

Long Term Subject Plan 2023-2024: PSHE

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Nursery & Reception	<p>Topic/theme: Being Me in My World</p> <p>Vocab: Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p> <p>Social & Emotional Skills:</p> <ul style="list-style-type: none"> • Identify feelings associated with belonging • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Be able 	<p>Topic/Theme: Celebrating Difference</p> <p>Vocab: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p> <p>Social & Emotional Skills: Identify feelings associated with being proud</p> <ul style="list-style-type: none"> • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities 	<p>Topic/Theme: Dreams & Goals</p> <p>Vocab: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p> <p>Social & Emotional Skills: Understand that challenges can be difficult</p> <ul style="list-style-type: none"> • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience 	<p>Topic/Theme: Relationships</p> <p>Vocab: Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p> <p>Social & Emotional Skills: Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <ul style="list-style-type: none"> • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship 	<p>Topic/Theme: Healthy Me</p> <p>Vocab: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p> <p>Social & Emotional Skills: Recognise how exercise makes them feel</p> <ul style="list-style-type: none"> • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can 	<p>Topic/Theme : Changing Me</p> <p>Vocab: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p> <p>Social & Emotional Skills: Can identify how they have changed from a baby</p> <ul style="list-style-type: none"> • Can say what might change for them they get older • Recognise that changing class can illicit happy

	<p>to consider others' feelings • Be responsible in the setting</p> <p>Key texts: <i>Hands are not for hitting – Martine Agassi</i></p> <p><i>Dogger – Shirley Hughes</i></p> <p><i>No Hitting Henry – Lisa Regan</i></p>	<p>and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves • Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Key texts: <i>Naked Trevor – Rebecca Elliot</i></p> <p><i>Barry the Fish with Fingers – Sue Henra</i></p> <p><i>It's OK to be Different – Todd Parr</i></p> <p><i>The Family Book – Todd Parr</i></p> <p><i>Forget Me Not, Beautiful Buttercup – Michel Broad</i></p>	<p>Recognise how kind words can encourage people • Feel proud • Celebrate success</p> <p>Key texts: <i>Love Monster – Rachel Bright</i></p> <p><i>Don't Worry Hugless Douglas – David Melling</i></p> <p><i>The Hare and the tortoise – Aesop's Fabels</i></p> <p><i>The Jungle Run – Tony Mitton</i></p>	<p>Can recognise what being angry feels like</p> <ul style="list-style-type: none"> • Can use Calm Me when angry or upset <p>Key texts: <i>Mabel and Me, Best of Friends – Mark Sperring & Sarah Warburton</i></p> <p><i>George & Martha – James Marshall</i></p> <p><i>Frank & Teddy Make Friends – Louise Yates</i></p>	<p>explain what to do if a stranger approaches them</p> <p>Key texts: <i>Never Talk to Strangers – Irma Joyce</i></p> <p><i>Not everyone is nice – Anne Tedesco</i></p>	<p>and/or sad emotions</p> <ul style="list-style-type: none"> • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school / home <p>Key texts: <i>Look inside your body – Louise Stowell</i></p> <p><i>I wonder why Kangaroos have pouches – Jenny Wood</i></p> <p><i>The Very Hungry Caterpillar – Eric Carle</i></p> <p><i>The Huge Bag of Worries – Virginia Ironside</i></p> <p><i>Tell me what it is like to be Big – Joyce Dunbar</i></p> <p><i>I wonder why – Baby Animals – Hannah Wilson</i></p>
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Year 1	<p>Topic/theme: Being Me in My World</p> <p>Vocab: Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Rewards, Proud, Consequences, Upset, Disappointed</p> <p>Social & Emotional Skills:</p> <p>Understanding that they are special •</p>	<p>Topic/Theme: Celebrating Difference</p> <p>Vocab: Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p> <p>Social & Emotional Skills: Recognise ways in which they are the same as their friends</p>	<p>Topic/Theme: Dreams & Goals</p> <p>Vocab: Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.</p>	<p>Topic/Theme: Relationships</p> <p>Vocab: Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p>Topic/Theme: Healthy Me</p> <p>Vocab: Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p> <p>Social & Emotional Skills: Feel good about</p>	<p>Topic/Theme : Changing Me</p> <p>Vocab: Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p> <p>Social & Emotional Skills: Understand and accepts that change is a natural</p>

