

# Citizenship Medium Term Plan

## FS2

A large part of EYFS Curriculum PHSE runs through all subjects. My roll in FS as Citizenship lead is to work alongside teaching staff to promote a positive ethos around skills (sharing, kindness, strangers, safety etc) that helps build on the everyday curriculum.

These sessions may be repeated if there has been incidents e.g. unkindness etc to again re-enforce the skills.

The children take part in a large group session, they create a piece of work and they work 1:1 or small group to check their understanding of the session.

### 30-50 Months

#### Personal, Social and Emotional Development Self-Confidence and Self-Awareness

- To select and use activities and resources with help.
- To welcome and value praise for what they have done.
- To enjoy the responsibility of carrying out small tasks.
- To be more outgoing towards unfamiliar people and more confident in new social situations.
- To be confident talking to other children when playing and communicate freely about own home and community.
- To show confidence in asking adults for help.

#### Managing Feelings and Behaviour

- To be aware of own feelings and know that some actions and words can hurt others' feelings.
- To begin to accept the needs of others and to take turns and share resources, sometimes with support from others.
- To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.
- To usually adapt behaviour to different events, social situations and changes in routine.

#### Making Relationships

- To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- To initiate play, offering cues to peers to join them.
- To keep play going by responding to what others are saying or doing.
- To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

#### Physical Development Health and Self-Care

- To tell adults when hungry or tired, or when they want to rest or play.
- To gain more bowel and bladder control and can attend to toileting needs most of the time themselves.
- To usually manage washing and drying hands.
- To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

#### Understanding the World People and Communities

- To show interest in the lives of people who are familiar to them.
- To remember and talk about significant events in their own experiences.
- To recognise and describe special times or events for family or friends.
- To show interest in different occupations and ways of life.
- To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.

### 40-60 Months

#### Personal, Social and Emotional Development Self-Confidence and Self-Awareness

- To be confident to speak to others about own needs, wants, interests and opinions.
- To describe self in positive terms and talk about abilities.

#### Managing Feelings and Behaviour

- To explain own knowledge and understanding, and ask appropriate questions of others.
- To take steps to resolve conflicts with other children, e.g. finding a compromise.

#### Making Relationships

- To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.
- To be aware of the boundaries set and of behavioural expectations in the setting.
- To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

#### Physical Development Health and Self-Care

- To eat a healthy range of foodstuffs and understand a need for variety in food.

<ul style="list-style-type: none"> <li>To usually be dry and clean during the day.</li> <li>To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>To show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</li> <li>To practice some appropriate safety measures without direct supervision.</li> </ul> <p>ELG <b>Personal, Social and Emotional Development</b> <b>Self-Confidence and Self-Awareness</b></p> <ul style="list-style-type: none"> <li>To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</li> </ul> <p><b>Physical Development</b> <b>Health and Self-Care</b></p> <ul style="list-style-type: none"> <li>To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>
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Year 1

Unit	VIP's	Year 1 Teams	Year 1 Well being think positive	Year 1 Diverse Britain
Overview	<p>Autumn 1</p> <p>This theme explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.</p>	<p>Autumn 1-2</p> <p>This theme is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.</p>	<p>Summer 1</p> <p>This theme is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.</p>	<p>Summer 2</p> <p>This theme is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.</p>

