: <ul style="list-style-type: none"> To recognise things about themselves that have changed since they were a baby and things that have stayed the same. Inc bodily changes 	Pupils should learn: <ul style="list-style-type: none"> To identify parts of the body that make people male/female inc: penis, testicles, vulva and anus 	Pupils should learn: <ul style="list-style-type: none"> Every time they learn something new they grow a little bit. 	Pupils should learn: <ul style="list-style-type: none"> About changes that have happened in their life so far About changes that will happen in the near future
Social/Emotional outcome: <ul style="list-style-type: none"> I can identify and name different feelings/ emotions I can begin to understand why I'm feeling certain emotions 	Social/Emotional outcome: <ul style="list-style-type: none"> I know that changes are ok and they will happen to me whether I want them to or not. <p>*Children could bring a picture in of themselves when they were a baby*</p>	Social/Emotional outcome: <ul style="list-style-type: none"> I can respect my body and know which parts are private. I know who to talk to if I feel worried or scared about something. 	Social/Emotional outcome: <ul style="list-style-type: none"> I can enjoy and appreciate learning new things. 	Social/Emotional outcome: <ul style="list-style-type: none"> I can talk about change as positive and can look forward to changes ahead

Possibly activities:

- Use the story Dogger to introduce feelings surrounding losing something.
- Discuss/map characters feelings through the story.
- Stretch cdm's vocabulary from just 'happy' 'sad'

Use images from 'Today I feel' and a 'shade 'o' meter' type task to discuss strength of feelings within 'happy' and 'sad'

Possibly activities:

- [Growing Up Song | Learning Songs For Kids | Lellobee Preschool Playhouse - YouTube](#)
- Use a simple image of a life-cycle of a frog to explore changes. Then use a simple human life-cycle e.g baby-child-teenager-adult to identify changes.

Discuss physical changes e.g appearance/bodily AS well as developmental changes i.e reading/ feed themselves etc.

What has stayed the same?

Use a concertina type booklet and get the children to draw themselves as a baby-toddler-now and write 1 way that they've changed on each page.

Possible activities: (see notes)

- Sit in a circle and discuss children's understanding of the differences between 'boys' and 'girls'.
- Cdn may discuss hair, likes/dislikes, hobbies etc.
- Conclude the main difference between boys and girls is their private parts.
- If you want to explain how this is reflected by DNA, you can.)

Use images of boys/girls bodies and identify parts with children.
Use a venn diagram to further support the discussion of similarities/differences between boys and girls.

Possible activities: (see notes)

- Use picture cards to discuss all the things they have learnt since they were a baby.
- Can the children sequence them in terms of when they learn these things..

Use a flower and add petals to model how every time cdm learn something they grow... Role-play flowers learning and growing..

Create class display with all the things the children are proud of learning

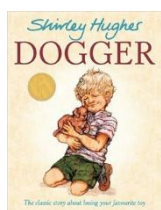
Possible activities:

- Discuss changes that have happened so far in their life (not about body but around them) e.g nursery to school, reception to Y1.. Moving house/changing school, new swimming group lessons.. Changed football coach etc.

Discuss what they liked before the change happened and draw out discussion around things they like now the change has happened.

Conclude with the idea that if changes don't happen we might never try new things/ meet new people/ or grow as a person.

*Discuss some feelings around change e.g not always positive and how to cope



Year 2 – Summer – Changes in my life

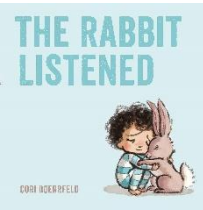
How can I notice emotional changes in myself and others? <i>Through thought and reflection, I can recognise how myself and others show emotions in different ways.</i>	How do you grow from young to old? <i>Through thought and reflection, I can talk about the natural process of growing old.</i>	Where am I on the young to old scale? <i>Through thought and reflection, I can use bodily changes to identify where I am on the young to old scale.</i>	How are we the same, how are we different and is it ok? <i>Through thought and reflection, I know that the way we grow and change can be similar and different.</i>	What can I look forward to for next year? <i>Through thought and reflection, I can think about changes in a positive manner.</i>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> • People show emotions in different ways • It is important to be empathetic to other people's feelings 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • About the natural process of growing young to old • That this process is out of their control 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • How their bodies have changed since they were a baby • Where they are on the continuum of young to old. 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • There are differences between the way we grow both physically and emotionally • It is important to understand that everyone is different 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • There are changes coming as they move class at the end of the year • How to talk about change with people they feel comfortable around
<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> • I can respect other people's feelings and emotions <ul style="list-style-type: none"> • I know how to respond in a supportive way 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> • I can identify special people who I respect that are much older than me 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> • I can feel proud that I'm growing up and becoming more independent 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> • I value the similarities and differences between people 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> • I can start thinking about changes that will happen in my next year and how to navigate them

Possible teaching activities:

-Use a story to draw out discussions of emotions (e.g

Pupils needing extra support: Might need simpler examples where it is clear that the character would think and feel something very different to themselves.

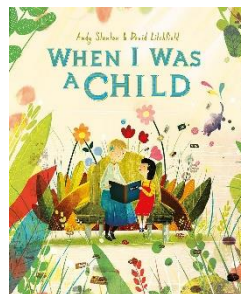
Pupils working at greater depth: Should use a range of vocabulary to describe emotions in order to be more specific. Could explain how someone else is feeling through empathising with them. Could add a speech bubble to each character to show what they might say as a result of what they are feeling. Could explain the different things they can do to manage big feelings.



