

EYFS

**Personal, Social and Emotional Development
Self-Regulation**

Each objective is either blue, purple or green to indicate which ELG in reception it is linked to.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>I can talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>I can begin to understand how others might be feeling.</p> <p>I can develop appropriate ways of being assertive.</p> <p>I know that my ears are for listening, my eyes are for looking at the person who is talking and my lips are closed on the carpet.</p>					

**Personal, Social and Emotional Development
Managing Self**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>I can select and use activities and resources, with help when needed.</p> <p>I can show more confidence in new social situations.</p> <p>I can follow rules and understand why they are important.</p> <p>I can remember rules without needing an adult to remind me.</p> <p>I can become increasingly independent in meeting my own care needs, e.g., brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p>I can make healthy choices about food, drink, activity and toothbrushing.</p> <p>I know where my peg is, and I can hang my coat on it.</p>					

**Personal, Social and Emotional Development
Building Relationships**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>I can become more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>I can play with one or more other children, extending and elaborating play ideas.</p> <p>I can develop my sense of responsibility and membership of the community.</p> <p>I can find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>I can talk with others to solve conflicts.</p>					

Whole School Medium Term Plan

Reception

P.S.E.D

Self – Regulation

Each objective is either blue, purple or green to indicate which ELG in reception it is linked to.

ELG's

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I can recognise when I am feeling happy and when I am feeling sad/ angry.</p> <p>I know that when I am sad or angry I can find a familiar adult to help me to feel better.</p> <p>I know some strategies to help me self-regulate if I am feeling sad and angry. E.g., move to a quiet space in the classroom if I need time to think.</p> <p>I can name emotions in real life contexts, E.g., my classroom. (Happy, sad, excited, angry, worried, tired, hungry, thirsty.)</p> <p>I can name emotions in images and videos using emotive words. (Happy, sad, excited, angry, worried, tired, hungry, thirsty.)</p> <p>I can name emotions in books using emotive words. (Happy, sad, excited, angry, worried, tired, hungry, thirsty.)</p> <p>I can begin to use emotive vocabulary to describe how I feel when I have faced a problem.</p> <p>I can talk about what makes me happy and what makes me sad including likes and dislikes.</p> <p>I can give attention to my teacher when sitting on the carpet or working in a small group.</p> <p>I can express desires about what I want to achieve.</p> <p>I can celebrate my own success and the success of others.</p> <p>I can raise my hand during a class discussion and not shout out or talk over others.</p> <p>I am an active listener. I can make eye contact, nod, and repeat key words back to a teacher to show I have understood.</p> <p>I can follow multi-step instructions independently.</p>						<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behavior accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Whole School Medium Term Plan

P.S.E.D Managing- Self						ELG's
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I can try new things when asked to by an adult.</p> <p>I can show resilience when overcoming a challenge independently and explain how I did it.</p> <p>I can follow steps to achieve a goal.</p> <p>I know the concept of right and wrong.</p> <p>I know the impact of my actions.</p> <p>I can act out different situations that help me practise making good choices.</p> <p>I can listen to and follow class rules, and I understand these are to keep me safe.</p> <p>I know and can name adults in school and out in the community that keep me safe.</p> <p>I know how to be a safe pedestrian and cross a road with an adult in my local area.</p> <p>I know how to wash my hands properly and go to the toilet hygienically.</p> <p>I know that sleep is important for my body.</p> <p>I know that drinking water is important for my body.</p> <p>I know the importance of brushing my teeth twice a day.</p> <p>I can dress and undress independently for P.E.</p> <p>I can name unhealthy foods and understand why these are bad for my body.</p> <p>I can make a healthy sandwich and understand what a healthy pack lunch looks like.</p>						<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Whole School Medium Term Plan



P.S.E.D Building Relationships						ELG's
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I can respect others' turns to speak, play, or participate in activities.</p> <p>I am willing to share things with people around me.</p> <p>I consider other children's feelings and include others in my games.</p> <p>I can express ideas clearly and listen attentively to others.</p> <p>I can see things from different perspectives.</p> <p>I understand that I might not always get my own way.</p> <p>I can initiate play with other children and show an interest in what they are doing.</p> <p>I understand that telling the truth helps to keep friendships.</p> <p>I can understand that my own emotions and behavior have an impact on other people.</p> <p>I can make a compromise to begin to solve problems.</p>						<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Year 1

Outcomes: Pupils should continue to build on Foundation/Reception units developing their understanding of identity and their inter-personal relationships. Pupils will more actively participate in discussions and interactions which will enable them to communicate at an increased level with both peers and adults. They will broaden their understanding of how to make positive choices, which will enable them to keep themselves and other safe. Pupils will increase their awareness of issues and situations which may cause them stress and who can safely support them to deal with these moments. Pupils will start to construct informed responses to new experiences. They will continue to build their emotional vocabulary and identify how they are growing and maturing, and what they can do to support this growth in a positive and healthy way.

Unit 4 lesson 6 is a DfE statutory requirement on the teaching of how to call 999 in an emergency situation and how to administer basic first aid (please see unit P9)

Unit 6 lesson 6 is a DfE statutory requirement on the teaching of “ Relationship Education” (Please see P9)

<p>Unit 1 Me and My Relationships This unit focuses on how to understand emotions and using the correct vocabulary to express their emotional state. It links how being able to express our feelings supports our mental health and makes an individual emotionally stronger.</p>	<p>Unit 2 Valuing Difference This unit celebrates the differences between individuals and how by combining them a group can become stronger. It challenges the concept of “fairness” and what that can mean to different people.</p>	<p>Unit 3 Keeping Safe This unit encourages independence and how to make sensible choices. It encourages individuals to be more assertive and how they can ask for help if they need to.</p>
<p>Me and My Relationships – How do my feelings link to my experiences?</p>	<p>Valuing Difference – Why aren’t we all the same?</p>	<p>Keeping Safe – How can I keep safe?</p>
<p>1. Question Why do we have school rules? Link to ICT - Are there rules online? Understand what a rule is, where they have experienced rules and from their personal experiences, why we use them. Children Identify situations that are governed by rules. Individuals will work collaboratively to generate a rule for the classroom and explain why it has value. Children evaluate how rules enable them to learn in a safe and secure way</p>	<p>1. Question Same or different? Identify elements which make the pupils in the class the same or different, being mindful to focus on the positive elements of difference and how understanding difference creates a more positive, cohesive, and supportive community. Children identify the advantages linked to difference and how it can bring new experiences and dynamics to the group. Children look at the term “inclusion” and how everyone can contribute to the group, and how exclusion is a negative element to a group. Link to “No outsiders”</p>	<p>1.Focus - Super sleep Re- visit Reception learning from “Being my best” on the importance of sleep. Understand that sleep contributes to a healthy body and mind. Identify factors which may prevent a “good sleep”. Children discuss why they think sleep is important and how a bedtime routine can support this. Children identify how lack of sleep can affect their performance in school and what could affect their sleep at night. Link to science Link to ICT</p>
<p>2. Question How are you listening? Identify features of active listening, how do they know someone is listening to them? Identify how this can lead to conflict. Children demonstrate active listening skills. Children practise peer review and the benefits of positive feedback. Children role play how to de-escalate conflict situations and identify how active listening can help resolve issues. Link to Art Link to PE</p>	<p>2. Question Unkind, tease or bully? Identify different forms of unkindness and how they are dealt with in different ways. Understand that the definition of bullying is. “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.” and not a singular occurrence. Children discuss and decide what it means to be unkind, how these situations may occur and strategies for how to deal with them if they do.</p>	<p>2. Question Who can help? Be aware that there can be both an emotional and physical response to feeling unsafe and be able to verbalise these feelings to others. Children identify people who can help when they feel unsafe. Children can use their emotional vocabulary to explain more clearly what is causing them distress. Link to oracy strategies.</p>
<p>3. Focus -Thinking about feelings Raise awareness of the term “body language” and experiment with games and role play, to recognise how</p>	<p>3.Foci –How should we behave online? Online bullying lesson 1 https://projectevolve.co.uk/</p>	<p>3.Question Good or bad touches? Consolidation of the Reception unit “Growing and changing”, identifying parts of the body, (using the correct vocabulary)</p>