<p>End of Unit Outcomes</p>	<p>1a. I can talk about the very important people in my life and explain why they are special.  1b. I can identify how people show each other that they care.  1c. I can write the characteristics of my VIPs to explain why they are special to me.  1d. I can think about how I can be a VIP to others.</p> <p>2a. I can describe why families are important.  2b. I can identify who is in my family.  2c. I can explain why we need our families and how they can help us.  2d. I can give reasons to explain why members of my family are important to me.  2e. I can think of ways families can show each other they care.  2f. I can identify that not all families are the same and  2g. I can respect those families that are different to mine</p> <p>3a. I can describe what makes someone a good friend.  3b. I can think about why it is important to have good friends.  3c. I can explain what we can do to be a good friend to others.  3d. I can reflect on qualities I have which make me a good friend and those I would like to get even better at</p>	<p>1a. I can talk about the teams I belong to  1b. I can say what makes a team special.  1c. I can say how it feels to be part of a team.</p> <p>2a. I can be a good listener.  2b. I can explain how to be a good listener.  2c. I can explain why good listening is important.</p> <p>3a. I can explain how to be kind and why it is important.  3b. I can describe ways that I can be kind.  3c. I can give reasons why it is important to be kind.</p>	<p>1a. I understand how happy thoughts can make me feel better.  1b. I can describe different emotions and consider how to deal with different feelings.  1c. I can identify positive and negative thoughts.  1d. I can think of different, more positive ways, to think about things.</p> <p>2a. I can make good choices and consider the impact of my decisions.  2b. I can understand that I can't choose what happens.  2c. I can understand that I can choose how I respond to things that happen.  2d. I can understand that the choices I make can affect how I feel.</p> <p>3a. I can set myself goals and consider how to achieve them.  3b. I understand that positive thoughts can help me achieve my goals.  3c. I understand that resilience means trying again and not giving up.  3d. I can think of things I would like to learn, get better at or achieve.</p>	<p>1a. I can describe ways that I can help my school community  1b. I understand that I belong to the school community.  1c. I can identify things that are helpful and not helpful to the school community.</p> <p>2a. I can describe ways that I can be a good neighbour  2b. I can be a good neighbour  2c. I can talk about my local community.  2d. I can identify ways that I can help my community.  2e. I can help my community.  2f. I can talk about what might happen if I made unhelpful choices.</p> <p>3a. I can identify things that help and harm my neighbourhood.  3b. I can describe things that make an environment a nice place.  3c. I can describe things that harm an environment.</p>
<p>Learning questions</p>	<p>1a. Who are our special people?  1b. What makes them special?</p> <p>2a. Why are families important?  2b. How should the people in your family make you feel?</p> <p>3a. What makes a good friend?  3b. How can we be a good friend?</p>	<p>1a. What does it mean to be part of a team?  1b. What teams are we a part of?</p> <p>2a. Why is it important to listen to other people?  2b. How can I be a good listener?</p> <p>3a. How can we show kindness to others?  3b. Why is it important to be kind to the people around you?</p>	<p>1a. What is positive thinking?  1b. How can it help us feel good?</p> <p>2a. What choices do we have about things we say and do?  2b. How can these choices affect how we feel?</p> <p>3a. What are helpful and unhelpful thoughts?  3b. What can we do if we find something challenging?</p>	<p>1a. What does it mean to belong to a community?  1b. What can we do to help our school community?</p> <p>2a. What is it like in our community?  2b. How can we be good neighbours?</p> <p>3a. What makes our neighbourhood a nice place to live?  3b. How can we keep it a pleasant place for everyone?</p>
<p>Sequence of learning</p>	<p>1. H33. about the people whose job it is to help keep us safe  R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>2. H33. about the people whose job it is to help keep us safe  R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  R2. to identify the people who love and care for them and what they do to help them feel cared for</p>	<p>1. R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  R2. to identify the people who love and care for them and what they do to help them feel cared for  R23. to recognise the ways in which they are the same and different to others  L4. about the different groups they belong to</p> <p>2. R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>1.H12. how to recognise and name different feelings  H13. how feelings can affect people's bodies and how they behave  H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p>1. L1. about what rules are, why they are needed, and why different rules are needed for different situations  L4. about the different groups they belong to</p> <p>2. R21. about what is kind and unkind behaviour, and how this can affect others  L4. about the different groups they belong to  L5. about the different roles and responsibilities people have in their community</p>

	<p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>3. H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>R6. about how people make friends and what makes a good friendship</p>	<p>R24. how to listen to other people and play and work cooperatively</p> <p>3. R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>	<p>3. L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>
Vocab	<p>Special</p> <p>Special people</p> <p>Family (famiies)</p> <p>Friends (good friend)</p> <p>Care</p> <p>Roles</p>	<p>Listening</p> <p>Kind (kindness)</p> <p>Team</p>	<p>positive, negative, good, bad,</p> <p>happy, sad, grumpy, complain,</p> <p>best, better, bright,</p> <p>feelings,, emotions, attitude, thinking,</p> <p>thoughts, consequences,experiences</p> <p>choice, decision,</p> <p>like,dislike, prefer,</p> <p>impact, affect, respond,</p> <p>healthy, safe, helpful, unhelpful, challenging,</p> <p>new, difficult,</p> <p>goal, achieve,, achievement,</p> <p>persevere,perseverance, quit, resilient,</p> <p>resilience</p>	<p>Community</p> <p>Neighbours (good neighbours)</p> <p>Pleasant (place)</p> <p>Helpful</p> <p>Unhelpful</p>

	Year 2			
Unit	Year 2 VIP's	Year 2 Teams	Year 2 Well being think positive	Year 2 Diverse Britain
Overview	<p>Autumn 1</p> <p>This theme explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.</p>	<p>Autumn 1-2</p> <p>This theme is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices</p>	<p>Summer 1</p> <p>This theme is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful</p>	<p>Summer 2</p> <p>This theme is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.</p>
End of Unit Outcomes	<p>1a. I can describe ways to help resolve arguments and disagreements without being unkind.</p> <p>1b. I can discuss different scenarios where people have fallen out.</p> <p>1c. I can identify bullying and teasing and know what to do if it happens.</p> <p>2a. I can cooperate with others to achieve a task.</p> <p>2b. I can explain what cooperation is and the skills needed to cooperate well with others.</p> <p>2c. I can reflect upon how well my group was able to cooperate.</p>	<p>1a. I can talk about unkind behaviour like teasing and bullying.</p> <p>1b. I can say if behaviour is joking, teasing or bullying.</p> <p>1c. I can describe what to do if I see teasing or bullying.</p> <p>2a. I can explain how to be a positive learner</p> <p>2b. I can recognise helpful thoughts and notso-helpful thoughts.</p> <p>2c. I can explain what I can do if I find my learning difficult.</p>	<p>1a. I can discuss my feelings and opinions with others and cope with difficult emotions.</p> <p>1b. I can identify comfortable and uncomfortable feelings.</p> <p>1c. I can discuss what causes uncomfortable emotions.</p> <p>1d. I can name some strategies to cope with difficult feelings.</p> <p>2a. I can discuss things I am thankful for and focus on what I do have, rather than what I don't have.</p>	<p>1a. I can describe what it is like to live in the British Isles.</p> <p>1b. I can identify Britain on a map.</p> <p>1c. I can draw pictures about living in Britain.</p> <p>1d. I can say what I like best about Britain and why.</p> <p>1e. I understand that it is important to treat all people with kindness and respect.</p> <p>1f. I can identify what makes Britain a diverse country.</p>

