

Health and Wellbeing **H&W**

Relationships **R**

Living in the Wider World **LWW**

Our lessons are based around progressive themes, which are revisited each year:

- **Wonderful Me** - relates to pupils' sense of identity, understanding their own emotions and appreciating who they are. SRE
- **People Around Me** - explores children's relationships with the people around them, including how to communicate, empathise and resolve conflict as well as identifying people within their support network and who to ask for help.
- **Meaning & Purpose** - Focuses on setting and working towards goals and building self-esteem through drive or purpose.
- **Resilience** - Teaches how to celebrate failures and learn from them. SRE
- **Healthy Body, Healthy Mind** - Explores the importance of diet, exercise and mental well-being. Drugs, alcohol & tobacco. SRE
- **Money Matters** - Focuses on where money comes from and how it can be used, responsibly. (Y1,3,5)
- **British Values** - Explores the British values of rule of law, tolerance, mutual respect, democracy, liberty. (Y2,4,6)

EYFS	Wonderful Me: <u>Feeling faces</u> Pupils can identify they and others have different feelings. The Colour Monster Fill your bucket.	People Around Me: <u>Taking turns</u> Pupils can take turns and play collaboratively.	Resilience: <u>Help</u> Pupils can ask for help if they need it .	Meaning and Purpose: <u>I like it.... because</u> Children are confident to try new experiences and say why they like something more than something else.	Healthy Body, Healthy Mind: <u>Healthy me!</u> Children know exercise and healthy food choices are needed for them to be healthy.	Relaxation: <u>Breath and blow</u> Using strategies of mindfulness - blowing a feather around, blowing bubbles, taking in deep breaths etc. Children learn to focus. Short and sharp activities.
Linked to the ELG	H&W Children talk about how they and others feel, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable.	R LWW Children play co-operatively taking turns with others. They take account of one another's ideas. They show sensitivity to others' needs and feelings. They form positive relationships with adults and other children.	R H&W Children are confident to try new activities and say why they like some more than others. They are confident to speak in a familiar group. They express when they do or don't need help.	H&W R LWW They are confident to speak in a familiar group. They express when they do or don't need help.	H&W LWW Children know the importance for good health of physical exercise, and a healthy diet and can talk about ways to keep healthy and safe.	H&W Children know the importance for good health of physical exercise, and a healthy diet and can talk about ways to keep healthy and safe.
Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC ICT SESSIONS - Internet safety						

<p>Year 1</p>	<p>Wonderful Me: Understanding my Feelings Using emojis and the story of "Where are you, Blue Kangaroo?" as stimuli, children describe different feelings that they experience. Stimuli – two monsters Stick and stone Inside out Love monster – CBeebies</p>	<p>Money Matters: Children will think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe.</p>	<p>People Around Me: Special People Through role play activities, children identify special people within their community Pupils consider who they can turn to when they need help or someone to talk to, identifying the different networks of friends and families that they are a part of. Children recognise diversity in their community. Children will learn about jobs that people do and that men and women can do a variety of jobs.</p>	<p>Meaning and Purpose: What am I Like? By imagining themselves as an animal, pupils describe what they are like as a person, including their strengths and how they can work towards their chosen goals Giraffes can't dance (PE link)</p>	<p>Healthy Body, Healthy Mind: Children learn about keeping themselves healthy and safe. They learn what can go into or onto their bodies and how it can make them feel. They also learn how being active can help them to stay healthy. Children learn about the importance of rest and evaluate their bedtime routines SRE Class teddy and at end of the day act out how to get teddy ready for bed and chose a bedtime story.</p>
	<p>H&W Describe their own emotions - Use simple strategies to manage their feelings R Communicate their feelings to others. Recognise what other people are feeling</p>	<p>LWW -Explain ways we can save money. -identify why it is important to keep money safe. -explain why it is important to keep our belongings safe. -discuss ways we can keep track of money we spend.</p>	<p>H&W Know about people around them. Can identify how to approach other people for help. Know that they are part of different networks. R Understand how to care for people - Identify how other people show their feelings. Understand how to ask for help. Know that different people can help them in different ways. LWW Identify that there are people who look after them. - Recognise the special people in our community. Know that they belong in different communities and groups Recognise that jobs can be done by men and women.</p>	<p>H&W Identify and celebrate their strengths. Set themselves achievable goals. R Offer constructive support and feedback to others. Identify similarities and differences between people. LWW Begin to understand ways in which we are all unique.</p>	<p>LWW Begin to understand what we have in common with everyone else H&W Make choices to benefit their health. Understand the benefits of rest. To recognise that different things that people put into/onto their bodies can make them feel good or not so good. Know that substances can be absorbed through the skin.</p>
<p>Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC ICT SESSIONS – Internet safety</p>					

