

# SUBJECT CURRICULUM LONG TERM PLAN

Subject: PSHE

SEPTEMBER 2021

V: 10.05.21

# PSHE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SEAL THEMES	Who we are?	Getting on and Falling Out	Mental Health and Wellbeing	Belonging- be who you are	Relationships	Changing and Moving on
YR R SEAL	<b>New beginnings</b> <b>Including:</b> Taking turns and playing with others; Recognising and naming feelings <b>x3 lessons</b>	<b>Getting on and falling out</b> Making up after falling out, managing angry feelings <b>x4 lessons</b> <b>Say no to bullying (Anti bullying week)</b>	<b>Mental Health &amp; Wellbeing</b> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Naming feelings and ways to calm down <b>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</b> <b>x3 lessons</b>	<b>Good to be me</b> <b>B&amp;H GTBM Lessons</b> Identify & Belonging – Similarities and Differences – with a focus on home food <b>x2 lessons</b>	<b>Relationships</b> Understanding how it feels to miss someone and how to make myself feel better <b>B&amp;H PSHE team Loss &amp; Bereavement Lessons.</b> <b>x2 lessons</b>	<b>Changes</b> Knowing how changes can make me feel and knowing some ways to cheer people up when they are sad. <b>x3 lessons</b> <b>Going for goals</b> Trying new things in my learning and say how they have gone.
YR R PSHE	<b>Protective Behaviours</b> <b>B&amp;H PSHE Team</b> <b>Feeling Good Feeling Safe</b> <b>x4 lessons</b>	<b>Family Diversity-</b> All sorts of families <b>x3 lessons</b>	<b>Environmental safety &amp; Drugs Education -B&amp;H PSHE Team</b>	<b>Gender-B&amp;H PSHE team</b> <b>Lunchboxes</b> Challenging Gender Stereotypes	<b>Global Citizenship</b> My school community <b>Global Week</b>	<b>Relationship &amp; Sex Education (RSE)-</b> <b>B&amp;H PSHE team</b> <b>RSE lessons</b> <b>x3 lessons</b>

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			<i>Keeping Healthy &amp; safe- X3 lessons</i>	<i>X2 lessons</i>	(link to geography topics)	
<b>YR 1 SEAL</b>	<b>New beginnings:</b> Feeling scared/sad and feeling better , ideal school H1.4, R1.1, R1.2 <b>X3 lessons</b>  <b>Democracy</b> school council E1.1, E1.2,E1.3 <b>X1 lessons</b>	<b>Getting on and falling out</b> What makes a good friend, active listening, peaceful problem solving R1.1, R1.2, R1.5, R1.6,R1.9, <b>x3 lessons</b> <b>Say no to bullying (Anti bullying week)</b> R1.4,R1.11,R1.12,R1.13, H1.13, H1.14	<b>Mental Health &amp; Wellbeing</b> <i>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</i> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Power of kindness KS1 H1,3,11,12,,13,14,15,16,17,18,19 <b>x3 lessons</b>	<b>Good to be me</b> <i>B&amp;H GTBM Lessons</i> Focus on Identity and belonging – exploring race and ethnicity H1.2,H1.3 ,H1.4, R1.1, R1.4, R1.5, E1.4 <b>x 2 lessons</b>	<b>Relationships</b> Explore feelings of jealousy and coping strategies; explore ways to feel better when you feel hurt without hurting others. R1.9 <b>x 2 lessons</b>	<b>Changes</b> Human timelines, natural changes and changes we can make ourselves H1.8, H1.9 <b>x 3 lessons</b> Knowing about different and own preferred learning style , setting a goal, avoiding distractions KS1 H11,12,13,14,15,,16,18,,19,20, 24, 27 <b>x 2 lessons</b>
<b>YR 1 PSHE</b>	<b>Environmental safety &amp; Drugs Education-</b> <i>B&amp;H PSHE Team Keeping Healthy &amp; safe-</i> H1.1,H1.2,H1.11,H1.12 <b>x3 lessons</b>	<b>Gender-</b> <i>B&amp;H PSHE team Toys Challenging Gender Stereotypes</i> R1.1, R1.2, R.4, R1.5, R1.8, R1.12, R1.13 <b>X2 lessons</b>  <b>Money Management</b> E1.6, E1.7 <b>X lessons</b>  <b>Internet Safety</b> (taught through ICT) H1.12, H1.13, H1.14	<b>Gypsy Roma traveller education (GRT) B&amp;H PSHE Team Kushti Atchin Tan)</b> R1.8 <b>x3 lessons</b>	<b>Protective Behaviours -</b> <i>B&amp;H PSHE Team Feeling Good Feeling Safe</i> H1.13,H1.14, R1.3, R1.10, R1.11 <b>X4 lessons</b>	<b>Global Citizenship</b> Identity and belonging including: Similarities and differences in our school community R1.8; E1.4 <b>Global Week</b>	<b>RSE- including family diversity</b> <i>B&amp;H PSHE team RSE lessons</i> H1.1,H1.6,H1.8, H1.9, H1.10 R1.8 <b>x3 lessons</b>
<b>YR2 SEAL</b>	<b>New beginnings</b>	<b>Getting on and falling out x 3 lessons</b>	<b>Mental Health &amp; Wellbeing</b>	<b>Good to be me B&amp;H GTBM Lessons</b>	<b>Relationships</b> Explore love and feeling cared for;	<b>Changes</b>

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	<p>Personalised behaviour expectations and how to include everybody H1.4, R1.1, R1.2 E1.1 E1.2 <b>X2 lessons</b> <b>Democracy</b> school council E1.1, E1.2,E1.3 <b>x 1 lessons</b> (link to geography)</p>	<p>Seeing others points of view, working with others skills, H1.4, R1.1, R1.2, R1.4, R1.6,R1.7 <b>Say no to bullying (Anti bullying week)</b> R1.4,R1.11R1.11, R1.13, H1.13, H1.14</p>	<p>Exploring concepts of MH&amp;WB, big feelings; 5 ways to well-being: Importance of sleep <b>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</b> <b>X4 lessons</b> KS1 H1,3,4,9,11,1,21,31, 4,15,16,1,7,18,18</p>	<p>Focus on Identity and belonging – exploring race and ethnicity H1.2,H1.3 ,H1.4, R1.1, R1.4, R1.5, E1.4 <b>x 2 lessons</b></p>	<p>and explore loss and coping strategies H1.5 <b>B&amp;H PSHE team Loss &amp; Bereavement Lessons</b> <b>X 2 lessons</b></p>	<p>Understanding what a habit is and how to change them, H1.1, R1.2,R1.7,E.1.3 <b>x3 lessons</b> <b>Going for goals</b> Setting realistic goals, <b>X2 lessons</b> KS1 H11,12,13,14,15,,16 ,18,,19,20, 24, 27</p>
<b>YR2 PSHE</b>	<p><b>Environmental safety &amp; Drugs Education - B&amp;H PSHE Team</b> <b>Keeping Healthy &amp; safe-</b> H1.11,H1.12, H1.14 <b>x3 lessons</b></p> <p><b>Poverty Proofing</b> <b>X 2 lessons</b></p> <p><b>Healthy Eating</b> (taught through science, PE &amp; DT) H1.1, H1.2</p>	<p><b>Careers &amp; Gender</b> E1.8 <b>X 2 lessons</b> R1.1, R1.2, R.4, R1.5, R1.8, R1.12, R1.13</p> <p><b>Money Management</b> <b>X lessons</b> E1.6, E1.7 <b>Internet Safety</b> (taught through ICT) H1.12, H1.13, H1.14</p>	<p><b>Disability Equality Education- B&amp;H PSHE Team</b> <b>Nothing About Me Without Me Lessons</b> R1.1, R1.2,R1.8, R1.12, R1.13 <b>x3 lessons</b></p>	<p><b>Protective Behaviours - B&amp;H PSHE Team</b> <b>Feeling Good Feeling Safe</b> H1.13,H1.14, R1.3, R1.10, R1.11 <b>X4 lessons</b></p>	<p><b>Global citizenship</b> Including: my community and Multicultural Britain E1.4, R1.8 <b>Global Week</b> (link to geography)</p>	<p><b>RSE</b> <b>B&amp;H PSHE team RSE lessons</b> H1.2, H1.10, H1.13, R1.2,R1.5,R1.8, R1.9, R1.11 <b>x3 lessons</b></p>
<b>YR3 SEAL</b>	<p><b>New beginnings</b> Welcoming and valuing others; personalised behaviour goals R2.1, R2.2, R2.3, E2.2, E2.4, E2.5 <b>X2 lessons</b> <b>Democracy</b> school council E2.4, E2.5 <b>x 1 lessons</b></p>	<p><b>Getting on and falling out</b> Recognising your triggers, how the body responds to anger, calming down strategies and win win solutions. H2.1, H2.5, H2.6, R2.1, R2.3,R2.5, R2.8, R2.10, E2.6 <b>x5 lessons</b></p>	<p><b>Mental Health &amp; Wellbeing</b> Exploring concepts of MH&amp;WB, big feelings; 5 ways to well-being: Developing a ‘strong mind’- resilience KS2 H14,15,16,17,18,21, 22</p>	<p><b>Good to be me</b> <b>Good to be me B&amp;H GTBM Lessons</b> Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice H2.1, H2.2, H2.4, H2.5, R2.1, R2.3,</p>	<p><b>Relationships</b> Exploring shame, guilt and making amends. R2.2 , R2.3 <b>X 2 lessons</b></p>	<p><b>Changes</b> Different types of changes, coping with difficult feelings about changes, H2.1,H2.6, H2.7,R21.1 <b>x 2 lessons</b> <b>Going for goals</b> Taking responsibility for own behaviour and learning, setting</p>

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		<b>Say no to bullying(Anti bullying week)</b> E2.3, R2.5, R2.6, R2.12 R2.14	<i>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</i> <b>x3 lessons</b>	R2.5,R2.8,R2.11, R2.14, E2.9 <b>x 1 lessons</b> <i>B&amp;H PSHE Team Flo's Funny feelings</i> H2.1, H2.5, H2.6, R2.8 <b>X 2 lessons</b>		a goal and planning how to achieve it. KS2 L25,26,28,31,
<b>YR3 PSHE</b>	<b>Drugs &amp;Alcohol Education -B&amp;H PSHE Team Keeping Healthy &amp; safe-</b> H2.2,H2.6,H2.8,H2.9, H2.10, H2.12,H2.13,H2.15, H2.16, R2.13, <b>X3 lessons</b>  <b>Internet Safety</b> (taught through ICT) H2.20,H2.21,H2.22	<b>Gender-</b> Gender Identity & stereotyping <i>B&amp;H PSHE team Be who you are lessons</i> R2.11, H2.1, R2.14 <b>x3 lessons</b>  <b>Healthy Eating</b> (taught through science, PE & DT)H2.3, E2.1	<b>Money Management</b> E2.11, E2.12 <b>X lessons</b>	<b>Protective Behaviours -</b> <i>B&amp;H PSHE Team Feeling Good Feeling Safe</i> H2.2, H2.5, H2.6, H2.10, H2.12, H2.13, H2.20,, H2.22, R2.1, R2.2, R2.3, R2.5, R2.6, R2.7, <b>X4 lessons</b>	<b>Global Citizenship</b> Being a global citizen E2.1,E2.4,E2.9,E2.10,R2.11, R2.14 <b>Global Week</b> (link to geography)	<b>RSE</b> <i>B&amp;H PSHE team RSE lessons including Family Diversity</i> H2.1, H2.10, H2.12, H2.17, H2.18, H2.19, H2.22, H2.6, , R2.2, R2.3, R2.4, R2.14 <b>X4 lessons</b>
<b>YR4 SEAL</b>	<b>New beginnings</b> Roles and responsibilities in school, coping with new situations E2.2, E2.4, E2.5, E2.6 <b>x 2 lessons</b> <b>Democracy</b> school council E2.4, E2.5 <b>x 1 lessons</b>	<b>Getting on and falling out</b> Not losing your cool-regulating your emotions and group work skills R2.1,R2.3 R2.5, R2.7, R2.8, R2.9, R2.10, E2.6, <b>X3 lessons</b> <b>Say no to bullying(Anti bullying week)</b> E2.3, R2.5, R2.6, R2.12 R2.14	<b>Mental Health &amp; Wellbeing</b> <i>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</i> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Notice, including mindfulness KS2 H14,15,16,17,18,19, 20 ,21,22 <b>x3 lessons</b>	<b>Good to be me</b> <i>Good to be me B&amp;H GTBM Lessons</i> Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice H2.1, H2.2, H2.4, H2.5, R2.1, R2.3, R2.5,R2.8,R2.11, R2.14, E2.9 <b>x 1 lessons</b> <b>B&amp;H Poverty Proofing Lessons</b>	<b>Relationships</b> Exploring Loss and coping strategies. H2.7, R2.2 , R2.3 <i>B&amp;H PSHE team Loss &amp;Bereavement X2 lessons</i>	<b>Changes</b> Coping with unwanted changes, giving and asking for help H2.6, H2.7, H2.22,R2.1, R2.2 <b>X2 lessons</b> <b>Going for goals</b> Identifying barriers, setting goals to overcome barriers, giving and accepting advice <b>x2 lessons</b> KS2 H24, 29,36 L25

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				R2.11, R2.14, E2.1, E2.4, E2.11 <b>X2 Lessons</b>		
<b>YR4 PSHE</b>	<b>Drugs &amp; Alcohol Education -B&amp;H PSHE Team Keeping Healthy &amp; safe-</b> H2.2,H2.6,H2.8,H2.9, H2.10, H2.12,H2.13,H2.15, H2.16, R2.13, E2.1 <b>X 3 lessons</b>  <b>Internet Safety</b> (taught through ICT) H2.20,H2.21,H2.22	<b>Disability Equality Education</b> <b>B&amp;H PSHE Team</b> <b>Nothing About Me Without Me Lessons</b> R2.12, R2.14 <b>X4 lessons</b>	<b>Money Management</b> E2.11, E2.12 <b>X lessons</b>  <b>Healthy Eating</b> (taught through science, PE & DT) H2.3, E2.1	<b>Protective Behaviours - B&amp;H PSHE Team</b> <b>Feeling Good</b> <b>Feeling Safe</b> H2.2, H2.5, H2.6, H2.10, H2.12, H2.13, H2.20,, H2.22, R2.1, R2.2, R2.3, R2.5, R2.6, R2.7 <b>X4 lessons</b>	<b>Global Citizenship</b> Challenging media stereotypes ( eg: gender, cultural, refugees etc) E2.2,E2.9,E2.10,E2.16, R2.8, H2.12, R2.14, H2.19 <b>Global Week</b> (link to geography)	<b>RSE- B&amp;H PSHE team</b> <b>RSE lessons</b> H2.1, H2.6, H2.10, H2.12, H2.17, H2.18, H2.19, H2.22, R2.14 <b>X4 lessons</b>
<b>YR5 SEAL</b>	<b>New beginnings</b> Understanding how to learn well together and to compromise. Coping with uncomfortable feelings. H2.6,R2.1, R2.3, R2.5, E2.6 <b>X2 lessons</b> <b>Democracy</b> Understanding the rule of law and school council E2.2 ,E2.4, E2.5 <b>x 1 lesson</b>	<b>Getting on and falling out</b> Appreciating friendships and trying not to demand too much. Taking responsibility, resolving conflicts peacefully. R2.1, R2.5, R2.7, R2.8, R2.10 <b>X3 lessons</b> <b>Say no to bullying(Anti bullying week)</b> E2.3, R2.5, R2.6, R2.12 R2.14	<b>Mental Health &amp; Wellbeing</b> <b>B&amp;H PSHE Team</b> <b>Mental Health &amp; Wellbeing Lessons</b> Exploring concepts of MH&WB, the ups and downs of mental health; sleep and bedtime routines;5 ways to well-being: active KS2 H1,2 ,3 ,4 7,8,13,15, 16,19,20 <b>x3 lessons</b>	<b>Good to be me</b> <b>Good to be me</b> <b>B&amp;H GTBM</b> <b>Lessons</b> Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice H2.1, H2.2, H2.4, H2.5, R2.1, R2.3, R2.5,R2.8,R2.11, R2.14, E2.9 <b>x 2 lessons</b>	<b>Relationships- B&amp;H PSHE Team</b> <b>Kushti Atchin Tan</b> <b>Gypsy Roma traveller education (GRT)</b> R2.11, R2.14 <b>x 3 lessons</b>	<b>Changes</b> Common responses to change, feeling insecure and unconfident, recognising our 'sore spots' H2.1, H2.5, H2.6, H2.7 R2.3,R2.5, R2.10, <b>x2 lessons</b> <b>Going for goals</b> Knowing the skills of a good learner and identifying areas for development in myself KS2 H24, 29,36 L25,26,27,2,8,29,30 ,31,32