	<p>2d. I can think of one skill I am good at and one I would like to get better at.</p> <p>3a. I can describe how I can show my special people that I care about them and I understand why this is important.</p> <p>3b. I can identify positive feelings associated with my special people.</p> <p>3c. I can talk about the positive feelings associated with showing others that I care.</p> <p>3d. I can reflect on how I can help others in my class to feel good.</p>	<p>3a. I can identify good and not-so-good choices.</p> <p>3b. I can describe some of the choices I make about my behaviour.</p> <p>3c. I can explain some consequences of making good and not-so-good choices.</p>	<p>2b. I can name things for which I am thankful.</p> <p>2c. I can show my gratitude to others in different ways.</p> <p>2d. I understand that being thankful is a type of positive thinking, which can help to make us happy.</p> <p>3a. I can focus on what is happening right now and how I am feeling..</p> <p>3b I understand what the mind is.</p> <p>3c. I can be still, quiet and calm.</p> <p>3d. I can concentrate on something I am doing and block other things out.</p>	<p>2a. I can explore how people living in the British Isles can be different and how they are the same.</p> <p>2b. I can think about why it is important to have differences.</p> <p>2c. I can think about why it is important to show respect to others.</p> <p>2d. I can write down how I can make all people feel happy and welcome</p> <p>3a. I can talk about being British and living in the British Isles.</p> <p>3b. I can talk about what it means to me to be British.</p> <p>3c. I can identify what makes me feel proud to live in the British Isles</p>
Learning questions	<p>1a. Why is it important to treat people fairly, even when we are cross with them?</p> <p>1b. What can we do about arguments and disagreements?</p> <p>2a. What does 'cooperate' mean?</p> <p>2b. How can we cooperate with others?</p> <p>3a. Why is it important to let people know that they are special to us?</p> <p>3b. How can we show our special people that we care?</p>	<p>1a. What kinds of unkind behaviour are there?</p> <p>1b. What can we do if we see teasing or bullying, or if it happens to us?</p> <p>2a. How can we be positive learners? 2b. What can we do if we find something difficult?</p> <p>3a. What choices can we make about our behaviour?</p> <p>3b. How might our choices affect the members of our team?</p>	<p>1a. What things make us feel cross, worried or sad?</p> <p>1b. What can we do if this happens?</p> <p>2a. How can we be thankful for the things that we have?</p> <p>2b. How can being thankful help to make us happy?</p> <p>3a. What is mindfulness?</p> <p>3b. How can we be mindful?</p>	<p>1a. What is Britain?</p> <p>1b. What is it like to live in the British Isles?</p> <p>2a. In what ways can British people be different from one another?</p> <p>2b. How are British people similar to one another?</p> <p>3a. What does it mean to be British?</p> <p>3b. Why should we be proud of living in the British Isles?</p>
Sequence of learning	<p>H23. to identify what they are good at, what they like and dislike</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>1. R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>2. H23. to identify what they are good at, what they like and dislike</p> <p>L14. that everyone has different strengths</p> <p>3. H23. to identify what they are good at, what they like and dislike</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p>	<p>1H11. about different feelings that humans can experience</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H24. how to manage when finding things difficult</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R25. how to talk about and share their opinions</p>	<p>1. R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways they are the same as, and different to, other people</p> <p>2. R23. to recognise the ways in which they are the same and different to others</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>3. R25. how to talk about and share their opinions on things that matter to them L4. about the different groups they belong to</p>

	<p>2. R21. about what is kind and unkind behaviour, and how this can affect others R24. how to listen to other people and play and work cooperatively</p> <p>3. H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings R7. about how to recognise when they or someone else feels lonely and what to do</p>	<p>R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively</p>	<p>on things that matter to 2H11. about different feelings that humans can experience H12. how to recognise and name different feelings R25. how to talk about and share their opinions on things that matter to them 3H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	
Vocab	<p>Fair (fairly) Arguments Disagreements Cooperate Special</p>	<p>Choices (good/bad) Teasing Bullying Positive (learners) Difficult Behaviour Members (team) Polite Courteous Respect Kind Teasing</p>	<p>feelings, emotions, sad, cross, worried, angry, confused, frightened, nervous, anxious, anxiety, upset, embarrassed, lonely, bored, fed up, frustrated, shocked, grumpy, annoyed thankful, grateful, gratitude, appreciation, positive, thoughts, thinking, happy, value, valued, fortunate mind, mindful, mindfulness, focus, concentrate, present, past, future, aware, feelings, calm, relaxed, rest, worries, fears,</p>	<p>British (people) British Isles Different Similar Proud Diverse Kindness Respect</p>