<p>Year 2</p>	<p>Wonderful Me: Experiencing different feelings Associating feelings with different colours, children explore their experiences of feeling multiple emotions at the same time. The way I feel by Janan Cain</p>	<p>British Values 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>People Around Me: Other People's Feelings. Pupils develop an appreciation for the fact that other people think and feel different things. The day the crayons quit - Drew Daywalt The birds Pixar video</p>	<p>Resilience: Developing a Growth Mindset Through a series of tasks, pupils learn about a growth mindset and how it can help them when working towards goals or facing challenges. After the fall -Dan Santat</p>	<p>Meaning and Purpose: Steps to Success Children combine their understanding of people's strengths along with their own goals and learn how to ask for help in order to achieve their aims The odd egg - Emily Gravett</p>	<p>Healthy Body, Healthy Mind: Medicines and me Children learn why medicines are taken and where they come from. Children learn about keeping themselves safe around medicines.</p>
	<p>H&W</p> <ul style="list-style-type: none"> - Know about positive and negative feelings - Understand change and loss and the associated feelings - Recognise that they might feel conflicting emotions. <p>H&W</p> <ul style="list-style-type: none"> - Make choices to improve their physical and emotional health - Know how to maintain a healthy lifestyle including the benefits of rest <p>R</p> <ul style="list-style-type: none"> - Communicate their feelings to others 	<p>LWW</p> <ul style="list-style-type: none"> -Describe how they can help groups and communities they belong to; -Recognise choices can have negative and positive consequences; Explain some consequences of negative and positive choices; -Talk about why helping their neighbourhood is important; Describe different aspects of living in Britain; Give reasons why it is important to have differences; Identify famous British people, places Explain what famous British people, places tell them about being British. 	<p>H&W</p> <ul style="list-style-type: none"> - Describe their feelings to others <p>R</p> <ul style="list-style-type: none"> - Recognise how others show feelings - Identify and respect differences and similarities between people <p>LWW</p> <ul style="list-style-type: none"> - Recognise what we have in common with others - Know ways in which we are all unique 	<p>H&W</p> <ul style="list-style-type: none"> - Recognise their strengths Set simple but challenging goals <p>R</p> <ul style="list-style-type: none"> - Identify and respect differences and similarities between people - Offer constructive support and feedback to others <p>LWW</p> <ul style="list-style-type: none"> - Recognise what we have in common with others - Know ways in which we are all unique <p>SRE</p>	<p>H&W</p> <ul style="list-style-type: none"> Learn from their experiences - Use simple strategies for managing feelings <p>R</p> <ul style="list-style-type: none"> - Offer constructive support and feedback to others 	<p>H&W</p> <ul style="list-style-type: none"> Understand that the purpose of medicines is to help people stay healthy, get well or feel better. Children understand that medicines can be prescribed by a doctor, bought from a shop or pharmacy. Children know that medicines come with instructions to be taken safely.
<p>Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC SCIENCE/PE sessions Healthy Body, Healthy Mind: Being Active Children investigate what it means to be active and how it positively affects both body and mind. Relaxation tech. ICT SESSIONS - Internet safety</p>						

