

Autumn Term

Spring Term

Summer Term

Continuous daily work on mental wellbeing focusing on:

- Knowing that mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.
  - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
  - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
  - Bullying (including cyberbullying) and how it has a negative and often lasting impact on mental wellbeing.
    - The fact it is important for children to discuss their feelings with an adult and seek support.

That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Autumn Term 1

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Week 1: No Outsiders (one book for each 1<sup>st</sup> week of a term)

\*Pupils learn about valuing the similarities and differences between themselves and others and their families

\*Pupils learn about what is meant by community and how to develop respectful relationships within the community.

\*Pupils learn about belonging to groups

Weeks 2-7: All About Me

\*Focus on neurodiversity

\*Super powers

\*To identify themselves in positive terms.

\*Identify what a growth mind-set is and how we can promote it.

\*Identify strengths and areas for development and know that the more we practise something, the better we get at it. Link to My Happy Mind and how the brain works.

\*To understand the important of self-respect

\*To describe their identity in relation to common factors.

\*To identify those in their lives who can help and support them.

Week 2: Focus on bullying/anti-bullying

\*Follow up from anti-bullying work from autumn term 2

Week 3-6: Keeping Safe and Managing Risk: When things go wrong. Pupils learn:

\*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

\*how information and data is shared and used online.

\*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

\*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

\*that each person’s body belongs to them, and the differences between appropriate and inappropriate or

Weeks 3-6: Health and Self Care: Drug, alcohol and tobacco education:

Pupils learn:

\*about different influences on drug use – alcohol, tobacco and nicotine products, including vaping.

\*strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol

\*about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs

\*about assessing the level of risk in different situations involving drug use

	<p>unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> <li>*how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>*how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>*how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>*where to get advice e.g. family, school and/or other sources.</li> </ul>	
<b>Autumn Term 2</b>	<b>Spring Term 2</b>	<b>Summer Term 2</b>
<p><b>Week 1: No Outsiders (one book for each 1<sup>st</sup> week of a term)</b></p> <ul style="list-style-type: none"> <li>*Pupils learn about valuing the similarities and differences between themselves and others and their families</li> <li>*Pupils learn about what is meant by community and how to develop respectful relationships within the community.</li> <li>*To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> </ul>		
<p><b>Weeks 2-7: Bullying and Anti-bullying: Stereotypes, discrimination and prejudice (including tackling homophobia)</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>*about stereotyping, including gender stereotyping</li> <li>*about prejudice and discrimination and how this can make people feel</li> <li>*Developing respectful relationships</li> <li>*Link to bullying</li> <li>*looking at people who have moved to our area, including immigrants and refugees – should we treat them differently? Do they have the same rights as us?</li> </ul>	<p><b>Week 2: Focus on bullying/anti-bullying</b></p>	
	<p><b>Weeks 3-6: Physical Health</b></p> <p><b>Physical health and wellbeing: In the media.</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>*that messages given on food adverts can be misleading</li> <li>*why people make the food choices they do and why they might avoid certain foods – look at religious, moral and cultural reasons. Should we treat them differently?</li> <li>*about role models</li> <li>*about how the media can manipulate images and that these images may not reflect reality</li> <li>*Looking at body image and knowing we are all different and that this is ok.</li> </ul>	<p><b>Weeks 3-6: Relationships and Sex Education</b></p> <p><b>Healthy relationships / How a baby is made</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>*about the changes that occur during puberty</li> <li>*what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> </ul>

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<p align="center"><b>Continuous daily work on mental wellbeing focusing on:</b></p> <ul style="list-style-type: none"> <li>• Knowing that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.               <ul style="list-style-type: none"> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul> </li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.               <ul style="list-style-type: none"> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> </li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).               <ul style="list-style-type: none"> <li>• Bullying (including cyberbullying) and how it has a negative and often lasting impact on mental wellbeing.                   <ul style="list-style-type: none"> <li>• The fact it is important for children to discuss their feelings with an adult and seek support.</li> </ul> </li> </ul> </li> <li>• That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>		
Autumn Term I	Spring Term I	Summer Term I
<p align="center"><b>Week 1: No Outsiders (one book for each 1<sup>st</sup> week of a term)</b></p> <p align="center">*Pupils learn about valuing the similarities and differences between themselves and others and their families</p> <p align="center">*Pupils learn about what is meant by community and how to develop respectful relationships within the community.</p> <p align="center">*Pupils learn about belonging to groups</p>		
<p align="center"><b>Weeks 2-7: Secrets to Success</b></p> <p>*Focus on all of the secrets to success and how we can develop our approach to these over the year.</p> <p>*Link back to our superpowers</p> <p>*Identify how we can ask for help if we are feeling under pressure.</p> <p>*Link to the school’s core values.</p>	<p align="center"><b>Week 2: Focus on bullying/anti-bullying</b></p> <p>*Follow up from autumn term 2</p> <p>*Recap different types of bullying</p> <p>*Identify who pupils can seek support from</p> <p>*Identify ways to prevent bullying.</p> <hr/> <p align="center"><b>Week 3-6: Keeping Safe and Managing Risk: Keeping safe out and about</b></p> <p align="center"><b>Pupils learn:</b></p> <p>*about feelings of being out and about in the local area with increasing independence</p> <p>*importance of friends</p> <p>*characteristics of positive relationships</p> <p>*understanding that most friendships have ups and downs</p> <p>*about recognising and responding to peer pressure</p>	
	<p align="center"><b>Weeks 3-6: Health and Self Care</b></p> <p align="center"><b>Pupils should know</b></p> <p>*How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>*Importance of sleep</p> <p>*Dangers of screen time</p> <p>*About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	

	*about the consequences of anti-social behaviour (including gangs and gang related behaviour)	*The facts and science relating to allergies, immunisation and vaccination
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<b>Weeks 2-7: Bullying and Anti-bullying</b> *Should we bully people who are different to us?  Have different things to us? Focus on preventing bullying and then finding appropriate ways to report it. *Showing respect and expecting respect. *Being respectful when gaming online. *Bullying through social media and pressure.	<b>Week 2: Focus on bullying/anti-bullying</b> *Recap different types of bullying *Identify who pupils can seek support from *Identify ways to prevent bullying.	
	<b>Weeks 3-6: Physical Health: First Aid Pupils should know</b> *Heart Start *How to ring the emergency services *Mental health focus: dealing with feelings: - during times of change e.g. moving house/high school - during times of loss, grieve or bereavement.	<b>Weeks 3-6: Relationships and Sex Education Healthy relationships / How a baby is made Pupils learn:</b> *about the changes that occur during puberty *what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships *about human reproduction in the context of the human lifecycle *how a baby is made and grows (conception and pregnancy) *about roles and responsibilities of carers and parents *to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it  <b>FGM.</b> Pupils learn: *about the importance for girls to be protected against FGM

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\*responding to peer pressure

\*gangs and anti-social behaviour

\*strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol

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