

All year groups to teach children a range of mindfulness activities eg: activities to encourage children to laugh, relaxation techniques, breathing exercises, and improving focus activities, during the first week of each half term, and these to be revisited regularly by the children. They will also have dedicated time each half term to learn to play a range of board games in class.

FS to these texts; You choose [Autumn term] and giraffes can't dance [summer term].

PSHE	<h2>Key Stage 1</h2>		
Year	Autumn	Spring	Summer
One	<p>British Values Understanding right and wrong</p> <p>Health and well-being What is meant by a healthy lifestyle. How to maintain physical, mental and emotional health well-being. Ways of keeping physically and emotionally safe. Ways to deal with change and loss.</p> <p><u>Elmer-To like the way I am.</u></p>	<p>British Values Understanding right and wrong</p> <p>Relationships Be able to communicate their feelings to others. Understand their behaviour can affect others. Know the importance of not keeping secrets that make you feel uncomfortable. Recognise when people are being unkind and know how to respond. (including teasing/bullying) Begin to recognise bullying or abuse (including prejudice-based bullying both in person, online and through social media). Know there are differences and similarities between people that arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability and know that there are consequences of discrimination against these. (including cyber bullying, trolling etc) To show a responsibility not to accept 'dares' that put yourself or others in danger.</p>	<p>SRE Growing and Caring for Ourselves Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3 Families and care</p> <p>British Values Understanding right and wrong</p> <p>Living in the wider world To help construct and follow class rules. To know that people and other living things have rights and we all have a responsibility to protect them. To know they are 'unique'- there will never be another 'them'. To know who the 'special' people are in society, who look after them, and how they can contact them.</p> <p><u>Something else-being different and accepting differences.</u></p>

PSHE	<h1>Key Stage 1</h1>		
Year	Autumn	Spring	Summer
Two			<p>SRE Differences Lesson 1: Differences between boys and girls Lesson 2: Male and Female Lesson 3: Naming the body parts.</p>
	<p>British Values Understanding right and wrong</p>	<p>British Values Understanding right and wrong</p>	<p>British Values Understanding right and wrong</p>
	<p>Health and well-being How to maintain physical, mental and emotional health well-being. Ways of keeping physically and emotionally safe. (including responsible ICT use). What is meant by 'privacy' and their right to keep some things 'private', showing respect for other people's privacy. Who to go to if they are worried about something. Recognise they share a responsibility to help keep themselves safe- knowing when to say 'yes', 'no' 'I'll ask' and 'I'll tell. (Including knowing that they do not need to keep secrets.)</p> <p><u>The great big book of families-to understand what diversity is</u></p>	<p>Relationships Be able to communicate their feelings to others and recognise and respond to others feelings. Understand their behaviour can affect others, to recognise what is fair or unfair, right or wrong. To judge what kind of physical contact is acceptable or unacceptable and know who to tell. To develop simple strategies to resolve simple arguments through negotiation. To identify and respect the differences and similarities between people. To identify who are the special people to them, and how to behave towards them. Begin to recognise bullying and abuse (including prejudice-based bullying both in person, online and through social media). To develop strategies to resist teasing/bullying. Know there are differences and similarities between people that arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability and know that there are consequences of discrimination against these. (including cyber bullying, trolling etc) To show a responsibility not to accept 'dares' that put yourself or others in danger. <u>The first slodge-how we share the world with other people.</u></p>	<p>Living in the wider world Know how they can contribute to school life. To know that people and other living things have rights and we all have a responsibility to protect them. To know they belong to different groups and communities. To know what harms or improves their local environments and develop skills to care for these. To know money comes from different sources, and can be used for different purposes (eg spending, saving). To look at the role money plays in their lives, how to keep it safe, choices they have and things that influence the ways they spend it. To know who the 'special' people are in society, who look after them, and how they can contact them.</p> <p><u>Blown away [to be able to work with everyone in my class].</u></p>

PSHE	Key Stage 2		
Year	Autumn	Spring	Summer
Three	KiVa 1 KiVa 2 KiVa 3 KiVa 4	KiVa 5 KiVa 6 KiVa 7	KiVa 8 KiVa 9 KiVa 10 KiVa questionnaire
			SRE Valuing difference and keeping safe Lesson 1: Differences Male and female Lesson 2: Personal space Lesson 3: Family differences
	British Values Mutual respect	British Values Democracy- a sound knowledge of how the UK is governed	British Values Individual liberty and tolerance of those of different faiths and beliefs
	Health and well-being To know ways to improve their physical and mental health. To make informed choices and understand the concept of a 'balanced lifestyle'. To know they have the choice to develop skills to eat healthily. To talk about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. To understand that they have the right to protect their body from inappropriate and unwanted contact. To develop strategies for keeping physically and emotionally safe including road and safety in the environment (including rail, water and fire safety). Understand the responsible use of mobile phones: safe	Relationships To recognise and respond appropriately to a wider range of feelings in others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To judge what kind of physical contact is acceptable or unacceptable and how to respond. Develop an understanding of the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	Living in the wider world To discuss topical issues. To know why rules are made and enforced. To know we have basic human rights. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. <u>Beegu- to be welcoming, so no outsiders.</u>