<p>Year 3</p>	<p>Wonderful Me: Who Am I? Pupils learn that they are completely unique. They learn about similarities and differences between them and others. Children learn about belonging to a group.</p> <p>(The Hueys in) The new jumper - Oliver Jeffers</p>	<p>Money Matters Children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to explore how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending</p>	<p>Resilience: Breaking Down Barriers To overcome problems. pupils look at breaking issues down into small, achievable goals The Dot - Peter H Reynolds Link to swimming</p>	<p>Meaning and Purpose: My Superpowers Children develop their understanding of what their strengths are by imagining themselves as superheroes Supertato - Sue Hendra & Paul Linnet</p>	<p>People Around Me: Communication/Bullying Children investigate different forms of communication to evaluate the pros and cons of each in order to understand how we consciously and unconsciously communicate with others. Pupils learn to recognise bullying. They can identify the difference between falling out and bullying. Drama Giraffes can't dance - Giles Andreae, Guy Parker-Rees</p>	<p>Healthy Body, Healthy Mind: Tobacco is a drug Children learn the definition of a drug and that drugs (inc medicines) can be harmful. Children learn the risks of smoking tobacco. And that there is help and support for people to quit.</p> <p>SRE</p>
	<p>H&W</p> <ul style="list-style-type: none"> - Celebrate their achievements <p>R</p> <ul style="list-style-type: none"> - Recognise different types of relationships - Recognise that differences between people arise from a number of factors - Understand that we are all unique <p>LWW</p> <ul style="list-style-type: none"> - Know what being part of a community means 	<p>LWW</p> <ul style="list-style-type: none"> -Discuss some consequences financial decisions can have on our emotional wellbeing; -talk about the importance of prioritising our spending; - discuss advertisements that try to influence what we buy; - explain why it is important to keep track of what we spend; - discuss what is meant by ethical spending. 	<p>H&W</p> <ul style="list-style-type: none"> - Identify their strengths <p>R</p> <ul style="list-style-type: none"> - Recognise that their actions affect others - Understand personal boundaries: what they are willing to share with others <p>LWW</p> <ul style="list-style-type: none"> - Recognise what it means to be part of a community 	<p>H&W</p> <ul style="list-style-type: none"> - Recognise when they need to ask for help - Know how to ask for help - Set high aspirations and goals <p>R</p> <ul style="list-style-type: none"> Work collaboratively towards shared goals - Know that their actions affect themselves and others 	<p>R</p> <ul style="list-style-type: none"> - Develop skills to form and maintain healthy relationships - Recognise that their actions affect others - Recognise and respond to a range of feelings in other <p>LWW</p> <ul style="list-style-type: none"> - See and respect others' points of view 	<p>H&W</p> <ul style="list-style-type: none"> -Can define what is meant by the word 'drug' -Can express what they think are the most important benefits of being smoke free. -Know about some of the support and medicines that people use to help them stop smoking.

SCIENCE/PE sessions: Healthy Body and Healthy Mind. - Children look at healthy diets and a balanced lifestyle.

Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC

ICT SESSIONS - Internet safety

<p>Year 4</p>	<p>Wonderful Me: My Happiness Focusing on what's important in their worlds, children start to take charge of their own happiness, finding ways to have a positive effect on their own feelings The squirrels who squabbled - Rachel Bright Action for Happiness website</p>	<p>British Values 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>	<p>People Around Me: My Behaviour Affects Others Pupils look at the people around them and consider what they can do or how they can behave to influence their happiness too We're all wonders -R.J. Palacio</p>	<p>Resilience: Celebrating Mistakes Children learn to celebrate their mistakes, understanding that they form an important part of the learning process It's ok to make mistakes - Todd Barr</p>	<p>Meaning and Purpose: My Role To focus their minds on what they're good at and what they enjoy, children write an application for their perfect job in the classroom Max the champion - Sean Stockdale SRE</p>	<p>Healthy Body, Healthy Mind: Making Choices Children learn there are drugs (apart from medicines), that are common in everyday life. They also learn about the effects and risks of drinking alcohol.</p>
	<p>H&W - Understand what positively and negatively affects their emotional health - Recognise increased independence means increased responsibility R - Recognise and respond to a range of feelings in others LWW - Know that they have different responsibilities</p>	<p>LWW -Describe the benefits of living in a diverse and multicultural society; - Understand why democracy is important; - Identify how rules and laws help them; - - Identify the rights of the British people; - Describe what being British means to others.</p>	<p>H&W Understand what positively and negatively affects their emotional health R - Recognise and respond to a range of feelings in others - Recognise different types of relationship - Know how their behaviour affects other people LWW - Know what being part of a community means - See and respect others' points of view</p>	<p>H&W - Identify their strengths - Reflect on and celebrate their achievements R - Recognise how their behaviour affects themselves and others LWW - Know what being part of community means - Recognise that they have different responsibilities, rights and duties</p>	<p>H&W - Develop the skills to ask for help - Recognise conflicting emotions and when/how to overcome these - Build resilience R - Respond appropriately to a range of feelings in others - Understand that they action affect themselves and others LWW - Develop skills to exercise responsibilities - Develop strategies for getting support for themselves.</p>	<p>H&W Recognise drugs that are available in everyday life. Understand how alcohol can affect the body. Understand the terms 'addiction' and habit. R Understand people's behaviour changes when using drugs.</p>
<p>SCIENCE/PE sessions: Healthy Body, Healthy Mind: children look at healthy diets, digestive system and dental hygiene, Relaxation: Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC ICT SESSIONS - Internet safety</p>						