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<b>YR5 PSHE</b>	<b>Drugs &amp; Alcohol Education- <i>B&amp;H PSHE Team Keeping Healthy &amp; safe-</i></b> H2.2,H2.8,H2.9, H2.10,H2.12,H2.13,H2.15 ,H2.16,R2.13, E2.1, E2.16 <b>X3 lessons</b>  <b>Internet Safety</b> (taught through ICT) H2.20,H2.21,H2.22	<b>Gender-<i>B&amp;H PSHE Team Like A Child lessons</i></b> Challenging stereotypes H2.12, R2.14, E2.16 <b>X3 lessons</b>	<b>Money Management</b> E2.11, E2.12, E2.15 <b>X lessons</b>	<b>Protective Behaviours - <i>B&amp;H PSHE Team Feeling Good Feeling Safe</i></b> H2.2, H2.5, H2.6, H2.10, H2.12, H2.13, H2.20,, H2.22, R2.1, R2.2, R2.3, R2.5, R2.6, R2.7 <b>X4 lessons</b>	<b>Global Citizenship</b> Cultural stereotyping and racism E2.4,E2.6,E2.7, E2.9, E2.10, R2.12,R2.14 <b>Global Week</b> (link to geography)	<b>RSE <i>B&amp;H PSHE team RSE lessons</i></b> H2.1,H2.6, H2.10, H2.12, H2.17, H2.18, H2.19, H2.22, R2.14, E2.16 <b>X4 lessons</b>
<b>YR6 SEAL</b>	<b>New beginnings</b> Understanding responsibilities in school; managing anxiety and stress and calming down strategies. H2.6,R2.1, R2.3, R2.5, E2.6 <b>x 2 lessons</b> <b>Democracy</b> Understanding the rule of law and school council E2.2 ,E2.4, E2.5 <b>x 1 lesson</b>	<b>Getting on and falling out</b> Differences as a barrier and the skills of working together, understanding the link between feeling s and behaviour, knowing my triggers and how to calm myself down H2.1, H2.6, R2.1, R2.5, R2.3,R2.7, R2.8, R2.10, R2.14 <b>X 3 lessons</b> <b>Say no to bullying (Anti bullying week)</b> E2.3, R2.5, R2.6, R2.12 R2.14	<b>Mental Health &amp; Wellbeing <i>B&amp;H PSHE Team Mental Health &amp; Wellbeing Lessons</i></b> Exploration of mental health; including depression and anxiety, coping strategies and when to get help 5 ways to well-being: notice , with a focus on gratitude  KS2 H13,14,15,16 18,19,20 ,21 ,22,25 <b>X4 lessons</b>	<b>Good to be me <i>Good to be me B&amp;H GTBM Lessons</i></b> Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice H2.1, H2.2, H2.4, H2.5, R2.1, R2.3, R2.5,R2.8,R2.11, R2.14, E2.9 <b>x 2 lessons</b>	<b>Relationships <i>B&amp;H PSHE team Loss &amp; Bereavement Lessons</i></b> Explore Loss and coping strategies. H2.7, R2.2 , R2.3 <b>X 2 lessons</b>	<b>Changes</b> Moving On- coping with a change of school H2.7 H2.1, H2.5, H2.6, H2.7 R2.3,R2.5, R2.10, <b>X 2 lessons</b> <b>Going for goals</b> Working toward long term goals, <b>careers and aspirations</b> , taking the first steps KS2 H24, 29,36 L25,26,27,2,8,29,30 ,31,32 <b>x 2 lessons</b>
<b>YR6 PSHE</b>	<b>Drugs &amp; Alcohol Education- <i>B&amp;H PSHE Team Keeping Healthy &amp; safe-</i></b> H2.2,H2.6,H2.8,H2.9, H2.10, H2.12,H2.13,H2.15,	<b>LBGT equality education</b> R2.14 <b>X3 lessons</b>	<b>Money Management</b> E2.11, E2.12,E2.15 <b>X lessons</b>	<b>Protective Behaviours <i>B&amp;H PSHE Team Feeling Good Feeling Safe</i></b> H2.2, H2.5, H2.6, H2.10, H2.12,	<b>Global Citizenship</b> Refugees/Islamophobia /Holocaust survivors E2.7, E2.9,E2.10, E2.13,R2.14 <b>Global Week</b>	<b>RSE- <i>B&amp;H PSHE team RSE lessons</i></b> H2.1,H2.6, H2.10, H2.12, H2.17, H2.18, H2.19, H2.22, R2.14, E21.6

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	H2.16, R2.13, E2.1, E2.16 <b>X3 lessons</b>  <b>Internet Safety</b> (taught through ICT) H2.20,H2.21,H2.22		<b>First Aid</b> (taught through science) H2.14 and assembly World First Aid Day 12 <sup>th</sup> September	H2.13, H2.20,, H2.22, R2.1, R2.2, R2.3, R2.5, R2.6, R2.7 <b>X4 lessons</b>	(link to geography)	<b>X4 lessons</b>
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# SUBJECT CURRICULUM LONG TERM PLAN

		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Whole School Approaches		Who are we?	Getting on and Falling Out	Going for Goals	Belonging –Be who you are	Relationships	Changing and Moving on
	<b>SEAL Theme</b>	<p>New Positive Behaviour Policy- introduce to children.</p> <p>Pupil Leadership elections to coincide with Democracy Day:</p> <p>Pupil Parliament</p> <p>Play Leaders</p> <p>Y6 Prefects</p> <p>SR Rights, responsibilities and rules.</p>	<p>Anger management- recognising the physical effects of anger</p> <p>Peaceful problem solving</p> <p>Say No to Bullying Week (Nov)</p>	<p>New Year's resolutions</p> <p>Talent Show- celebrate achievements</p> <p>Learning Styles</p>	<p>Relaxation techniques- yoga, exercise</p> <p>Anger management- calming down techniques</p>	<p>Language of feelings</p> <p>Bereavement</p> <p>Special People / Helping Hands</p>	<p>Transition Arrangements</p> <p>Coping with changes</p>
	<b>PSHE Topic</b>	<p>International Day of Peace 21<sup>st</sup> Sept</p> <p>European day of Languages Sept 26<sup>th</sup></p>	<p>Firework Safety 5<sup>th</sup> Nov</p> <p>Armistice Day 11<sup>th</sup> Nov</p> <p>International day of Tolerance 16<sup>th</sup> Nov</p>	<p>Fitness &amp; Healthy Eating</p> <p>Holocaust memorial day 27<sup>th</sup> Jan</p>	<p>World Book Day 6<sup>th</sup> Mar</p> <p>International women's day 8<sup>th</sup> March</p>	<p>Walk to school week(May)</p> <p>Sun Safety Assembly</p> <p>Water Safety Assembly</p>	<p>International Children's day 1<sup>st</sup> June</p> <p>GRT month (Jun)</p> <p>Refugee week (Jun)</p>



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		Harvest		LGBT History month (Feb)	World Health Day April 7 <sup>th</sup>		Sports Day- healthy lifestyle
		Black History Month (Oct)	Disability Awareness month (Nov)	UNICEF day for Change Feb 8 <sup>th</sup>		International Day against Homophobia, Biphobia and Transphobia 17 <sup>th</sup> May	Children's safety Week
		World Smile Day 4 <sup>th</sup> Oct	Alcohol Awareness Week (Nov)	Safer Internet Day 11 <sup>th</sup> Feb	Global education week(Apr)		My Money Week
		World Mental Health day 10 <sup>th</sup> oct	Road Safety week (Nov)	Mother Language Day 21 <sup>st</sup> Feb			
		International Day of the girl 11 <sup>th</sup> Oct	Aids Awareness Day(Dec 1 <sup>st</sup> )				
			Human Rights Day 10 <sup>th</sup> Dec				

St John's Primary School

## SUBJECT CURRICULUM LONG TERM PLAN



# PSHE SUBJECT AIMS

Three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

## SEAL THEMES

1. New beginnings
2. Getting on and falling out
3. Mental Health & Wellbeing
4. Belonging- Good to be me
5. Relationships
6. Changes and moving on & Going for Goals

## SUBJECT CURRICULUM LONG TERM PLAN

### **Subject rationale:** *(Consider how your subject rationale connects with the Curriculum rationale)*

At Balfour we believe that PSHE education helps pupils to develop the knowledge, skills and attributes pupils need to manage life's challenges and make the most of life's opportunities- cultural capital. There is evidence to show that PSHE education can enable pupils to understand the importance of a healthy lifestyle both in terms of their physical and emotional wellbeing and support them in developing/building healthy friendships and relationships and keep themselves safe. An effective PSHE programme can also tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about values, rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Each topic in the scheme incorporates activities to establish the starting point of learners and assess progress.

### **Threshold Concepts and Skills:** *(What are the fundamental concepts and ideas that pupils must have grasped in PSHE by the time they leave Balfour Primary School)*

By the time children leave Balfour Primary school, our hope is that they will be well on the way to developing the qualities and attributes they will need to thrive as individuals, family members and members of society. We want PSHE education to equip them to live healthy, safe, productive, capable, responsible and balanced lives. We will strive to ensure that children understand how to achieve fulfilment in their futures.

Our world is rapidly changing and whilst the content of PSHE is vitally important, it can quickly date and we cannot predict the challenges, opportunities and responsibilities that pupils may face in their future. Our PSHE curriculum will therefore be as relevant and up to date as possible. We will provide them with a platform to voice their own opinions and to learn to listen and respect the opinions of others. Pupils will learn essential communication skills; debating, reasoning, weighing an argument, collaborating with and motivating others.

We will work with them in order to identify and manage risk, make informed choices and understand what influences their decisions. In addition, we want pupils to develop an understanding of themselves, manage their emotions, develop empathy and deal with change.

# SUBJECT CURRICULUM LONG TERM PLAN

Year Group: YR

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<b>SEAL:</b> feelings happy scared/worried angry/cross comfortable uncomfortable calm down fair belong  <b>Protective Behaviours:</b> feel, safe/unsafe, happy, touches, help, worried	Links to Early Years curriculum		Working and socialising with other children	<b>SEAL:</b> listening sharing taking turns smile friend/friendly angry calm down working together making up sorry falling out getting on  <b>Say No to Bullying:</b> same/different bullying included deliberate/on purpose belonging by accident unkind power name-calling left out  <b>Family diversity:</b> Different, respect, mum, dad, granddad, grandmother, brother, sister.	Links to Early Years curriculum		Understanding right and wrong Staying safe
<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood		<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood	
<b>SEAL: New beginnings</b> <b>Belonging</b> I know I belong to my class/group. I know the people in my class/group. I know that people in my group/class like me.		<b>SEAL: New beginnings</b> <b>Belonging</b> I can tell you something special about me. Understanding my feelings I can tell if I am happy or sad.		<b>SEAL: Getting on and falling out.</b> I know how to be friendly.		<b>SEAL: Getting on and falling out.</b> I can play with other children. I can say sorry when I have been unkind <b>Working together</b> I can work in a group with other children. I can take turns when I play a game.	

## SUBJECT CURRICULUM LONG TERM PLAN

<p><b>Self-awareness</b> I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people). <b>Managing my feelings</b> I know some ways to calm myself down when I feel scared or upset.</p> <p><b>Understanding the feelings of others</b> I know that everybody in the world has feelings. <b>Social skills</b> I know how to be kind to people who are new or visiting the classroom.</p> <p><b>Understanding rights and responsibilities</b> I know what to do in my classroom/setting.</p> <p><b>PSHE: Protective Behaviours</b> <b>We all have the right to feel safe all of the time.</b> I know when I feel safe and happy. I know when I don't feel safe. I know it is important to tell an adult if I don't feel safe. I know what touches I like and don't like I know I can tell someone if I don't like the way someone touches me</p>	<p><i>I can let you know if I feel happy, excited, sad or scared.</i> <b>Social skills</b> <i>I can share in a group.</i> <i>I can take turns in a group.</i> <i>I can join in with other children playing a game.</i></p> <p><b>PSHE: Protective Behaviours</b> I can talk about and show how I feel. I can show where Early Warning Signs are in the body I can say when I need help and know who to ask I can name the parts of my body</p>	<p><b>SEAL: Say no to bullying</b> I know the ways we are all different and can tell you something special about me. I know who I could talk to in school if I was feeling unhappy or being bullied. I know what to do if I am bullied.</p> <p><b>PSHE: Family Diversity</b> <b>All sorts of families</b> <b>I know that there are different types of families</b></p>	<p><i>I can wait for my turn to say something in the classroom.</i> <i>I can share a toy.</i> <i>I can ask for help when I am stuck.</i> <b>Managing feelings – anger</b> <i>I can express my feelings when I am angry.</i> <i>I can make myself feel better when I am angry.</i> <b>Resolving conflict</b> <i>I can make up when I have fallen out with a friend.</i> <i>I can think of ways to sort things out when we don't agree.</i> <b>Understanding my feelings</b> <i>I can tell when I am feeling angry.</i> <i>I can tell when other people are angry.</i></p> <p><b>SEAL: Say no to bullying</b> <i>I can tell you some ways in which children can be unkind and bully others.</i> <i>I can tell you how it feels when someone bullies you.</i> <i>I can be kind to children who have been bullied.</i></p> <p><b>PSHE: Family Diversity</b> <b>All sorts of families</b> <b>I can talk about my own family group</b></p>
<p><b>Evidence here to support acquisition of ELG Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</b></p>	<p><b>Evidence here to support acquisition of ELG Self-regulation: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</b></p>	<p><b>Evidence here to support acquisition of ELG Build Relationships: Show sensitivity to their own and to others' needs</b> I can tell you about my friend/s</p> <p>I can tell you about the important people in my family.</p> <p>I know which adults I can ask for help in school.</p>	

## SUBJECT CURRICULUM LONG TERM PLAN

<p>I can take deep breaths to calm myself down. I can ask for help.</p> <p><b>ELG: Self-Regulation (See below)</b> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Eye contact Active listening Turn taking Can follow multi-step instructions</p> <p>Evidence here to support acquisition of ELG Build Relationships:</p>				<p>To be able to identify a goal (something they would like to get better at or try) To be able to listen when another child or adult is speaking.</p> <p>To understand the language of ‘fair/unfair.’</p> <p>To be able to wait until it is my turn.</p> <p>To know I will be given a turn.</p>				<p>I know when someone is upset and can think of ways to help them.</p>							
Spring Term 1								Spring Term 2							
Key Vocabulary		Interleaving Opportunities (e.g. when past topics can be revisited)		Links to wider curriculum (e.g. different subjects or key stages)		SMSC		Key Vocabulary		Interleaving Opportunities (e.g. when past topics can be revisited)		Links to wider curriculum (e.g. different subjects or key stages)		SMSC	
Mental Health & Wellbeing feelings calm happy silly relaxed nervous annoyed sad shy surprised hungry Confused sleepy sick hurt hot Big feelings- angry excited scared upset calm lonely welcome		Links to autumn 1		English- time connectives.		Cultural development- respecting differences. Social development		SEAL: Same different proud happy excited respect disrespect feelings  Gender: Boy, girl, respect, differences, similarities		Builds on and supports the SEAL work in autumn 1. Learning will be revisited and developed further in each year group				Staying safe	
Env safety & Drugs safe police uniform															
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know				Key skills Which can be applied once the knowledge is understood				Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know				Key skills Which can be applied once the knowledge is understood			
Mental Health & Wellbeing I understand why feelings change.				Mental Health & Wellbeing I can recognise and name feelings				SEAL: Good to be me/GTBM Knowing myself				SEAL: Good to be me Knowing myself			