	<b>Year 3</b>			
<b>Unit</b>	<b>Year 3 VIP's</b>	<b>Year 3 Teams</b>	<b>Year 3 Well being think positive</b>	<b>Year 3 Diverse Britain</b>
Overview	<p>Autumn 1 This theme, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.</p>	<p>Autumn 1-2 This theme is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in</p>	<p>Summer 1 This theme is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.</p>	<p>Summer 2 This theme is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.</p>
End of Unit Outcomes	<p>1a. I can describe ways to help resolve arguments and disagreements without being unkind. 1b. I can discuss different scenarios where people have fallen out. 1c. I can identify bullying and teasing and know what to do if it happens.</p>	<p>1a. I can talk about unkind behaviour like teasing and bullying. 1b. I can say if behaviour is joking, teasing or bullying. 1c. I can describe what to do if I see teasing or bullying.</p>	<p>1a. I understand that having a positive attitude is good for our mental health. 1b. I can explain what having a positive attitude means. 1c. I know lots of things I can do to increase my levels of happiness.</p>	<p>1a. I can describe what it is like to live in the British Isles. 1b. I can identify Britain on a map. 1c. I can draw pictures about living in Britain. 1d. I can say what I like best about Britain and why. 1e. I understand that it is important to treat all people with kindness and respect.</p>



	<p>2a. I can cooperate with others to achieve a task.</p> <p>2b. I can explain what cooperation is and the skills needed to cooperate well with others.</p> <p>2c. I can reflect upon how well my group was able to cooperate. 2d. I can think of one skill I am good at and one I would like to get better at.</p> <p>3a. I can describe how I can show my special people that I care about them and I understand why this is important.</p> <p>3b. I can identify positive feelings associated with my special people.</p> <p>3c. I can talk about the positive feelings associated with showing others that I care.</p> <p>3d. I can reflect on how I can help others in my class to feel good.</p>	<p>2a. I can explain how to be a positive learner</p> <p>2b. I can recognise helpful thoughts and notso-helpful thoughts.</p> <p>2c. I can explain what I can do if I find my learning difficult.</p> <p>3a. I can identify good and not-so-good choices.</p> <p>3b. I can describe some of the choices I make about my behaviour.</p> <p>3c. I can explain some consequences of making good and not-so-good choices.</p>	<p>1d. I understand how having a positive attitude can make a difference to our lives.</p> <p>2a. I can recognise and manage positive and negative thoughts effectively.</p> <p>2b. I can identify helpful and unhelpful thoughts.</p> <p>2c. I understand the effect these thoughts have on the way we feel.</p> <p>2d. I have strategies to cope with unhelpful thoughts.</p> <p>3a. I understand that some changes can be difficult but that there are things we can do to cope.</p> <p>3b. I can name some big changes that happen in people’s lives.</p> <p>3c. I understand how these big changes can make us feel.</p> <p>3d. I can name some strategies to help deal with difficult feelings.</p>	<p>1f. I can identify what makes Britain a diverse country.</p> <p>2a. I can explore how people living in the British Isles can be different and how they are the same.</p> <p>2b. I can think about why it is important to have differences.</p> <p>2c. I can think about why it is important to show respect to others.</p> <p>2d. I can write down how I can make all people feel happy and welcome</p> <p>3a. I can talk about being British and living in the British Isles.</p> <p>3b. I can talk about what it means to me to be British.</p> <p>3c. I can identify what makes me feel proud to live in the British Isles</p>
Learning questions	<p>1a. Why is it important to treat people fairly, even when we are cross with them?</p> <p>1b. What can we do about arguments and disagreements?</p> <p>2a. What does ‘cooperate’ mean?</p> <p>2b. How can we cooperate with others?</p> <p>3a. Why is it important to let people know that they are special to us?</p> <p>3b. How can we show our special people that we care?</p>	<p>1a. What kinds of unkind behaviour are there?</p> <p>1b. What can we do if we see teasing or bullying, or if it happens to us?</p> <p>2a. How can we be positive learners?</p> <p>2b. What can we do if we find something difficult?</p> <p>3a. What choices can we make about our behaviour?</p> <p>3b. How might our choices affect the members of our team?</p>	<p>1a. What is a happy mind?</p> <p>1b. How can it make a difference to our lives?</p> <p>2a. What are helpful and unhelpful thoughts?</p> <p>2b. How do they affect the way we feel?</p> <p>3a How does it feel when big changes happen in our lives?</p> <p>How can we cope with these feelings?</p>	<p>1a. What is Britain?</p> <p>1b. What is it like to live in the British Isles?</p> <p>2a. In what ways can British people be different from one another?</p> <p>2b. How are British people similar to one another?</p> <p>3a What does it mean to be British?</p> <p>3b. Why should we be proud of living in the British Isles?</p>
Sequence of learning	<p>1. R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>2. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>1. H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>	<p>1. H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>2. L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we</p>

