

PSHE and RSE Long Term Planning



Curriculum Intent

At Durham Lane Primary School, we strive to prepare our pupils for the challenges they face emotionally, socially and physically in their everyday lives and in the future. We aim to provide structured opportunities throughout their school journey for our pupils to develop a good understanding of the world around them and to learn how to cooperate well with and respect others. We value the diverse society in which we live and promote an appreciation and understanding of this in our pupils. Our curriculum fosters independence of thought and respect for the views of others, which may be different to their own. Children leave Durham Lane Primary School well prepared for the next stage of their education, with the skills they need to operate as responsible, caring citizens who value the world they live in.

Curriculum Implementation

Across the school, the children follow a planned programme of key themes which provides progression of skills in each successive year group. RSE teaching is incorporated into our PSHE long term planning, allowing for closely matched skills and content to be taught together. RSE is delivered in a manner that is wholly appropriate for the child's stage and age and follows the statutory requirements set out in the National Curriculum. Below is an overview of these themes throughout KS1 & 2:

Autumn Term – Staying Safe and Well		
New Beginnings + Healthy Body and Mind	Growing and Changing	Keeping Safe
Spring Term – Relationships		
Feelings and Emotions	Healthy Relationships	Valuing Differences
Summer Term – Our World		
Rights and Responsibilities	Taking Care of the Environment	Money Matters

Curriculum Impact

The impact of our PSHE/RSE curriculum can be measured by the behaviour, interactions and discussions of our children. The PSHE coordinator collects examples of children's learning and monitoring visits are also undertaken to ensure that implementation and impact of the long-term plan is effective throughout school. Through our scheme of work, Durham Lane pupils are given exciting opportunities to learn more about their world and to develop the skills and behaviours that they will need to lead happy and successful lives in an ever-changing world.

In Early Years, our pupils follow the objectives set out in the Early Years STEPS Profile. These objectives are progressive and build clearly on prior learning. Objectives are covered at the following stages of development:

	Personal, Social and Emotional Development		
	Making Relationships	Self-Confidence & Self-Awareness	Managing Feelings & Behaviour
ELG	Children play co-operatively, 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.	Children are 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.	Children 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.
40- 60+ months	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
30- 50 months	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.	Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.

Below, you will find examples of the activities and learning opportunities provided throughout the year in Early Years:

Autumn	
New Beginnings	Getting on and Falling out
<ul style="list-style-type: none"> Establishing class rules, circle time games Lucinda and Godfrey resources to learn about starting school Learning names and making friends Understanding feelings such as happy, sad and scared Managing feelings – role play scenarios Naming body parts Growing – babies to children Healthy eating, exercise and personal hygiene – Lucinda and Godfrey – The Smell Monster Valuing different families 	<ul style="list-style-type: none"> Empathy, managing feelings and social skills Circle time games Cooperation games Puzzles and collaborative drawing Role-play with puppets Facial expressions and feelings Resolving conflict – making posters on how to work and play together
Spring	
Going for Goals	Good to be Me
<ul style="list-style-type: none"> Motivation and self-awareness Circle time/rounds – When I was a baby I could .. Now I can ... Setting realistic goals Design and make awards for themselves Use puppets to introduce the idea of setting a simple learning goal to be achieved in a week Keeping going and the importance of working hard to reach a goal 	<ul style="list-style-type: none"> Focus on feelings and considering our strengths and weaknesses as learners Feeling proud of ourselves and our achievements Activities to help children recognise their feelings e.g. planning a special activity for a teddy Calming down strategies and mindfulness Encouraging children to stand up for themselves in an appropriate manner
Summer	
Relationships	Changes
<ul style="list-style-type: none"> Exploring feelings in the context of important relationships Learning how to cope with missing someone we love Using stories such as Dogger and role play to explore these themes Understanding the feelings happy, sad and angry by matching facial expressions to familiar scenarios Exploring the idea of fair and unfair using puppets and stories Making posters of ideas for how to make people feel better when they are sad or angry Acceptable touch using resources from the NSPCC PANTS initiative 	<ul style="list-style-type: none"> Developing understanding of different types of change, both positive and negative Understanding how we change over time using stories and role play Thinking of all the ways we have changed since starting Nursery Awareness of how we feel when something changes and developing strategies to cope with this Understand that when we feel bad it helps to do make changes to our behaviour