## SUBJECT CURRICULUM LONG TERM PLAN

<p>I know what big feelings are and how I can get help to manage these. I know some ways to help me calm down I know what lonely means.</p> <p><b>PSHE: Environmental safety &amp; Drugs Education</b> I know some people who help us wear uniforms I know what some road signs mean I can tell and show how to cross the road safely</p>				<p><i>I can ask for help if I have big feelings or feel lonely.</i></p> <p><b>PSHE: Environmental safety &amp; Drugs Education</b> I can ask for help</p>				<p>I know the things I like doing and the things I don't like doing. I understand the meaning of the word 'proud'. I am beginning to understand the words 'respect' and 'disrespect' <b>Understanding/managing my feelings</b> I know when I am feeling happy or excited <b>Standing up for myself</b> I know what I need. I know how to stand up for my own needs and rights without hurting others.</p> <p><b>PSHE: Gender Challenging Gender Stereotypes</b> I know ways in which boys and girls are different I know that it is wrong to tease</p>				<p><i>I can tell you the things I like doing and the things I don't like doing. I can say how I feel when I am feeling proud. <b>Understanding/managing my feelings</b> I can say and show you when I am feeling happy and excited. I can tell or show what feeling proud looks like. <b>Standing up for myself</b> I can say what I need. I can stand up for my own needs and rights without hurting others. I can ask for help</i></p> <p><b>PSHE: Gender Challenging Gender Stereotypes</b> I can recognise and respect differences I can support others when someone is being unkind.</p>			
<p><b>Evidence here to support acquisition of ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>I can explain how I am feeling.</p> <p>I know my feelings will change throughout the day.</p> <p>I can tell you two things that help me calm down.</p> <p><b>ELG: Building Relationships</b> Children at the expected level of development will: Form positive attachments to adults and friendships with peers;</p> <p>I know some people who wear uniforms and know what their jobs are and that I can trust them to help me.</p>								<p><b>Evidence here to support acquisition of ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>I can say two things I like doing and one thing I don't.</p> <p>I can show/tell you something that I am proud of.</p> <p>I can show respect by.....listening/sharing with others.</p> <p>I can ask for what I need using 'please' and 'thank you.'</p>							
Summer Term 1								Summer Term 2							
Key Vocabulary		Interleaving Opportunities (e.g. when past topics can be revisited)		Links to wider curriculum (e.g. different subjects or key stages)		SMSC		Key Vocabulary		Interleaving Opportunities (e.g. when past topics can be revisited)		Links to wider curriculum (e.g. different subjects or key stages)		SMSC	
SEAL: missing loss angry happy sad fair unfair dead		Linked to feelings in autumn 1				Social development. Moral development		SEAL: change, before, after, grow		Linked to establishing expectations in				Social and moral development	

## SUBJECT CURRICULUM LONG TERM PLAN

alive lonely worried comfortable uncomfortable				getting, used to, by accident, on purpose, disappointment, Thinking, planning setting a goal celebrate happy thoughts learn finish before after now future target succeed proud	autumn 1- learning circle, values stickers.		
<b>Threshold Concepts</b> Knowledge <i>without which later concepts will not be fully understood /</i> <b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>		<b>Threshold Concepts</b> Knowledge <i>without which later concepts will not be fully understood /</i> <b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>	
<b>SEAL: Relationships</b> <b>Understanding my feelings</b> I know when I am feeling sad or angry. I know who I can go to when I am feeling sad, angry or happy. <b>Managing my feelings</b> I am beginning to understand that if someone leaves me they can still love me. <b>Understanding the feelings of others</b> I know if someone is happy, sad or angry. <b>Making choices</b> I know some ways I can make things fair.		<b>SEAL: Relationships</b> <b>Understanding my feelings</b> <i>I can tell when I am feeling sad or angry.            I can show someone when I am feeling sad,            angry or happy.            I can tell you how it feels when things are            unfair.            I can tell you how I feel if I am missing            someone or have lost someone or something            I care about.</i> <b>Managing my feelings</b> <i>I can remember someone I care about even if            they are not there.            I can talk about how I can feel better when I            am feeling sad or am missing someone</i> <b>Understanding the feelings of others</b> <i>I can tell if someone is happy, sad or angry.</i> <b>Making choices</b> <i>I can tell you what is fair and unfair.            I can tell you when I think things are fair or            unfair.</i>		<b>SEAL: Changes</b> <b>Knowing myself</b> I know the things I can do now that I couldn't do when I started school/nursery. I know some of the ways I have changed.  <b>Understanding my feelings</b> I understand how change makes me feel. When I feel bad, I know that it helps to do something different. <b>Understanding the feelings of others</b> I know that sometimes when people are not very nice to me it is because they don't feel very good inside. I know how to help someone when they are feeling sad. <b>Making choices</b> I know some ways to make to make the outdoor area/classroom/setting better. <b>SEAL: Going for goals</b> <b>Knowing myself</b> I know that we are all good at different things.		<b>SEAL: Changes</b> <b>Knowing myself</b> <i>I can tell you what I can do now that I            couldn't do when I started school/nursery.            I can tell you how I have changed.</i> <b>Understanding my feelings</b> <i>I can remember feelings I have had, and why            I felt like that.            I can sometimes tell you how change makes            me feel. When I feel bad, I know that it helps            to do something different.</i> <b>Making choices</b> <i>I can tell you what I did with my class/group            to make the outdoor area/classroom/setting            better.</i>  <b>SEAL: Going for goals</b> <b>Knowing myself</b> <i>I can tell you what I like doing and learning. I            can try new things in my learning</i>	
<b>PSHE: Global Citizenship</b> <b>My school community</b> To understand the value of friendship  To know that we all have responsibilities towards the Earth.		<b>PSHE Global Citizenship</b> <b>My school community</b> <i>To express and share ideas around the value            of friendship and what makes a good friend.</i>  <i>To develop self-esteem.</i>		<b>PSHE: RSE</b> I know the names of the different parts of my body.  I know the names of the personal and private parts of my body.		<b>PSHE: RSE</b> <i>I can name the different parts of my body.</i>  <i>I can name the personal and private parts of            my body.</i>  <i>I can tell you what I need to grow.</i>	

## SUBJECT CURRICULUM LONG TERM PLAN

	<p><i>Sharing ideas on how we all have responsibilities towards the Earth</i></p>	<p>I know what my body needs to grow 9 water, food, exercise, play, rest). I know why I need friends to grow</p> <p>I know how to look after myself in school (such as washing hands, doing up buttons, zipping up coat, putting on socks or shoes, peeling an orange) etc.</p>	<p><i>I can tell you why I also need friends to grow.</i></p> <p><i>I can look after myself at school.</i></p>
<p><b>ELG: Building Relationships- showing sensitivity to their own and others needs</b></p> <p><b>I can use my words to say when I am upset.</b></p> <p><b>I can recognise when someone is feeling sad.</b></p> <p><b>I can follow instructions and follow rules.</b></p> <p><b>ELG: Building Relationships- form positive attachments and friendships with peers.</b></p> <p><b>I can say who my friends are and why they are my friends.</b></p> <p><b>I can give an example of how I look after the planet.</b></p>		<p><b>ELG: Managing Self- be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b></p> <p><b>I can explain why we need rules</b></p> <p><b>I will have a go at trying new activities and will stick at it even if it is tricky.</b></p> <p><b>I can wash my hands when I have been to the toilet</b></p> <p><b>I can change into my PE kit, zip up my coat/do up buttons.</b></p> <p><b>I can give 3 examples of food that are healthy.</b></p>	



# SUBJECT CURRICULUM LONG TERM PLAN

Year Group: YR1

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<b>SEAL:</b> happy, sad, scared, excited, nervous, worried, comfortable, uncomfortable, solve, problem, set a goal, calm down.  <b>Democracy:</b> Voice, vote, view, rule.  <b>Env safety &amp; Drugs:</b> Healthy, Unhealthy, Harmful, Medicines	Transition to Yr1, Balfour community	RE, English, assemblies	Able to make decisions for themselves	<b>SEAL:</b> compliment friend fall out get on trigger angry peaceful cooperation conflict point of view make up problem solving apologise solution  bullying telling tales power deliberate/on purpose by accident included excluded  Money, Coins, Notes, Purse	Link to New Beginnings	Maths: Money, adding	Know that we need to look after ourselves and the consequences of not doing so.
Threshold Concepts Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
<b>SEAL: New Beginnings</b> I know that I belong to a community. I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. I know how to make someone feel welcome. <b>Managing my feelings</b> I know some more ways to calm myself down when I feel scared or upset. <b>Making choices</b> I know some ways to solve a problem. <b>Understanding rights and responsibilities</b>		<b>SEAL: Belonging</b> I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. <b>Self-awareness</b> I can tell you how I am the same as and different from my friends. I feel good about my strengths. <b>Understanding others' feelings</b> I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. <b>Understanding rights and responsibilities</b> I can help to make the class a safe and fair place.		<b>SEAL: Getting on and falling out Friendship</b> I know what to say when someone gives me a compliment. <b>Seeing things from another point of view</b> I know that people don't always see things in the same way. <b>Managing feelings – anger</b> I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry.		<b>SEAL: Getting on and falling out Friendship</b> I can tell you what being a good friend means to me. I can listen well to other people when they are talking. I can make someone else feel good by giving them a compliment. <b>Seeing things from another point of view</b> I can see things from someone else's point of view. <b>Working together</b> I can work well in a group. I can decide with my group about how well we have worked together.	

## SUBJECT CURRICULUM LONG TERM PLAN

<p>I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p><b>Democracy</b></p> <p><b>Environmental safety &amp; Drugs Education</b>          Know that somethings that go into my body and onto my body are good for me and some are harmful.          I know simple rules for taking and storing medicines.</p> <p>Environmental safety          To understand that police officers who help us are members of the communities they serve          To understand that some people who help us wear uniform          I know what some road signs mean          I know who to might help me when crossing roads</p>	<p><i>I can help to make my class a good place to learn.</i></p> <p><b>Democracy</b></p> <p><b>Environmental safety &amp; Drugs Education</b>  <i>I can tell you about healthy and unhealthy choices.          I can tell you when we should take medicines and who should give them to us.</i></p> <p><i>Environmental safety          To be able to ask for help appropriately          I can tell and show you how to cross the road safely</i></p>	<p>I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.</p> <p><b>Resolving conflict</b>          I know how to make up with a friend when we have fallen out.</p> <p><b>SEAL: Say no bullying</b>          I know what bullying is.          I know how be kind to children who are bullied.</p> <p><b>Gender</b>          To understand the terms 'fair/unfair', 'kind/unkind' and 'right/wrong' demonstrating their understanding through scenarios.</p> <p>To know that there are similarities and difference between people and that these can be observed through:</p> <ul style="list-style-type: none"> <li>• Family size and composition</li> <li>• Cultures and ethnicities</li> <li>• Religion</li> <li>• Gender</li> <li>• Age</li> <li>• Sexual orientation</li> <li>• Disability</li> </ul> <p>To know some strategies to enable them to resist teasing/bullying.          To know how to report bullying behaviours.</p> <p>To know that there are a range of careers available to them and that these are not dependent upon gender, but linked to skills and experience.</p> <p><b>Money Management</b>          To know the coin denominations          To know where money comes from</p>	<p><b>Resolving conflict</b>  <i>I can use the peaceful problem-solving process to sort out problems so both people feel OK.          I can use my ability to see things from the other point of view to make a conflict situation better</i></p> <p><b>SEAL: Say no bullying</b>  <i>I can tell you what bullying is.          I can tell you some ways in which I am the same as and different from my friends.          I can tell you how someone who is bullied feels.          I can be kind to children who are bullied.</i></p> <p><b>Gender</b>  <i>To recognise what is fair and unfair, kind and unkind, what is right and wrong          To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class          To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)          To identify and respect the differences and similarities between people, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability          That there are different types of teasing and bullying, that these are wrong and unacceptable          How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.          To know that there are a wide range of jobs and be able to challenge gender stereotypes about careers</i></p> <p><b>Money Management</b>          To know how to keep money safe          To know that things have value</p>
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# SUBJECT CURRICULUM LONG TERM PLAN

				Internet Safety (taught through ICT)		Internet Safety (taught through ICT)	
Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Mental Health & Wellbeing healthy mind healthy body happy/happiness kind/ kindness exercise memory brain power feeling down sad cross helping hand	English target cards, Step to Success within lessons	RE, English, assemblies	Reflect on feelings and experiences.  Celebrate extra-curricular achievements	SEAL: Same different proud happy unique respect disrespect  Protective Behaviours Feel/feelings, safe, private, permission, worries, help.	Learning builds and develops each year on understanding and recognising own and others feelings and knowing how to keep safe.	Personal and social development /responsibility.  Assemblies	Reflect on feelings and experiences.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know	Key skills Which can be applied once the knowledge is understood			Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
Mental Health & Wellbeing I know what makes my body feel good. I know what makes my mind feel good. I know that my feelings can go ‘up and down’ I understand what it means to be kind and that sometimes it can be difficult to be kind when I don’t feel ok  Gypsy Roma traveller education (GRT) To learn that they belong to various groups and communities such as family, school, faith.  To know some of the similarities they have in common with their classmates.  To know about the similarities and difference between their home and a Gypsy, Roma or Traveller child’s home.	Mental Health & Wellbeing I can describe how it feels when someone is kind I can give examples of kind behaviour I can explain how I feel  Gypsy Roma traveller education (GRT) To identify and respect the differences and similarities between people, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the B&H PSHE education Programme of Study Page 32 Equality Act 2010)  I can show you a Gypsy, Roma or Traveller child’s home in a painting.			SEAL: Good to be me/GTBM I understand that I am unique. I know some of the ways we are the same and different I know what makes me feel happy and proud about myself. I am beginning to understand what the term ‘respect’ means. I know how we can show we respect to others. I know what to do if someone is being ‘disrespectful’ to others. Understanding my feelings I know more names for feelings than I did before. Managing my feelings I know what behaviour is respectful Standing up for myself I know how to stand up for myself and others		SEAL: Good to be me/GTBM I can tell you something that makes me feel proud. I can tell you some of the things that make me special and different. I can talk respectfully about difference in appearance eg skin tone Understanding my feelings I know more names for feelings than I did before. I can use more words to express my feelings. I can tell when I am feeling proud. I can tell you something that makes me proud. I can help another person feel proud. I can give examples of mean (disrespectful) behaviour Managing my feelings ! can change my behaviour if I stop and think about what I am doing. Standing up for myself	



## SUBJECT CURRICULUM LONG TERM PLAN

		<p><b>Protective Behaviours</b> I know when I feel safe and I can say what it feels like.</p> <p>I know what happens on the inside and the outside of my body when I am feeling safe and comfortable</p> <p>I understand that different people can have different feelings about the same situation</p> <p>I know what happens on the inside and the outside of my body when I feel unsafe.</p> <p>I know what my own early warning signs are and when I might get them</p> <p>I know my body belongs to me and there are parts of my body that are private and should not be touched without my permission</p> <p>I know that I need to keep myself and others' safe</p> <p>I know that everyone has worries sometimes and I can talk about what my worries might be</p> <p>I know that if I have a worry it is important to talk to someone about it who is on my helping hand</p> <p>I know how to make myself heard when I want help</p>	<p><i>I can tell when it is right to stand up for myself and others</i></p> <p><b>Protective Behaviours</b> To be able to express how they feel when they feel safe/unsafe.</p> <p>To be able to describe what they can do and who they can go to if they feel unsafe.</p>
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Primary



# SUBJECT CURRICULUM LONG TERM PLAN

Summer Term 1				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<b>SEAL:</b> important people cared for love jealous unkind hurt loss share leave proud choice lonely miss envy/envious	Links to Good to be Me	RE, English, assemblies	Just Right chart, cosmic yoga	<b>SEAL:</b> habit, frustrated, obstacles, determined, fault, responsibility, changes.  goal consequences achieve achievement steps impulsive distracted distractions persistent persistence frustrated frustration bored boredom  <b>RSE</b>	Science	RE, English, assemblies	Birthdays, festivals
<b>Threshold Concepts Knowledge</b> <i>without which later concepts will not be fully understood</i> / <b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>			<b>Threshold Concepts Knowledge</b> <i>without which later concepts will not be fully understood</i> / <b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>		
<b>SEAL: Relationships</b> <b>Knowing myself</b> I know the people who are important to me. <b>Understanding my feelings</b> I understand what the word jealous means. I understand that being unkind and hurting someone doesn't make me feel better. <b>Managing my feelings</b> I know some ways to make me feel better when I feel hurt. I know how to make myself feel better without hurting others. <b>Understanding the feelings of others</b> I understand that if someone leaves me they might still love me. I understand that people have to make hard choices and sometimes they have no choice.	<b>SEAL: Relationships</b> <b>Knowing myself</b> <i>I can tell when I feel cared for.</i> <i>I can tell when I love or care for someone</i> <b>Understanding my feelings</b> <i>I can tell you something that has made me jealous.</i> <i>I can tell when I feel jealous.</i> <i>I can tell you how I feel when I lose someone or something I care about.</i> <b>Managing my feelings</b> <i>I can feel proud on behalf of my friends when they have done something well.</i> <i>I can think of ways to make me feel better when I feel hurt.</i> <i>I can make myself feel better without hurting others.</i> <i>I can share people I care about.</i> <i>I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.</i>			<b>SEAL: Changes</b> <b>Knowing myself</b> I know that some changes are natural and happen 'by themselves'. I know different ways that help me to learn to do things. I know what it means when something is or isn't your fault. <b>Planning to reach a goal</b> I know how to make a plan I know some ways to overcome obstacles that might get in the way. <b>Making choices</b> I know that to make some changes is hard and takes a long time. I know that I make my own choices about my behaviour.  <b>SEAL: Going for goals</b> <b>Knowing myself</b> I know we learn in different ways.	<b>SEAL: Changes</b> <b>Knowing myself</b> <i>I can tell you some things about me that have changed and some things that will not change.</i> <i>I can tell you how I might change in the future.</i> <i>I can tell you what a habit is and know that it is hard to change one.</i> <b>Planning to reach a goal</b> <i>I can tell you about a plan I have made with my class to change something in our school.</i> <i>I can plan to overcome obstacles that might get in the way.</i> <b>Making choices</b> <i>I can tell you about changes that I can make happen.</i> <i>I can make some changes quickly and easily.</i> <b>SEAL: Going for goals</b> <b>Knowing myself</b>		