	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>2. I can explain how to make and keep fabulous friends I can explain why we need new friends. I can suggest different ways we can make new friends. I can describe ways to treat my friends to ensure we stay friends.</p> <p>3. R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>3. R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>3. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>2. H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>3. H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>all have for caring for other people and living things; how to show care and concern for others</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>3. L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L3. about the relationship between rights and responsibilities</p>
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	<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>			
Vocab	<p>Respect</p> <p>Friends</p> <p>Fabulous</p> <p>Family</p> <p>Relationship</p> <p>Scenarios</p> <p>Support network</p> <p>Secrets</p>	<p>Skills</p> <p>Affected</p> <p>Good</p> <p>Not-so-good</p> <p>Actions</p> <p>Behaviour</p> <p>Change</p> <p>Features</p> <p>Members</p> <p>Benefit</p> <p>Achieve</p> <p>Working together</p>	<p>positive, negative, attitude, mental health, feelings, emotions, mind, brain, happy, happiness, chemicals, dopamine, serotonin, oxytocin, endorphins</p> <p>helpful, unhelpful, mental health emotions, unpleasant</p> <p>changes, difficult, sudden, exciting, small, experience, different, uncomfortable, deal, cope, manage, strategies, prepare</p>	<p>Democracy</p> <p>Rules</p> <p>Law</p> <p>Responsibility</p> <p>British</p> <p>Enforced</p> <p>Laws</p> <p>Rules</p> <p>Identities</p> <p>Empathy</p> <p>Respect</p> <p>Rights</p> <p>Individuals</p> <p>Society</p>

	<b>Year 4</b>			
<b>Unit</b>	<b>Year 4VIP's</b>	<b>Year 4 Teams</b>	<b>Year 4 Well being Think positive</b>	<b>Year 4 Diverse Britain</b>
Overview	<p>Autumn 1</p> <p>This theme, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.</p>	<p>Autumn 1-2</p> <p>This theme is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.</p>	<p>Summer 1</p> <p>This theme is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.</p>	<p>Summer 2</p> <p>This theme is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.</p>
End of Unit Outcomes	<p>1a. I can demonstrate strategies for resolving conflicts</p> <p>1b. I can explain positive resolution techniques to use to solve disputes.</p> <p>1c. I can identify how my support network can support my conflict resolutions.</p> <p>2a. I can identify what bullying is.</p>	<p>1a. I can pay attention to and respond considerately to others.</p> <p>1b. I can read an emotion by looking at a person's body language.</p> <p>1c. I can explain how emotions can be understood.</p> <p>1d. I can suggest ideas for how to respond to different emotions.</p>	<p>1a. I can use mindfulness techniques to keep calm.</p> <p>1b. I can recognise and talk about different emotions.</p> <p>1c. I understand why it is important to relax and be calm.</p> <p>1d. I know some ways to be mindful.</p> <p>2a. I can identify uncomfortable emotions and manage them effectively.</p>	<p>1a. I can talk about what liberty means and I can identify the rights of British people.</p> <p>1b. I can explore human rights and share my thoughts about them.</p> <p>1c. I understand that human rights protect all people.</p> <p>1d. I can identify that all people should be treated politely and with respect, including myself.</p>

	<p>2b. I can identify different ways people can be bullied.</p> <p>2c. I can describe the impact that bullying can have on the victim and the bully.</p> <p>2d. I know strategies for responding to bullying</p> <p>3. I know what to do if someone is being bullied.</p> <p>I can suggest ways to stand up to bullying.</p>	<p>2a. I can describe why disputes might happen and strategies to resolve them</p> <p>2b. I can identify the reasons why people might fall out with their team members.</p> <p>2c. I can list some strategies I could use to resolve a dispute.</p> <p>3a. I can talk about my responsibilities towards my team.</p> <p>3b. I can list some responsibilities that I have towards my team and describe why they are important.</p> <p>3c. I can describe ways that I can positively affect my team.</p>	<p>2b. I understand why we experience uncomfortable emotions.</p> <p>2c. I can name some strategies to use to cope with these emotions.</p> <p>2d. I understand that I am the boss of my brain and can take responsibility for how I act and behave.</p> <p>3a. I can apply a positive attitude towards learning and take on new challenges.</p> <p>3b. I understand that mistakes are part of learning.</p> <p>3c. I have strategies I can use when something is challenging.</p> <p>3d. I know what it takes to be a good learner.</p>	<p>1e. I can explain what stereotypes are, how they negatively impact people and how they can be challenged</p> <p>2a. I can describe a diverse society and talk about why it is important.</p> <p>2b. I can interpret a diversity data table.</p> <p>2c. I can write a poem to explain and celebrate diversity.</p> <p>2d. I can identify ways to show respect to others. I can discuss why showing respect and being tolerant is important.</p> <p>2e. I can explain what discrimination is, can describe behaviour which is prejudiced and know what to do if I see it happening.</p> <p>3a. I can explain what being British means to me and to others</p> <p>3b. I can express my ideas and opinions through words and drawings.</p> <p>3c. I can respect ideas and opinions which are different to my own.</p> <p>3c. I can explain what the benefits of living in a diverse community are.</p> <p>3d. I can reflect on how I can show care and concern for others.</p>
Learning questions	<p>1a. How and why do people fall out with their friends?</p> <p>1b. What can we do when this happens?</p> <p>2a. What are the different ways that people can be bullied?</p> <p>2b. How can this affect the people involved?</p> <p>3a. What strategies can we use if we feel we are being bullied?</p> <p>3b. What can we do to support someone we feel is being bullied?</p>	<p>1a. How can we tell what our teammates are feeling?</p> <p>1b. How can we respond to the feelings of other people?</p> <p>2a. What happens when we fall out with our team members?</p> <p>2b. How can we solve these problems?</p> <p>3a. Why is it important that everyone on a team fulfils their responsibilities?</p> <p>3b. What are our responsibilities towards our team?</p>	<p>1.a What is mindfulness and how can it help?</p> <p>1b. How can we be mindful?</p> <p>2a How do uncomfortable feelings affect our actions and behaviour?</p> <p>2b. What can we do to manage uncomfortable feelings?</p> <p>3a. What is a positive attitude to learning?</p> <p>3b. What strategies can we use when we find something challenging?</p>	<p>1a. What does liberty mean?</p> <p>1b. What are the rights shared by British people?</p> <p>2a. What is diversity and why is it important?</p> <p>2b. Why should we be respectful of others?</p> <p>3a. What does being British mean to me?</p> <p>3b. Does 'being British' mean the same to all people?</p>
Sequence of learning	<p>1. R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>2. R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online</p>	<p>1. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>2. R13. the importance of seeking support if feeling lonely or excluded</p>	<p>1. H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>2. H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H15. that mental health, just like physical health, is part of</p>	<p>1. H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L9. about stereotypes; how they can</p>