Whole School Medium Term Plan

<p>someone is feeling through physical and facial expressions. Children discuss and explore the physical manifestation of feelings and emotions. Children are introduced to “similes” to explain how their bodies are feeling in different situations. Eg butterflies in the tummy Link to oracy strategies</p>	<p>(you will need to register on the site to access the lesson) Raise understanding of how to behave in a kind way online. Children are shown a scenario where someone is tricked online, children discuss why someone would do this and how the person might feel</p>	<p>which should remain private and personal and parts that they feel more confident and safe with eg hand. Become aware of the terms “appropriate and inappropriate touch”. Reinforce the knowledge that an individual has the right to say “NO!” to an inappropriate touch. That others should respect and adhere to an individual’s personal boundaries. Reinforce the concept of “consent” and that individuals do not have the right to impose their will on others. Reinforce what an individual can do if they feel uncomfortable or unsafe due to another’s actions. Understand it is their right to ask and receive help and support. Link to Science</p>
<p>4. Focus- Our feelings. Continue to broaden their emotional vocabulary and start to understand links between emotions and physical behaviour. Eg Feel angry, kick a chair Children identify (possibly from personal experience / observation) the physical reactions to emotions and collaboratively suggest what else could that person do. How do adults respond to a child experiencing this, how do they help? How could they help/support each other? Identifying strategies which could be useful. Link to oracy strategies</p>	<p>4. Focus -It’s not fair! Understand the concept of “fairness” and what that means to different people. Be aware that what may seem fair to one may not be to another. Children understand what is fair or unfair, linked to what is kind/unkind. Children identify ways they can be kind to each other. Link to 6 Rs Reflective Ross</p>	<p>4. Focus - Sharing pictures Understand that the internet is not always a safe place and that people do not always tell the truth there. That sharing information and pictures can be dangerous and how to deal with these situations should they arise. Children become aware that they need to follow rules on the internet to stay safe and happy. The earlier they learn these rules the safer they will be, that they should not “trust” or believe everything they see online, and they should always ask an adult before they respond/ act to anything they are asked to do. Link ICT – internet safety</p>
<p>5. Foci - Feelings and bodies. Understand that it is possible to get hurt Eg physical injury but also have your feelings hurt when someone is unkind to you. Recognise that there are different kinds of hurt and there are different ways to deal with these sorts of feelings.</p>	<p>5. Question. Who are our special people? Understand that everyone has individuals in their lives they feel are important. These people may differ from others within the group, but they are all equally important and valued. Identify and name the factors which can make someone special to another.</p>	<p>5.Question What could Harold do? Understand through shared experience, what can happen if someone becomes ill. Know that these medicines need to be handled in a special way and should only be given by adults. Link back to lessons on rules, be aware why medicines are kept out of reach of children.</p>
<p>6. Focus -Good friends. Recognise the simple qualities which make a good friend. Understand how this relates to their peer group and what qualities/character traits they appreciate in others. Children become aware that friendships can have challenges and that there are strategies they can employ to help build stronger friendships.</p>	<p>6 Focus - Our special people balloons Following on from the previous lesson, this lesson focusses on extending an individual’s identity, from being part of a family to their place in the broader community and by extending cultural identity. Acknowledging that they are more than just one thing and helping students to find their place in the bigger picture. Children become more aware of the links they have beyond their family group, through faith, language and culture. Children recognise that by embracing these connections they can access an even greater support structure around them.</p>	<p>6. Foci - Harold loses Geoffrey Recognise that living creatures have a beginning and an end, that at some point in our lives we will experience this. Acknowledge that this can cause a great deal of emotional distress and there can be a grieving process that people go through. Children become aware that loss is a part of life, but there are ways to move on and being able to express thoughts and feelings at this time can be helpful. Children can recognise that sharing memories can support them through the grieving process.</p>
<p>Unit 4 Rights and responsibilities This unit links to the previous Reception unit by encouraging children to become more independent, to recognise causes and ideas where they can take an active role and show a sense of responsibility. It</p>	<p>Unit 5 Being my best This unit links to the previous Reception unit by encouraging children to become more independent in looking after their own health and welfare.</p>	<p>Unit 6 Growing and changing This unit links to the previous Reception unit “growing and changing”, encouraging children to recognise the changes they have experienced. The development of their</p>

Whole School Medium Term Plan

<p>also encourages the understanding of economic wellbeing by understanding the importance of money.</p>		<p>own identity and acknowledgement of their personal boundaries and why they should be respected by others.</p>
<p>Rights and Responsibilities – How can I look after myself?</p>	<p>Being my Best – How can I be healthy?</p>	<p>Growing and changing – How do I grow?</p>
<p>1.Focus - Harold’s wash and brush up Recognise the importance of regular hygiene routines and how these enable people to have more healthy ed.bodies. Understand that there is a logical sequence to a health care routine, be able to articulate what happens and when and why it would be in a particular order.</p>	<p>1 Focus – I can eat a rainbow Recognise the importance of fruit and vegetables in their daily diet. Identify how this relates to their own diets. Identify fruits and vegetables they eat and compare to others in relation to the five portions a day. Recognise how fruits and vegetables contribute to healthy bodies and healthy growth.</p>	<p>1 Focus – Healthy me Understand that the body gets energy by taking in food, water and air (oxygen). Understand that in order to maintain a healthy body, food and water need to be consumed in sensible amounts. Children need to consolidate their understanding that good sleep patterns and exercise also contribute to a healthy body and mind and that by combining all these elements they are doing all they can to promote their physical and mental growth. Link to PE</p>
<p>2. Focus - Around and about at school Identify what they like about the school environment and explain why they think this feature is important. Children can recognise who cares for and looks after the school environment. Children became aware that caring for the school environment is the responsibility of all members of the school. Children are encouraged to observe their surroundings more closely and by extension their community, to identify areas which may need more care and support.eg A litter pick.</p>	<p>2. Focus- Eat well Continuing from the previous lesson on healthy food and also Unit 2 lesson 5 on cultural identity, children recognise that they may have different tastes in food to their peers. Children acknowledge we may not all like the same things and that this difference of opinion is quite acceptable. Children experiment and select different foods to create a healthy plate. Children can explain using the correct vocabulary why food is important. Link to science Link to D&T Link to oracy strategies</p>	<p>2.Foci – Then and now Linking to Reception lessons on growth and change, children consolidate knowledge on how they have changed since they were babies. Children identify individuals who have supported/helped them as they have developed. Link to science</p>
<p>3. Focus- Taking care of something Children demonstrate responsibility in looking after something (e.g. a class pet or plant). Children identify things they look after eg a pet and share why certain things have to be done in order to give the pet a healthy happy life. Link to science</p>	<p>3. Focus -Harold has a bad day Recognise that an individual’s behaviour, especially if it is extreme can affect people around them in both a positive and negative way. Be aware that one person’s feelings and actions can resonate with others. Children continue to develop a sense of empathy towards others in times of distress, but also be aware that exhibitions of extreme anger can cause fear and distress in others. Children can suggest ways that others can be helped and supported at these times and who they can go to for help.</p>	<p>3.Focus – Taking care of baby Understand some of the tasks required to look after a baby. Children identify the basic need for a baby and how and why these needs are met. Children (if possible) observe a real baby and observe some of these needs.. Link to science</p>
<p>4. Focus- Harold’s money Understand that money is usually earned by family members having occupations, but being sensitive to the fact not everyone has a job. Children become more aware of what money is spent on in the family home and why they cannot always have the things they may want or would like to have. Link to maths Link to economic well being</p>	<p>4. Focus – Catch it ! Bin it ! Kill it! Understand how illness/diseases can be spread (possibly relate to their personal experience of covid, wearing masks etc). Be aware that there are positive actions you can take to help prevent catching certain things. That people should be mindful of others if they are showing signs of illness. Children identify simple strategies they can employ to keep themselves healthy eg using a tissue to sneeze, washing hands Link to science</p>	<p>4.Question – Who can help? Link back to unit 2 lesson 2, revisit explanation of teasing/ bullying. Children identify strategies they can follow if they experience / witness bullying behaviour. Children discuss who they can turn to for support. Link to Anti – Bullying Week</p>