Possible teaching activities:

Grandparents afternoon

Invite grandparents of the children in to talk about growing up. Memories they have, the things that were most important for them to learn/ achieve
What they like/dislike about being older..



Ask the children to look at the items carefully as you take them from the bag and see if they can work out the connection between the items and growing up/ getting older.

Slowly remove the items from the bag. Suggested items:

Baby - rattle, dummy, feeding bottle
Toddler - building bricks, plastic bowl/mug, tiny shoes
Child - reading book, pencil & paper, Lego/construction toy
Teenager – cycle helmet, smart phone, make-up
Adult - car keys, credit card, passport, DIY tools

Use a timeline activity and 'statement' cards to sequence life events/body changes on the scale.
e.G teeth falling out
Learn to walk

-Similarities and differences between us physically and emotionally.
Growing and changing at different times..

Discuss cultural differences here e.g someone

Discuss how we develop our personalities. E.g from parents, from things we watch and that is why we are different to others.

Help cdn to value difference and similarities..



Show the instructions for making leaf mobiles.

The children return to their tables and are given another card leaf template (A4 size) each. Talking through the instructions on the slide ask them to draw or write on one side of the leaf:

one thing they like about being who they are
one thing they are looking forward to about getting older

one thing they would like to change for themselves next year and how they will go about it e.g. to get better at reading by practising more often

On the other side of the leaf:
to explain how they feel about getting older and facing new changes

The leaves can be decorated and tied together with the leaf from Piece (lesson) 2

At the end of the lesson, share some of the children's responses to highlight that we all feel differently about different things because we are all unique people, and that it is OK to be different from others.

Year 3 – Summer – Changes in my life

What do I do in my own time that makes me happy/sad? <i>Through thought and reflection, I can identify things that are important to me and my happiness.</i>	Can you describe a range of feelings and how to deal with them? <i>Through thought and reflection, I can describe a range of feelings and how I might start to deal with them.</i>	How do I feel about growing up and changing? <i>Through thought and reflection, I can talk about how I feel about growing up.</i>	Will I have the same likes/dislikes all my life? <i>Through thought and reflection, I can recognise likes and dislikes and how they can change over time.</i>	What can I best look at challenges and new beginnings? <i>Through thought and reflection, I know how to turn challenges into small achievable goals.</i>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About the things they do in their life that make them feel happy or sad How to make choices to do more of the things they enjoy 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That there are a range of different feelings one person can feel Different things trigger these feelings and we should begin to learn how to deal with them 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That their mind, bodies and feelings change as they grow up. That growing up can cause lots of different emotions. 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> People like/dislike certain things and that can change as you grow older Sometimes people make assumptions about what we should like/dislike according to gender/age. This is called stereotyping. 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> There are changes coming as they move class at the end of the year How to talk about change with people they feel comfortable around
<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> I can start to take responsibility for my own happiness and appreciate the things that make me happy I know who to talk to if I feel sad/unhappy about things in my life 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> I can talk about different feelings I experience I can start to develop strategies to deal with these emotions 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> I can talk about different feelings I experience as I grow up I know who I can talk to if I feel sad or worried about changes as I grow up 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> I can express my likes and dislikes and compare them to others. I know that it's a positive thing to like the same/different things as others 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> I can learn to break down barriers to turn challenges into small, achievable goals. I can talk positively about changes I might face next year and know that change helps to build character.

Possible teaching activities:

KAPOW YEAR 4 – LESSON 5 (KNOW MY OWN HAPPINESS)

-Show characters from TV programmes feeling a range of emotions.. How do we know? What do we think has happened previously?

Use videos to play out scenes with same characters - why is happiness important?

Children to identify things that make them feel happy-----sad and everything in between.

Write a kenning poem about themselves and what makes them happy:

e.g:

Family lover
Friendship keeper
Music dancer

Teacher models their own kenning poem and unpicks with children to talk about what makes them happy..

Possible teaching activities:

-Read the book 'All about feelings'.

Identify different feelings experienced throughout the story.

Use some scenario cards of incidents that may happen inside and outside of school – cdn to match them to feelings in book.

Develop a class 'problem solving strategy' (like QUACK) to dealing with different emotions in the scenarios.



Possible teaching activities:

Discuss:

What is happening physically and emotionally to cdn as they grow

e.g getting taller, stronger, neater handwriting, expectations increase and also identify responsibilities about getting older e.g allowed out later, go to bed later, watch different things, play out in new places

Focus on responsibility.

Use a venn diagram activity to identify acceptable behaviours of a baby compared to a 7 year old..

Then compare this to acceptable things cdn do compared to adults..

Identify positive and negative feelings about growing up and discuss...

Homework task – ask parents to write a paragraph about each pupil including funny things they used to do when younger, and 3 things they liked/disliked when they were younger.

Children use these as the main discussion point of the lesson.

-Have their likes/dislikes changed since they were little?

-Can they identify why they have changed?

Conclude:

-People around us can have an impact on what we like/dislike

-As we grow up, we try new things and develop new likes/dislikes

-It is ok to like/dislike different things

Kapow lesson:

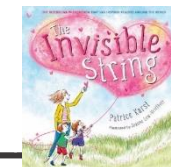
Pupils needing extra support: May need to plan their ideas on a larger piece of paper first, then circle the key ideas/goals.