	<p>Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Identify what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences • Understand that they have choices</p> <p>Key texts: NA</p>	<p>and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special</p> <p>Key texts: Frog and toad are friends – Arnold Lobel</p>	<p>Social & Emotional Skills: Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future</p> <p>Key texts: We're going on a Bear Hunt – Michel Rosen & Helen Oxenbury</p>	<p>Social & Emotional Skills: Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship</p> <p>Key texts: The Family Book – Todd Parr</p> <p>For Every Child, the rights of the child in</p>	<p>themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy</p> <p>Key texts: Six Dinners Sid – Inga Moore</p>	<p>part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change, e.g. moving to a new class</p> <p>Key texts: Moving Molly – Shirley Hughes</p>
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				words & pictures - UNICEF Hug – Jez Alborough		
Year 2	<p>Topic/theme: Being Me in My World</p> <p>Vocab: Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving</p> <p>Social & Emotional Skills: recognise own feelings and know when and where to get help • Know how to make their class a safe and fair place •</p>	<p>Topic/Theme: Celebrating Difference</p> <p>Vocab: Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value</p> <p>Social & Emotional Skills: Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be</p>	<p>Topic/Theme: Dreams & Goals</p> <p>Vocab: Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product</p> <p>Social & Emotional Skills: Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful</p>	<p>Topic/Theme: Relationships</p> <p>Vocab: Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate</p>	<p>Topic/Theme: Healthy Me</p> <p>Vocab: Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p> <p>Social & Emotional Skills: Desire to make healthy lifestyle choices</p> <ul style="list-style-type: none"> • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • <p>Have a healthy</p>	<p>Topic/Theme : Changing Me</p> <p>Vocab: Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable,</p>

	<p>Show good listening skills • Recognise the feeling of being worried • Be able to work cooperatively</p> <p>Key texts: <i>The Huge Bag of Worries</i> – Virginia Ironside</p> <p><i>We are all born Free</i> – Amnesty International</p> <p><i>I'll do it, Taking Responsibility</i> – Brian Moses & Mike Gordon</p>	<p>different in lots of ways and that is OK • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique</p> <p>Key texts: <i>Dulcie Dando</i> – Sue Stop & Debbie Gliori</p> <p><i>Bill's New Frock</i> – Anne Fine</p> <p><i>Willy and Hugh</i> – Anthony Browne</p>	<ul style="list-style-type: none"> • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling <p>Key texts: <i>The Owl and the Pussy Cat</i> – Edward Lear</p>	<p>Social & Emotional Skills: Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring</p> <ul style="list-style-type: none"> • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can 	<p>relationship with food • Express how it feels to share healthy food with their friends</p> <p>Key texts: <i>Poor Monty</i> – Anne Fine</p>	<p>Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy</p> <p>Social & Emotional Skills: Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older</p> <ul style="list-style-type: none"> • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they
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				<p>give and receive compliments • Can say who they would go to for help if they were worried or scared</p> <p>Key texts: <i>Who's in a family</i> – Robert Skutch</p> <p><i>Something Special</i> – Nicola Moon</p> <p><i>Don't tell lies, Lucy!</i> – Phil Roxbee Cox</p> <p><i>Hugless Douglas</i> – David Melling</p>		<p>would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to next year</p> <p>Key texts: <i>My Grandpa is Amazing</i> – Nick Butterworth</p> <p><i>Titch</i> – Pat Hutchins</p> <p><i>Hug</i> – Jez Alborough</p>
Year 3	<p>Topic/theme: Being Me in My World</p> <p>Vocab: Welcome, Valued, Achievements, Proud, Pleased,</p>	<p>Topic/Theme: Celebrating Difference</p> <p>Vocab: Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve</p>	<p>Topic/Theme: Dreams & Goals</p> <p>Vocab: Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions,</p>	<p>Topic/Theme: Relationships</p> <p>Vocab: Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities,</p>	<p>Topic/Theme: Healthy Me</p> <p>Vocab: Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat,</p>	<p>Topic/Theme : Changing Me</p> <p>Vocab: Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb,</p>

<p>Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.</p> <p>Social & Emotional Skills: Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness,</p>	<p>It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique</p> <p>Social & Emotional Skills: Be able to show appreciation for their families, parents and carers • Use the ‘Solve it together’ technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to ‘problem-solve’ a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give</p>	<p>Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Celebrate, Evaluate</p> <p>Social & Emotional Skills: Recognise other people’s achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps</p>	<p>Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</p> <p>Social & Emotional Skills: Can identify the responsibilities they have within their</p>	<p>Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.</p> <p>Social & Emotional Skills: Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe • Respect their own bodies and appreciate what they do</p> <p>Key texts: NA</p>	<p>Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy</p> <p>Social & Emotional Skills: • Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can identify</p>
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	<p>worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively</p> <p>Key texts: <i>We are all born Free</i> – Amnesty International</p>	<p>compliments • Recognise feelings associated with receiving a compliment</p> <p>Key texts: <i>The Family Book</i> – Todd Parr</p> <p><i>And Tango Makes Three</i> – Justin Richardson & Peter Parnell</p>	<ul style="list-style-type: none"> • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success to be used at another time <p>Key texts: <i>Me Jane</i> – Patrick McDonnell</p>	<p>family • Can use Solve-it-together in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children’s rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in</p>		<p>stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about</p> <p>Key texts: <i>My New Baby</i> – Anne Kubler</p> <p><i>My Baby Sister</i> – Emma Chichester Clark</p>
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				<p>school and the global community</p> <p>Key texts: The World came to my place today – Readman & Roberts</p>		
Year 4	<p>Topic/theme: Being Me in My World</p> <p>Vocab: Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>	<p>Topic/Theme: Celebrating Difference</p> <p>Vocab: Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.</p>	<p>Topic/Theme: Dreams & Goals</p> <p>Vocab: Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate</p>	<p>Topic/Theme: Relationships</p> <p>Vocab: Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love</p>	<p>Topic/Theme: Healthy Me</p> <p>Vocab: Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p> <p>Social & Emotional Skills: Can identify the feelings that they have</p>	<p>Topic/Theme : Changing Me</p> <p>Vocab: Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited,</p>