## SUBJECT CURRICULUM LONG TERM PLAN

<p>wrong;</p> <p><b>GLOBAL CITIZEN</b>  <b>Social Justice and Equity:</b>          To understand that people are all different, but all are equal</p>	<p><b>GLOBAL CITIZEN</b>  <i>To explore whether rich and poor people should be treated the same?</i></p> <p><i>To explore the children's understanding of what is fair or unfair.</i></p> <p><i>To discuss ways in which we can all make the world a fairer place.</i></p> <p><b>P4C- The Fairest Queen of All.</b>  <i>To practice the skills of debate and respecting each other's views.</i></p>	<p><b>Setting a realistic goal</b>          I understand what a 'goal' is.  <b>Planning to reach a goal</b>          I know how to break a goal down into small steps.          I know how to choose a realistic goal.  <b>Persistence.</b>          I know some ways to overcome boredom and frustration.  <b>Making choices</b>          I know lots of different ideas or solutions to problems.          I know how to predict and understand the consequences of my solutions or ideas.  <b>Evaluation and review</b>          I know how to learn from my successes.</p> <p><b>RSE-including family diversity</b>          I know that there are all sorts of families.          I can tell you how babies grow and change into children.</p> <p>I can tell you how to keep my body and mind healthy.</p> <p>I can name all of my body parts including the private and personal parts of my body.</p>	<p><i>I can tell you some of my strengths as a learner</i>  <b>Setting a realistic goal</b>  <i>I can say what I want to happen when there is a problem (set a goal). I can predict and understand the consequences of reaching my goal.</i>  <i>I can choose a realistic goal</i>  <b>Planning to reach a goal</b>  <i>I can break a goal down into small steps.</i>  <i>I can choose a realistic goal.</i>  <b>Persistence</b>  <i>I can resist distractions.</i>  <i>I can work towards a reward or for the satisfaction of finishing a task.</i>  <i>I can recognise when I am becoming bored or frustrated.</i>  <b>Making choices</b>  <i>I can think of lots of different ideas or solutions to problems.</i>  <i>I can predict and understand the consequences of my solutions or ideas.</i>  <i>I can choose between my ideas and give reasons</i>  <b>Evaluation and review</b>  <i>I can learn from my successes.</i>  <i>I can tell you what I have learned.</i>  <i>I can tell you what I might do differently to learn more effectively.</i>  <i>I can tell you why things have been successful.</i>  <i>I can tell you what has gone wrong with a plan and why.</i>  <i>I can talk about the bits that went well and the bits that I need to change if I used my plan again</i></p> <p><b>RSE-including family diversity</b>  <i>Explore different types of family.</i></p> <p><b>Discuss:</b>  <i>How do babies grow and change into children?</i></p> <p><i>Can you name and label all of your body parts including the private and personal parts of my body?</i></p>
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## SUBJECT CURRICULUM LONG TERM PLAN



# SUBJECT CURRICULUM LONG TERM PLAN

Year Group: YR2

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC Being able to make decisions for themselves	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages) Maths: Money adding	SMSC Know that we need to look after ourselves and the consequences of not doing so.
<b>SEAL:</b> happy, sad, scared, excited, nervous, worried, comfortable, uncomfortable, solve, problem, set a goal, calm down.  <b>Env safety &amp; Drugs</b> Healthy, Relax, drugs	YR and Y1 SEAL  Environmental safety & Drugs Education in Yr1	Assemblies Transition Pupil Parliament Rights and responsibilities – charter design PSHE stories used at snacktime  Science- animals including humans	Enjoy learning about oneself, others and the surrounding world	<b>SEAL:</b> compliment friend fall out get on trigger angry peaceful cooperation conflict point of view make up problem solving apologise solution  <b>No to bullying</b> bullying telling tales power deliberate/on purpose by accident included excluded  <b>Money Management</b> Safe, Money box Pocket money Bank	Learning builds and develops each year on understanding and recognising own and others feelings and knowing how to keep safe.	Assemblies  New beginnings, relationships, friendships  PSHE stories used at snacktime  Maths: Money, addition and subtraction- see WR blocks	Recognise right and wrong  Resolve conflict  Appreciate diverse viewpoints
<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood		<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood	
<b>SEAL: New Beginnings</b> I know that I belong to a community. I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. I know how to make someone feel welcome. <b>Managing my feelings</b> I know some more ways to calm myself down when I feel scared or upset. <b>Making choices</b> I know some ways to solve a problem.		<b>SEAL: Belonging</b> I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. <b>Self-awareness</b> I can tell you how I am the same as and different from my friends. I feel good about my strengths. <b>Understanding others' feelings</b>		<b>SEAL: Getting on and falling out</b> <b>Friendship</b> I know what to say when someone gives me a compliment. <b>Seeing things from another point of view</b> I know that people don't always see things in the same way. <b>Managing feelings – anger</b> I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry.		<b>SEAL: Getting on and falling out</b> <b>Friendship</b> I can tell you what being a good friend means to me. I can listen well to other people when they are talking. I can make someone else feel good by giving them a compliment. <b>Seeing things from another point of view</b> I can see things from someone else's point of view.	

## SUBJECT CURRICULUM LONG TERM PLAN

<p><b>Understanding rights and responsibilities</b> I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p><b>Democracy</b> (School council)</p> <p><b>Environmental safety</b> To know and understand the need for ‘safety rules’. To know how different medicines are safely taken. To know and understand the need for ‘safety rules’ in different places in our community</p> <p>To know where there are potential safety risks and hazards in the home and how to keep safe.</p> <p><b>Poverty Proofing</b></p> <p><b>Healthy Eating</b> (taught through Science, PE &amp; DT)</p>				<p><i>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</i> <b>Understanding rights and responsibilities</b> <i>I can help to make the class a safe and fair place.</i> <i>I can help to make my class a good place to learn.</i></p> <p><b>Democracy</b> (School council)</p> <p><b>Environmental safety</b> <i>To be able to identify people in the community who help to keep us safe.</i></p> <p><b>Drugs education</b> <i>I can describe different choices I can make about my health, including how to relax</i> <i>I can recognise risks and hazards in my home.</i></p> <p><b>Poverty Proofing</b></p> <p><b>Healthy Eating</b> (taught through Science, PE &amp; DT)</p>				<p>I know some ways to calm down when I am starting to feel angry. I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings. <b>Resolving conflict</b> I know how to make up with a friend when we have fallen out</p> <p><b>SEAL: Say no bullying</b> I know what bullying is. I know how be kind to children who are bullied.</p> <p><b>Careers &amp; Gender</b> To know that there are a wide range of jobs and be able to challenge gender stereotypes about careers.</p> <p><b>Money Management</b> To understand that we can get money in different ways, e.g. earn, win, borrow, find, pocket money, etc. To know that we need to look after our money and keep it safe</p> <p><b>Internet Safety</b> (taught through ICT)</p>				<p><b>Working together</b> <i>I can work well in a group.</i> <i>I can decide with my group about how well we have worked together.</i> <b>Resolving conflict</b> <i>I can use the peaceful problem-solving process to sort out problems so both people feel OK.</i> <i>I can use my ability to see things from the other point of view to make a conflict situation better</i></p> <p><b>SEAL: Say no bullying</b> <i>I can tell you what bullying is.</i> <i>I can tell you some ways in which I am the same as and different from my friends.</i> <i>I can tell you how someone who is bullied feels.</i> <i>I can be kind to children who are bullied.</i></p> <p><b>Careers &amp; Gender</b> <i>To explore a range of jobs and the knowledge and skills needed to do them.</i></p> <p><b>Money Management</b> To know how to keep money safe To understand the consequences of not having enough money.</p> <p><b>Internet Safety</b> (taught through ICT)</p>			
Spring Term 1				Spring Term 2											
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC								
Mental Health & Wellbeing Healthy mind/body recognise sensations	Growth Mindset Yr 2 First week of term  YR and Y1 SEAL	RE, English, assemblies  Success criteria	Enjoy learning about oneself Being reflective	SEAL: Same, different respect disrespect	Learning builds from EYFS on exploring and identifying	Links with the RS curriculum	Keeping safe. Reflect on feelings and empathy for others.								

## SUBJECT CURRICULUM LONG TERM PLAN

worry angry tired sad physical feelings Thoughts nervous breathing sleep habits routines		Steps to success Individual targets in Eng and Maths		listening equal skin tone problem solving  <b>Protective Behaviours</b> Rights, feelings, safe/unsafe, comfortable, worried, stressed, scared, secrets, surprises.	feelings and reasons for these feelings. Increased complexity of language to ensure emotional literacy.		
<b>Threshold Concepts Knowledge</b> <i>without which later concepts will not be fully understood</i> / <b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>		<b>Threshold Concepts Knowledge</b> <i>without which later concepts will not be fully understood</i> / <b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>	
<b>Mental Health &amp; Wellbeing</b> I know some of the ways our bodies tell us how we are feeling (sensations) I know that feelings can come and go/change and that this is ok. I know why sleep is good for our minds and bodies I know that sharing my worries before bedtime may help me sleep better  <b>Disability Equality Education</b> I understand some ways in which people are the same as and different from friends.  I know some of the similarities and differences between people.  I understand what the term 'disability' means and how this having a disability may affect people.  I am beginning to understand what having impairment and being a disabled child means.  I know that it is wrong to tease or make fun of a person with a disability.  I know how to seek advice or get help if someone is treating another person unfairly.		<b>Mental Health &amp; Wellbeing</b> <i>I can explain some of the sensations I feel and what these mean.</i>  <i>I can describe how sleep is good for our minds and bodies</i>  <i>I can explain some ways that will help me sleep better.</i>  <b>Disability Equality Education</b> <i>I feel good about the ways we are similar and the ways we are different.</i>  <i>I can tell you some ways in which I am the same as and different from my friends.</i>  <i>I can tell you what I have in common with someone else.</i>  <i>I know how to make everyone feel welcome.</i>  <i>I know that it is wrong to tease someone because they are different.</i>  <i>I can support others when someone is being unkind to them.</i>		<b>SEAL: Good to be me</b> <b>Knowing myself</b> I know how we are the same and different. I know some of the things that make me feel glad to be me. I understand some of the ways I can show respect to others. I know who I can go to if someone is disrespectful to me or others. <b>Understanding my feelings</b> I know more names for feelings than I did before. <b>Managing my feelings</b> I know what it feels like to be respected <b>Standing up for myself</b> I know how to stand up for myself and others. <b>Making choices</b> I know how to use the problem-solving process.  <b>Protective Behaviours</b> I understand that all children have rights and I know that I have the right to feel safe  I know some of the people I can go to for help, both in and out of school.		<b>SEAL: Good to be me</b> <b>Knowing myself</b> <i>I can explain some of the things that are the same and different about me and others.</i> <i>I can tell you about some of the things that make me glad to be me.</i> <i>I can give some examples of ways I can show respect to others.</i> <i>I can name people I can go to if someone is disrespectful to me or others.</i> <b>Understanding my feelings</b> <i>I know more names for feelings than I did before.</i> <i>I can use more words to express my feelings.</i> <b>Managing my feelings</b> <i>I can change my behaviour if I stop and think about what I am doing and be respectful to others</i> <b>Standing up for myself</b> <i>I can tell when it is right to stand up for myself and others</i> <b>Making choices</b> <i>I can use the problem-solving process.</i>  <b>Protective Behaviours</b> I can give examples of rights in the context of my school: whole school and class charters.  I can talk about the people and places that help me feel safe and comfortable	



## SUBJECT CURRICULUM LONG TERM PLAN

				I know some techniques that I can uses, such as Mindfulness when I feel worried or stressed.		I can find a safe place to go to in my mind when I feel worried or stressed	
Summer Term 1				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
SEAL: important people cared for love jealous unkind hurt loss share leave proud choice lonely miss envy/envious	YR and Y1 SEAL  SEAL: Relationships	Y1 RE – what is a community?  Assemblies	Explore beliefs and experience  Respect faiths, feelings and values	SEAL: habit, frustrated, obstacles, determined, fault, responsibility, changes.  goal consequences achieve achievement steps impulsive distracted distractions persistent persistence frustrated frustration bored boredom	Y1 SEAL Going for goals  Science – life cycles (Y2 Autumn 1)	Assemblies, Circle times	Feelings and values  Enjoy learning about oneself
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
SEAL: Relationships Knowing myself I know the people who are important to me. Understanding my feelings I understand what the word jealous means. I understand that being unkind and hurting someone doesn't make me feel better. Managing my feelings I know some ways to make me feel better when I feel hurt. I know how to make myself feel better without hurting others. Understanding the feelings of others I understand that if someone leaves me they might still love me.		SEAL: Relationships Knowing myself I can tell when I feel cared for. I can tell when I love or care for someone Understanding my feelings I can tell you something that has made me jealous. I can tell when I feel jealous. I can tell you how I feel when I lose someone or something I care about. Managing my feelings I can feel proud on behalf of my friends when they have done something well. I can think of ways to make me feel better when I feel hurt.		SEAL: Changes Knowing myself I know that some changes are natural and happen 'by themselves'. I know different ways that help me to learn to do things. I know what it means when something is or isn't your fault. Planning to reach a goal I know how to make a plan I know some ways to overcome obstacles that might get in the way. Making choices I know that to make some changes is hard and takes a long time.		SEAL: Changes Knowing myself I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I can tell you what a habit is and know that it is hard to change one. Planning to reach a goal I can tell you about a plan I have made with my class to change something in our school. I can plan to overcome obstacles that might get in the way. Making choices	



## SUBJECT CURRICULUM LONG TERM PLAN

<p>I understand that people have to make hard choices and sometimes they have no choice. wrong;</p> <p><b>Global Citizenship</b>  <b>Appreciation of Diversity in Britain</b>          To know and understand the rule of law in the context of British values –          Living and getting along together.</p> <p>To know and understand mutual respect and tolerance in the context of British Values.          Everyone is special</p>	<p><i>I can make myself feel better without hurting others.</i>  <i>I can share people I care about.</i>  <i>I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.</i></p> <p><b>Global Citizenship</b>          To discuss British values and explore how these are universal values.</p> <p>To explore how people are the same &amp; different.</p>	<p>I know that I make my own choices about my behaviour.  <b>SEAL: Going for goals</b>  <b>Knowing myself</b>          I know we learn in different ways.  <b>Setting a realistic goal</b>          I understand what a 'goal' is.  <b>Planning to reach a goal</b>          I know how to break a goal down into small steps.          I know how to choose a realistic goal.  <b>Persistence.</b>          I know some ways to overcome boredom and frustration.  <b>Making choices</b>          I know lots of different ideas or solutions to problems.          I know how to predict and understand the consequences of my solutions or ideas.  <b>Evaluation and review</b>          I know how to learn from my successes.</p> <p><b>RSE</b>          To know that our bodies come in all shapes and sizes and that this is perfectly normal.</p> <p>To know and understand the names of the external parts of the body including personal private parts.</p>	<p><i>I can tell you about changes that I can make happen.</i>  <i>I can make some changes quickly and easily.</i>  <b>SEAL: Going for goals</b>  <b>Knowing myself</b>  <i>I can tell you some of my strengths as a learner</i>  <b>Setting a realistic goal</b>  <i>I can say what I want to happen when there is a problem (set a goal). I can predict and understand the consequences of reaching my goal.</i>  <i>I can choose a realistic goal</i>  <b>Planning to reach a goal</b>  <i>I can break a goal down into small steps.</i>  <i>I can choose a realistic goal.</i>  <b>Persistence</b>  <i>I can resist distractions.</i>  <i>I can work towards a reward or for the satisfaction of finishing a task.</i>  <i>I can recognise when I am becoming bored or frustrated.</i>  <b>Making choices</b>  <i>I can think of lots of different ideas or solutions to problems.</i>  <i>I can predict and understand the consequences of my solutions or ideas.</i>  <i>I can choose between my ideas and give reasons</i>  <b>Evaluation and review</b>  <i>I can learn from my successes.</i>  <i>I can tell you what I have learned.</i>  <i>I can tell you what I might do differently to learn more effectively.</i>  <i>I can tell you why things have been successful.</i>  <i>I can tell you what has gone wrong with a plan and why.</i>  <i>I can talk about the bits that went well and the bits that I need to change if I used my plan again</i></p> <p><b>RSE</b>  <b>To explore and discuss:</b>  <i>Are any two bodies the same size and shape?</i></p> <p><i>What is great about our bodies?</i></p>
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## SUBJECT CURRICULUM LONG TERM PLAN