Autumn Term Staying Well and Keeping Safe

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
New Beginnings <ul style="list-style-type: none"> To know how we can all make a safe, fair and effective learning environment. To know that I belong to my school community. To know ways that we are similar and ways that we are different 	New Beginnings <ul style="list-style-type: none"> To know how we can all make a safe, fair and effective learning environment. To know that I belong to many groups/communities To feel good about my strengths To know things that I can do to stay calm when I am upset 	New Beginnings <ul style="list-style-type: none"> To understand why we have rules and what my rights and responsibilities are in school. To contribute to a class charter. To know how it feels to start something new To know something about everyone in my class 	New Beginnings <ul style="list-style-type: none"> To understand what my rights and responsibilities are in school. To contribute to a class charter. To understand why we have different rules in different places and times. To know how to make people feel welcome. To know how to join a group. 	New Beginnings <ul style="list-style-type: none"> To know ways that help us learn and play well in school. To understand my rights and responsibilities To know why we have rules in society and in school To know how to go about changing something if I don't agree with it. To know how to cope with unfamiliar situations and uncomfortable feelings 	New Beginnings <ul style="list-style-type: none"> To know how to work well in a group To know ways that help us learn and play well in school. To understand my rights and responsibilities To know why we have rules in society and in school To know how to go about changing something if I don't agree with it. To know how to cope with unfamiliar situations and uncomfortable feelings and to understand how others may be feeling.
Healthy Body and Mind <ul style="list-style-type: none"> What is a healthy lifestyle? (including mental health) How can we keep our minds healthy? 	Healthy Body and Mind <ul style="list-style-type: none"> Personal hygiene – smell monster Lucinda + Godfrey What do we do in and out of school to keep us healthy? (including mental health) 	Healthy Body and Mind <ul style="list-style-type: none"> What do people do to help keep themselves fit and who helps you to make healthy choices? To understand the importance of a regular exercise routine and how to achieve this - walking/cycling to school/daily mile etc. What can we do to look after our mental health? What is self care? What techniques can help us care for our own mental health? Rest/good sleep habits/social contact/hobbies 	Healthy Body and Mind <ul style="list-style-type: none"> How can the media affect our choices concerning food and drink? (Adverts etc) What opportunities do we have to make our own choices about food? Do our peers affect our choices? To understand that it is common for people to experience mental illness and that it can be resolved with the right support. 	Healthy Body and Mind <ul style="list-style-type: none"> How can the media affect our choices in terms of healthy lifestyles? Can we believe the images we see in the media in respect of keeping healthy? Are images realistic? (Filtered images) 	Healthy Body and Mind <ul style="list-style-type: none"> What positive and negative influences are there on our health and wellbeing? How do media/online images affect our self-esteem? How can someone make decisions for themselves when they are surrounded by different influences? What sorts of decisions benefit health and wellbeing in the long term?

Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
Growing and Changing <ul style="list-style-type: none"> How have we changed since we were babies? (physically and mentally) Change or loss of something that we treasure. Growth mindset- How can we change our thinking to have positive attitudes. What is a goal? What goals do we have? 	Growing and Changing <ul style="list-style-type: none"> Losing something precious. Why does this upset us? What goals do we have as a class and individually? What do I need to do to achieve my goal? 	Growing and Changing <ul style="list-style-type: none"> What is grief and how does it feel? Growth mindset- how to celebrate achievements no matter how small they may seem. Set achievable personal targets for the future and know what steps to take to achieve them. Mindfulness – leaving the past behind and not worrying about the future. Use yoga/mindfulness activities to experience 'being in the moment' 	Growing and Changing <ul style="list-style-type: none"> Change including loss and grief/family break up. How does this affect people? Bacteria and viruses. What daily/weekly routines help to prevent infection? Keeping clean during puberty. Feelings – Who can we talk to about our feelings? Is it ok to not be ok? Mindfulness – leave the past behind and plan for our future. Growth mindset – how can we work together to achieve a shared goal? How can mistakes help us to achieve our future personal targets? Accepting failure. 	Growing and Changing <ul style="list-style-type: none"> Change including loss and grief/family break up – where and who can we go to for help? Why is it important to treasure and share memories? How can we further describe the range and intensity of our feelings towards others? How can we manage complex and conflicting emotions? To celebrate achievements. To recognise their achievements and set personal targets for the future. How can personal hygiene change during puberty? 	Growing and Changing <ul style="list-style-type: none"> To learn strategies to help us deal with change including loss, separation, divorce and bereavement. Why is it important to treasure and share memories? Where can we find advice and support at times of change? Having high aspirations to achieve our goals and celebrate our achievements. Puberty – understanding what changes we can expect and how our emotions can change (taught by school nurse). What feelings do we have towards future transition to secondary school?
RSE (CWP scheme) lesson 2 – Growing and Changing Understand that babies need care and support Know that older			RSE (CWP scheme) Lesson 1 Changes Understand that puberty is an important stage in the human lifecycle.	RSE (CWP scheme) Lesson 1 Talking about Puberty Explain the main physical and emotional changes	RSE (CWP scheme) Lesson 1 Puberty and reproduction Describe how and why the body changes during