Whole School Medium Term Plan

<p>Link to careers Link to enterprise</p>		
<p>5.Question How should we look after our money? Children become more aware that notes and coins have different monetary values. Link to reception lesson unit4 lesson 5/6 on the concept of saving money and why this can be helpful. Children become more aware of the role money will play in their lives and how starting positive attitudes to it early could be of benefit when they get older eg buying their first car. Link to maths Link to economic well being Link to careers Link to enterprise</p>	<p>5. Focus – Harold learns to ride a bike Recognise that learning a new skill requires practice and the opportunity to fail, safely. Understand that resilience and patience are required to acquire a new skill. Children identify things they have had to work on to achieve. Children identify activities /skills they aspire to learning and what they will have to do in order to achieve their goal. Link to 6Rs – Resilient Ryan</p>	<p>5.Foci – Surprises and secrets Understand the difference between a secret and a surprise. Children become aware that not all secrets are good and what to do if they feel unsure about a secret. Children identify situations as being secrets or surprises eg a birthday party. Children Identify who they can talk to if they feel uncomfortable about any secret they are told,or told to keep. Link to ICT Make link to online safety</p>
<p>6. Focus - Basic first aid DfE Relationships Education and Health Education statutory requirements <i>Physical Health and Mental Wellbeing (Health Education)Basic first-aid</i> 1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. Children understand that the emergency phone number is 999. Children practise through role play/ direct teaching simple support they can give if they see someone hurt. Children are made aware of basic first aid techniques and practise these on peers. Children role play making an emergency call.</p>	<p>6. Focus - Pass the praise Continuing on from Unit 1 lesson 2, consolidation and demonstration of active listening skills, giving a peer review using positive and constructive feedback. Children revisit de-escalation strategies taught in previous lessons. Children continue to develop their communication skills by suggesting strategies to support distressed peers. Children explore through first-hand experience how praise and positivity makes them feel and extend this experience to others. Link to oracy strategies.</p>	<p>6. Focus– Keeping privates private DfE Relationships Education and Health Education statutory requirements <i>Relationship Education</i> 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Identify and use correct vocabulary to name female/male body parts. Identify parts of the body which are private. Identify people who they can talk to about these body parts eg mum, doctor, nurse. Revisit the concept of consent and why some parts of our bodies are private, and how others do not have the right to touch them without our consent. How an individual should respond if they feel unsafe/unsure about someone's physical approach to them. Who they can go to and what they can say. Understand that their bodies are special and should be treated with respect.</p>

❖ Resources for the teaching of consent can be found on the PHSE folder.

All shaded boxes on the plan relate to internet safety.

Year 2

Outcomes:

Pupils should continue to develop an understanding of their own identity and their relationships. Pupils will participate in discussions and interactions which will enable them to communicate at an increased level with both peers and adults. They will broaden their understanding of how of how to make positive choices, which will enable them to keep themselves and other safe. Pupils will increase their awareness of issues and situations which may cause them stress and who can safely support them to deal with these moments. Pupils will start to construct informed responses to new experiences. Pupils will participate in activities linked to the statutory requirements of the DfE Please see sections in blue.

Unit 5 lesson 6 is a DfE statutory requirement on the teaching of how to call 999 in an emergency situation and how to administer basic first aid (please see unit P13)

<p>Unit 1 Me and My Relationships This unit continues to focus on how to understand emotions and using the correct vocabulary to express their emotional state. It links to how being able to express our feelings supports our mental health and makes an individual emotionally stronger. It supports a sense of independence and the children’s ability to make logical choices and decisions.</p>	<p>Unit 2 Valuing Difference This unit celebrates the differences between individuals and how by combining them a group can become stronger. It challenges the concept of “fairness” and what that can mean to different people. It encourages children to identify their place in the broader community.</p>	<p>Unit 3 Keeping Safe This unit encourages independence and how to make sensible choices. It encourages individuals to be more assertive and how they can ask for help if they need to.</p>
<p>Me and My Relationships - Is everyone happy?</p>	<p>Valuing Difference – How can we include everyone?</p>	<p>Keeping Myself Safe – Can I make the right choice?</p>
<p>1 Focus – Our Ideal Classroom Understand that all members of the class, working cooperatively can make the working environment more positive. Children work together to support each other; children decide on things they can do for a positive environment. Eg picking up things on the floor, checking lights are switched off</p>	<p>1.Question – What makes us who we are? Understand that uniqueness and difference are a strength to a group and should be respected and celebrated. Children generate a bank of words and phrases that are mindful and show respect and thought towards others. Link to oracy strategies.</p>	<p>1. Focus– Harold’s Picnic Understand that medicines can support a person when they are ill, they should be handled by adults with care. Review strategies for simple health care measures ie washing hands. Children review their knowledge of medicines and how to look after themselves, eg wiping their nose with a tissue and throwing it away. Link to science</p>
<p>2. Question How are you feeling today? Continue to explore the vocabulary of emotions and feelings. Acknowledge that people express their emotions in different ways and through understanding “body language” it is possible to interpret how someone is feeling. Children explore the demonstration of emotions and offer suggestions for how someone can deal with their feelings. Children identify who they can talk to if they are feeling troubled. Link to oracy strategies.</p>	<p>2. Focus – My Special People Identify people who are special to them. Recognise that their familial support structure may be different to others, but they are all of equal value and importance. Children explain some of the ways those people are special to them. Link to oracy strategies</p>	<p>2.Question- How safe would you feel? Identify situations in which they would feel safe or unsafe eg in a crowded shop. Children suggest actions for dealing with unsafe situations including who they could ask for help. Link to oracy strategies</p>
<p>3. Focus – Let’s all be happy. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness). Explain where someone could get help if they were being upset by someone else’s behaviour. Children revisit past learning to consolidate who they can talk to if they feel distressed by the behaviour of others.</p>	<p>3.Question – How do we make others feel? Link to Unit 1 lesson 3 - Recognise and explain how a person's behaviour can affect other people either at home/community or at school. That for their own emotional welfare it is important to talk about it. Recognise that they will be listened to, if they choose to have the conversation. Children revisit past learning to consolidate who they can talk to if they feel distressed by the behaviour of others. Children</p>	<p>3. Question – What would Harold say? Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that not all choices are easy to make but a choice must be made independently and not from coercion from others. Recognise others do not have “power” over another’s decision making.</p>