	<p>(including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>3. R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>3. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>3. H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking</p>	<p>negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>2. R21. about discrimination: what it means and how to challenge it</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>3. R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>
Vocab	<p>Strategies</p> <p>Bullied</p> <p>Support</p> <p>Demonstrate</p> <p>Solve disputes</p> <p>Impact</p> <p>Victim</p> <p>Bully</p> <p>Respond</p>	<p>Considerate</p> <p>Responsibilities</p> <p>Teammates</p> <p>Respond</p> <p>Solve problems</p> <p>Responsibilities</p> <p>Body language</p> <p>Disputes</p> <p>Strategies</p> <p>Resolve</p> <p>Emotions</p> <p>Identify</p>	<p>mindful, mindfulness, calm, peace, relax, techniques, strategies, present, aware, breathing, focus, occupy, distract, healthy, positive, control, weather, symbol, represent, emotion, feeling</p> <p>feelings, emotions, uncomfortable, unpleasant, control, positive, joy, happiness, sadness, anger, jealousy, worry, nervous, anxious, guilt, shame, embarrassment, grief, manage, copepositive, attitude, challenge, resilience, perseverance, success, failure, mistakes, determination, practise, goals, effort, achievements, strengths, weaknesses, brave, flexible, curious, problem</p>	<p>Challenge</p> <p>Diverse</p> <p>Tolerance</p> <p>Respect</p> <p>Rights</p> <p>Diversity</p> <p>Ethnicity</p> <p>Family</p> <p>Faith</p> <p>Culture</p> <p>Tolerant</p> <p>Identify</p> <p>Explore</p> <p>Stereotypes</p> <p>Negatively</p> <p>Discrimination</p>

	<b>Year 5</b>			
<b>Unit</b>	<b>Year 5 VIP's</b>	<b>Year 5 Teams</b>	<b>Year 5 Well being think</b>	<b>positive Year 5 Diverse Britain</b>
<b>Overview</b>	<p>Autumn 1 This theme, entitled VIPs (Very Important Persons), will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares, as well as healthy and unhealthy relationships.</p>	<p>Autumn 1-2 This theme entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.</p>	<p>Summer 1 This theme is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.</p>	<p>Summer 2 This theme is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.</p>
<b>End of Unit Outcomes</b>	<p>1a. I can identify the features of positive family life. 1b. I can show loving actions to other people. 1c. I understand ways to access support if a relationship ever makes me feel unhappy or unsafe.</p>	<p>1a. I can talk about the attributes of a good team. 1b. I can find examples of teams I admire.</p>	<p>1a. I understand the link between thoughts, feelings and behaviours. 1b I can discuss and describe a range of thoughts, feelings and behaviours.</p>	<p>1a. I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. 1b. I can explore national statistics.</p>