children can do more by themselves			<p>Know some changes that happen during puberty.</p> <p>Lesson 2 What is puberty?</p> <p>Know about the physical and emotional changes that happen in puberty. Understand that children change into adults to be able to reproduce if they choose to.</p>	<p>that happen during puberty.</p> <p>Ask questions about puberty with confidence.</p> <p>Lesson 2 The reproductive system</p> <p>Understand how puberty affects the reproductive organs.</p> <p>Describe what happens during menstruation and sperm production</p> <p>Lesson 3 Help and Support</p> <p>Explain how to stay clean during puberty.</p> <p>Describe how emotions/relationships change during puberty.</p> <p>Know how to get help and support during puberty</p>	<p>puberty in preparation for reproduction.</p> <p>Talk about puberty and reproduction with confidence</p> <p>Lesson 3 Families, Conception and Pregnancy</p> <p>Describe the decisions that have to be made before having children.</p> <p>Know some basic facts about conception and pregnancy</p>
Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
<p>Keeping Safe</p> <ul style="list-style-type: none"> Who helps to keep us safe in school, at home and in the community? Trusted adults – who are they and how do we ask for help? How do we stay safe when playing games on-line? 	<p>Keeping Safe</p> <ul style="list-style-type: none"> Road safety. Safety around strangers – who to ask for help if you are lost or can't find your grown up. How do we stay safe on-line? What are the important rules to follow? 	<p>Keeping Safe</p> <ul style="list-style-type: none"> How do school rules help to keep us safe? Do we have to do something that we think may be against the rules? Is it ok to follow when you know it is wrong? (Peer pressure). 	<p>Keeping Safe</p> <ul style="list-style-type: none"> Resisting peer pressure (unsociable behaviour outside of schools) How can we manage feeling negative pressure? Safety outdoors such as open water, 	<p>Keeping Safe</p> <ul style="list-style-type: none"> Resisting peer pressure. How to say 'no'. Emergency first aid. (Training carried out by St John's Ambulance) Personal safety in the local environment. Internet safety. How can we stay safe on the internet? Importance of privacy and how 	<p>Keeping Safe</p> <ul style="list-style-type: none"> Being responsible for our own safety as we get older (Walking home, playing outside, going to friends' houses independently). To recognise what sorts of behaviours might include risks. Can you determine the difference between and

<p>What should we do if we see or hear something scary/worrying?</p> <ul style="list-style-type: none"> • Staying safe around medicines – teach through science? 	<ul style="list-style-type: none"> • Is it good to spend long periods of time online? How can this affect us? • Identification of dangerous substances in the home 	<ul style="list-style-type: none"> • How do we stay safe on-line and how do we report concerns? • Road Safety – especially when playing out with friends • What is an emergency? • Who can help in an emergency? How to alert the emergency services? • What is a habit? (Gaming and social media habits). PEGI rules. 	<p>bridges, railways, roads etc.</p> <ul style="list-style-type: none"> • Emergency First Aid – how to call for help. (Red cross clips) • How should we behave on-line? Importance of maintaining standards of behaviour in online interactions • How can too much screen time affect our mental health? • To learn about drugs that are common in daily life (medicines, caffeine, alcohol, tobacco) 	<p>people may not be who they say they are online.</p> <ul style="list-style-type: none"> • What do we need to be aware of when using apps on our mobile phones? • Habits. What legal substances and drugs are used in everyday life? (Tobacco, alcohol and legal/illegal drugs). 	<p>risk, a danger or a hazard?</p> <ul style="list-style-type: none"> • How can we learn to manage influences and risks and make informed decisions? • What should we do if we are under pressure to do something we are uncertain about? • How can we stay safe when using a mobile phone? • How can apps and social media affect our mental health and self-esteem? • What are the laws concerning legal/illegal drugs?
					<p>RSE (CWP scheme) Lesson 4 Online Relationships To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.</p>