Whole School Medium Term Plan

<p>Children recognise they can offer support/kindness when they feel safe/comfortable to do so.</p>	<p>recognise they can offer support/kindness when they feel safe/comfortable to do so.</p>	<p>Children role play the concept of choice and decide how they would respond and whether they would agree with another person's decision.</p> <p>Year 2 Online relationships Lesson 3</p>
<p>4. Focus – Being a good Friend Recognise that friendship is a special kind of relationship. Identify some of the ways that good friends care for each other. Children understand that friendships are important and that we should look after our friends in a positive mutual way. That it is not healthy to let one person make all the choices in a friendship or friendship group.</p>	<p>4. Focus – When someone is feeling left out. Identify groups that students are part of, both friendship/activities. Raise awareness of how that builds self - esteem and a sense of connection and how being excluded from a group can have an emotional impact on an individual. Children identify strategies they can employ to stop others from feeling left out. Link to No Outsiders</p>	<p>4 Focus– I don't like that! Revisit the term "body language" and what it means. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. Identify the types of touch they like and do not like. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Children revisit the concept of consent and why some parts of our bodies are private, and how others do not have the right to touch them without our consent. Children discuss how an individual should respond if they feel unsafe/unsure about someone's physical approach to them. Who they can go to and what they can say. Children understand that their bodies are special and should be treated with respect.</p>
<p>5. Foci – Types of bullying (including online bullying) Identify different forms of unkindness and how they are dealt with in different ways. Understand that the definition of bullying is. "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power." and not a singular occurrence. Understand that there are different types of bullying. Understand that bullying behaviour is not acceptable anywhere and by speaking /acting against it, it can be stopped and dealt with. Children discuss and decide what it means to be unkind, how these situations may occur and strategies for how to deal with them if they do. Children identify things they can do to stop bullying.</p>	<p>5. Focus - An act of kindness Recognise and describe acts of kindness and unkindness. Explain how these impact on other people's feelings. Suggest kind words and actions they can show to others. Children do small acts of kindness to others to witness at first-hand how it can affect the emotions/ feelings of others at home/ in school.</p>	<p>5. Focus- Fun or not Recognise that some touches are not fun and can hurt or be upsetting. Know that they can ask someone to stop touching them, they have the right to say "no" and that this should be respected and adhered to. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Children revisit the concept of consent and why some parts of our bodies are private, and how others do not have the right to touch them without our consent. Children discuss how an individual should respond if they feel unsafe/unsure about someone's physical approach to them. Who they can go to and what they can say. Children understand that their bodies are special and should be treated with respect. Children recognize no -one has the right to hurt them and such individuals are wrong and should be reported.</p>
<p>6. Focus – Don't do that – (including online bullying) Understand and describe strategies for dealing with bullying. Rehearse and demonstrate some of these strategies. Children recognise that reporting acts of bullying can prevent it.</p>	<p>6. Focus –How do people act differently online/offline? Yr2 self image and identity lesson 1 Me and my avatar https://projectevolve.co.uk/ (you will need to register on the site to access the lesson) Understand that people may look and act differently online and offline in the real world.</p>	<p>6. Question- Should I tell? Identify safe secrets (including surprises) and unsafe secrets. Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Children understand it can take a great deal of courage to talk about something which is upsetting them. That there are other ways you can alert someone you are in distress eg draw a picture, write a note. Understand that people do not have the</p>

Whole School Medium Term Plan

	<p>Children discuss what they think an avatar is, the lesson asks how closely does the avatar you create really reflect you. Children try to identify other class members from their avatar.</p>	<p>right to ask others to keep secrets which are upsetting or uncomfortable. DfE Relationships Education and Health Education statutory requirement Relationship Education – Being Safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>
<p>Unit 4 Rights and responsibilities This unit links to the previous Reception/ Yr1 units by encouraging children to become more independent, to recognise causes and ideas where they can take an active role and show a sense of responsibility. It also encourages the understanding of economic wellbeing by understanding the importance of money.</p>	<p>Unit 5 Being my best This unit links to the previous Reception/ Y1 units by encouraging children to become more independent in looking after their own health and well fare.</p>	<p>Unit 6 Growing and changing This unit links to the previous Reception/ Yr1 units “growing and changing”, encouraging children to recognise the changes they have experienced. The development of their own identity and acknowledgement of their personal boundaries and why they should be respected by others.</p>
<p>Rights and Responsibilities – How do I get on with others?</p>	<p>Being my Best – How can I help myself?</p>	<p>Growing and Changing – How do I make a good choice?</p>
<p>1.Focus - Getting on with others Describe and record strategies for getting on with others in the classroom. Children work to collate ideas to create a happy, calm classroom. Children share ideas and receive peer feedback and review.</p>	<p>1.Focus -You can do it! Understand that having a positive attitude and showing fortitude, will help to overcome challenges. Children think about what they can do when they are finding learning challenging, how can they be inspired not to give up. How can they inspire others. Link to 6 Rs - Resilient Ryan/Resourceful Rachel</p>	<p>1.Focus - A helping hand Demonstrate simple ways of giving positive feedback to others. Children support each other with positive peer support using facial/physical expressions, verbal comments, pictorial images eg smiley face</p>
<p>2. Focu- When I feel like erupting Explain, and be able to use, strategies for dealing with impulsive behaviour. Children think about what “impulsive” means and consider if they have ever acted that way.</p>	<p>2.Focus -My day Understand and give examples of things they can choose themselves and things that others choose for them. Explain things that they like and dislike and understand that they have choices about these things. Explain that it is good to try new things/foods/activities. Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Children consider what they need to do before they make a decision/ choice. They discuss if all choices are easy to make. Link to 6 Rs - Risk taker Ruby Link to ICT – Health well -being and lifestyle Lesson 1</p>	<p>2.Focus -Sam moves away Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Children acknowledge that sometimes people move away. They discuss ways that people can stay in touch with each other and become aware that sometimes people do lose connections with each other. Children become aware that change is a part of the life process.</p>
<p>3. Focus- Feeling safe</p>	<p>3. Focus- Harold’s postcard – Helping us to keep clean and healthy</p>	<p>3. Focu -Haven’t you grown!</p>