Pupils working at greater depth: Should be able to add 'Watch out for' notes to their barrier blocks to show what else could happen to get in the way of them achieving their goals, as well as be able to explain what they would do in response.

[KS1, Lesson 4: Resilience: Breaking down barriers - Kapow Primary](#)

Year 4 – Summer – Changes in my life

What are my physical and personal characteristics? <i>Through thought and reflection, I can celebrate my unique characteristics.</i>	What is perception? <i>Through thought and reflection, I understand that people develop perceptions of others but they are not always right.</i>	How can I use my strengths to make positive changes? <i>Through thought and reflection, I know how I can use my strengths to make positive changes within my control.</i>	What are circles of change? <i>Through thought and reflection, I can look at change positively using the 'circle of change'.</i>	How can we be accepting of change? <i>Through thought and reflection, I can identify changes that are out of my control and show how to be accepting of them.</i>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About their personal and physical characteristics including body parts/personality That their personal characteristics come from parents *genes* 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That perception is the way that someone/something is interpreted That sometimes our perception of certain things, people or situations are not always right 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That we all have things that we're good at and should try to use these strengths to make positive changes. That our strengths may change over time as we grow and learn 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> How the circle of change works <ul style="list-style-type: none"> -Thinking, -Deciding -Preparing -Changing -Maintaining How they can apply it to changes they want to make in my life 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> How to identify changes that have been or may continue to be outside of their control How to be accepting of change and know that changes can be coped with using strategies e.g 'circles of change', <i>talking with others, putting yourself in others shoes, thinking about other people's challenges..</i>
<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I appreciate that I am truly unique as a human being due to my genes 	<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I appreciate that people will develop perceptions of me but will have the confidence to be myself and know my worth 	<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I can be proud of the strengths I have and am gaining as I grow older value how it feels to be in control of my actions and make positive changes 	<p>Social/Emotional Outcome:</p> <ul style="list-style-type: none"> I am confident enough to try to make changes when I think they will benefit me 	<p>Social/Emotional outcomes:</p> <ul style="list-style-type: none"> I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
<p>*If possible, ask cdm to bring in a photo of themselves and a photo of 1 of their parents at 8/9 years old*</p> <p>Teacher could also bring in a photo of themselves and their parent</p> <p>See lesson notes –</p> <ul style="list-style-type: none"> *introduce idea of genes through animals features/traits *Discuss genes and parents making up genes of child *Cdn to discuss their own physical characteristics and their personality.. Can they identify similarities to parents? *Ensure body image is talked about positively and uniqueness celebrated* 	<p>*link back to judging book by cover at beginning of year...</p> <p>Perceptions and how they can be applied to lots of things e.g perception of others, perception of how to behave, perception of how to develop a relationship</p> <p>Perceptions are other people's opinions and they can be right or wrong..</p> <p>Activity: what would your ideal perception be of yourself...</p> <p>identify strengths and weaknesses of self before next lesson...</p>	<p>Possible teaching activities:</p> <ul style="list-style-type: none"> -Identify strengths and weaknesses of self (discuss this from last lesson) <p>Have these strengths changed over time? We gain new strengths as we grow and learn (teacher to give examples and then ask cdm to reflect on past/present strengths)</p> <p>What can we do with these strengths...</p> <ul style="list-style-type: none"> *If you're good at _____ how can you use that to make a positive change... <p>Explore community participation and voluntary work – which strengths are needed..</p> <p>How might this change over time? Example of someone e.g Greta Thunberg who struggles to speak/selective mutism but now does speeches to global leaders</p> <ul style="list-style-type: none"> *Weaknesses change and become our strengths* 	<p>Possible teaching activities: (see notes)</p> <ul style="list-style-type: none"> -Use the Sofia and Levi story to discuss family changes that can happen which are out of their control. <p>Use 'circle of change' document to support discussions on how best to deal with change..</p> <p>Children decide on one change that they would like to make (either in school or at home), and record how they would achieve making the change using 'circles of change' steps.</p>	<p>Possible teaching activities:</p> <p>(Use stories to discuss change that can be out of cdm's control e.g moving school, new siblings/family changes/ moving house</p> <p>Include changing schools etc – due to catchment and context</p> <p>Use circle of change process to discuss how cdm would deal with change.</p> <p>Cdn record 6 changes that have happened which have been out of their control. Talk about how they made them feel and how they could cope differently in the future..</p>