Spring Term Relationships					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
Feelings and Emotions <ul style="list-style-type: none"> • My feelings – what different feelings do we all have at different times? What makes us feel them? • To know that bodies can be hurt by actions and feelings can be hurt by words. • What is bullying? 	Feelings and Emotions <ul style="list-style-type: none"> • How can we communicate our feelings? • What can we do when we are feeling angry? • What is the difference between teasing and bullying? • How can our behaviour affect how others feel? 	Feelings and Emotions <ul style="list-style-type: none"> • Recognising others' feelings and helping them to feel better. • How does it feel to make somebody else feel good? • Who can we talk to if we can't manage our own feelings? • To know when to ask for help. To know signs that show a friend/relative may need help. • Be an anti-bullying superhero – Mentally Healthy Schools resources • To know how to get help if you think that you or someone else is being bullied. 	Feelings and Emotions <ul style="list-style-type: none"> • How can we show empathy to others? • How do we feel when unexpected things happen? • Why do people bully or treat others badly? • What makes us feel worried? What strategies can we use to manage this? • Whose problem is bullying? Responsibility of bystanders to report when they see someone being treated badly. 	Feelings and Emotions <ul style="list-style-type: none"> • What is compassion/empathy? • How does it feel when someone is kind to us? • How do our feelings impact on our behaviour? How can we spot this happening in ourselves and others? • How are people affected by isolation and loneliness? What can we do if we feel lonely or isolated? 	Feelings and Emotions <ul style="list-style-type: none"> • How can we show empathy and compassion to others who are less fortunate than ourselves? • Is it possible to feel empathy for someone who is unkind to us? • To recognise the things that trigger our own negative feelings and behaviour. • What sorts of things can make us feel stressed or anxious? What can we do to combat stress?

Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
Healthy Relationships <ul style="list-style-type: none"> • Secrets – is it ok to have them? What is the difference between surprises and secrets? • Who are our special people? • What does a good friend 'look' like? What qualities are most important? • How can we sort out problems and arguments with our friends? 	Healthy Relationships <ul style="list-style-type: none"> • Secrets – should people ask us to keep secrets? • How does it feel when people keep secrets from us? • Why are the people who care for us so special? What do they do to care for us? • How can we be a good friend? • How can we sort out disagreements at home? 	Healthy Relationships <ul style="list-style-type: none"> • Confidential / secret – what is the difference and when should we share secrets? • What is privacy? • What do positive, healthy relationships look like? • How can we make good friendships? • Solving disputes and conflict. How can we work collaboratively towards a goal? • (Gogivers Conflict and mediation) • How to give and receive positive feedback. 	Healthy Relationships <ul style="list-style-type: none"> • When should we keep something confidential/secret? When is it acceptable to break a confidence? • How can we respect other people's privacy? • What are the characteristics of a healthy/unhealthy relationship? • How are our families different? • How do families support each other through times of difficulty? • What are the consequences of our actions and behaviour? 	Healthy Relationships <ul style="list-style-type: none"> • Confidentiality and secrets. What to do if a friend is in trouble. • Why do we need more privacy as we get older? • What types of relationships are there? – couples, families, friendships • Understand that caring, stable relationships can come in different forms and that we should respect this. • How to deal with disputes within families (sibling rivalry). • When can family relationships go wrong? Who can help us? 	Healthy Relationships <ul style="list-style-type: none"> • Privacy and personal boundaries during puberty • Types of relationships, couples, families and friendships. • What is unhealthy pressure in relationships? • Look at different couple relationships, civil partnerships, same sex, marriage and forced marriages. Marriage as a formally recognised commitment in law. (Gogivers relationships and the law ppt) • Disputes within relationships – how to resolve them amicably. • Should parents be allowed to smack children? Debate
RSE NSPCC - What is acceptable or unacceptable touch? NSPCC PANTS rules + song	RSE – NSPCC – What is acceptable and unacceptable touch? NSPCC PANTS rules + song	RSE (CWP scheme) Lesson 2 Personal Space – acceptable and unacceptable touch Understand that each person's body belongs to them.	RSE (CWP scheme) Lesson 3 Healthy Relationships Know that respect is important in all relationships including online.	Recap NSPCC PANTS rules What is acceptable and unacceptable physical contact? Where to go for advice	RSE (CWP scheme) Lesson 2 Communication in Relationships (incl touch) Explain some differences between a healthy and unhealthy relationship.