	<p>Social & Emotional Skills:</p> <p>Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how</p>	<p>Social & Emotional Skills: Try to accept people for who they are</p> <ul style="list-style-type: none"> • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the ‘Solve it together’ technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different 	<p>Social & Emotional Skills: Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment</p> <ul style="list-style-type: none"> • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others • Can store feelings of success to be used at another time 	<p>Social & Emotional Skills: Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why</p> <ul style="list-style-type: none"> • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate <p>Key texts: <i>Can you hear the sea – Richard Palmer</i></p>	<p>about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive</p> <p>Key texts: NA</p>	<p>Nervous, Anxious, Happy</p> <p>Social & Emotional Skills:</p> <ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change
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	to regulate my emotions Key texts: NA	Key texts: Ruby – Maggie Glen A Pig is Moving In – Claudia Fries	Key texts: Salt in his shoes – Deloris and Roslyn M Jordan	<i>Badger's Parting Gifts – Susan Varley</i> <i>Goodbye Mousie – Robbie H Harris</i>		Key texts: Moving House – Anna Civardi & Stephen Cartwright
Year 5	Topic/theme: Being Me in My World Vocab: Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences,	Topic/Theme: Celebrating Difference Vocab: Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.	Topic/Theme: Dreams & Goals Vocab: Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work,	Topic/Theme: Relationships Vocab: Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer	Topic/Theme: Healthy Me Vocab: Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.	Topic/Theme : Changing Me Vocab: Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream,

	<p>Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p> <p>Social & Emotional Skills:</p> <p>Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a</p>	<p>Social & Emotional Skills: Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for</p>	<p>Cooperation, Difference</p> <p>Social & Emotional Skills: Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they</p>	<p>pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules.</p> <p>Social & Emotional Skills: Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and</p>	<p>Social & Emotional Skills: Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy</p>	<p>Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>
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	<p>group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions</p> <p>Key texts: <i>Can you hear the sea – Richard Palmer</i></p>	<p>cultures different from their own</p> <p>Key texts: <i>Taller than Before – Bernard Ashley</i></p>	<p>are motivated to make a positive contribution to supporting others</p> <p>Key texts: <i>When I grow up – Leonid Gore</i></p> <p><i>When I grow up – PK Hallinan</i></p>	<p>reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks</p> <p>Key texts: NA</p>	<p>Key texts: NA</p>	<p>Social & Emotional Skills: Can celebrate what they like about their own and others' self- image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming</p>
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						a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult Key texts: NA
Year 6	<p>Topic/theme: Being Me in My World</p> <p>Vocab: Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy</p> <p>Social & Emotional Skills: Be able to</p>	<p>Topic/Theme: Celebrating Difference</p> <p>Vocab: Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport,</p>	<p>Topic/Theme: Dreams & Goals</p> <p>Vocab: Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.</p>	<p>Topic/Theme: Relationships</p> <p>Vocab: Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue,</p>	<p>Topic/Theme: Healthy Me</p> <p>Vocab: Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies,</p>	<p>Topic/Theme : Changing Me</p> <p>Vocab: Key Vocabulary Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider,</p>

	<p>make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive rolemodel • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions</p> <p>Key texts: NA</p>	<p>Admiration, Stamina, Celebration, Conflict.</p> <p>Social & Emotional Skills: Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about</p>	<p>Social & Emotional Skills: Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person's achievements</p>	<p>Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p> <p>Social & Emotional Skills: Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to</p>	<p>Managing stress, Pressure</p> <p>Social & Emotional Skills: Are motivated to care for their own physical and emotional health • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure</p>	<p>Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager,</p>
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		<p>prejudice and discrimination and why it happens • Appreciate people for who they are</p> <ul style="list-style-type: none"> • Show empathy <p>Key texts: NA</p>	<p>Key texts: Wonder Goal – Michael Foreman</p>	<p>gain power or control</p> <ul style="list-style-type: none"> • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being <p>Key texts: <i>Can you hear the sea – Richard Palmer</i></p> <p>The Sad Book – Michael Rosen</p>	<p>Key texts: The Frank Booklet – www.talktofrank.com</p>	<p>Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement</p> <p>Social & Emotional Skills: Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty</p> <ul style="list-style-type: none"> • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is
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						<p>essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Can celebrate what they like about their own and others' self-image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p> <p>Key texts: NA</p>
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