Whole School Medium Term Plan

<p>Identify special people in the school and community who can help to keep them safe. Know how to ask for help. Children show awareness of who can help /support them.</p>	<p>Explain how germs can be spread. Describe simple hygiene routines such as hand washing. Understand that vaccinations can help to prevent certain illnesses. Children can explain, using the correct vocabulary and sequence a simple health care routine. Children know what germs are and are aware of what vaccinations are and why some families choose to use them to support their health.</p>	<p>Children will be able to identify different stages of growth (e.g. baby, toddler, child, teenager, adult). Understand and describe some of the things that people are capable of at these different stages. Children can explain, using the correct vocabulary the changes a baby goes through as it grows. Link to oracy strategies Link to science.</p>
<p>4 . Focus- Playing games Understand that being online can have its risks and that in some cases people they play with may not be who they say they are. Understand that they should not share information online unless they have checked with a family member or trusted adult first. Children participate in online safety activities and discuss strategies for staying safe on line. DfE Relationships Education and Health Education statutory requirements Relationship Education – Online Relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not. 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. How information and data is shared and used online.</p> <p><u>Physical Health and Mental Wellbeing (Health Education) Internet Safety and harms</u> 1. That for most people the internet is an integral part of life and has many benefits. 2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p>	<p>4. Focus - Harold's bathroom Explain the importance of good dental hygiene. Describe simple dental hygiene routines. Children recognise the importance of why they should look after their teeth and describe/discuss their own dental hygiene routine. Link to science</p>	<p>4. Foci - My body, your body Identify which parts of the human body are private. Explain that a person's genitals help them to make babies when they are grown up. Understand that humans mostly have the same body parts but that they can look different from person to person. Children understand that their bodies are private, but not everyone has the same body parts. Link to science National Curriculum Links Science Yr2 Living things and their habitats (Non-statutory guidance) 1. Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Science Yr2 Animals including humans 1. Notice that animals, including humans, have offspring which grow into adults.</p>

Whole School Medium Term Plan

<p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 7. Where and how to report concerns and get support with issues online.</p>		
<p>5. Focus- Harold saves for something special Understand that people have choices about what they do with their money. Know that money can be saved for a use at a future time. Explain how they might feel when they spend money on different things. Children discuss why money is important, how it affects our lives. Link to maths Link to economic well-being Link to careers Link to enterprise</p>	<p>5. Question -What does my body do? Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain). Describe how food, water and air get into the body and blood. Children are aware of some internal organs and understand how our bodies acquire the energy they need. Link to science</p>	<p>5. Focus - Respecting Privacy Explain what privacy means. Know that you are not allowed to touch someone's private belongings without their permission. Give examples of different types of private information. Children understand what the term "privacy /private" means. They understand they should not touch /take other people's things without permission. Children are made aware that information is also regarded as private and should not be given away without a reason. Link to ICT year 2 Privacy and security lesson 4 – wifi connections</p>
<p>6. Focus - How can we look after our environment Identify what they like about the school environment. Identify any problems with the school environment (e.g. things needing repair). Make suggestions for improving the school environment. Recognise that they all have a responsibility for helping to look after the school environment. Children can recognise who cares for and looks after the school environment. Children became aware that caring for the school environment is the responsibility of all members of the school. Children are encouraged to observe their surroundings more closely and by extension their community, to identify areas which may need more care and support.e.g A litter pick.</p>	<p>6 Focus -Basic first aid <u>DfE Relationships Education and Health Education statutory requirements</u> <i>Physical Health and Mental Wellbeing (Health Education)Basic first-aid</i> 1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. Children understand that the emergency phone number is 999. Children practise through role play/ direct teaching simple support they can give if they see someone hurt. Children are made aware of basic first aid techniques and practise these on peers. Children role play making an emergency call, practising what information they should give.</p>	<p>6 Focus -Some secrets should never be kept Identify how inappropriate touch can make someone feel. Understand that there are unsafe secrets and secrets that are nice surprises. Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. Children identify situations as being secrets or surprises eg a birthday party. Children Identify who they can talk to if they feel uncomfortable about any secret they are told or told to keep.</p>

All shaded boxes on the plan relate to internet safety.

Year 3

Outcomes: Pupils should continue to develop an understanding of their own identity and their relationships. Pupils will participate in discussions and interactions which will enable them to communicate at an increased level with both peers and adults. They will broaden their understanding of how to make positive choices, which will enable them to keep themselves and other safe. Pupils will increase their awareness of issues and situations which may cause them stress and who can safely support them to deal with these moments. Pupils will start to construct informed responses to new experiences.

<p>Unit 1 Friendship The focus develops from understanding feelings to focusing on interactions with others. It uses the concept of discussion and communication as the way to develop and maintain positive healthy relationships.</p>	<p>Unit 2 Anti - Bullying This unit progresses on from the “Me and My Relationships” units from KS1. Types of bullying behaviour are introduced in yr2. This unit investigates types of bullying, reasons why it might occur and the emotional effects on individuals involved through discussion and shared experience.</p>	<p>Unit 3 Being Safe This unit progresses on from the “Keeping Safe” units from KS1 and Reception. It works towards children developing a sense of identity and how to preserve it by understanding the concept of risk. How to identify, assess and manage risk rather than simply avoid it.</p>
<p>Friendship – What makes a good friendship?</p>	<p>Anti – Bullying - What causes bullying and solutions for dealing with it.</p>	<p>Being Safe – How can I keep safe in my daily life and experiences?</p>
<p>1. Question. What rules do we need to follow to have a good discussion? Develop understanding of how we communicate with each other. To know that when we communicate in a positive manner certain rules need to be in place eg eye contact etc as this promotes understanding. Link to Oracy strategies</p>	<p>1.Question What are the key characteristics and forms of bullying? Understand that bullying is not a single act and can present in diverse ways. To be aware of the types and features of bullying.</p>	<p>1.Question Is it always right to keep secrets? Understanding that there are different types of secrets and the detrimental effect that can occur if they are kept. To consolidate understanding of what a secret is. To be aware that some secrets could have detrimental effects for others and how to assess what should or should not be shared.</p>
<p>2. Question What are the roles we need to take on to have a good discussion? Understand that a discussion is not just a group talking. To know the roles involved in a discussion and participate in these roles to understand their meaning and importance. Link to Oracy strategies.</p>	<p>2. Question Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people? Understand the psychology of bullying and how it relates to the mental and emotional state of those involved. To be aware of some individuals need for power and dominance over others and why others involved may feel compelled to participate.</p>	<p>2. Question How do we know the difference between appropriate and inappropriate contact? To identify different forms of “contact”, to understand the terms “physical contact” and “consent” and consider their own boundaries. To be aware that they have a right to say “No”, that consent and contact are their choice and that no-one has the right to coerce others into something they find uncomfortable.</p>
<p>3.Question Why do we want friends? To become aware that humans are a social species and that interactions with others are important to our basic needs. To be aware that isolation and loneliness are damaging to our mental health and wellbeing. Interaction with others has been a key in human development and a key in developing our support systems.</p>	<p>3. Question Do I understand how bullying affects the way we think, feel and behave? Understand the emotional impact of negative behaviour towards an individual can impact their wellbeing. To raise awareness of the psychological impact of bullying on an individual by increasing a sense of isolation and vulnerability.</p>	<p>3. Question How do we keep ourselves safe around strangers? Identifying individuals around them who are safe and strategies for meeting strangers. Develop understanding of situations which could bring them into contact with strangers. How to identify risks these individuals might pose and how to react if a risk is identified.</p>
<p>4. Question How do we choose friends? To recognise that friendships are created and nurtured in different ways. To understand that our formation of friendships changes as we mature and that friendships are not always consistent and do not always last.</p>	<p>4. Question. How can I keep myself safe if I am being bullied? To recognise where support can be found and the importance of not staying silent. To raise awareness of support systems for individuals, the people and places who can help with strategies to keep an individual safe.</p>	<p>4. Question How are roads risky and how can I reduce the risk? Identify safe procedures for crossing and being near to roads. Recognising safe ways to cross the road.</p>