Year 5 – Summer – Changes in my life

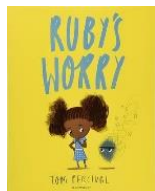
<p>How can I recognise intense feelings? <i>Through thought and reflection, I can evaluate strategies when dealing with intense feelings.</i></p>	<p>What does puberty look like for girls? <i>Through thought and reflection, I can identify changes that will happen to girls as they go through puberty.</i></p>	<p>What does puberty look like for boys? <i>Through thought and reflection, I can identify changes that will happen to boys as they go through puberty.</i></p>	<p>How do my responsibilities change as I become a teenager? <i>Through thought and reflection, I understand how my responsibilities change as I get older.</i></p>	<p>What values/strategies can I take forward into my final year of primary school? <i>Through thought and reflection, I can identify strategies</i></p>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> Everyone has feelings and can sometimes feel overwhelmed by them Strategies to handle big emotions 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> How a girl’s body changes during puberty How to look after themselves physically and emotionally 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> How a boy’s body changes during puberty How to look after themselves physically and emotionally 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> It is not only our body that changes as we become a teenager. That becoming a teenager brings growing responsibilities (discuss ages of consent) 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> That many changes happen in life that are beyond our control That it is good to develop strategies to help us cope with change inc: talking to others, positive/growth mindset, accepting change
<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> I can recognise intense feelings and confidently choose effective strategies to deal with them 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> I can talk about different feelings I might experience when going through puberty I know who to talk to if I am worried about puberty. 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> I can express how I feel about changes that will happen to me through puberty I know who to talk to if I am worried about puberty. 	<p>Social/Emotional outcome:</p> <ul style="list-style-type: none"> I am confident that I can cope with changes that growing up will bring I can express my feelings about growing up. 	<p>Social/Emotional outcomes:</p> <ul style="list-style-type: none"> I can express my feelings about my life now and about change and growing up I know that talking about these feelings and using other strategies will help my wellbeing.

Possible teaching activities:

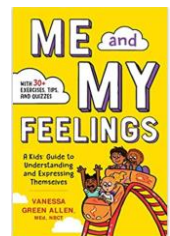
- Use book to discuss big emotions with cdn
- Identify cdn’s triggers and how they can begin to identify big emotions/intense feelings before its too late.
- Write some top tips for Ruby
- Share most effective strategies with class

Possible teaching activities: (See notes)

- Highlight changes to girls which happen during puberty
- Ensure correct terminology is used (see vocabulary and RSE policy)
- Discuss worries that girls/boys may have about this and who they can speak to.



Please discuss personal hygiene, emotional changes and anything else that comes up in cdn’s questions/discussions.



Possible teaching activities: (See notes)

- Highlight changes to boys that happen during puberty
- Ensure correct terminology is used
- Use ‘myth busters’ to challenge incorrect opinions/statements around puberty

Other resources:
[Operation Ouch puberty special - CBBC - BBC](#)

Please discuss personal hygiene, emotional changes and anything else that comes up in cdn’s questions/discussions

Possible teaching activities:

Explore teen magazines and those that paint a ‘realistic’ picture of what life is like as a teenager.

What are children’s perceptions of being a teenager? Record as a class both positive and negative views.

Discuss how children growing up have increasing responsibilities.. Do children have any extra responsibilities now than they did in KS1?

What do their older siblings have to do that they don’t have to?

DISCUSS CONSENT e.g age of games, staying at home alone, smoking etc.

Gather other teachers advice on how to best cope with being a teenager and share with pupils.

Children will use discussion points from this advice for next lesson...

Recap learning from last lesson.

Discuss teachers advice on how to best cope with being a teenager. Recap changes that they have already discussed – identify other changes that might be out of their control:

e.G parents separating, bereavement, moving house, changing school,

Brainstrom some strategies of how best to cope using teacher’s advice from last lesson.

Invite children to design a card, (for someone aged 13. Ask them to start on the inside of the card first.

Inside their card, ask the children to think about what advice they would give to the recipient about coping with the changes in becoming a teenager, and to write this as three bullet points of advice with a positive message underneath.

They can then decorate their card with a positive message/image on the front...

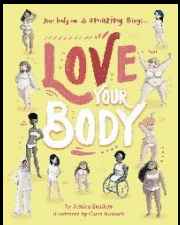
OPTIONAL –keep their cards and have them waiting for them when they start their final year of primary school

Year 6 – Summer – Changes in my life

What questions do you have about your body, feelings and lifestyles right now?

Anonymous questions

Opportunity for teacher to adapt sessions in line with cdn's needs/worrie s etc.



Are there more helpful ways we can measure ourselves than just appearance?

Through thought and reflection, I can identify ways in which I am successful and worthy.

Pupils should learn:

- About their own self image and how body image fits into it
- That our self worth/ success can be measured in more ways than just appearance

Social/Emotional outcome:

- I can develop my own self-esteem by using positive self talk
- I can talk about things that make me successful and that I'm proud of

Possible teaching activities:
(See lesson notes)

-Draw idea of a 'beautiful person'.. Draw idea of a good person.. How are they different? Where do these ideas come from?

[Bodies: Different Shapes and Sizes. All Beautiful! - YouTube](#)

Discuss:

-Body image/negative effects of judging self by appearance

-Positive ways we can see appearance – change negative talk into positive talk

ALSO discuss – things that make us successful and how else we can measure self worth – e.g helping others, the person you are on the inside!

How can I look after myself through puberty?

Through thought and reflection, I know how girls and boy's bodies change through puberty and how to look after myself.

Pupils should learn:

- How girls and boys bodies change during puberty
- About the importance of looking after themselves both physically and emotionally during this time

Social/Emotional outcome:

- I can express how I feel when I talk about puberty and the changes that will happen to me

Possible teaching activities (see teacher notes and resources)

Puberty:

-Boys and girls

Looking after yourself during puberty

Myth busters – puberty

Question session

What can I learn about conception?

Through thought and reflection, I understand that sexual intercourse can lead to conception which is how babies are made.