	<p>2a. I understand the consequences of unkind behaviour.</p> <p>2b. I can try out techniques for calming down and identify which work best for me.</p> <p>3a. I understand that people have different opinions that should be respected</p> <p>3b. I can express an opinion while being polite and respectful.</p> <p>3c. I can work with others to explore ways to resolve a disagreement without falling out.</p>	<p>1c. I can identify the attributes needed to make a team good. I can reflect on my own attributes.</p> <p>2a. I can listen to comments made by others in my class.</p> <p>2b. I can offer my opinion on a subject and on other people's <i>thoughts</i>.</p> <p>2c. I can be respectful of other people's opinions.</p> <p>3a. I can compromise to take on board the views of others.</p> <p>3b. I can collaborate to achieve a shared goal.</p> <p>3c. I can explain the importance of compromise and collaboration in a team.</p>	<p>1c. I can discuss the impact negative thoughts can have on ourselves and others.</p> <p>1d. I can turn negative thoughts into positive thoughts.</p> <p>2a. I understand the concept and impact of positive thinking.</p> <p>2b. I can identify helpful and unhelpful thoughts.</p> <p>2c. I can name some strategies to deal with unhelpful thoughts.</p> <p>2d. I can generate positive affirmations</p> <p>3a. I can recognise and manage uncomfortable feelings.</p> <p>3b. I am able to describe and discuss a range of emotions.</p> <p>3c. I understand how our feelings can impact on our thoughts and actions.</p> <p>3d. I can suggest strategies to cope with uncomfortable emotions.</p>	<p>1c. I can discuss how to show respect to others who are different to me and why this is important.</p> <p>1d. I can talk about how I feel in different situations.</p> <p>1e. I understand what diversity is and the importance of respecting and celebrating it.</p> <p>1f. I can explain that human rights are there to protect all people.</p> <p>2a. I can explain what a community is and what it means to belong to one.</p> <p>2b. I can talk about what a community is.</p> <p>2c. I can identify who makes a community.</p> <p>2d. I can discuss how the actions of people affect the community they are a part of.</p> <p>2e. I can think of ways I can make a positive contribution to my community</p> <p>3a. I can explain why and how laws are made and identify what might happen if laws are broken.</p> <p>3b. I can explain what laws are.</p> <p>3c. I can talk about how laws help me.</p> <p>3d. I understand that there are consequences to breaking laws.</p> <p>3e. I can explain what democracy means and reflect on actions which discriminate and show prejudice, identifying what 3f. I can do if I experience or witness this</p>
Learning questions	<p>1a. What does love mean?</p> <p>1b. Who are the people we love?</p> <p>1c. How do people show their VIPs that they love them?</p> <p>2a. What are the consequences of behaving unkindly to the people around us?</p> <p>2b. How can we calm down when we are feeling angry or upset with other people?</p> <p>2c. What strategies do you already use when you are feeling angry or upset?</p> <p>3a. Do people who care about each other always have to agree?</p> <p>3b. How can we resolve disagreements without falling out?</p>	<p>1a. Can we think of any teams that we admire?</p> <p>1b. What are the attributes that make a good team?</p> <p>2a. How can we compromise and work collaboratively?</p> <p>2b. How can this help our team?</p> <p>3a. How can we compromise and work collaboratively?</p> <p>3b. How can this help our team?</p>	<p>1a. What are thoughts, feelings and behaviours?</p> <p>1b. How do thoughts, feelings and behaviours influence each other?</p> <p>2a. How do helpful and unhelpful thoughts affect the way we feel and act?</p> <p>2b. What should we do when we have unhelpful thoughts?</p> <p>2c. How can we encourage helpful thoughts?</p> <p>3a. How do uncomfortable feelings affect our thoughts and actions?</p> <p>3b. What can we do to Manage uncomfortable feelings?</p>	<p>1a. What kind of people live in our nation?</p> <p>1b. How can we show respect for people whose faith or ethnicity is different to our own?</p> <p>2a. What is a community and who makes it what it is?</p> <p>2b. How can we contribute to our community?</p> <p>3a. How does the law help us?</p> <p>3b. What could happen if laws are broken?</p>
Sequence of learning	<p>1. R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	<p>1. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R32. about respecting the differences and similarities between people and recognising</p>	<p>1. H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors,</p>	<p>1. R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including</p>



	<p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>2. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>3. R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>what they have in common with others e.g. physically, in personality or background</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>2. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>3. R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>3. H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is to discuss feelings with a trusted adult</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>those whose traditions, beliefs and lifestyle are different to their own</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>2. L3. about the relationship between rights and responsibilities;</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others;</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>3. L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally</p>
Vocab	<p>Unkind behaviours</p> <p>Shared responsibility</p> <p>Consequences</p>	<p>Communicate</p> <p>Compromise</p> <p>Collaborate</p>	<p>thoughts, feelings, behaviour,</p> <p>cognitive, influence, impact, affect, link, reaction,</p> <p>positive, negative, comfortable, uncomfortable,</p>	<p>Identities</p> <p>Discrimination/discriminate</p> <p>Witness</p>

	Behaving unkindly Disagreements Resolve Calm Angry Upset Resolve Positive Strategies Opinions	Achieves Admire Collaboratively Attributes Reflect	anxiety, guilt, blame, worry, fear, anger, panic, stress, avoidance thoughts, positive, negative, helpful, unhelpful,	Communities Respecting the law Nation Respect Faith Ethnicity Contribute Law Broken National statistics Diversity Celebrating/celebrations
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Year 6				
Unit	Year 6 VIP's	Year 6 Teams	Year 6 Well being think positive	Year 6 Diverse Britain
Overview	Autumn 1 This theme, entitled VIPs (Very Important Persons), will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares, as well as healthy and unhealthy relationships.	Autumn 1-2 This theme entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.	Summer 1 This theme is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.	Summer 2 This theme is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.
End of Unit Outcomes	1a. I can identify negative influences on my behaviour and suggest ways that I can resist these influences. 1b. I can identify the different influences in my life and understand that some of these are hidden influences.	1a. can reflect on the need to care for individuals within a team. 1b. I can create care cards to ensure those in my class team feel that I care. 1c. I can explain the importance of making everyone in a team feel cared for and valued.	1a I understand the importance of making good choices. 1b. can identify when a choice or decision needs to be made. 1c. I can consider the consequences of different choices.	1a. I can discuss the terms democracy and human rights in relation to local government. 1b. I can talk about what local government is. 1c. I can talk about what local government does. 1d. I can explain how local government works.

