

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.
* **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.
* **Healthy body, Healthy mind** – Explores the importance of diet, exercise and mental well-being.
* **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)

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| **EYFS** | **Wonderful Me:**  **Feeling faces**  Pupils can identify they and others have different feelings.  **The Colour Monster**  **Fill your bucket.** | **People Around Me:** ​​  **Taking turns**  Pupils can take turns and play collaboratively. | **Resilience:**  **Help**  Pupils can ask for help if they need it  . | **Meaning and Purpose:**  **I like it….because**  Children are confident to try new experiences and say why they like something more than something else. | **Healthy Body,  Healthy Brain:**  **Healthy me!**  Children know exercise and healthy food choices are needed for them to be healthy. | **Relaxation:**  **Breath and blow**  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** | **Children talk about how they and others feel, talk about their own and other’s behaviour, and it’s consequences, and know that some behaviour is unacceptable.** | **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.** | **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.** | **They are confident to speak in a familiar group. They express when they do or don’t need help.** | **Children know the importance for good health of physical exercise, and a healthy diet and can talk about ways to keep healthy and safe.** | **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 | | | | | | |

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| **Year 1** | **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** | **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. | **People Around Me:** ​​**Special  People**  Through role play activities,  children identify special  people within their  community  **Visit local people** | **Resilience:**  **People to Turn to**  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  **John Lewis advert – Edgar** | **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)** | **Healthy Body,  Healthy Brain:**  **Get Ready for bed**  Pupils 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.** |
|  | Describe their own  emotions  - Use simple strategies to  manage their feelings    Communicate their  feelings to others  -  Recognise what other  people are feeling | -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.  community  who look after us | Know about people  around them.  Can identify how to  approach other people for  help.  Understand how to care for people  - Identify how other people  show their feelings.    Identify that there are  people who look after  them.  - Recognise the special  people in our | Know that they are part of different networks .    Understand how to ask for help .  Know that different people can help them in  different ways.  Know that they belong in  different communities  and groups | Identify and celebrate their strengths .  Set themselves achievable goals.  Offer constructive support  and feedback to others  Identify similarities and  differences between people.    Begin to understand ways  in which we are all unique. | Begin to  understand what  we have in  common with  everyone else    Make choices  to benefit their  health  - Understand the  benefits of rest. |
| **Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC**  **ICT SESSIONS –** Internet safety | | | | | | |