Pupils should learn:

- That sexual intercourse can lead to conception and that is how babies are usually made
 - A baby develops from conception through 9 months of pregnancy

Social/Emotional outcome:

- I can appreciate how amazing it is that the human body can reproduce in these sorts of ways.

Possible teaching activities:
(see notes/plan)

-Discuss how and why a couple decides to have a baby (baby diamond 9)

Introduce the word conception – when a new life begins

Explain to cdn the scientific way a baby is conceived.

Additional resources can be found:
[RSE Lesson Q&A Sets for Parents – YR6 - How Babies are Made.pdf](#)

Is fitting in more important than staying true to yourself?

Through thought and reflection, I know how to maintain positive relationships whilst staying true to myself.

Pupils should learn:

- About self-worth and how to maintain positive relationships with others whilst still keeping their identity

Social/Emotional outcomes:

- I know how to be assertive when appropriate.
- I know who to talk to if I feel worried about my relationships.

Possible teaching activities:
(see notes/plan)

Use lesson notes to discuss the question: Is fitting in more important than staying true to yourself...

Discuss:

-Peer pressure

-Losing who you are due to friends/feelings

Use scenarios about transitioning to secondary school to explore!

What is the difference between my real self and ideal self?

Through thought and reflection, I understand how to maintain appositve self-esteem ready for transitioning to secondary school.

Pupils should learn:

- That having a positive self-esteem is important and how to develop it
- How to continue to develop their self esteem through changes that are to come e.g moving schools, peer pressure, relationships

Social/Emotional outcome:

- I can express how I feel when I talk about self image
- I can challenge negative body talk and know what to do if I experience this on social media.

Possible teaching activities:
(See notes)

Real self/ideal self.. Social media

Positive body talk..

Identify changes that are to come where positive body talk may be needed.
(Secondary school pressures)

Finance Education



Finance education:

YEAR 2

- Know many different places that money can come from
- Discuss different things we can do with money inc. spending, sharing, saving
- Different ways to spend money – online, shop, card, bank transfer

YEAR 1

- Discuss experiences of spending money
- Identify 'wants' and 'needs'
- Talk about sharing and how it feels to give/share gifts/money
- What could go wrong sharing/giving money

EYFS

- Think about a time when they have been given money, e.g birthdays etc.
- Use basic vocabulary to describe how money can make them feel when they buy something

YEAR 3

- know that jobs can be paid and unpaid and some jobs pay more than others
- Talk about some jobs I might do when I'm older
- Discuss spending different amounts of money and how it feels
- Money must be looked after/respected like other things

YEAR 4

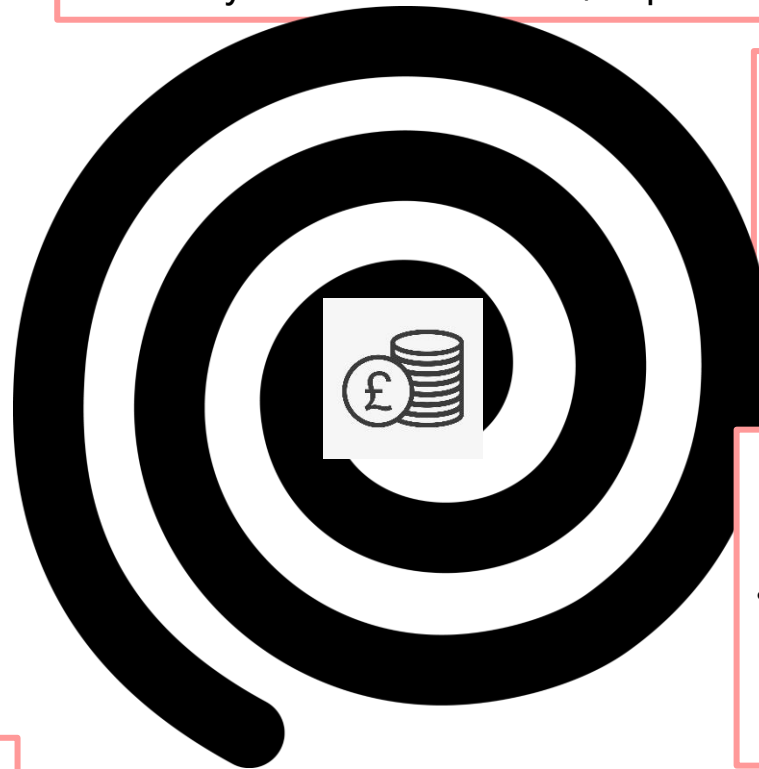
- Know that we can use money for different things
- Identify wants and needs – making choices how to spend money is important
- Understand that we can use our spending power to help others (fair trade/local)

YEAR 5

- Know that how much money earned is a factor when choosing a job
- Describe how having a job can help me achieve certain goals in life
 - Know about taxes and why we pay them
 - Keeping track of your money is important

YEAR 6

- Being aware of feelings around money when we can't afford to buy things
- Choices around money are sometimes difficult
- Identify ways to save and advantages to saving money
- Know that you can borrow money but it comes at a cost