	<p>1c. I can suggest techniques to use if I am feeling under pressure to behave in a way that makes me feel uncomfortable.</p> <p>2a. I can explain when it is right to keep a secret, when it is not and who to talk to about this. 2b. I can identify times when it is appropriate to share a VIP's secret</p> <p>3a. I can recognise healthy and unhealthy relationships. 3b. I can spot signs of an unhealthy relationship. 3c. I can suggest different ways to end a relationship if necessary.</p>	<p>1d. I can explain how it feels to be valued and cared for.</p> <p>2a. I can identify hurtful behaviour and suggest ways I can help 2b. I can discuss different types of unkind behaviour. 2c. I can explain some of the effects of unkind behaviour. 2c. I can describe ways we can help others in our team.</p> <p>3a. I can understand the importance of shared responsibilities in helping a team to function successfully. 3b. I can investigate the responsibilities shared by a team. 3c. I can work in a group to create a role play about classroom responsibilities. 3d. I can explain what would happen within a team if people did not carry out their shared responsibilities</p>	<p>1d. I understand what it means to make an 'informed decision'.</p> <p>2a. I can use mindfulness techniques in my everyday life. 2b. I can stop and focus on the here and now. 2c. I can recognise when different mindfulness techniques might be useful. 2d. I understand how mindfulness can be linked to happiness</p> <p>3a. I can apply a growth mindset in my everyday life. 3b. I can identify challenge as a positive thing. 3c. I can overcome difficulties using a range of strategies. 3d. I understand the impact a positive attitude can have on learning.</p>	<p>1e. I can think about how local government affects me and how I could become involved in it.</p> <p>2a. I can discuss the terms democracy and human rights in relation to national government. 2b. I can talk about what national government is. 2c. I can talk about what national government does. 2d. I can explain how national government works.</p> <p>3a. I can investigate what charities and voluntary groups do and how they support the community. 3b. I can explore the roles of different community charities and voluntary groups. 3c. I can recognise that people in my community might have different needs to me. 3c. I can think about how I could support local charities and voluntary groups.</p>
Learning questions	<p>1a. When might we feel under pressure to do something that we feel unsure about or don't want to do? 1b. What can we do when this happens?</p> <p>2a. When is it OK to keep a secret? When is this not OK? 2b. How can we know when we should break a confidence or tell a secret?</p> <p>3a. What are some of the signs of an unhealthy or risky relationship? 3b. When might it be best to end a relationship and how can we do this?</p>	<p>1a. How can we be sensitive to the feelings of others? 1b. How can we make other people feel valued?</p> <p>2a. What is unkind behaviour? 2b. How can we support people who are being upset by others?</p> <p>3a. Why are responsibilities important in a team? 3b. What are the most important responsibilities for our team?</p>	<p>1a. What sorts of decisions and choices do we have to make in life? 1b. How can making good choices make us happy? 2a. What is mindfulness and how can we encourage positive thoughts and feelings? 2b. How can we be mindful in our everyday lives?</p> <p>3a. How can our thoughts and feelings help us to have a positive attitude to learning? What strategies can we use to overcome difficulties and challenges?</p>	<p>1a. What is 'local government' 1b. What does it do? 1c. How does local government work?</p> <p>2a. What is 'national government' 2b. What does it do? 2c. How does national government work?</p> <p>3a. What are charities and voluntary groups? 3b. What do they do?</p>
Sequence of learning	<p>1. R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>. H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p>1. H3. about choices that support a healthy lifestyle, and recognise what might influence these H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>2. H3. about choices that support a healthy lifestyle, and recognise what might influence these</p>	<p>1. R21. about discrimination: what it means and how to challenge it L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced eg. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>2. R21. about discrimination: what it means and how to challenge it</p>

	<p>2. R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>3. R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R26. about seeking and giving permission (consent) in different situations</p>	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>2. R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>3. L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>3. H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H29. about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking</p>	<p>L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>3. L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>
Vocab	<p>Decide Under pressure Unsure Secret Unhealthy/risky relationships Negative influences Break a confidence Tell a secret</p>	<p>Care unkind behaviour Shared responsibility Sensitive Valued Unkind behaviour Responsibilities Reflect Hurtful behaviour</p>	<p>choices, decisions, positive,negative, feelings, emotions, behaviour, actions, consequences,impact, independent, responsible,safe, mindful, mindfulness, present, focus, relaxed,</p>	<p>Local Government National government Charities Voluntary (groups) Democracy Human rights Challenge Steriotypes</p>

	<p>End a relationship Identify Recognise Resist Uncomfortable Appropriate Boundaries</p>	<p>Effects Change Loss Grief Managing grief Beravement Friendships (importance) Support Wellbeing Healthy friendships Lonely Excluded Care Concern Privacy Personal boundaries Self-respect Consequences Adhering Concern</p>	<p>calm, still, positive, thoughts, feelings, experience, techniques morals, pros, cons positive, negative, mindset, attitude, learning, mistakes, opportunities, challenge, difficulties, goals, success, failure, achievements, progress, strategies, techniques</p>	<p>Prejudice Locally Nationally Discriminare Concern Witnessed Responding Basic institutions Compassion Diverse community Valuing diversity</p>
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