		<p>To know and understand the similarities and differences between male and female bodies and why they are different.</p> <p>To know what the qualities of a good friend are.</p>	<p><i>What can we say if someone says mean things about the way we look?</i></p> <p><i>Do you know the names of all external parts of the body including personal private parts?</i></p> <p><i>Can you explain the similarities and differences between male and female bodies?</i></p> <p><i>Why are there differences between most girls' and most boys' bodies?</i></p> <p><i>What is important about our friends?</i></p> <p><i>Does it matter if they are a boy or a girl?</i></p>
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Year Group: YR3

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<b>SEAL:</b> gifts talents rights responsibilities helpful/hopeful thoughts scared frightened excited nervous  <b>Drugs</b> Risk, danger, hazard, Drugs, Habit, Legal, restricted, illegal	Previous PSHE work.	First couple of weeks English work focusing on our personal characterises.	Understanding risk	<b>SEAL:</b> resolve a conflict leader reporter scribe timekeeper cooperation win-win solution anger 'losing it'  witness speaking out audience leader peer pressure 'telling school'	Previous PSHE work	Science Healthy eating	
<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood		<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood	
<b>SEAL: New Beginnings</b> I know something about everyone in my class.		<b>SEAL: Belonging Self-awareness</b> I can tell you one special thing about me.		<b>SEAL: Getting on and falling out Friendship</b> I know how to:		<b>SEAL: Getting on and falling out Friendship</b>	

## SUBJECT CURRICULUM LONG TERM PLAN

<p>I know that I am valued at school.  I know how to make someone feel welcomed and valued at school.  I know what it feels like to be unwelcome.  I know how to join a group.</p> <p><b>Understanding my feelings</b>  I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions.  I can predict how I am going to feel in a new situation or meeting new people.</p> <p><b>Understanding the feelings of others</b>  I know how it feels to be happy, sad or scared, and can usually tell if other people are feeling these emotions.</p> <p><b>Managing my feelings</b>  I know how it feels to do or start something new, and some ways to cope with these feelings.</p> <p><b>Making choices</b>  I know some more ways to solve a problem.</p> <p><b>Understanding rights and responsibilities</b>  I understand my rights and responsibilities in the school.  I understand why we need to have different rules in different places and know what the rules are in school.</p> <p><b>Drugs</b>  I understand what is meant by safety and risk  I know that medicines are drugs  I know the effects of everyday drugs on our brains and bodies  I know who to ask and how to get help</p> <p><b>Internet Safety</b>  (taught through ICT)</p>	<p><b>Understanding my feelings</b>  <i>I can predict how I am going to feel in a new situation or meeting new people.</i></p> <p><b>Managing my feelings</b>  <i>I can manage my feelings and usually find a way to calm myself down when necessary</i></p> <p><b>Social skills</b>  <i>I can give and accept a compliment.</i></p> <p><b>Understanding rights and responsibilities</b>  <i>I can contribute towards making a class charter.</i></p> <p><b>Drugs</b>  I can tell you about safety and risk and why some people choose risk  I recognize risk at home and in the local environment  I can say no safely</p> <p><b>Internet Safety</b>  (taught through ICT)</p>	<p>look and sound friendly;  be a good listener (taking turns);  give and receive compliments;  see things from someone else's point of view..</p> <p><b>Seeing something from someone else's point of view</b>  I know how to see things from someone else's point of view.</p> <p><b>Managing feelings – anger</b>  <b>I know: what my triggers for anger are;</b>  how our bodies change when we start to get angry;  some ways to calm down when I start feeling angry.  I understand why it is important to calm down before I am overwhelmed by feelings of anger.  I can tell you some of the ways that I can stop myself being overwhelmed by feelings of anger.  I know how it feels to be overwhelmed by feelings of anger.</p> <p><b>SEAL: Say no to bullying.</b>  I know what it means to be a witness to bullying.  I know that witnesses can make the situation better or worse by what they do.  I know how it might feel to be a witness to and a target of bullying..  I know that sometimes bullying is hard to spot and what to do if I think it is going on but I am not sure.</p> <p><b>PSHE/Gender</b>  To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>To know the terms: prejudice, stereotyping and inequality and be able to give examples to demonstrate their understanding.</p> <p><b>Healthy Eating</b>  (taught through Science, PE &amp; DT)</p>	<p><i>I can tell you lots of ways to give 'friendship tokens' to other people</i></p> <p><b>Working together</b>  <i>I can take on a role in a group and contribute to the overall outcome.</i>  <i>I can discuss in a group how well we are working together.</i></p> <p><b>Resolving conflict</b>  <i>I can use peaceful problem solving to sort out difficulties.</i>  <i>I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</i></p> <p><b>SEAL: Say no bullying</b>  <i>I can tell you what bullying is.</i>  <i>I can tell you why witnesses sometimes join in with bullying or don't tell.</i>  <i>I can tell you some ways of helping to make someone who is bullied feel better</i>  <i>I can problem solve a bullying situation with others</i></p> <p><b>Gender</b>  <i>To listen and respond respectfully to a wide range of people.</i></p> <p><i>To feel confident to raise their own concerns.</i></p> <p><i>To recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view</i></p> <p><i>To develop the skills to recognise and challenge inequality, prejudice, stereotyping</i></p>
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# SUBJECT CURRICULUM LONG TERM PLAN

				Healthy Eating (taught through Science, PE & DT)			
Spring Term 1				Spring Term 2			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages) Maths: money, four operations, worded problems	<b>SMSC</b>	<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>
<b>Mental health/wellbeing</b> feelings mood normal positive negative attitude active connected generous take notice valued challenge mistake grateful gratitude don't give up <b>Money Management</b> Income, Expenses Saving, Budgeting To multiply 1-digit numbers by 10 and 100. To solve one- and two-step word problems involving money Four operations Worded problems Geography – holiday destinations, day to day life in other countries	Previous PSHE topics	Link to maths calculations and real life examples in worded problems.	Empathise with people in different financial situations Skills and aptitudes people need for different jobs Be aware of other peoples lifestyles and beliefs	<b>SEAL:</b> Unique proud equal respect disrespect skin tone/colour mean bullying worried assertive aggressive passive risk  <b>Protective Behaviour</b> Feelings, responsibility, scared, risk, help, safe/unsafe.	Understanding developed from previous years on feelings and how to verbalise these.  How to identify threat and keep themselves safe	Personal development and Social responsibility (assemblies) and RS.	Self- awareness Use of social skills in different contexts.
<b>Threshold Concepts Knowledge</b> <i>without which later concepts will not be fully understood /</i> <b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>		<b>Threshold Concepts Knowledge</b> <i>without which later concepts will not be fully understood /</i> <b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>	
<b>Mental Health &amp; Wellbeing</b> I know that mental health means our feelings, thinking and our moods.		<b>Mental Health &amp; Wellbeing</b> I can describe the 5 ways to wellbeing.		<b>SEAL: Good to be me</b> I know what makes me proud to be me and understand that I am unique.		<b>SEAL: Good to be me</b> I can explain some of the things that make me proud to be me.	

## SUBJECT CURRICULUM LONG TERM PLAN

<p>I know that we need healthy minds and bodies to feel well I know that it is normal to feel a mixture of feelings eg happy (positive) or cross/sad (negative). I know some people I can go to if I need help with my feelings. I understand what the word gratitude is.</p> <p><b>Money Management</b> To understand what is meant by income and expenses and that this has to be considered when deciding what can be afforded.</p> <p>To know that a special event like a holiday costs extra money and what some of these expenses might be.</p> <p>To know that people earn money through work.</p> <p>To know that money can be earned. They will begin to understand that either multiplication or division can be used to solve problems involving money.</p> <p>To know that people have similarities and differences in their life experiences. They will know something about the life of a girl in Ghana</p> <p>To understand that similar items can cost different amounts in other countries. They will begin to know how to round numbers involving money to the nearest £10.</p>	<p><i>I can describe some ways that I can grow a 'stronger mind.'</i> <i>I can ask for help if I need it.</i> <i>I can describe somethings that I am grateful for.</i></p> <p><b>Money Management</b> <b>Explore and discuss:</b> Can we afford it?</p> <p>Can we afford to go on holiday?</p> <p>Where does our money come from?</p> <p>How are things different for other people?</p> <p>What can money buy here and in another country?</p>	<p>I know that people look the same and different and that our skin tones/colour are different. I know what mean/disrespectful behaviour looks like and when this becomes bullying. I know some ways I can keep safe I know when I find something difficult and do something about it or cope with how that makes me feel</p> <p><b>Understanding my feelings</b> I understand why we sometimes fight or run away when we feel threatened.</p> <p><b>Managing my feelings</b> I know how to stop and think before I act.</p> <p><b>Standing up for myself</b> I know how to be assertive and get help.</p> <p><b>Protective Behaviours</b> To know that a feeling is just a feeling, it's not good or bad</p> <p>To understand my right to be safe and my responsibilities to keep others safe</p> <p>To understand that feelings are feelings and that behaviour is a choice</p> <p>To know what my early warnings signs are and how to manage them.</p>	<p><i>I can describe some of the ways I am similar and some ways that I am different to others.</i> <i>I can describe my own skin tone and can respectfully describe that of others.</i> <i>I can give some examples of mean/disrespectful behaviour</i> <i>I can give some examples of how to keep safe.</i></p> <p><b>Understanding my feelings</b> <i>I can name people to go to if someone is being mean or disrespectful towards me or others</i></p> <p><b>Managing my feelings</b> <i>I can tell when I should share a worry.</i> <i>I can stop and think before I act.</i> <i>I can choose to act assertively.</i> <i>I can express myself assertively in a variety of ways.</i></p> <p><b>Protective Behaviours</b> <b>Discuss and explore:</b> What could they do to help themselves feel safe?</p> <p>How can we help others feel safe?</p> <p>To give an example of when I have responded positively to my early warning signs (in school).</p> <p>To identify different types of touch.</p> <p>To explore a range of scenarios and identify safe/unsafe touch.</p> <p>To tell you a time when I have asked for help in school</p> <p>To identify people who could feature on my 'helping hand.'</p>
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## SUBJECT CURRICULUM LONG TERM PLAN

				<p>To know that If you are feeling unsafe you should:</p> <ul style="list-style-type: none"> <li>-Get yourself out of the situation.</li> <li>-Talk to a trusted adult.</li> <li>-If there is no-one you can turn to, call Child Line.</li> <li>-In an emergency phone the Police.</li> </ul> <p>To know that no one has the right to hurt us, not even our Mums and Dads.</p> <p>To know about parts of my body which are personal and private and should not be touched without my permission.</p> <p>To know what to do if I start to feel unsafe.</p> <p>To know who I can talk to if I am worried/upset/anxious.</p> <p>To know what characteristics someone who can help me has</p> <p>To know where to get help outside of school.</p>			
<b>Summer Term 1</b>				<b>Summer Term 2</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>	<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>
<b>SEAL:</b> fault blame guilty choice love proud cruel kind ashamed celebrate funeral amends conscience regret remorse apologise death miss alone	Link to managing feelings in Autumn 1.	Link to English Autumn 1 talking about our characteristics.		<b>SEAL:</b> boredom, adapt, anticipation, resentment, excitement, frightened, anxious, nervous, belonging, accepted, left out, making a plan, rejected. <b>SEAL:</b> goal target obstacle barrier responsibility responsible	Link to managing feelings in Autumn 1.	Link to English Autumn 1 talking about our characteristics.	



# SUBJECT CURRICULUM LONG TERM PLAN

				perseverance boredom frustration respect encouragement											
				RSE											
<b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood</i> / <b>Core Knowledge</b> <i>The minimum all pupils should know</i>				<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>											
<b>SEAL: Relationships</b> <b>Knowing myself</b> I know when something is my fault and when something is not my fault. <b>Understanding my feelings</b> I know when I will feel guilty and use this when I make a choice. <b>Managing my feelings</b> I know when to tell someone about it. I know some things to do when I feel guilty. <b>Understanding the feelings of others</b> I understand how I might hurt others. I know how most people feel when they lose something or someone they love. <b>Social skills</b> I know some ways to celebrate the life of someone I care about. I understand that we can remember people even if we no longer see them. <b>Making choices</b> I know how to make a good choice.				<b>SEAL: Relationships</b> <b>Knowing myself</b> <i>I can tell when something is my fault and when something is not my fault.</i> <i>I can take responsibility for my behaviour.</i> <i>I can tell you the things that hurt my feelings.</i> <b>Understanding my feelings</b> <i>I can express feelings of guilt.</i> <i>I can say when I might feel guilty.</i> <b>Managing my feelings</b> <i>I can tell when I feel ashamed about something.</i> <b>Social skills</b> <i>I can tell you how I can make someone who is important to me happy.</i> <i>I can tell you some ways to make amends if I have done something cruel or unkind.</i> <i>I can tell you how I feel about the important people or animals in my life.</i> <i>I can tell you about someone that I no longer see.</i> <b>Making choices</b> <i>I can take responsibility for what I choose to do.</i>				<b>SEAL: Changes</b> <b>Knowing myself</b> I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I know that what we feel and think affects what we do (how we behave). <b>Understanding my feelings</b> I know that even changes we want to happen can sometimes feel uncomfortable. I know some of the reasons that change can feel uncomfortable and scary. <b>Managing my feelings</b> I know some ways of dealing with the feelings that sometimes arise from changes. <b>Planning to reach a goal</b> I know some ways to plan to overcome obstacles. <b>Belonging to a community</b> I understand what is meant by the word ‘community’. <b>SEAL: Going for goals</b> <b>Knowing myself</b> I know that I am responsible for my own learning and behaviour. I know what I need to learn effectively. I know how my feelings can influence my learning <b>Planning to reach a goal</b> I know how others can help me to achieve my goals and how I can help others. <b>Persistence</b> I know how to recognise when I find learning difficult and persevere when I need to. <b>Making choices</b>				<b>SEAL: Changes</b> <b>Knowing myself</b> <i>I can tell you about some of the things that have changed in my life, and how I feel about them.</i> <i>I can tell you why I behave as I do when I am finding a change difficult.</i> <b>Understanding my feelings</b> <i>I can tell you how I would feel if a change that I didn’t want to happen was imposed on me.</i> <b>Understanding the feelings of others</b> <i>I can sometimes understand why other people are behaving as they are when they are finding a change difficult.</i> <b>Planning to reach a goal</b> <i>I can tell you about a plan I have made to change something about my behaviour.</i> <i>I can think about and plan to overcome obstacles.</i> <b>Belonging to a community</b> <i>I can tell you how it feels to belong to a group, and know it is important for everyone.</i> <b>SEAL: Going for goals</b> <b>Knowing myself</b> <i>I can tell you about myself as a learner.</i> <i>I can use my strengths as a learner.</i> <b>Setting a realistic goal</b> <i>I can foresee obstacles and plan to overcome them when I am setting goals.</i> <b>Planning to reach a goal</b> <i>I can set success criteria so that I will know whether I have reached my goal</i> <i>I can break down a goal into a number of steps and wait for the result.</i> <b>Persistence</b>			
<b>Global Citizenship</b> <b>Globalisation &amp; Interdependence</b> To understand the term food sustainability and know where food comes from; difficulties faced by farmers  To understand the term recycling and the uses of some waste materials. E.g. Children in Africa use footballs made of plastic bags.				<b>Global Citizenship</b> I can recognise and appreciate the global influences on our diets.  I can recognise the impact of our eating habits on the environment.  I can take turns in playing a game.											