**PSHE across other
subjects**

PSHE – across the curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Human Body – parts Ways in which we are unique</p> <p>Different communities (church/school/family)</p> <p>Belonging/baptism</p>	<p>To think about Children’s lives in the past and the changes that have happened</p> <p>Appreciate other religions *Buddhism/</p>	<p>Religious beliefs in Britain after the Romans</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p>	<p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To consider lives of people living in other places, and people with different values and customs.</p> <p>Democracy/Law/Justice</p>	<p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To consider lives of people living in other places, and people with different values and customs. (Judaism)</p> <p>To consider the lives of others who live in other places</p>	<p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>Respecting other cultures (locality)</p> <p>Children as workers (Victorian time) discussion and debate & changes to rights today</p>
Spring	<p>Christmas/Easter traditions</p> <p>Significant events of other’s lives compared to own (Ernest Shackleton – explorer)</p>	<p>To consider the lives of others who live in other places (Africa)</p> <p>Rosa Parks – discrimination/ racism/ social action</p> <p>Greta Thunberg – having a voice</p>	<p>Food types and what they give us</p> <p>Festivals and traditions from other cultures/religions</p>	<p>To consider lives of people living in other places, and people with different values and customs. (and RE)</p> <p>Being a critical consumer (Fairtrade) -Research and debate topical issues -Money comes from different sources</p> <p>Digestive system/healthy teeth</p>	<p>Learn about the role that money plays in peoples’ lives (wealthy/poor) – Tudors</p> <p>*Critically examine what is presented in social media (portraits Tudors)</p> <p>Life cycles</p>	<p>Work within a budget restriction for a meal (war rationing)</p> <p>Circulatory system/ healthy heart</p> <p>Smoking/ Exercise</p>
Summer	<p>Appreciate other religions *Buddhism/Judaism History of railways/ holidays and leisure time – (seaside)</p>	<p>Appreciate other religions *Islam Local religions - respect Exercise/Germs spread Life cycles</p>	<p>Life in the Egyptian times – health/well being</p>	<p>How religious/non –religious people care for the environment (Citizenship/global neighbours)</p>	<p>Religious/ non-religious rituals Lives of the rich and poor (historically)</p>	<p>Effects of WW1/WW2.. Male and female stereotypes</p>

Subject Key

Physical Education, Religious Education, Science, History, Geography, DT

Supporting SEND in PSHE...



To ensure all pupils have access to HQT

- Spiral Curriculum (concepts revisited to embed learning, lesson content introduced in age appropriate ways)
- **'Discussion/Debate'** based lesson content (modelling thinking aloud, partner talk, scenarios – age/need appropriate)
- Vocabulary (**explicitly taught, pre-teaching** if necessary, visual aids, celebrated)
- **Learning journeys** (to support what came before/coming next)
- Personalised discussions if child is not yet at the level of maturity/understanding of other pupils

To create a positive and inclusive environment for all learners...

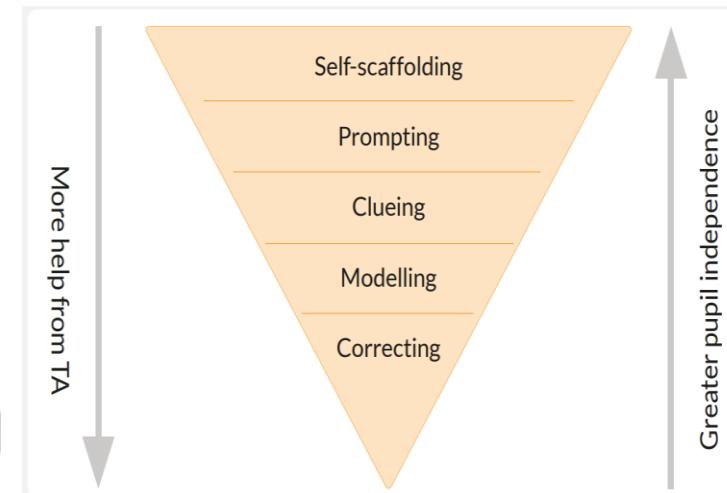
- **Safe and respectful environment** – all opinions valued and appreciated
- **Praise** ('wisdom' dojos, Maths award, TT Rockstars certificates)
- Visual aids (**pictures, videos, scenarios, books,**
- **Differentiated questioning** suitable to maturity
- Partner talk, discussions and feedback (reasoning, **TTYP**, non-verbal feedback)

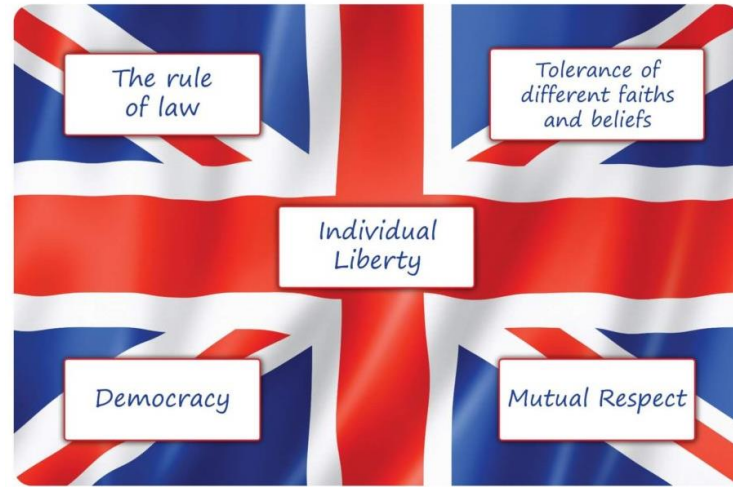
To assess and implement targeted intervention