Whole School Medium Term Plan

<p>5. Question What do we mean by a 'healthy' friendship? To be aware that friendships are a two-way process of mutual respect and understanding. To recognise that dominance and subservience is not a constructive relationship and that there needs to be "give and take". To be aware that a friendship should be supportive to all individuals involved and not only meet the needs of one.</p>	<p>5. Question How might bystanders intervene and help someone who is being bullied? To be aware of strategies that bystanders can use to support an individual. To recognise that by all working together bullies can be stopped, that it takes courage to intervene but there is strength in unity.</p>	<p>5. Question What action is it OK for me to take in an emergency? Developing a basic awareness of how to help others in an emergency. Knowing who to call in an emergency, the correct number to call (999). Understanding who can be approached to get help in an emergency. Basic first aid.</p>
<p>6. Question What does it mean to know someone online and how is it different to real life? https://projectevolve.co.uk/ Yr3 Online relationships lesson 2 (you will need to register on the site to access the lesson) To understand what it means to "know someone" online and why this might be different from knowing someone in the real world. The lesson asks children to acknowledge who they actually know in the real sense as opposed to someone they may think they know, but who they have never actually met</p>	<p>6. Question. How can we behave appropriately online? https://projectevolve.co.uk/ (you will need to register on the site to access the lesson) Yr3 Online bullying lesson 1 To describe appropriate ways to behave towards other people online and why this is important. The lesson discusses a bullying scenario and reinforces who children should turn to if they are feeling upset by bullying behaviours online.</p>	<p>6. Question. What are the possible dangers online? https://projectevolve.co.uk/ (you will need to register on the site to access the lesson)</p>
<p><u>Unit 4 Internet Safety and Relationships</u> This unit progresses on from elements from the "Keeping Safe" units from KS1 and Reception. This unit focuses on the effects the internet and time spent online can have on individuals and asks children to question how this relates to their own experience.</p>	<p><u>Unit 5 Mental Well Being/Citizenship</u> This unit progresses on from elements from the "Being my best" units from KS1 and Reception. This unit focuses on developing an emotional vocabulary to empower children to express their thoughts and emotions in a more explanatory way.</p>	<p><u>Unit 6 Families and People who care for me</u> This unit progresses on from the "Me and My Relationships" units from KS1 and Reception. This unit focuses on family dynamics and on an individual's role within a family structure.</p>
<p>Focus Playing games DfE Relationships Education and Health Education statutory requirements Relationship Education – Online Relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not. 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. How information and data is shared and used online. <u>Physical Health and Mental Wellbeing (Health Education)</u> <u>Internet Safety and harms</u> 1. That for most people the internet is an integral part of life and has many benefits.</p>	<p>Mental wellbeing – How can I express myself in a positive way?</p>	<p>Families and Carers – How do families work?</p>

Whole School Medium Term Plan

<p>2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>7. Where and how to report concerns and get support with issues online.</p>		
<p>1.Question Is the internet a good part of life? Identifying reasons why the internet and access to it can be a positive experience for individuals and communities. Discussing the positives and negatives of the internet and how this relates to their personal experience. Link to ICT/Oracy strategies</p>	<p>1.Question What language do we have to express our feelings? Identifying language related to feelings and emotions. Understanding the importance of being able to express feelings and emotions clearly and with context. Link to Oracy strategies</p>	<p>1.Question What makes a good listener? Understanding the value of being able to listen to others and the strategies which are utilised in order to become one. Understanding the emotional support a listener can give and the skills involved in the process. Link to unit 1 of PHSE</p>
<p>2. Question. What is a sensible amount of time to spend online? Understanding that views may vary on this question, depending on who is controlling the time spent online. Understanding that excessive time online can affect individuals both physically and mentally. That compromise and discussion can resolve issues more quickly than arguments. Link to ICT</p>	<p>2. Question How can we be kind to ourselves and others? Understanding that individuals do criticise themselves and the effect this can have self-esteem. Understanding the negative effects that self-criticism can have on their education and self-image and can make them vulnerable to coercion from others. Link to Oracy strategies</p>	<p>2. Question .Which is better – a large family or a small family? Focusing on perception of others versus reality. Sharing personal experience of family life and the advantages/disadvantages of different family groups.</p>
<p>3.Question Why do we have age restrictions on some games? To understand what is meant by age restrictions and why it has been introduced. Making positive and appropriate choices over games, understanding that exposure to certain content can affect an individual's emotional and mental wellbeing. How to avoid being coerced into playing a game you are not old enough to play. Link to ICT</p>	<p>3. Question Who can support us when we are worried about what we are feeling and thinking? Identifying individuals / groups who can offer support/ advice. Raising awareness of support from own family network/school/online eg Childline .</p>	<p>3. Question What makes a happy family? Addressing the concept of happiness and what it means to different individuals. Raising awareness that this can mean different things depending on family circumstances.</p>
<p>4. Question Do violent games make children violent? Continuation of the previous lesson – Being aware that some individuals do not understand the difference between fantasy and reality. Discussing the content of the games they play, what makes them appropriate? Debating the question of how the violence would appear in reality. Link to ICT/Oracy /Unit 1 PHSE</p>	<p>4. Question. What are my responsibilities at school and what are other people responsible for? Understanding role and expectation within a school setting. Discussing adult and peer roles within school, including school council, sports teams, clubs and interventions and how they interact with each other.</p>	<p>4. Question What can we do if we feel unhappy or unsafe within our families? Identifying external support systems when dynamics are unstable within a family unit. Understanding that families can have issues and individuals can feel vulnerable when there is conflict or stress. Directing children where and how they can ask for support</p>

Whole School Medium Term Plan

<p>5. Question Can I work as part of a group to produce a set of rules for safe internet use? Recall facts known or learnt about appropriate internet usage. Work as a collaborative group using Unit 1 discussion skills to formulate key ideas about the internet. Link to ICT/Oracy strategies</p>	<p>5. Question What objects help us feel happy and why? Identify how objects can support individuals emotionally. Discuss how memory and association linked to an object can have a positive effect on emotional wellbeing.</p>	<p>5. Question What can we do if we feel unhappy or unsafe within our families? Continuation from previous lesson Identifying external support systems when dynamics are unstable within a family unit. Understanding that families can have issues and individuals can feel vulnerable when there is conflict or stress. Directing children where and how they can ask for support</p>
<p>6. Question Can I work as part of a group to present my work to another group? Rehearse and demonstrate a presentation about the internet. Work as a collaborative group to present key ideas about the internet. Link to ICT/ Link to oracy strategies</p>	<p>6. Question. Why should I be careful about what I share online? (Lesson 2 Privacy and security Yr3) https://projectevolve.co.uk/ (You will need to register on the site to access the lesson) Understand why you should only share information with people they choose to and can trust. Understand they should not feel pressured to share information and how to respond if pressure is applied. Children look at information requests and how and why they are needed.</p>	<p>6. Question What is ok for your family to share online? https://projectevolve.co.uk/ (You will need to register on the site to access the lesson) A continuation of privacy and security from the previous unit looking at what should and shouldn't be shared on line linked to family websites/facebook/snapchat/WhatsApp ect Pictures/ names/ consent right to no</p>

All shaded boxes on the plan relate to internet safety.