<p>Year 5</p>	<p>Wonderful Me: Taking Responsibility for my Feelings Children examine a wide range of emotions. They think about their feelings, looking at how they respond to different emotions and what the most positive course of action is. They start to think about times of change and how this can affect emotions.</p> <p><i>Leaf - Sandra Diekmann</i></p>	<p>Money Matters Children to think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. They will also explore what ethical spending means and consider how to identify the impact of our spending choices on the environment around us.</p>	<p>People Around Me: A Good Friend Pupils investigate what it means to be a good friend and create a set of instructions for building a friend <i>Wisp - a story of hope</i> <i>Zana Fraillon</i></p>	<p>Resilience: Embracing Failure Children use maths problems to not only accept, but embrace failure, appreciating it for what it can teach them and stretches are combined mind and attitudes. <i>The girl who never made mistakes - Mark Pett and Gary Rubenstein</i></p>	<p>Meaning and Purpose: Going for Goals Goals are looked at in more depth, with pupils setting themselves time related challenges to help them stay on track to achieve their goals <i>The most magnificent thing - Ashley Spires</i></p>	<p>Healthy Body, Healthy Mind: Importance of rest and different influences. In order to understand the importance of rest, pupils investigate what happens when we sleep and think of ways in which they can help facilitate this.</p> <p>Children learn about the risks associated with smoking drugs. Children learn about peer pressure to do with taking drugs.</p> <p>SRE <i>Buddhist/BBC videos</i> <i>Record sleep patterns (Watches do this now)</i></p>
	<p>H&W</p> <ul style="list-style-type: none"> - Know what positively and negatively affects their mental and emotional health - Know how to make informed choices. <p>R</p> <ul style="list-style-type: none"> - Know how to communicate their feelings to others <p>LWW</p> <ul style="list-style-type: none"> - Consider the consequences of antisocial, harmful behaviour 	<p>LWW</p> <ul style="list-style-type: none"> -Discuss reasons people take financial risks. -Discuss why advertisers try to influence us. -Talk about how to be a 'critical consumer'. And identify how we can compare the value for money of different products. -Discuss what is meant by ethical spending. and explain the benefits of fair trade. -Discuss some consequences of debt. Discuss how we can make a budget. -Consider why people borrow money and get into debt. 	<p>H&W</p> <ul style="list-style-type: none"> - Know how to ask for help - Recognise when they need to ask for help <p>R</p> <ul style="list-style-type: none"> - Recognise that differences between people arise from a number of factors <p>LWW</p> <ul style="list-style-type: none"> - Know what being part of a community means 	<p>H&W</p> <ul style="list-style-type: none"> - Recognise when they need help - Develop the skills to ask for help - Build resilience <p>R</p> <ul style="list-style-type: none"> - Understand that their actions affect themselves and others <p>LWW</p> <ul style="list-style-type: none"> - Develop skills to exercise responsibilities - Develop strategies for getting support for themselves 	<p>H&W</p> <ul style="list-style-type: none"> - Know how to ask for help - Recognise when they need to ask for help Identify their strengths <p>R</p> <ul style="list-style-type: none"> - Work collaboratively towards shared goals 	<p>H&W</p> <ul style="list-style-type: none"> - Understand positive and negative emotions - Know what positively and negatively affects their health - Understand what a balanced lifestyle is <p>LWW</p> <ul style="list-style-type: none"> Understand that they have different responsibilities
<p>SCIENCE/PE sessions: Relaxation techniques Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC ICT SESSIONS - Internet safety</p>						