- AFL strategies used to identify cdn for **discussion based interventions**
- Access to **high-quality interventions** (Socially speaking, Lego Therapy, Time to Talk, Speech/Language)
- Time **ring-fenced** for Personal/Social/Emotional intervention

To deploy support staff effectively

- TAs aware of **Personal/Social/Emotional targets** on SEN plans
- TA models high-level vocabulary/supports and **encourage rich topical discussions**
- **TA focus on understanding** rather than task completion
- Frequent discussions/unit CPD shared between CTs





British values across the PSHE curriculum

MUTUAL RESPECT/
TOLERANCE








INDIVIDUAL LIBERTY

RULE OF LAW

DEMOCRACY

PSHE in the EYFS

Children's personal social and emotional development is a priority in the EY, which is why PSED is interwoven into all elements of the framework.

Key area:	Nursery	Reception	Learning Opportunities
Personal, social and emotional development			
Self regulation	<ul style="list-style-type: none"> Follow 2 step instructions Show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Focus on a member of staff for a short period of time Select and use activities and resources, with help when needed 	<ul style="list-style-type: none"> View themselves as a valuable individual recognising their strengths Begin to moderate their feelings in social situations Tolerate delay and show patience for a short period of time Follow instructions with more than 2 steps Give focused attention to a staff member managing simple distractions 	 <p>Individuality</p> <ul style="list-style-type: none"> Daily Routines Circle/Story time Collective/Class worship Reflection spaces Book votes
Managing self	<ul style="list-style-type: none"> Select and choose resources to help them reach a goal Increasingly follow rules Develop appropriate ways of being assertive (Stop, I don't like it.) Begin to describe a recognise simple feelings – sad, happy, angry, worried, tired, scared 	<ul style="list-style-type: none"> Express their feelings and develop respect and awareness of the feeling of others Show growing confidence in trying new activities Show resilience when faced with a challenge Manage their own needs/wellbeing (washing their hands, dressing, toileting, choices) Explain the reason for rules and actively try to meet them 	 <p>Choice</p>  <p>Friendship/ other relationships</p>
Building relationships	<ul style="list-style-type: none"> Become more confident with others in social situations Play with one or more children extending and contributing to the play Begin to find simple resolutions to problems (take turns being the main character in a role play) Begin to grasp how someone else might feel 	<ul style="list-style-type: none"> Build constructive and respectful relationships with adults and peers Consider the perspectives of other people Work and play cooperatively Show growing sensitivity to the needs of others Form positive attachments 	 <p>Health</p>  <p>Friendship/ other relationships</p>
Understanding the world			
Past & Present	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family history 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Significant people Festivals Real world studies e.g farming, emergency services RE/worship
People, Cultures & Communities	<ul style="list-style-type: none"> Recognise special people to them and who can help at home and at school To know that people celebrate special times in different ways Develop positive attitudes about the differences between people Talk about a member of their immediate family Know that there are different countries in the world and talk about differences they have seen or experienced 	<ul style="list-style-type: none"> Show an interest in different occupations and recognise people who can help them – emergency services etc. Recognise some similarities and differences between life in this country and life in other countries. Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of the community Recognise that people have different beliefs and celebrate special times in different ways 	 <p>Belonging</p>  <p>Families and community</p>
The Natural World	<ul style="list-style-type: none"> Use their senses to practically explore natural materials Plant seeds and take care of plants Understand the key features in the life cycle of a plant and an animal Recognise the need to care for the natural world 	<ul style="list-style-type: none"> Explore the natural world around them. Use their senses to describe the natural world around them Recognise some environments that are different to the one we live in Understand the effect of the changing seasons on the world around them 	

PSHE Overview - Autumn



Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Me and the wider world

- How can we make our classroom a safe and positive place to learn?
- What are consequences?
- What is the same and different about people in my class?
- What is bullying and what can I do about it?
- How can I make new friends?

- What are my hopes and fears and what can I do with them?
- How can I be responsible in school?
- Why are manners important? (*magic words, basic manners in school*)
- Do gender stereotypes exist?
- Why does bullying happen and how can I stand up for others?
- Can people be different and still be friends?

- How can I recognise my self worth?
- What would a dream or disaster school look like?
- How do my actions affect myself and others?
- Is the saying, 'Sticks and stones may break my bones but words will never hurt me', true?
- Why should we show respect for other people's family?
- What should someone do if their family isn't like our recipe?

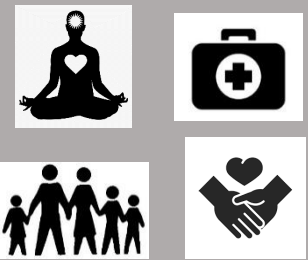
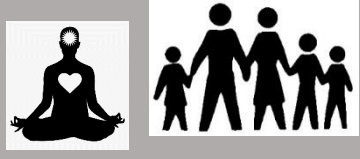


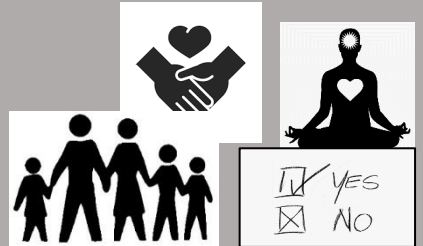


- Where do I fit in my class and school community?
- What does democracy look like in our school?
- How does the law affect us?
- What happens when we judge a book by its cover?
- How does prejudice affect disabled people?
- How am I special and why should we value uniqueness?