Whole School Medium Term Plan

Year 4

Outcomes: Pupils should have a basic understanding of their own identity and their relationships. Pupils will continue to participate in discussions and interactions which will enable them to communicate at an increased level with both peers and adults. They will start to consolidate their understanding of how to make positive choices, which will enable them to keep themselves and others safe. Pupils will increase their awareness of issues and situations which may cause them stress and who can safely support them to deal with these moments. Pupils will start to construct informed responses to new experiences. Pupils will continue to develop their understanding of internet safety and how to manage situations online.

<p>Unit 1 Friendships This unit covers the importance of friendship and asks how and why we choose different people to become closer to. It encourages thought and discussion on the qualities a friend should have and which are the most important.</p>	<p>Unit 2 Anti - Bullying This unit covers the motivations behind bullying. It looks at the effects it can have on all individuals involved and strategies to deal with and stop bullying from happening.</p>	<p>Unit 3 Being Safe This unit asks children to identify dangers around them. It challenges them to think of ways to stay safe in certain situations and where to go if they feel they need help and advice.</p>
<p>Friendships – Who should I be friends with?</p>	<p>Anti – bullying- Why do people become bullies?</p>	<p>Being safe – What should I be aware of?</p>
<p>1. Question - What rules do we need to follow to have a good discussion? Identify rules which enable individuals to talk in a proactive manner. Children discuss ways to behave in order to have a discussion, using background knowledge children demonstrate active talking/listening skills.</p>	<p>1. Question - What are the key characteristics and forms of bullying? Identify types of bullying and the key factors related to each type. Children look at VIP acronym of types of bullying and their associated features, expanding on existing knowledge and sharing their own background knowledge</p>	<p>1. Question How is fire risky and how can I reduce the risk? Identify causes of fires starting and sensible safe actions which can prevent them from happening. Children are made aware of the dangers of fire and the damage it can cause. Children are made aware of the importance of smoke alarms and why checking them is important.</p>
<p>2. Question - <i>What are the roles we need to take on to have a good discussion?</i> Identify individual roles which arise as part of a discussion. Children become aware of different roles in a discussion and how they all contribute. Children take on these roles and participate in a discussion role play.</p>	<p>2. Question - Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people? Identify reasons why a person may choose to bully another. Children look at the background reasons why someone would bully another and how a lack of control or power in their own life can be a contributing factor.</p>	<p>2. Question - How is water risky and how can I reduce the risk? Identify the pleasures of being near water but also the risks involved and sensible safe actions which can prevent accidents from happening. Children are made aware of the dangers of water and who they can contact if they see someone in trouble at the beach or on the sea. Also, how to help someone safely in inland waterways.</p>
<p>3. Question - Loyalty, truthfulness or kindness – which is the most important quality in a friendship? Become aware of what makes a good friend and how people look for loyalty, kindness and truthfulness in a positive relationship. Children identify qualities they value in a friend and why they feel they are important.</p>	<p>3. Question. - Do I understand how bullying affects the way we think, feel and behave? Identify emotions and feelings that an individual may experience if they are being bullied. Children evaluate the emotional and mental impact of bullying.</p>	<p>3. Question - What other risks are there to my safety (drugs) and what worries me most? Identify other things which can cause worries about personal safety. Children discuss things which concern them and could impact on their lives and experiences at home and in the community.</p>
<p>4. Question - What causes problems in friendships and how can we deal with this? Identify reasons why people fall out with each other and how they can be resolved before it becomes too serious. Children share (if they feel able to) reasons why they may have fallen out. They discuss how their issues could have been resolved and whether they are still friends or if they are still having problems.</p>	<p>4. Question - How can I keep myself safe if I am being bullied? Identify people that an individual can talk to and or actions they can take in order to keep themselves safe. Children learn about “childline” and how it can offer support and advice to young people and be a sounding board for actions they can take. It also looks at adults who could be supportive.</p>	<p>4. Question - Where can I seek advice from? Identify people that they can talk to, the doubts they may feel in reporting an issue. Link back to learning from previous units about people who can help both in school and at home and in the community. There is a revision of the work of “childline” and a reinforcement that doubts and fears are not unreasonable and need to be discussed and brought into the open and that the individual will be believed.</p>

Whole School Medium Term Plan

<p>5. Question - Can I be friends with someone who is very different to me? Identify who you can be friends with and if there are barriers how they can be overcome. Children discuss if there are restrictions on who you can develop a friendship with and if there are barriers eg communication, what can be done to resolve them.</p>	<p>5. Question - How might bystanders intervene and help someone who is being bullied? Identify ways in which individuals not directly involved can be supportive. Children become aware of positive actions they can take to support a bullying victim eg asking how they are, mentioning concerns to a responsible adults. Children understand the issues related to taking these actions but how stopping bullying is more important.</p>	<p>5. Question - How do I report concerns? Identify ways that concerns can be passed onto others who can deal with them. Children look at ways they can report issues in school, even if they don't wish to be identified., leaving notes/pictures in the worry box, phoning "childline" where they are not obliged to give their name. To the police if they feel they can.</p>
<p>6. Question – What are healthy/unhealthy online behaviours and how can they impact in my physical life? (Yr4 Lesson 2 Online relationships) https://projectevolve.co.uk/ (you will need to register on the site to access the lesson) Identify examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. Children identify and respond to scenarios about un/respectful behaviours</p>	<p>6. Question – How can people be bullied online? (yr4 Lesson 2 Online Bullying) https://projectevolve.co.uk/ (you will need to register on the site to access the lesson) Describe ways people can be bullied through a range of media including image,video,text,chat. Children see ways that images and videos on line can hurt others</p>	<p>6. Question – Who can I talk to about online incidents? https://projectevolve.co.uk/ (you will need to register on the site to access the lesson) Link to NSPCC Teaching Your Child about Internet & Online Safety NSPCC</p>
<p>Unit 4 Working together/using positive mind-set This unit focuses on communication skills. It looks at the importance of listening and the positives which can be gained from constructive criticism.</p>	<p>Unit 5 Mental Well – Being / Citizenship This unit looks at the emotions connected to loss and separation and how they can be managed in a positive/sensitive way. It also starts to develop the students understanding of economic well -being by asking them to consider the financial responsibilities their have.</p>	<p>Unit 6 Families and people who take care of me This unit draws on previous year groups work on rules and responsibilities. It asks children to identify their role within the family unit. It also looks at the British value of democracy and what it means to them.</p>
<p>Working together/ using positive mind-set – How can people understand me better?</p>	<p>Mental Well – being /Citizenship – How can I control my feelings?</p>	<p>Families and people who care for me – Which rules do I follow in my life?</p>
<p>1. Questions -. How well can I listen to other people? Identify ways they can show active listening to another person or group. Children think about what active listening means and how they should be physically reacting to another person eg eyes looking, facing the speaker, not fidgeting, not doing something else at the same time.</p>	<p>1. Questions. What changes have I already experienced and how did I cope with that? Identify situations/experiences which have created change in individuals lives. Staff need to be mindful that some individuals may have had some challenging experiences. Children identify situations of change and how that may make them feel from being excited over a new baby to sad over the death of a pet. Children share how they coped in these situations and if others supported them in more challenging ones.</p>	<p>1. Questions What makes a good listener? Review what makes a good listener. Children think about what active listening means and how they should be physically reacting to another person eg eyes looking, facing the speaker, not fidgeting, not doing something else at the same time.</p>
<p>2. Question - How do I ask open questions? Identifying the difference between an open or closed question. Children focus on the language of questioning and what is needed to ask a question that elicits more of an answer than yes or no.</p>	<p>2. Question - How do I cope with being separated from a special person? Understand that change happens in people's lives and that the people we associate with will not always be with us.</p>	<p>2. Question - What responsibilities do I have at home? What responsibilities do my carers have at home? Identify activities which they are responsible for at home and by extension the activities that carers have in running a home.</p>