## SUBJECT CURRICULUM LONG TERM PLAN

<p>To know some of the inequalities in the global food system.</p>		<p>I know how to identify advantages and disadvantages of the solutions or goals I set myself.</p> <p><b>Evaluation and review</b></p> <p>I know how to take responsibility for my actions and learning when the outcomes are positive or negative.</p>	<p><i>I can recognise when I find learning difficult and persevere when I need to.</i></p> <p><i>I can manage frustration by using a number of strategies.</i></p> <p><i>I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else.</i></p> <p><i>I can identify some barriers to my learning. I can think of ways to overcome barriers to my learning.</i></p> <p><i>I can understand that some thoughts help me reach my goal and some are a barrier</i></p> <p><b>Making choices</b></p> <p><i>I can identify advantages and disadvantages of the solutions or goals I set myself.</i></p> <p><i>I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups.</i></p> <p><i>I can make a choice about what to do based on my predictions of the likely consequences</i></p> <p><b>Evaluation and review</b></p> <p><i>I can tell you how I am going to apply what I have learned.</i></p> <p><i>I am able to take responsibility for my actions and learning when the outcomes are positive or negative.</i></p> <p><i>I can recognise when I have reached my goal or been successful with my learning.</i></p> <p><i>I can tell you what has gone wrong with a plan and why.</i></p> <p><i>I can talk about the bits that went well and the bits that I need to change if I used my plan again.</i></p>
		<p><b>RSE</b></p> <p>To know the scientific names and function of the female/male parts of the body.</p> <p>To know that everyone's body is unique.</p> <p>To know some of the ways in which we can feel good about ourselves, even when we feel down.</p>	<p><b>RSE</b></p> <p><b>Discuss and explore:</b></p> <p><i>How can we ensure that everyone feels, safe, included and valued during our learning in RSE?</i></p> <p><i>What are the names of female and male personal and private body parts and what do they do?</i></p> <p>Do bodies come in all shapes and sizes?</p> <p>How can we feel good about ourselves?</p>

## SUBJECT CURRICULUM LONG TERM PLAN

			Should we all look the same? How do I pick myself up if I feel down? What is a family? Are all families the same? How do families change?
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# SUBJECT CURRICULUM LONG TERM PLAN

Year Group: YR4

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC risk management: staying safe, getting help	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<b>SEAL:</b> gifts talents rights responsibilities helpful/hopeful thoughts scared frightened excited nervous  <b>Drugs &amp; Alcohol</b> Risk, danger. Hazard, Drugs, Habit, Legal, restricted, illegal, peer pressure	Healthy eating, diet R-Y3 New Beginnings R –Y2 Environmental safety & Drugs Education Y3 – Drugs and Alcohol education	Transition Pupil Parliament Rights and responsibilities	Social development	<b>SEAL:</b> resolve a conflict leader reporter scribe timekeeper cooperation win-win solution anger 'losing it'  <b>No to bullying</b> witness speaking out audience leader peer pressure 'telling school'	R-Y3 Getting on and falling out R – Diverse families Y2 – Disability Equality Education	New beginnings, relationships, friendships	Social development Moral development.
<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood		<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood	
<b>SEAL: New Beginnings</b> I know something about everyone in my class. I know that I am valued at school. I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I know how to join a group. <b>Understanding my feelings</b> I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions. I can predict how I am going to feel in a new situation or meeting new people. <b>Understanding the feelings of others</b> I know how it feels to be happy, sad or scared, and can usually tell if other people are feeling these emotions.		<b>SEAL: Belonging</b> <b>Self-awareness</b> I can tell you one special thing about me. <b>Understanding my feelings</b> I can predict how I am going to feel in a new situation or meeting new people. <b>Managing my feelings</b> I can manage my feelings and usually find a way to calm myself down when necessary <b>Social skills</b> I can give and accept a compliment. <b>Understanding rights and responsibilities</b> I can contribute towards making a class charter.		<b>SEAL: Getting on and falling out</b> <b>Friendship</b> I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. <b>Seeing something from someone else's point of view</b> I know how to see things from someone else's point of view. <b>Managing feelings – anger</b> I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry.		<b>SEAL: Getting on and falling out</b> <b>Friendship</b> I can tell you lots of ways to give 'friendship tokens' to other people <b>Working together</b> I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. <b>Resolving conflict</b> I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.	

## SUBJECT CURRICULUM LONG TERM PLAN

<p><b>Managing my feelings</b> I know how it feels to do or start something new, and some ways to cope with these feelings.</p> <p><b>Making choices</b> I know some more ways to solve a problem.</p> <p><b>Understanding rights and responsibilities</b> I understand my rights and responsibilities in the school.</p> <p>I understand why we need to have different rules in different places and know what the rules are in school.</p>								<p>I understand why it is important to calm down before I am overwhelmed by feelings of anger.</p> <p>I can tell you some of the ways that I can stop myself being overwhelmed by feelings of anger.</p> <p>I know how it feels to be overwhelmed by feelings of anger.</p>							
<p><b>Drugs &amp; Alcohol Education</b> I know and can give examples of what is meant by healthy choices.</p>				<p><i><b>Drugs &amp; Alcohol Education</b> I can explore what I think about healthy and unhealthy choices</i></p>				<p><b>SEAL: Say no to bullying.</b> I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I know how it might feel to be a witness to and a target of bullying..</p> <p>I know that sometimes bullying is hard to spot and what to do if I think it is going on but I am not sure.</p>				<p><b>SEAL: Say no bullying</b> <i>I can tell you what bullying is. I can tell you why witnesses sometimes join in with bullying or don't tell. I can tell you some ways of helping to make someone who is bullied feel better I can problem solve a bullying situation with others</i></p>			
<p>I know that a drug is a chemical which changes how a person's mind or body works, for example caffeine in tea/cola can make a person feel more alert.</p>				<p><i>I can resist peer pressure</i></p>				<p><b>Disability Equality Education</b> I understand what the term 'assumption means.</p>				<p><b>Disability Equality Education</b> <i>I can think about what it means to make an assumption.</i></p>			
<p>I know that some drugs, such as alcohol and nicotine in cigarettes are legal but only for grownups over 18, because of the risks involved in using them.</p>				<p><i>I can say no safely</i></p>				<p>I know what being disabled means.</p>				<p><i>I can reflect on the effect of language chosen to describe someone.</i></p>			
<p>I know the effects of tobacco and cannabis</p>								<p>I know how to welcome someone and make friendly conversation.</p>				<p><i>I think about how to welcome everybody including disabled children.</i></p>			
<p>I know who to go to if I have concerns around alcohol, tobacco or other drugs.</p>								<p>I know how to make everyone feel welcome.</p>				<p><i>I can reflect on ways to get to know someone.</i></p>			
<p><b>Internet Safety</b> (taught through ICT)</p>				<p><b>Internet Safety</b> (taught through ICT)</p>				<p>I know that disabled children and adults have the right to be who they are and do not need to be fixed to fit in.</p>				<p><i>I can tell you about the social model of disability.</i></p>			
<b>Spring Term 1</b>								<b>Spring Term 2</b>							
<b>Key Vocabulary</b>		<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)		<b>Links to wider curriculum</b> (e.g. different subjects or key stages)		<b>SMSC</b>		<b>Key Vocabulary</b>		<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)		<b>Links to wider curriculum</b> (e.g. different subjects or key stages)		<b>SMSC</b>	

## SUBJECT CURRICULUM LONG TERM PLAN

<b>Mental health/wellbeing</b> values respectful active exercise minds worry concentrate positive negative attitude emotions normal manage mental illness depression mindfulness	R-Y3 Going for goals Y3 – Money management	Maths: Money, Four operations, Worded problems	Understand how families will need to spend their money in different ways. Working with money jobs. Understand how to make comparisons with cost and value	<b>SEAL:</b> Proud unique identity Skin tone/colour Mean bullying respect disrespect, threatened hopeful, assertive  <b>Protective Behaviours</b> Rights, responsibility, risk, safe/unsafe, secrets, worries, dares.	Development of knowledge related to feelings and strategies for dealing with these.  R-Y3 Good to be me R-Y3 Protective behaviours  Building on learning from previous years on identifying risk and keeping themselves safe.	Personal development and Social responsibility (assemblies) and RS.	Self-awareness, learning about themselves.  Willingness to reflect on and learn from their experiences.
<b>Threshold Concepts Knowledge</b> <i>without which later concepts will not be fully understood /</i> <b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>		<b>Threshold Concepts Knowledge</b> <i>without which later concepts will not be fully understood /</i> <b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>	
<b>Mental Health &amp; Wellbeing</b> I know that we all have mental health. I know that mental health includes all of our feelings (positive and negative), our thinking and our moods. I understand that our well-being is about what we do to help us to feel happy and healthy. I know that it is normal to experience mixture of feelings- both negative and positive. I know when to ask for help. I know what depression is and understand that it is a mental illness I know what mindfulness is	<b>Mental Health &amp; Wellbeing</b> <i>I can explain some ways that I can improve my wellbeing</i> <i>I can name some people I can go to for help</i> <i>I can recall the 5 ways to wellbeing</i> <i>I can use mindfulness techniques</i>		<b>SEAL: Good to be me</b> I know what makes me me. I know what makes me proud to be me. I understand the term ‘unique.’ I know what is meant by the terms ‘identity’, ‘skin tone/colour’. I understand what we mean by ‘respect’ <b>Understanding my feelings</b> I understand what mean behaviour is and how this can become bullying <b>Managing my feelings</b> I know how we can keep safe and where to get help. <b>Standing up for myself</b> I know how to be assertive.		<b>SEAL: Good to be me</b> <i>I can tell you the things I am good at and what makes me me.</i> <i>I can explain what the words ‘unique’ and ‘identity’ mean.</i> <i>I can discuss my and others identity including skin tone in a respectful/safe way.</i> <b>Understanding my feelings</b> <i>I can tell you what mean behaviour is and when this turns into bullying.</i> <b>Managing my feelings</b> <i>I can think of ways that I can keep safe and where to get help from.</i> <b>Standing up for myself</b> <i>I can choose to act assertively.</i> <i>I can express myself assertively in a variety of ways.</i>		
<b>Money Management</b> To know that there are essential expenses which all families have to spend their money on  To understand there are costs involved in keeping a pet and will practise keeping to a budget. They will know how to add one-digit numbers and pairs of two-digit numbers.  To know there are different ways to save money for the future including a money box.	<b>Money Management</b> Where does our money go?  What happens to money in a savings account?  What is interest?  What is value for money?		<b>Protective Behaviours</b> To know about the UN Rights of the Child and how these help us feel safe  To understand that different people have different feelings about the same situation		<b>Protective Behaviours</b> <b>Discuss and explore:</b> <i>What rights do children have in school?</i>  <i>What responsibilities to children have in school?</i>		

## SUBJECT CURRICULUM LONG TERM PLAN

<p>savings account and Child Trust Fund, and the risks involved in relation to finances.</p> <p>To know the Child Trust Fund is a savings account which earns interest. They will be able to work with multiples of coins and notes to make £20 (and £40).</p> <p>To know that it's a good idea to compare costs before buying something.</p> <p>To know that we can compare costs to know if we are getting value for money. They will know how to solve one-step money number problems using number sentences.</p> <p><b>Healthy Eating</b> (taught through Science, PE &amp; DT)</p>				<p><b>Healthy Eating</b> (taught through Science, PE &amp; DT)</p>				<p>To know and recognise that dares are not always safe</p> <p>To know some ways to say no to dares that feel unsafe</p> <p>To know some ways to say no to dares that feel unsafe</p> <p>To understand that we can talk with someone about anything, even if it feels awful or small.</p> <p>To understand when to share a secret.</p>				<p><i>Consider if there are any additional rights children should have in/outside of school.</i></p> <p><i>When does the behaviour of some affect the access to rights of others <b>(using scenarios)</b></i></p> <p><i>To be able to give examples of when it's fun for me to feel scared</i></p> <p><i>To be able to give examples of when it's fun for me to feel scared</i></p> <p><i>To recognise that dares are not always safe</i></p> <p><i>To recognise that different people can help me with different things</i></p> <p><i>To recognise that we choose different people to help us</i></p> <p><i>To be able to identify people who can help me.</i></p>			
Summer Term 1								Summer Term 2							
Key Vocabulary		Interleaving Opportunities (e.g. when past topics can be revisited)		Links to wider curriculum (e.g. different subjects or key stages)		SMSC		Key Vocabulary		Interleaving Opportunities (e.g. when past topics can be revisited)		Links to wider curriculum (e.g. different subjects or key stages)		SMSC	
SEAL: fault blame guilty choice love proud cruel kind ashamed celebrate funeral amends conscience regret remorse apologise death miss alone		R-Y3 Relationships Knowing myself R-Y3 Global Citizenship		RE – ways to celebrate and acknowledge a death		Social development Moral development and spiritual development.		SEAL: boredom, adapt, anticipation, resentment, excitement, frightened, anxious, nervous, belonging, accepted, left out, making a plan, rejected.  goal target obstacle barrier responsibility responsible perseverance boredom		R-Y3 Changes Knowing myself R-Y3 RSE		Science – body parts		Social development	



## SUBJECT CURRICULUM LONG TERM PLAN

				frustration respect encouragement			
<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood		<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood	
<b>SEAL: Relationships</b> <b>Knowing myself</b> I know when something is my fault and when something is not my fault. <b>Understanding my feelings</b> I know when I will feel guilty and use this when I make a choice. <b>Managing my feelings</b> I know when to tell someone about it. I know some things to do when I feel guilty. <b>Understanding the feelings of others</b> I understand how I might hurt others. I know how most people feel when they lose something or someone they love. <b>Social skills</b> I know some ways to celebrate the life of someone I care about. I understand that we can remember people even if we no longer see them. <b>Making choices</b> I know how to make a good choice.		<b>SEAL: Relationships</b> <b>Knowing myself</b> <i>I can tell when something is my fault and when something is not my fault.</i> <i>I can take responsibility for my behaviour.</i> <i>I can tell you the things that hurt my feelings.</i> <b>Understanding my feelings</b> <i>I can express feelings of guilt.</i> <i>I can say when I might feel guilty.</i> <b>Managing my feelings</b> <i>I can tell when I feel ashamed about something.</i> <b>Social skills</b> <i>I can tell you how I can make someone who is important to me happy.</i> <i>I can tell you some ways to make amends if I have done something cruel or unkind.</i> <i>I can tell you how I feel about the important people or animals in my life.</i> <i>I can tell you about someone that I no longer see.</i> <b>Making choices</b> <i>I can take responsibility for what I choose to do.</i>		<b>SEAL: Changes</b> <b>Knowing myself</b> I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I know that what we feel and think affects what we do(how we behave). <b>Understanding my feelings</b> I know that even changes we want to happen can sometimes feel uncomfortable. I know some of the reasons that change can feel uncomfortable and scary. <b>Managing my feelings</b> I know some ways of dealing with the feelings that sometimes arise from changes. <b>Planning to reach a goal</b> I know some ways to plan to overcome obstacles. <b>Belonging to a community</b> I understand what is meant by the word 'community'. <b>SEAL: Going for goals</b> <b>Knowing myself</b> I know that I am responsible for my own learning and behaviour. I know what I need to learn effectively. I know how my feelings can influence my learning <b>Planning to reach a goal</b> I know how others can help me to achieve my goals and how I can help others. <b>Persistence</b> I know how to recognise when I find learning difficult and persevere when I need to. <b>Making choices</b>		<b>SEAL: Changes</b> <b>Knowing myself</b> <i>I can tell you about some of the things that have changed in my life, and how I feel about them.</i> <i>I can tell you why I behave as I do when I am finding a change difficult.</i> <b>Understanding my feelings</b> <i>I can tell you how I would feel if a change that I didn't want to happen was imposed on me.</i> <b>Understanding the feelings of others</b> <i>I can sometimes understand why other people are behaving as they are when they are finding a change difficult.</i> <b>Planning to reach a goal</b> <i>I can tell you about a plan I have made to change something about my behaviour.</i> <i>I can think about and plan to overcome obstacles.</i> <b>Belonging to a community</b> <i>I can tell you how it feels to belong to a group, and know it is important for everyone</i> <b>SEAL: Going for goals</b> <b>Knowing myself</b> <i>I can tell you about myself as a learner.</i> <i>I can use my strengths as a learner.</i> <b>Setting a realistic goal</b> <i>I can foresee obstacles and plan to overcome them when I am setting goals.</i> <b>Planning to reach a goal</b> <i>I can set success criteria so that I will know whether I have reached my goal</i> <i>I can break down a goal into a number of steps and wait for the result.</i> <b>Persistence</b> <i>I can recognise when I find learning difficult and persevere when I need to.</i>	
<b>Global Citizenship</b> Sustainable Development To understand the term 'sustainability'.		<b>Global Citizenship</b> I can think about the advantages and disadvantages of wind farm developments.					
To understand the impact of waste in different parts of the world.		I can describe the waste produced at key times of the year and the impacts this might have and how this might differ between developed and developing countries.					
To know how a windfarm works.							
To understand what makes good community		I can share my ideas on how to reuse a water bottle.					