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| **Year 2** | **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** | | | | **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 | | | | **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** | | | | | **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** | | | | | | | | **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** | | | | | **Free unit**  Opportunity to re-visit or cover issues relevant to your co-hort. |
|  | - Know about positive and  negative feelings  - Understand change and  loss and the associated  feelings  - Recognise that they  might feel conflicting  emotions.    - Make choices to  improve their  physical and  emotional health  - Know how to  maintain a healthy  lifestyle including  the benefits of rest    - Communicate their  feelings to others | | | | -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. | | | | - Describe their feelings  to others    - Recognise how others  show feelings  - Identify and respect  differences and  similarities between  people    - Recognise what we  have in common with  others  - Know ways in which  we are all unique | | | | | - Recognise their strengths  Set simple but challenging  goals    - Identify and respect  differences and  similarities between  people  - Offer constructive  support and feedback to  others    - Recognise what we have  in common with others  - Know ways in which we  are all unique  **SRE** | | | | | | | | Learn from their experiences  - Use simple strategies  for managing feelings    - Offer constructive  support and feedback to  others | | | | |  |
| **Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC**  **SCIENCE/PE sessions Healthy Body, Healthy Brain:**  **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 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Year 3** | **Wonderful Me:**  **Who Am I?**  Pupils explore the  different aspects of  their identity and  learn that these make  them completely  unique  **(The Hueys in)**  **The new jumper - Oliver Jeffers** | | | | | **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 | | | | **People Around Me:** ​​  **Communication**  Pupils 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  **Drama**  **Giraffes can’t dance - Giles Andreae, Guy Parker-Rees** | | | | | **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**  **SRE** | | | **Meaning and Purpose:**  **My Superpowers**  Children develop their  understanding of what their  strengths are by imagining  themselves as superheroes  **Supertato – Sue Hendra & Paul Linnet** | | | | | **Free unit**  Opportunity to re-visit or cover issues relevant to your co-hort. | | | | |
|  | - Celebrate their  achievements    - Recognise different  types of  relationships  - Recognise that  differences between  people arise from a  number of factors  - Understand that we  are all unique    - Know what being  part of a community  means | | | | | -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. | | | | - Develop skills to form and  maintain healthy relationships  - Recognise that their actions  affect others  - Recognise and respond to a  range of feelings in other    - See and respect others’  points of view | | | | | - Identify their strengths    - Recognise that their actions  affect others  - Understand personal  boundaries: what they are  willing to share with others    - Recognise what it means to  be part of a community | | | - Recognise when  they need to ask for  help  - Know how to ask  for help  - Set high  aspirations and  goals    Work  collaboratively  towards shared  goals  - Know that their  actions affect  themselves and  others | | | | |  | | | | |
| **SCIENCE/PE sessions : Healthy Body and Healthy Brain.-** Children look at healthy diets and a balanced lifestyle.  **Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC**  **ICT SESSIONS –** Internet safety | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Year 4** | | | **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** | | | | **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. | | | | **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** | | | | | **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** | | | | | **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** | | | | | **Free unit**  Opportunity to re-visit or cover issues relevant to your co-hort. | |
|  | | | - Understand what  positively and negatively  affects their emotional  health  - Recognise increased  independence means  increased responsibility    - Recognise and respond  to a range of feelings in  others    - Know that they have  different responsibilitie | | | | -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. | | | | Understand what  positively and negatively  affects their emotional  health    - Recognise and respond to  a range of feelings in others  - Recognise different types  of relationship  - Know how their behaviour  affects other people    - Know what being part of a  community means  - See and respect others’  points of view | | | | | - Identify their strengths  - Reflect on and  celebrate their  achievements    - Recognise how their  behaviour affects  themselves and others    - Know what being part  of community means  - Recognise that they  have different  responsibilities, rights  and duties | | | | | - Develop the skills to ask  for help  - Recognise conflicting  emotions and when/how to  overcome these  - Build resilience    - Respond appropriately to  a range of feelings in  others  - Understand that they  actions affect themselves  and others    - Develop skills to exercise  responsibilities  - Develop strategies for  getting support for  themselves. | | | | |  | |
| **SCIENCE/PE sessions: Healthy Body,  Healthy Brain:**   children look at  healthy diets, digestive system and dental  hygiene,  **Relaxation:**  **Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC**  **ICT SESSIONS –** Internet safety | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Year 5** | | | | **Wonderful Me:**  **Taking Responsibility  for my Feelings**  Children examine their  feelings, looking at  how they respond to  different emotions and  what the most  positive course of  action is  **Leaf – Sandra Diekmann** | | | | **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. | | | | | **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  **Wisp – a story of hope**  **Zana Fraillon** | | | | **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.  **The girl who never made mistakes - Mark Pett and Gary Rubenstein**  **SRE** | | **Meaning and Purpose:**  **Going for Goals**  Goals are looked at in  more depth, with pupils  setting themselves time  related challenges tohelp  them stay on track to  achieve their goals  **The most magnificent thing – Ashley Spires** | | | | | **Healthy Body, Healthy  Brain:**  **Importance of Rest**  In order to understand the  importance of rest, pupils  investigate what happens when  we sleep and think of ways in  which they can helpfacilitate  this  **SRE**  **Buddhist/BBC videos**  **Record sleep patterns (Watches do this now)** | | | |
|  | | | | - Know what  positively and  negatively affects  their mental and  emotional health  - Know how to make  informed choices    - Know how to  communicate their  feelings to others    - Consider the  consequences of  antisocial, harmful  behaviour | | | | -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. | | | | | - Know how to ask for  help  - Recognise when  they need to ask for  help    - Recognise that  differences between  people arise from a  number of factors    - Know what being  part of a community  means | | | | - Recognise when they  need help  - Develop the skills to  ask for help  - Build resilience    - Understand that they  actions affect  themselves and others    - Develop skills to  exercise responsibilities  - Develop strategies for  getting support for  themselves | | - Know how to ask for  help  - Recognise when they  need to ask for help  Identify their strengths    - Work collaboratively  towards shared goals | | | | | - Understand positive and  negative emotions  - Know what positively and  negatively affects their health  - Understand what a balanced  lifestyle is  - Understand that they have  different responsibilities | | | |
| **SCIENCE/PE sessions: Relaxation techniques**  **Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC**  **ICT SESSIONS –** Internet safety | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Year 6** | | **Wonderful Me:**  **Our Social Media Selves**  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** | | | | | | **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. | | | | **People Around Me:** ​​  **Resolving Conflict**  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 -** | | | | | **Resilience:**  **What can I be?**  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  **Dogs don’t do ballet – Anna Kemp** | | | **Meaning and Purpose:**  **Toolbox**  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** | | | | | **Transition**  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. | | |
|  | | - Recognise how images  online do not always  reflect reality and can  affect how people feel  about themselves    - Recognise how to  respond to a range of  feelings in others    - Examine what’s  presented to us in social  media  - Understand how social  media can misrepresent or  mislead | | | | | | -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. | | | | - Describe the range and  intensity of their feelings  to others    - Develop strategies to  resolve disputes and  conflicts through  negotiation and  compromise  - Listen to other people  and raise own concerns    Understand  consequences of  antisocial, aggressive,  harmful behaviour | | | | | - Recognise when they  need help and know how  to ask for it  - Identify their strengths    - Work collaboratively  towards shared goals | | | - Develop the skills to ask  for help  - Build resilience  - Set high aspirations and  goals    - Understand that they  actions affect themselves  and others    - Develop skills to exercise  responsibilities  - Develop strategies for  getting support for  themselves | | | | | - Know what positively  and negatively affects  their health  - Understand what a  balanced lifestyle is    - Understand that  they have different  responsibilities | | |
| **SCIENCE/PE SESSIONS; Healthy Body,Healthy Brain:** Children consider  how they look after  their own physical  and emotional  wellbeing and think of  what else they can do  to keep themselves  healthy.  **Assemblies/Literacy/RE/Art/Music sessions: British Values/SMSC**  **ICT SESSIONS –** Internet safety | | | | | | | | | | | | | | | | | | | | | | | | | | | |