	<p>keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p><u>This is our house-to understand what discrimination means</u></p>	<p>To include an understanding of personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we still all have rights to privacy.</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>Know there are differences and similarities between people that arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability and know that there are consequences of discrimination against these. (including cyber bullying, trolling etc)</p> <p>To show a responsibility not to accept 'dares' that put yourself or others in danger.</p>	
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PSHE	Key Stage 2		
Year	Autumn	Spring	Summer
Four	KiVa 1 KiVa 2 KiVa 3 KiVa 4	KiVa 5 KiVa 6 KiVa 7	KiVa 8 KiVa 9 KiVa 10 KiVa questionnaire
			SRE Growing up Lesson 1: Growing and changing Lesson 2: body changes and reproduction Lesson 3: What is puberty
	British Values Democracy- a sound knowledge of how the UK is governed	British Values An understanding that participation in elections by those opposed to democracy should be allowed by law.	British Values To know that the success of militant or groups opposed to democracy, is undesirable for the well-being of society- if it leads to end of democracy.
	Health and well-being To know ways to improve their physical and mental health. To recognise images in the media are not a true reflection of reality. To reflect on and celebrate their own achievements, and set goals for themselves. To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact. To develop strategies for keeping physically and emotionally safe including road and safety in the environment (including rail, water and fire safety).	Relationships To recognise and respond appropriately to a wider range of feelings in others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment .	Living in the wider world To research and discuss topical issues. To know why and how rules are made and enforced. And why they are needed in different situations. To know we have basic human rights. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.

	<p>Understand the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p><u>Picnic in the park-to learn about different families</u></p>	<p>To judge what kind of physical contact is acceptable or unacceptable and how to respond. Develop an understanding of the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To include an understanding of personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we still all have rights to privacy.</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).#</p> <p>Know there are differences and similarities between people that arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability and know that there are consequences of discrimination against these. (including cyber bullying, trolling etc)</p> <p>To show a responsibility not to accept 'dares' that put yourself or others in danger.</p>	<p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p><u>The way back home-to overcome language barriers</u></p> <p><u>Red-A crayon's story. To be who you want to be.</u></p>
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PSHE	Key Stage 2		
Year	Autumn	Spring	Summer
Five	KiVa 1 KiVa 2 KiVa 3 KiVa 4	KiVa 5 KiVa 6 KiVa 7	KiVa 8 KiVa 9 KiVa 10 KiVa questionnaire
			SRE Puberty Lesson 1: Talking about puberty Lesson 2: Male and female changes Lesson 3: Puberty and hygiene
	British Values The rule of law-knowledge and understanding of the role of the law and justice system in our society and how laws are shaped and enforced	British Values Democracy- develop a sound knowledge of role of the political system in the UK	British Values Understanding how citizens can participate actively and can have an influence on the democratic systems of government
	Health and well-being To know ways to improve their physical and mental health. To recognise images in the media are not a true reflection of reality. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience and to keep themselves safe. To know how pressure to behave in unacceptable, unhealthy or risky ways can	Relationships To recognise and respond appropriately to a wider range of feelings in others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To know that marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.	Living in the wider world To research and debate topical issues. To know why and how rules are made and enforced. And why they are needed in different situations.- take part in making rules. To know we have basic human rights. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support. Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

	<p>come from a variety of sources, including people they know and the media.</p> <p>To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>To develop strategies for keeping physically and emotionally safe including road and safety in the environment (including rail, water and fire safety).</p> <p>Understand the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p><u>Where the poppies now grow-to learn from our past</u></p>	<p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To know that two people, who love and care for one another, can be in a committed relationship, and not be married or in a civil partnership.</p> <p>Develop an understanding of the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To include an understanding of personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we still all have rights to privacy.</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>Know there are differences and similarities between people that arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability and know that there are consequences of discrimination against these. (including cyber bullying, trolling etc)</p> <p>To show a responsibility not to accept 'dares' that put yourself or others in danger.</p>	<p>To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p><u>And tango makes three-to accept people who are different from me.</u></p>
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PSHE	Key Stage 2		
Year	Autumn	Spring	Summer
Six	KiVa 1 KiVa 2 KiVa 3 KiVa 4	KiVa 5 KiVa 6 KiVa 7	KiVa 8 KiVa 9 KiVa 10 KiVa questionnaire
			SRE Puberty and reproduction Lesson 1: Puberty and reproduction Lesson 2: Relationships and reproduction Lesson 3: Conception and pregnancy
	British Values Individual liberty and tolerance of those of different faiths or beliefs. Develop an interest in and commitment to, participation in volunteering in the community as well as other forms of responsible activity.	British Values An understanding that bodies such as the police and army can be held to account to the people, through the democratic organs of government.	British Values Are equipped with the skills to think critically and debate political questions. To enable them to manage their money on a day to day basis, and plan for future financial needs. To know we have basic human rights.
	Health and well-being To know ways to improve their physical and mental health. To recognise images in the media are not a true reflection of reality. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To talk about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an	Relationships To recognise and respond appropriately to a wider range of feelings in others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To judge what kind of physical contact is acceptable or unacceptable and how to respond. To know that two people, who love and care for one another, can be in a committed relationship,	Living in the wider world To research and debate topical issues. To know why and how rules are made and enforced. And why they are needed in different situations.- take part in making rules. To know we have basic human rights. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support. Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'

	<p>opportunity to build resilience, and to keep themselves safe.</p> <p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>To develop strategies for keeping physically and emotionally safe including road (including cycle safety- the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p> <p>Understand the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p><u>The whisperer-to stand up to discrimination</u></p>	<p>and not be married or in a civil partnership. Also, that forcing anyone to marry is a crime; know that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</p> <p>Develop an understanding of the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To include an understanding of personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we still all have rights to privacy.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>Know there are differences and similarities between people that arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability and know that there are consequences of discrimination against these. (including cyber bullying, trolling etc)</p> <p>To show a responsibility not to accept 'dares' that put yourself or others in danger.</p>	<p>(e.g. their contribution to society through the payment of VAT)</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p><u>The island-to challenge the causes of racism.</u></p>
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