## SUBJECT CURRICULUM LONG TERM PLAN

	<p>I can take part in a debate about a windfarm in Brighton.</p> <p>Brazil or UK What makes a good community? To build or not Energy for the future What's best way to protect the environment</p>	<p>I know how to identify advantages and disadvantages of the solutions or goals I set myself.</p> <p><b>Evaluation and review</b> I know how to take responsibility for my actions and learning when the outcomes are positive or negative.</p> <p><b>RSE</b> To know how human babies and families begin.</p> <p>To know how do I grow and change into an adult.</p> <p>To know how our feelings change during puberty in response to physical changes.</p> <p>To know that there are different types of family.</p>	<p><i>I can manage frustration by using a number of strategies.</i> <i>I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else.</i> <i>I can identify some barriers to my learning. I can think of ways to overcome barriers to my learning.</i> <i>I can understand that some thoughts help me reach my goal and some are a barrier</i></p> <p><b>Making choices</b> <i>I can identify advantages and disadvantages of the solutions or goals I set myself.</i> <i>I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups.</i> <i>I can make a choice about what to do based on my predictions of the likely consequences</i></p> <p><b>Evaluation and review</b> <i>I can tell you how I am going to apply what I have learned.</i> <i>I am able to take responsibility for my actions and learning when the outcomes are positive or negative.</i> <i>I can recognise when I have reached my goal or been successful with my learning.</i> <i>I can tell you what has gone wrong with a plan and why.</i> <i>I can talk about the bits that went well and the bits that I need to change if I used my plan again.</i></p> <p><b>RSE</b> <i>How do human babies begin?</i></p> <p><i>What are the different ways that families begin?</i></p> <p><i>What happen to my body as I grow and change from a child to a grown up?</i></p> <p><i>What life skills will I need as I grow and change?</i></p> <p><b>How do the changes at puberty affect how young people might feel?</b></p>
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## SUBJECT CURRICULUM LONG TERM PLAN

		<p>To know that a hormone is a chemical messenger that is released by a part of the brain and causes the body to start to grow and change.</p> <p>To understand menstruation.</p> <p>To know where to get help</p>	
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# SUBJECT CURRICULUM LONG TERM PLAN

Year Group: YR5

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<b>SEAL:</b> teamwork motivation enthusiasm bravery respect anticipation excitement nervous nervousness worried anxiety anxious petrified frightened terrified  Democracy	Previous coverage of: Risk, danger, hazard, Drugs, Habit, Legal, restricted, illegal	English: persuasive language  PE – being healthy Computing – online safety Science – healthy body  Pupils Parliament (FBV)	Media messages – understanding, challenging & critical thinking	<b>SEAL:</b> short-term/long-term consequences 'I message' prejudice 'reframing a situation' responsibility  <b>No to Bullying</b> power influence direct/indirect bullying name-calling (racist/sexist/homophobic)	Understanding developed from EYFS with concepts being built on each year.	Personal development and Social responsibility (assemblies) and RS.  Computing – online safety History – changes over time linked to gender	Understanding the concept of right and wrong.  Understanding and appreciation of a wide range of cultures, religions and ethnicities.
<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood		<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood	
<b>SEAL: New Beginnings</b> I know that I am valued at school. <b>Understanding my feelings</b> I understand how it feels to do or start something new, and why. <b>Understanding the feelings of others</b> I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. <b>Making choices</b> I can explain how I go about solving a problem and can give you an example of a problem I have solved. <b>Understanding rights and responsibilities</b> I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school.		<b>SEAL: Belonging</b> I have worked with and talked to everyone in my class <b>Managing my feelings</b> I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. <b>Social skills</b> I work well in a group and can tell you what helps my group to work well together.		<b>SEAL: Getting on and falling out</b> <b>Friendship</b> I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I know that sometimes difference can be a barrier to friendship. <b>Seeing things from someone else's perspective</b> I know how it can feel to be excluded or treated badly because of being different in some way. <b>Managing feelings – anger</b> <b>I know:</b> what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down.		<b>SEAL: Getting on and falling out</b> <b>Friendship</b> I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions. <b>Seeing things from someone else's perspective</b> I am able to see a situation from another person's perspective. <b>Working together</b> I can tell you some things that a good leader should do. When I am working in a group I can tell people if I agree or don't agree with them and why. When I am working in a group I can listen to people when they don't agree with me and think about what they have said	

## SUBJECT CURRICULUM LONG TERM PLAN

<p>If I don't agree with something in school, I know how to go about trying to change things.</p> <p><b>Drugs &amp; Alcohol Education</b> I know the effects and risks of alcohol on a person's body and brain</p> <p>To understand the following terms:</p> <ul style="list-style-type: none"> <li>• Drug</li> <li>• Medicine</li> <li>• Safe choice</li> <li>• Risky choice</li> </ul> <p>I know how the media and adverts influence people's the choices I and others could make</p> <p>I know how to get help</p> <p><b>Internet Safety</b> (Taught through ICT)</p>	<p><b>Drugs &amp; Alcohol Education</b> <i>I can recognise the influence of the media and adverts over the choices I could make</i></p> <p><i>I can resist peer pressure safely in a variety of ways</i></p> <p><i>I can develop critical thinking skills when reviewing advertising in the media.</i></p>	<p>I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I know how my behaviour is linked to my thoughts and feelings.</p> <p><b>Resolving conflict.</b> I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.</p> <p><b>SEAL: Say no to bullying</b> I understand how rumour-spreading and name-calling can be bullying behaviours. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices.</p> <p><b>Gender</b> To understand the term stereotyping and be able to give examples to demonstrate understanding.</p> <p>To understand the term prejudice and know some ways of challenging this and stereotyping in a constructive way.</p>	<p><b>Managing feelings – anger</b> <i>I can stop and try to get an accurate picture before I act.</i></p> <p><b>Resolving conflict.</b> <i>I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse I can use language ('I messages') that does not make conflict situations worse</i></p> <p><b>SEAL: Say no to bullying</b> <i>I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.</i></p> <p><b>Gender</b> <i>I can express my feelings and views in a respectful way.</i></p> <p><i>I can empathise with the views of others, even if they are different to my own.</i></p> <p><b>Explore and discuss perceptions and feelings around:</b> <i>What does saying you do that 'like a girl' mean?</i></p> <p><i>What does saying: 'Boys will be boys' mean?</i></p> <p><i>Can you recognise gender stereotyping and prejudice?</i></p> <p><i>What is the impact of gender stereotyping?</i></p> <p><i>How can you safely challenge gender stereotypes?</i></p>
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# SUBJECT CURRICULUM LONG TERM PLAN

Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<b>Mental health/wellbeing</b> Normal positive negative connect active mindfulness meditation sleep routine habit Immune system memory  <b>Money Management</b> Deductions, Debit Credit, Borrow Debt	Revisiting understanding each year and developing pupil's knowledge of reflecting on their goals and planning how to achieve them. Complexity of vocabulary.	Maths: Express numbers as fractions, money  Geography: Global English: persuasive language	Reflecting on their own strengths and identifying what they would like to get better at.	<b>SEAL:</b> Prejudice racism equal/equality different skin tone/colour respect disrespect values proud bullying assertive aggressive  <b>Protective Behaviours</b> Hurt, feelings, impact, risk, safe/unsafe, secrets, friendship, help, control.	Re-visited annually-building on prior learning. Understanding feelings/behaviours. Strategies for managing stress	Personal development and Social responsibility (assemblies) and RS.  Computing – online safety  Taught annually-how to keep themselves safe.	Recognise the difference between right and wrong.  Reflect ion how their behaviour affects others.
<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood		<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood	
<b>Mental Health &amp; Wellbeing</b> I know what mental health is. I know that it is normal to feel a mixture of feelings- both positive and negative I know that mental health includes our feelings, thinking and moods I know that wellbeing what we do to help us to feel happy and healthy. I understand the term 'stressed.' I understand the link between sleep and wellbeing I know some of the things that may stop me from sleeping I know how being active benefits our mental health <b>Money Management</b> To understand that money is deducted from earnings to pay for important services and benefits.		<b>Mental Health &amp; Wellbeing</b> <i>I can explain what is meant by the term mental health</i> <i>I can recall and explain the 5 ways to wellbeing</i> <i>I can explain some strategies to help me when I feel stressed</i> <i>I can explain the link between sleep and how our brains function</i> <i>I can name some people that I could go to for help if I am worried or stressed</i>  <b>Money Management</b> Can I keep all the money I earn?  Why do we pay our taxes?		<b>SEAL: Good to be me</b> <b>Knowing myself</b> I know and accept myself for who and what I am. I know that we are all unique- with some similarities and some differences I understand what is meant by 'identity' <b>Understanding/managing my feelings</b> I know what constitutes mean behaviour and when this becomes bullying. <b>Managing my feelings</b> I understand that the majority view is not always right. <b>Making choices</b> I know how to get help and who to go to if I feel others are behaving in a prejudiced or bullying way.		<b>SEAL: Good to be me</b> <b>Knowing myself</b> <i>I can explain why I am unique</i> <b>Understanding/managing my feelings.</b> <i>I can talk about my identity and respectfully talk about others identity.</i> <i>I can describe my own and others skin tone in a respectful and safe way.</i> <i>I can give examples of mean behaviour and explain when this becomes bullying.</i> <i>I can disagree with someone without falling out.</i> <i>I can cope when someone disagrees with me.</i> <i>I can stand up for what I think after listening to others and making my own choice.</i> <i>I can behave in an assertive way using appropriate body language and tone of voice.</i>	

## SUBJECT CURRICULUM LONG TERM PLAN

<p>To know how to create a simple table to record money in and money out.</p> <p>To understand there are risk consequences when we borrow or lend money, to both the lender and the borrower.</p> <p>To know why rounding numbers is useful when estimating. They will begin to understand the consequences of getting into debt.</p> <p>To know the Fairtrade logo and know what it means, including the impact of our consumer choices.</p> <p>To understand that a smaller whole number can be expressed as a fraction of a larger one. They will begin to know what fair trade is and that a fraction of the total cost of a product goes to people involved in its production and sale.</p>				<p>What is debt? What is credit?</p> <p>What are fair choices? (fair trade, environment, impact)</p>				<p><b>Protective Behaviours</b> I understand that words can hurt other people's feelings.</p> <p>I understand how my behaviour or language can have an impact on others (feeling safe and unsafe)</p> <p>I know how to step in/ make a safety stop to keep myself safe.</p> <p>I know how the difference between a Fun to Feel Scared and a Risking on Purpose activity feel.</p> <p>I understand the importance of choice, control and time limit in making safer choices.</p> <p>I know some relaxation techniques.</p> <p>I know that no-one has the right to hurt children, not even someone they know</p> <p>I understand that there's nothing so awful we can't talk about it to someone</p> <p>I know that sometimes secrets can be unsafe and must not be kept</p> <p>I can say what the characteristics of a good friendship or network person are</p> <p>I know how to get help if I feel unsafe with people</p> <p>I can ask for help more than once if I need it</p>				<p><b>Making choices</b> <i>I can make a judgement about where to get help and who to go to if someone is behaving in a prejudiced/bullying way.</i></p> <p><b>Protective Behaviours</b> I understand that words can hurt other people's feelings.</p> <p>I understand how my behaviour or language can have an impact on others (feeling safe and unsafe)</p> <p>I know how to step in/ make a safety stop to keep myself safe.</p> <p>I can recognise unsafe language and behaviour in school</p> <p>I can say what the characteristics of a good friendship or network person are.</p> <p>I can ask for help more than once if I need it.</p> <p>I can use relaxation techniques to help me calm.</p> <p>I can recall rights that children have.</p>			
Summer Term 1								Summer Term 2							
Key Vocabulary		Interleaving Opportunities (e.g. when past topics can be revisited)		Links to wider curriculum (e.g. different subjects or key stages)		SMSC		Key Vocabulary		Interleaving Opportunities (e.g. when past topics can be revisited)		Links to wider curriculum (e.g. different subjects or key stages)		SMSC	



## SUBJECT CURRICULUM LONG TERM PLAN

<b>SEAL:</b> embarrassed humiliation forgive make amends stereotype breaking friends grief/grieve shock denial anger disbelief depression despair sadness acceptance	Building on knowledge and understanding from the autumn term in Y5 and previous years on relationships (annual topic)	Personal development and Social responsibility (assemblies) and RS.  Global week – geography, RE	Respect and tolerance of those with different beliefs, cultures, ethnicities to themselves.  Reflecting on their own feelings and behaviour.	<b>SEAL:</b> insecure/secure, Fault, over reaction, humiliation, gossip/rumour, mixed feelings, empathy, empathise. goal target perseverance admiration achievements obstacle excuses consequences  <b>RSE</b>	Transition/changes topic revisited annually.  Developing their knowledge of RSE- taught annually. Increased complexity of vocabulary.	Personal development and Social responsibility (assemblies) and RS.  Science – human body, lifecycles	Reflecting on our behaviour in the context of right and wrong and understanding how to make amends.  Self- awareness.
<b>Threshold Concepts Knowledge</b> <i>without which later concepts will not be fully understood /</i> <b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>		<b>Threshold Concepts Knowledge without</b> <i>which later concepts will not be fully understood /</i> <b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>	
<b>SEAL: Relationships</b> <b>Social skills</b> I know how to break friends with someone without hurting their feelings. I understand the term stereotype I know some ways to help support someone who is unhappy because they have lost someone or something. <b>Making choices</b> I understand when breaking friends might be the best thing to do.  <b>Global Citizenship</b> To understand what is meant by the term poverty in terms of wants and needs.  To understand the causes of poverty and how this might look different in different communities.		<b>SEAL: Relationships</b> <b>Social skills</b> <i>I can break friends with someone without hurting their feelings.</i> <i>I can recognise when I am using a put-down.</i> <i>I can recognise stereotyping.</i> <i>I can try to challenge stereotypes.</i> <i>I can tell you about the people who are important to me.</i> <i>I can help support someone who is unhappy because they have lost someone or something.</i> <i>I can think about when to forgive someone.</i> <i>I can forgive someone.</i> <b>Making choices</b> <i>I can use a problem-solving approach to sorting out an embarrassing situation.</i>  <b>Global Citizenship</b> I can describe the difference between needs and wants.  I can establish how food is a human need.		<b>SEAL: Changes</b> <b>Knowing myself</b> I understand and am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. <b>Understanding my feelings</b> I understand how it might feel when a change takes you away from familiar people and places. I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable. <b>Understanding the feelings of others</b> I know that people respond differently to changes and challenges. I know that many children have mixed feelings about going to secondary school. <b>Managing my feelings</b> I know that when I move to secondary school many things in my life will stay the same. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially. <b>Belonging to a community</b> I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.		<b>SEAL: Changes</b> <b>Knowing myself</b> <i>I can tell you some of the good things about me that my classmates like and value.</i> <b>Understanding my feelings</b> <i>I can tell you my 'sore spots'.</i> <i>I can recognise when I might over-react because someone has touched a 'sore spot'.</i> <i>I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'.</i> <b>Understanding the feelings of others</b> <i>I can try to understand why people might behave the way they do when they are facing a difficult change.</i> <i>I try to understand other people's behaviour by thinking about what they might be feeling or thinking.</i> <i>I can tell you about how people might feel and behave when they go to a new school.</i> <b>Managing my feelings</b> <i>I have some strategies for managing the feelings that I might experience when I change schools.</i> <b>SEAL: Going for goals</b> <b>Knowing myself</b> <i>I can try to develop these skills.</i> <i>I know what some of the people in my class like or admire about me.</i>	



## SUBJECT CURRICULUM LONG TERM PLAN

	<p>I can examine the effect hunger has on different aspects of a person's life.</p> <p>Discuss and explore:  <b>What's poverty?</b>          Why are people poor?  <b>Why are people hungry?</b>          Does poverty always look the same?</p>	<p><b>SEAL: Going for goals</b>  <b>Knowing myself</b>          I know the skills and attributes of an effective learner.  <b>Setting a realistic goal</b>          I can set myself a goal or challenge.  <b>Planning to reach a goal</b>          I can make a long-term personal or learning plan and break it down into smaller, achievable goals.          I know that it is up to me to get things done by taking the first step.  <b>Persistence</b>          I know that if at first I don't succeed it is worth trying again.          I can try again even when I have been unsuccessful.  <b>Making choices</b>          I know how make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.          I understand how to consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.  <b>Evaluation and review</b>          I know how to apply what I have learned.          I know what I need to learn next.          I know how to be a critical friend to others and myself.</p> <p><b>RSE</b>          To understand the feeling of embarrassment and strategies for overcoming it.</p> <p>To know and understand the changes occur during puberty- How do children grow and change into young adults?</p> <p>To now that our feelings change as we grow in adults.</p> <p>To understand the link between puberty and human reproduction.</p> <p>To understand how to manage menstruation/wet dreams and other physical changes.</p> <p>To know the importance of hygiene during puberty.</p>	<p><i>I can recognise when I am using an excuse instead of finding a way around a problem.          I can recognise and celebrate my own achievements</i>  <b>Setting a realistic goal</b>  <i>I can set myself a goal or challenge.</i>  <b>Planning to reach a goal</b>  <i>I can make a long-term personal or learning plan and break it down into smaller, achievable goals.</i>  <b>Persistence</b>  <i>I can try again even when I have been unsuccessful.</i>  <b>Making choices</b>  <i>I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.          I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups</i>  <b>Evaluation and review</b>  <i>I can apply what I have learned.          I can tell you what I need to learn next.          I can be a critical friend to others and myself.</i></p> <p><b>RSE</b>          What is embarrassment?</p> <p>How can we manage this feeling?</p> <p>What is the link between how our relationships change as we grow and feeling embarrassed?</p> <p>What does puberty mean?</p> <p>How do children grow and change into young adults?</p> <p>What is puberty like for most girls and most boys?</p> <p>What is exciting about growing up?</p>
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## SUBJECT CURRICULUM LONG TERM PLAN