- What are my rights and responsibilities as a citizen of my country?
- How do my rights, responsibilities and values help me to have a voice in school?
- What is culture?
- How does village culture compare to life in the city?
- What is racism?
- Does money affect cultures?
- How can we show appreciation for what we have?

- Do all children have the same rights as me?
- How do volunteers act responsibly?
- How should my rights and responsibilities directly affect my behaviour and actions?
- Is the word normal helpful? Am I normal?
- How does prejudice impact gender?
- What is identity? (protected characteristics?)
- How can we celebrate difference instead of it causing conflict?



PSHE Overview - Spring

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping me and my relationships healthy and safe					
<ul style="list-style-type: none"> What does it mean to be healthy and unhealthy? What is personal hygiene? What is medicine and how do we do it safely? How can I show appreciation for those who help us? What is the makeup of my family? What makes a good friend? How do I like to be greeted by my friends? <div data-bbox="25 1035 331 1406">  <div data-bbox="89 1306 267 1406"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div> </div>	<ul style="list-style-type: none"> How can I keep my body healthy? How does it feel to be relaxed? What can I learn about road safety? Who keeps me safe in my family? What do I know about different responsibilities in my family? What is acceptable physical contact in family? (PANTS rule?) What causes conflict between friendships? What are good and bad secrets? (<i>Secrets impacting safety</i>) <div data-bbox="420 1106 777 1392">  <div data-bbox="420 1278 598 1378"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div>  </div>	<ul style="list-style-type: none"> What is the difference between mental and physical health? How can I tell if I am physically unwell? What alternatives are there to taking medicine? What are safe and unsafe situations outside of school? (<i>specific to rural environment e.g water, forests, farming fields</i>) What do I do in an emergency? What situations cause jealousy? What skills does a good friend need? How can I use those same skills to keep safe online? <div data-bbox="840 1035 1261 1406">  </div>	<ul style="list-style-type: none"> What can I find out about group dynamics? What is peer pressure? What is alcohol and tobacco and why do people start to use it? (inc health risks) What does consent mean for me? Who are my special people, what do I value about those relationships and how can I maintain them? What is love and loss, and how will it make me feel? Do all people get married? (<i>Focus on promise of marriage and how it has changed over time</i>) <div data-bbox="1299 1163 1719 1406">  <div data-bbox="1528 1306 1707 1406"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div> </div>	<ul style="list-style-type: none"> What can I find out about drugs and their effects? What can I find out about body image? How could body image affect my relationship with food? What am I like as a person, and has being part of my family shaped me this way? Why do some people seek power and control? <i>*right and wrong ways to stand up*</i> Real or fake? Safe or unsafe? (<i>online</i>) What rights and responsibilities come with being in an online community? <div data-bbox="1796 1106 2114 1392">  </div>	<ul style="list-style-type: none"> How can I take responsibility for my health and wellbeing? Are my dangers the same as someone living in a city? What is exploitation? What does it mean to be emotionally well? Is this the same for everyone? How can we deal with stress and pressure? How can I respect myself and my personal boundaries? Are all my relationships good for me inc online? Is it just banter? <div data-bbox="2178 1106 2535 1406">  <div data-bbox="2305 1278 2509 1392"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div> </div>

PSHE Overview – Summer Term



Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Changes in my life

- What are emotions?
- What about me has changed or stayed the same?
- How has my body changed since I was a baby?
- What can I find out about girls and boys' bodies?
- What changes if any, have happened in my life?
- What does it mean to learn and grow?

- How can I notice emotional changes?
- How do you grow from young to old?
- Where am I on the young – old scale and how can I tell? *E.g losing teeth, what do/eat or drink*
- What parts of boys and girls bodies are private?
- Why are we all different, and is it ok?
- Looking ahead, what am I looking forward to next year?

- What do I do in my own time that makes me happy/sad?
- Can you describe a range of feelings and how to deal with them?
- How do bodies change in the growing process?
- What changes are happening inside my body?
- How do I feel about growing up and changing?
- **Will I have the same likes and dislikes all my life? (Stereotypes-age and gender)**
- How can I best look at challenges and new beginnings?

- What makes me feel calm and how/when does this feeling change?
- Why is it important to know your mind? (*triggers, calming strategies*)
- Are we expected to deal with emotions differently as we get older? (*emotional intelligence, dealing with anger in healthy/unhealthy ways*)
- What does puberty look like for girls and boys?
- What are circles of change?
- Why is it important to accept change? (*approach to change can be managed*)

- How can I recognise intense feelings?
- How can I look after myself during puberty? (*Physical/e.g cleanliness and emotional changes*)
- Why do people choose to have a baby and start families?
- What is menstruation?
- How does my responsibility change as I become a teenager?
- What values/strategies for dealing with change can I carry forward into my final year of primary school?

- What questions do you have about your body, your feelings and your lifestyle?
- What can I learn about conception?
- How does a baby develop through conception to being born?
- Are there more helpful and productive ways we can measure ourselves than just appearance?
- What is the difference between my real and ideal self? **self esteem**
- Is fitting in more important than staying true to yourself?
- Looking ahead, what are my dreams for myself and the world?