		Understand personal space and unwanted touch.	Explain how friendships can make people feel unhappy or uncomfortable Recap NSPCC PANTS rules What is acceptable and unacceptable physical contact? Where to go for advice		Know that communication and permission seeking are important in relationships.
Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
Valuing Differences <ul style="list-style-type: none"> How to discuss topics, take turns, share ideas and listen to others' viewpoints. How are we all different? Use Mentally Healthy Schools resources – Same but Different Celebrating uniqueness – could use good to be me resources from SEAL 	Valuing Differences <ul style="list-style-type: none"> How to debate topics that are important to us. How to come to a majority decision in group tasks. How are we all different? How are we all equally important? Why is it good to be an individual? - could use good to be me resources from SEAL 	Valuing Difference <ul style="list-style-type: none"> How can we show respect to other people's viewpoints? What is stereotyping? Do we ever judge people by how they look? How does it feel to be judged for something that we cannot change? Understand that it is important that we all feel included in a group and that we are welcoming to others. 	Valuing Difference <ul style="list-style-type: none"> Take a given viewpoint on a topic and debate with a group that has been given the opposite view. Similarities and differences between people. Stereotyping – how can this lead to hurtful behaviour and bullying? How do we stereotype boys and girls? Has this changed throughout history? What is self-respect? 	Valuing Difference <ul style="list-style-type: none"> Debate a series of issues during topics covered, respecting views of others, agreeing to disagree when needed. What is discrimination? Why might groups of people or individuals be discriminated against? Do we or the people around us use terms that are discriminatory? Such as using the term 'gay' to mean bad at something or weak. (GoGivers Discrimination ppt) 	Valuing Difference <ul style="list-style-type: none"> Debate a series of issues during topics covered, respecting views of others, agreeing to disagree when needed. Learn to appreciate the need for equality regardless of difference including family, gender, sexual orientation, appearance, disability, cultural, ethnic, racial diversity. Respect difference and understand that equality is part of the law in this country

					<ul style="list-style-type: none"> How does it feel to be treated differently because of your gender, race, sexuality etc?
<p>RSE (CWP scheme) lesson 1 – Different friends</p> <p>Know that we can be friends with people who are different to us.</p> <p>RSE (CWP scheme) Lesson 3 Families and Care</p> <p>Know there are different types of families.</p> <p>Know which people we can ask for help</p>	<p>RSE (CWP scheme) lesson 1 Differences</p> <p>Understand that some people have fixed ideas about what boys and girls can do</p> <p>RSE (CWP scheme) Lesson 2 Male and Female animals</p> <p>Describe some differences between male and female animals.</p> <p>Understand that making a new life needs a male and a female.</p> <p>RSE (CWP scheme) Lesson 3 Naming body parts</p> <p>Describe the physical difference between males and females.</p> <p>Name body parts – using correct terms e.g. penis and vagina.</p>	<p>RSE (CWP scheme) lesson 1 – Body Differences</p> <p>Know and respect body difference between ourselves and others.</p> <p>Name male and female body parts using agreed words.</p> <p>RSE (CWP scheme) Lesson 3 Help and Support</p> <p>Understand that all families are different and have different family members.</p> <p>Identify who to go to for help and support.</p>			

Summer Term Our World					
Key Stage 1		Key Stage 1		Key Stage 1	
Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
Rights and Responsibilities <ul style="list-style-type: none"> What is a rule? What are our golden rules in school? What do we mean by our rights, responsibilities and needs? What groups do we belong to? What do we mean by a community? (GoGivers Exploring our Community ppt) 	Rights and Responsibilities <ul style="list-style-type: none"> Why do we have rules? What are our golden rules in school? What would school be like without rules? What communities do we belong to? Which people help us to stay safe and look after our community? 	Rights and Responsibilities <ul style="list-style-type: none"> What are our rights and responsibilities? (GoGivers rights and resp ppt) Why do we have laws? (British values) How laws are made and enforced? Why is it important to discuss and find an agreement on important issues? What does it mean to respect someone's rights? What are our responsibilities at home and at school? How can we become a more caring member of the community? (GoGivers Caring for our Community ppt) 	Rights and Responsibilities <ul style="list-style-type: none"> How are laws debated in parliament? What are the rules for debating? What is a pressure group and how can they make a difference? What are human rights? What is anti-social behaviour and how can we avoid it? How can we be more responsible for our local community? What are the benefits of living in a strong society? (Gogivers Strong Society ppt) 	Rights and Responsibilities <ul style="list-style-type: none"> How do laws affect us? What are human rights and children's rights and how do they protect us? What is anti-social behaviour and how does it affect others? (Arson, graffiti, smoking, drinking) How can we resolve differences due to diversity? What different identities make up the UK? What different nationalities and ethnicities make up our diverse nation? 	Rights and Responsibilities <ul style="list-style-type: none"> How do laws affect us? (British values and how they supersede religious beliefs) What can cause civil unrest and riots? (Black Lives Matter, Extinction Rebellion) Should people have the right to protest against things they disagree with? (GoGivers Martin Luther King ppt) Nelson Mandela – reasons for his protests and how he unified South Africa. (Gogivers assembly ppt) Why do children get drawn into gangs? (GG knife crime) How has our country welcomed migrants? (GG – migration ppt) Why are some people against immigration and what is the impact of that on individuals?

Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
Taking Care of the Environment <ul style="list-style-type: none"> How can we look after our local environment? What is the country code? (GoGivers litter ppt) What is plastic pollution? 	Taking Care of the Environment <ul style="list-style-type: none"> What can we do to look after the world? What is climate change? (GoGivers Climate Change ppt) Plastic pollution (GoGivers plastic pollution ppt) Why do we recycle? What things can we recycle and how? 	Taking Care of the Environment <ul style="list-style-type: none"> How is climate change affected by pollution? Research, discuss and debate issues concerning the environment such as whether we should use items that can't be recycled like plastic straws, toothbrushes etc. What pledges can we make as a class/school concerning plastic pollution? 	Taking Care of the Environment <ul style="list-style-type: none"> What is sustainability? What responsibilities do we have to try and make the local and global environment better? Why do we need to act now? How can we protect our local habitats? (GoGivers protecting local habitats ppt) 	Taking Care of the Environment <ul style="list-style-type: none"> How can we make farming more sustainable? (GoGivers How should we farm? ppt) What are sustainable development goals? What is biodiversity and how can we protect it? 	Taking Care of the Environment <ul style="list-style-type: none"> What is fair-trade and how does it protect independent producers? See FairTrade website for schools. What is the role of trees? (GoGivers value of trees ppt) What is biodiversity and how are scientists trying to influence world leaders? What is meant by carbon emissions and net carbon targets?

Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
Money matters <ul style="list-style-type: none"> • What is money used for? • How do people earn money? • When should we spend or save money? • What is charity? <p>* VISIT from Yorkshire Building Society to raise awareness of money matters – across school?</p>	Money matters <ul style="list-style-type: none"> • How do we make choices about spending and saving money? • What can happen if we spend all that we earn? • Can we earn money as children? • What is charity and what does our school do to be charitable? 	Money matters <ul style="list-style-type: none"> • How do we spend, save and budget with our money? • What are bills? What is a loan? • What are taxes and how is the money used? • How can money be used to help the environment? • What is charity? How can we become philanthropists? Can we set individual goals to donate or raise money for charity? (GoGivers What is a charity?) 	Money matters <ul style="list-style-type: none"> • How can we become more responsible with our money? • What chores can we do at home to earn money? Why could this be a good lesson for us? • Could our class raise money for a good cause? • Learn about famous philanthropists (GoGivers What is Philanthropy? Ppt Famous Philanthropists) 	Money matters <ul style="list-style-type: none"> • What is enterprise? How can we be enterprising? • How does the UK benefits system act as a safety net? • How can we become inspirational children? Biographies online see website below – good list of inspirational children. Also 'Little People, Big Dreams' books. 	Money matters <ul style="list-style-type: none"> • What is enterprise? How can we be enterprising in order to benefit our school? • What career would you like to pursue? • Why do we pay taxes? Learn about how public services are funded. (GoGivers Why do we pay taxes Part 1 & 2) <p>Y6 Transition</p> <ul style="list-style-type: none"> • Y6 transition – what can we expect? • What worries or concerns do we have? • What have we enjoyed at primary school? • What things are we looking forward to? • Transition day

Useful Websites:

<https://www.mentallyhealthyschools.org.uk/getting-started/>

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

<https://www.gogivers.org/>

SEAL <https://webarchive.nationalarchives.gov.uk/20110812101121/http://nsonline.org.uk/node/87009>

<https://schools.fairtrade.org.uk/>

<https://www.biographyonline.net/people/inspirational/young-people.html> - Inspirational children list and information – useful starting point

also: <https://www.goodhousekeeping.com/life/inspirational-stories/g5188/kids-who-changed-the-world/?slide=27>

Possible event for February 2021 – Children's Mental Health Week

<https://www.childrensmentalhealthweek.org.uk/schools-and-youth-groups/>

Half termly well-being days

Collect together bank of resources for staff shared