<p>Year 6</p>	<p>Wonderful Me: <u>Our Social Media Selves</u> Pupils learn what mental health is. Pupils consider why people may present their life in a different way on social media and the impact this can have on other people #Goldilocks</p>	<p>People Around Me: <u>Resolving Conflict</u> Pupils learn about how conflict can arise and the steps that can be taken to resolve it or prevent it, creating a resolution guide The Island -</p>	<p>British Values The children to identify how they can make a positive contribution to the community. 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>	<p>Resilience: <u>What can I be?</u> By pondering different meanings of the question 'What do I want to be when I grow up?', pupils focus on what is important to them Children learn about what influences people's decisions about careers. Dogs don't do ballet - Anna Kemp</p>	<p>Meaning and Purpose: <u>Toolbox</u> Reflecting on the different resilience strategies they have come across in the past, pupils create a resilience toolbox to help prepare them for any challenge Long walk to Freedom by Nelson Mandela SRE</p>	<p>Healthy Body, Healthy Mind: <u>Weighing up risk Transition</u> Children learn about assessing the risk in different situations involving drugs. Children begin to think about moving to high school. Children consider how the school day will change, timetables, organisation, new friendships and handling different emotions including worries. They also think about saying goodbye to friends, teachers, school community.</p>
	<p>H&W</p> <ul style="list-style-type: none"> - Recognise everyone has a state of mental health. - Recognise how images online do not always reflect reality and can affect how people feel about themselves <p>R</p> <ul style="list-style-type: none"> - Recognise how to respond to a range of feelings in others <p>LWW</p> <ul style="list-style-type: none"> - Examine what's presented to us in social media - Understand how social media can misrepresent or mislead 	<p>H&W</p> <ul style="list-style-type: none"> - Describe the range and intensity of their feelings to others <p>R</p> <ul style="list-style-type: none"> - Develop strategies to resolve disputes and conflicts through negotiation and compromise - Listen to other people and raise own concerns <p>LWW</p> <p>Understand consequences of antisocial, aggressive, harmful behaviour</p>	<p>LWW</p> <ul style="list-style-type: none"> -Identify ways of showing respect to people of all faiths and ethnicities; -Explain what it means to belong to a community; - Identify how laws help them; -Discuss local government in relation to democracy and human rights; -Discuss national government in relation to democracy and human rights; -Identify how charities and voluntary groups help meet the needs of all people in the community. 	<p>H&W</p> <ul style="list-style-type: none"> - Recognise when they need help and know how to ask for it - Identify their strengths <p>R</p> <ul style="list-style-type: none"> - Work collaboratively towards shared goals - Understand how people choose what job to do. 	<p>H&W</p> <ul style="list-style-type: none"> - Develop the skills to ask for help - Build resilience - Set high aspirations and goals <p>LWW</p> <ul style="list-style-type: none"> - Understand that they action affect themselves and others <p>R</p> <ul style="list-style-type: none"> - Develop skills to exercise responsibilities - Develop strategies for getting support for themselves 	<p>H&W</p> <ul style="list-style-type: none"> - Know what positively and negatively affects their health - Understand what a balanced lifestyle is <p>LWW</p> <p>Recognise the risks within a given scenario.</p>
<p>SCIENCE/PE SESSIONS: Healthy Body, Healthy Mind: Children consider how they look after their own physical and emotional wellbeing and think of what else they can do to keep themselves healthy.</p> <p>Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC</p> <p>ICT SESSIONS - Internet safety</p>						