			How can we grow in confidence to talk about puberty and ask questions?
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# SUBJECT CURRICULUM LONG TERM PLAN

Year Group: YR6

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<b>SEAL:</b> teamwork motivation enthusiasm bravery respect anticipation excitement nervous, nervousness worried anxiety, anxious petrified frightened, terrified  <b>Democracy</b> Elections, vote, right  <b>Drugs &amp; Alcohol</b> Drugs, medicines, legal, illegal, risk & safety, Cannabis	New Beginnings are revisited each year as part of SEAL. Awareness and understanding of feelings and how to deal with these.	Personal development and Social responsibility (assemblies) and RS.   Pupils Parliament elections- understanding democracy (FBV)	Use a range of social skills in different contexts.   Keeping themselves safe.	<b>SEAL:</b> short-term/long-term consequences 'I message' prejudice 'reframing a situation' responsibility  <b>No to bullying</b> power influence direct/indirect bullying name-calling (racist/sexist/homophobic)	Revisiting learning on relationships and strategies for solving friendship issues.	RE -learning about weddings, naming ceremonies and festivals	Understanding right and wrong and consequences.         Interest in exploring, improving understanding and showing respect for different faiths, cultural diversity and the extent to which they understand and accept diversity.
<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood		<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood	
<b>SEAL: New Beginnings</b> I know that I am valued at school. <b>Understanding my feelings</b> I understand how it feels to do or start something new, and why. <b>Understanding the feelings of others</b> I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. <b>Making choices</b> I can explain how I go about solving a problem and can give you an example of a problem I have solved. <b>Understanding rights and responsibilities</b>		<b>SEAL: Belonging Self-awareness</b> I can tell you one special thing about me. <b>Understanding my feelings</b> I can predict how I am going to feel in a new situation or meeting new people. <b>Managing my feelings</b> I can manage my feelings and usually find a way to calm myself down when necessary <b>Social skills</b> I can give and accept a compliment. <b>Understanding rights and responsibilities</b>		<b>SEAL: Getting on and falling out Friendship</b> I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I know that sometimes difference can be a barrier to friendship. <b>Seeing things from someone else's perspective</b> I know how it can feel to be excluded or treated badly because of being different in some way. <b>Managing feelings – anger</b> <b>I know:</b> what my triggers are for anger; what happens when I get angry;		<b>SEAL: Getting on and falling out Friendship</b> I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions. <b>Seeing things from someone else's perspective</b> I am able to see a situation from another person's perspective. <b>Working together</b> I can tell you some things that a good leader should do.	

## SUBJECT CURRICULUM LONG TERM PLAN

<p>I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.</p> <p><b>Drugs &amp; Alcohol Education</b></p> <p>I understand what the following terms mean:</p> <ul style="list-style-type: none"> <li>• Drugs</li> <li>• Medicines</li> <li>• Legal</li> <li>• Illegal</li> <li>• Risk</li> <li>• Safety</li> </ul> <p>I know about the risks and effects of legal and illegal drugs (cannabis, cocaine)</p> <p>I know that taking drugs or alcohol effect people's mood and behaviour</p> <p>I know some ways to resist peer pressure concerning drugs</p> <p>I know where I might get help from</p> <p><b>Internet Safety</b> Taught through ICT</p>	<p><i>I can contribute towards making a class charter.</i></p> <p><b>Drugs &amp; Alcohol Education</b> I can explore my feelings and attitudes towards Drugs, Alcohol and Tobacco</p> <p>I can tell you about the risks and effects of legal and illegal drugs (cannabis)</p> <p>I can resist peer pressure concerning drugs.</p> <p>I can tell you when I might need to get help from a range of support services</p>	<p>what happens when I am overwhelmed by feelings of anger; some ways to calm myself down. I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I know how my behaviour is linked to my thoughts and feelings. <b>Resolving conflict.</b> I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.</p> <p><b>SEAL: Say no to bullying</b> I understand how rumour-spreading and name-calling can be bullying behaviours.. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices.</p> <p><b>LBGT Equality Education</b> I understand that everyone is different but should have equal opportunities.</p> <p>To know how people celebrate weddings- including trans people.</p> <p>To learn about LGBT Pride as a celebration of diversity and as an event that promotes respect.</p> <p>To know that some trans people choose to have a 'naming ceremony' or blessing following their transition.</p>	<p><i>When I am working in a group I can tell people if I agree or don't agree with them and why. When I am working in a group I can listen to people when they don't agree with me and think about what they have said</i> <b>Managing feelings – anger</b> <i>I can stop and try to get an accurate picture before I act.</i> <b>Resolving conflict.</b> <i>I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse I can use language ('I messages') that does not make conflict situations worse</i></p> <p><b>SEAL: Say no bullying</b> <i>I can tell you what bullying is. I can tell you why witnesses sometimes join in with bullying or don't tell. I can tell you some ways of helping to make someone who is bullied feel better I can problem solve a bullying situation with others</i></p> <p><b>LBGT Equality Education</b> <i>To identify gender stereotypes in popular culture.</i></p> <p><i>To consider how gender stereotypes might impact someone's feelings and behaviours</i></p> <p><i>I can recognise stereotyping and prejudice.</i></p> <p><i>I can compare different weddings from across different faiths, including non-religious weddings.</i></p> <p><i>I can create an order of service for the wedding or civil partnership of a same sex couple.</i></p>
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# SUBJECT CURRICULUM LONG TERM PLAN

								When learning about religious naming Ceremonies.
<b>Spring Term 1</b>				<b>Spring Term 2</b>				
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>	<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>	
<b>Mental Health &amp; Wellbeing</b> Depression/mood disorder sad negative lifestyle anxiety strategies identity coping manage grateful gratitude meditation mindfulness pledge calm  <b>Money Management</b> Salaries, taxation	Linked to learning on identifying goals and how they can plan to achieve them (Going for goals learning for each year group)	Maths: Four operations, multistep problems, Fractions & percentages of amounts Pie charts English: Persuasion in adverts	Write a CV Significance of consumer rights Why people do the work they do Work of charities	<b>SEAL:</b> Prejudice racism equal/equality different skin tone/colour respect disrespect values proud bullying assertive aggressive  <b>Protective Behaviours</b> Feelings, stereotypes, anxiety, fright/flight response, permission, resist, safe/unsafe	Increased complexity of vocabulary and deeper understanding on characteristics they identify as possessing.  Personal safety- taught annually.	Personal development and Social responsibility (assemblies) and RS.	Self- awareness, ability to reflect on strengths and feelings.	
<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood		<b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know		<b>Key skills</b> Which can be applied once the knowledge is understood		
<b>Mental Health &amp; Wellbeing</b> I know what depression is and that it is a mental illness I know what anxiety is and how this affects our mental health I know how the 5 ways to wellbeing can improve our mental and physical health I understand that emotions are reactions to things that happen around us I know that it is normal to feel a mixture of emotions across the day I know how gratitude help us take notice and be more mindful		<b>Mental Health &amp; Wellbeing</b> I can give examples of where you can get help and support for depression I can use strategies to help with and reduce anxiety I can explain the link between gratitude and taking notice and how this enables mindfulness		<b>SEAL: Good to be me</b> <b>Knowing myself</b> I know and accept myself for who and what I am. I know that we are all unique- with some similarities and some differences I understand what is meant by 'identity' I know that skin tone/colour is an aspect of our identity <b>Understanding/managing my feelings</b> I know what constitutes mean behaviour and when this becomes bullying. I know what is meant by prejudice and racism <b>Managing my feelings</b>		<b>SEAL: Good to be me</b> <b>Knowing myself</b> I can explain why I am unique I can explain wat aspects abut e I am proud of. <b>Understanding/managing my feelings.</b> I can talk about my identity and respectfully talk about others identity. I can describe my own and others skin tone in a respectful and safe way. I can give examples of mean behaviour and explain when this becomes bullying. I can disagree with someone without falling out.		

## SUBJECT CURRICULUM LONG TERM PLAN

<p><b>Money Management</b> To know there is a range of salaries for different jobs.</p> <p>To know what is deducted from earnings and why</p> <p>To know that people earn different amounts of money for different jobs and some reasons for this. They will be able to use partition to calculate TU x U, and HTU x U</p> <p>To know that we can have different opinions on what is 'value for money', and that there may be consequences when taking risks.</p> <p>To begin to understand how to judge if an offer is a good deal.</p> <p>To know there are some things we have to pay for through taxation and that we can also choose to give money to charity.</p> <p>To know that individual and community rights and responsibilities need to be taken into account when making decisions.</p> <p>To know a Council has to decide spending priorities within a total budget</p> <p><b>First Aid</b> Taught through Science Is it?</p>	<p><b>Money Management</b> <b>Explore and discuss:</b> <i>How much could I earn and what do different people earn?</i></p> <p><i>Is this choice good for me?</i></p> <p><i>How does our money benefit everyone?</i></p> <p><i>Why should I give to charity?</i></p> <p><i>To recognise that resources are limited and we need to make choices</i></p> <p><i>To use pie charts to interpret amounts of money spent.</i></p>	<p>I understand that the majority view is not always right.</p> <p><b>Making choices</b> I know how to get help and who to go to if I feel others are behaving in a prejudiced or bullying way.</p> <p><b>Protective Behaviours</b> I understand that people don't show their feelings for a range of different reasons.</p> <p>I know I need to ask and receive permission for some types of touch</p> <p>I know when physical contact is unwanted and I know ways of resisting it</p> <p>I understand the meaning of the term stereotyping.</p> <p>I understand the difference between safe and unsafe risks and how to handle them</p> <p>I understand why it is important to 'risk on purpose</p> <p>I understand the fight/flight reaction to fear.</p> <p>I know a relaxation technique that I can use when I feel stressed or anxious.</p> <p>I know I need to ask and receive permission for some types of touch I know when physical contact is unwanted and I know ways of resisting it.</p> <p>I understand what consent means.</p> <p>I can recognise safe and unsafe people and places in the community</p>	<p><i>I can cope when someone disagrees with me.</i> <i>I can stand up for what I think after listening to others and making my own choice.</i> <i>I can behave in an assertive way using appropriate body language and tone of voice.</i></p> <p><b>Making choices</b> <i>I can make a judgement about where to get help and who to go to if someone is behaving in a prejudiced/bullying way.</i></p> <p><b>Protective Behaviours</b> <i>I can identify and recognise how stereotyping can stop us showing our feelings and keeping ourselves safe.</i></p> <p><i>I can recall prior learning about keeping safe.</i></p> <p><i>I can express my views and feelings in a respectful way.</i></p> <p><i>I can work with a trusted partner to identify safe/unsafe touch.</i></p>
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# SUBJECT CURRICULUM LONG TERM PLAN

				I understand that some people are more appropriate to talk to than others depending on the situation and what the issue is			
Summer Term 1				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
SEAL: embarrassed humiliation forgive make amends stereotype breaking friends grief/grieve shock denial anger disbelief depression despair sadness acceptance  Global	Focus on relationships-developing and building on knowledge from previous years.         Year 5 topic on pollution and sustainability.	Personal development and Social responsibility (assemblies) and RS.         Geography- 'One World' week.	Ability to reflect on their feelings and learn more about themselves and others.   Knowledge of and respect for different people's faiths, feelings and values.	SEAL: insecure/secure, Fault, over reaction, humiliation, gossip/rumour, mixed feelings, empathy, empathise. goal target perseverance admiration achievements obstacle excuses consequences  RSE	Developing children's understanding of relationships/friendships as they mature and developing vocabulary to equip them with skills to support successful relationships.  Revisit learning from Year 5 on RSE.	Personal development and Social responsibility (assemblies) and RS.	Investigate and offer reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints on these issues.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
SEAL: Relationships Social skills I know how to break friends with someone without hurting their feelings. I understand the term stereotype I know some ways to help support someone who is unhappy because they have lost someone or something. Making choices I understand when breaking friends might be the best thing to do.		SEAL: Relationships Social skills I can break friends with someone without hurting their feelings. I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge stereotypes. I can tell you about the people who are important to me. I can help support someone who is unhappy because they have lost someone or something.		SEAL: Changes Knowing myself I understand and am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. Understanding my feelings I understand how it might feel when a change takes you away from familiar people and places. I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable.		SEAL: Changes Knowing myself I can tell you some of the good things about me that my classmates like and value. Understanding my feelings I can tell you my 'sore spots'. I can recognise when I might over-react because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. Understanding the feelings of others	



## SUBJECT CURRICULUM LONG TERM PLAN

<p><b>Global Citizenship</b>  <b>Peace and Conflict Resolution</b>          To know what a refugee is and the reasons why people may be forced to leave their home.</p> <p>To understand refugees and to better empathise with their situation. <b><u>(Rohingya Crisis)</u></b></p>	<p><i>I can think about when to forgive someone.</i>  <i>I can forgive someone.</i>  <b>Making choices</b>  <i>I can use a problem-solving approach to sorting out an embarrassing situation.</i></p> <p><b>Global Citizenship</b>  <b>Peace and Conflict Resolution</b>  <i>Explore and discuss:</i>  <i>What does home mean?</i>  <b>How do you describe peace?</b>  <i>What would make the most difference?</i></p> <p><i>To develop empathy and understanding when discussing the plight of refugees.</i></p> <p><b>Which brand is best?</b></p>	<p><b>Understanding the feelings of others</b>          I know that people respond differently to changes and challenges.          I know that many children have mixed feelings about going to secondary school.  <b>Managing my feelings</b>          I know that when I move to secondary school many things in my life will stay the same.          I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.  <b>Belonging to a community</b>          I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.  <b>SEAL: Going for goals</b>  <b>Knowing myself</b>          I know the skills and attributes of an effective learner.  <b>Setting a realistic goal</b>          I can set myself a goal or challenge.  <b>Planning to reach a goal</b>          I can make a long-term personal or learning plan and break it down into smaller, achievable goals.          I know that it is up to me to get things done by taking the first step.  <b>Persistence</b>          I know that if at first I don't succeed it is worth trying again.          I can try again even when I have been unsuccessful.  <b>Making choices</b>          I know how make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.          I understand how to consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.  <b>Evaluation and review</b>          I know how to apply what I have learned.          I know what I need to learn next.          I know how to be a critical friend to others and myself.</p> <p><b>RSE</b>          To know and understand the physical and emotional changes during puberty for most boys/girls.</p>	<p><i>I can try to understand why people might behave the way they do when they are facing a difficult change.</i>  <i>I try to understand other people's behaviour by thinking about what they might be feeling or thinking.</i>  <i>I can tell you about how people might feel and behave when they go to a new school.</i>  <b>Managing my feelings</b>  <i>I have some strategies for managing the feelings that I might experience when I change schools.</i>  <b>SEAL: Going for goals</b>  <b>Knowing myself</b>  <i>I can try to develop these skills.</i>  <i>I know what some of the people in my class like or admire about me.</i>  <i>I can recognise when I am using an excuse instead of finding a way around a problem.</i>  <i>I can recognise and celebrate my own achievements</i>  <b>Setting a realistic goal</b>  <i>I can set myself a goal or challenge.</i>  <b>Planning to reach a goal</b>  <i>I can make a long-term personal or learning plan and break it down into smaller, achievable goals.</i>  <b>Persistence</b>  <i>I can try again even when I have been unsuccessful.</i>  <b>Making choices</b>  <i>I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.</i>  <i>I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups</i>  <b>Evaluation and review</b>  <i>I can apply what I have learned.</i>  <i>I can tell you what I need to learn next.</i>  <i>I can be a critical friend to others and myself.</i></p> <p><b>RSE</b>  <i>What do you know about the changes at puberty for most girls and most boys?</i></p>
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## SUBJECT CURRICULUM LONG TERM PLAN

		<p>To understand the term body image and the influence of the media on how we feel about ourselves.</p> <p>To know how to stay clean and healthy during a period</p> <p>To know how to relax in a healthy way to manage stress and feel better.</p> <p>To understand how is body image is linked to how healthy they feel.</p> <p>To understand what is safe to share online and was it not appropriate.</p> <p>To know that we are all equal but all different.</p> <p>To know and be able to recognise what makes a healthy relationship.</p> <p>To know how human babies are made and how they are born.</p>	<p><i>How do you feel about puberty?</i></p> <p><i>What questions do you have?</i></p> <p><i>What is body image?</i></p> <p><i>How do images in the media affect how we feel about ourselves?</i></p> <p><i>When do friendships feel positive online and face to face?</i></p> <p><i>How can I stay safe online?</i></p>
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