Whole School Medium Term Plan

	<p>This lesson is supported by the text “The invisible string” which supports children with the idea that we have ties to people even if they are no longer in their lives.</p>	<p>Children share jobs that they are responsible for linking to KS1 Activities where they cared for plants and or pets. Children think about the things they are asked to do eg tidy their bedroom – why should they do this? Does it teach them anything in the process? Children identify responsibilities of other members of the household and why they are important.</p>
<p>3. Question- How can I persevere and overcome obstacles to my learning? Understanding what the word perseverance means and how they can apply the principles to support their learning and outcomes. People think about what it means to keep trying and what can be achieved if they use perseverance in their own learning. Resilient Ryan Link to 6Rs</p>	<p>3. Question - How can I manage my feelings and calm down when necessary? Identify coping strategies for extreme emotions. Children are encouraged to recognise and understand their emotions and what can trigger their emotional reactions. It gives children a toolkit for ways to calm themselves and strategies to deal with challenging emotions without escalating the emotion. Eg taking time out, deep breaths.</p>	<p>3. Question - What rules do my family have and what makes a good ‘rule’? Review why we have rules and the purposes behind them and how a rule can have positive effects. Children share family rules and discuss why they might be there eg not playing on ipads/phones at bed times.</p>
<p>4. Question- How can I work well in a group? Identify the key skills which are needed to work in a group effectively and efficiently. Children identify how a group works, looking at roles such as taking turns, of active listening, of playing equal roles and coming to an agreement on actions to be taken. Thought will be given to why having someone who is overly dominant can have a negative effect and can make other group members withdraw from offering ideas. How a good team leader will encourage all members of the group to participate.</p>	<p>4. Question - What might my family have to spend money on? Identify expenses that occur for families and look at why money can be stressful for some people. Children are made aware of the bills that come into a home and how challenging it can be for families. Awareness is raised as to why children cannot always have the things they may wish to.</p>	<p>4. Question - What is a democratic decision and how does this work at school? Understand what the word democracy means and how it can be used in the classroom. Children are made aware of the value of democracy and how voting has not always been available to everyone. Children are challenged to think about opportunities they have to make a democratic decision. Link to British values Link to 6 Rs</p>
<p>5. Question- How do I give constructive feedback and receive it from others? Identify what is meant by the term positive/constructive feedback. Children identify examples of feedback and how they can make the person receiving it feel. Children are taught to think of it like a “sandwich” a positive comment, something which could be changed or improved and then another supportive comment, so that the receiver can see a way forward and not feel they have failed completely.</p>	<p>5. Question- How important is money in achieving happiness? Identify what money actually brings into a person’s life and whether people can be happy even if they don’t have a lot of money. The lesson is linked to the story of the prodigal son and how money in the end did not give him the happiness he wanted. Children identify what is actually important to them eg family, pets, time with friends and ask is having money better than that.</p>	<p>5. Question.- What might our school be like in 20 years and how could we work towards these changes? Identify changes which they anticipate will come in relation to education. Identify a role they could play in facilitating these changes. Children explore what education could be like in 20 years and how schools could look and if they think it will be better or worse.</p>
<p>6. Question- How can I keep online social experiences safe and fun? Yr4 Lesson 1 Online relationships https://projectevolve.co.uk/ (you will need to register on the site to access the lesson)</p>	<p>6. Question- What is meant by digital consent? Yr4 Lesson 4 Privacy and security https://projectevolve.co.uk/ (you will need to register on the site to access the lesson) Understand what is meant by digital consent and the impact this has on online services asking for consent.</p>	<p>6. Question- What might our online world look like in the future? Yr4 Lesson 1 Health, well being and lifestyle https://projectevolve.co.uk/ (you will need to register on the site to access the lesson) Understand how using technology can be a distraction from other things - Link to Wall-e ?</p>

Whole School Medium Term Plan

<p>Describing strategies for safe and fun experiences in a range of online social environments eg livestreaming, gaming platforms</p> <p>Children identify ways to feel safe online.</p> <p>Gaming social activities whatsapp youtube tiktok</p>	<p>Children are made aware of what the age of digital consent is.</p>	<p>Children investigate how technology can take over people's lives.</p> <p>Wall-E Fat People - YouTube</p>
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All shaded boxes on the plan relate to internet safety.

Year 5		
<p>Outcomes: Pupils will have a more consolidated opinion and understanding of their own identity and their relationships. Pupils will continue to participate in discussions and interactions which will enable them to communicate at an increased level with both peers and adults. They will continue to consolidate their understanding of how to make positive choices, which will enable them to keep themselves and others safe. Pupils will increase their awareness of issues and situations which may cause them stress or anxiety. They will be aware of who can safely support them to deal with moments of stress. Pupils will continue to construct informed responses to new experiences. Pupils will start to consolidate their understanding of internet safety and how to manage situations online. They will know about cyber bullying and will be familiar with safe practices for sharing information on line.</p>		
<p>Unit 1 Friendships This unit revisits communication skills and how constructive discussions can help to solve friendship issues. The unit also looks at how to manage difficult relationships with peers and how to nurture mutual respect.</p>	<p>Unit 2 Anti -Bullying This unit follows on from the year 4 unit and continues to focus on the motivations behind bullying. It looks at the effects it can have on all individuals involved and strategies to deal with and stop bullying from happening.</p>	<p>Unit 3 Being Safe This unit continues from year 4 and asks children to identify dangers in their immediate community environment. It challenges them to think of ways to stay safe in certain situations and where to go if they feel they need help and advice.</p>
<p>Friendships – How can I build respectful friendships?</p>	<p>Anti – Bullying - What do I understand about bullying?</p>	<p>Being Safe - What should I be aware of when out and about?</p>
<p>1. Questions What rules do we need to follow to have a good discussion? Identify the rules people need to follow to have a discussion. Children share the rules that enable a discussion to take place eg taking turns, listening to others, not dominating or talking over others.</p>	<p>1. Questions. Can I define bullying? Revisit knowledge of bullying, defining types and actions related to those types. Children know and understand the definition of bullying.</p>	<p>1. Questions – When might it be good to take risks? Identify opportunities when it is ok /positive to take risks. That risks can take various forms and being a risk taker can move you forward in life. Link with 6Rs Risk-taker Ruby</p>
<p>2.Question – <i>What are the roles we need to take on to have a good discussion?</i> Identify the various roles members of a group have during a discussion. Children share the roles that people take in a discussion including team leader, note taker, “devil’s advocate” the person who gives an alternative point of view.</p>	<p>2. Question - Do I understand why a person or group of people may feel the need to have power over another person or group of people? Revisit the reason why a person or group may choose to exert power over others. Children understand the influences behind bullying.</p>	<p>2. Question- How can I stay safe on the road as a cyclist and pedestrian? Identify things they can do to stay safe when out on the road as a cyclist and pedestrian. Children know they need to wear a helmet and reflective clothing when on the road and the rules of the road that apply to cyclists. Children know how to use a crossing and how to be sensible when near cars. Children are aware of the dangers of listening to ear pods or looking at mobiles when crossing the road.</p>
<p>3. Question- What do I do if a friendship is making me unhappy or uncomfortable?</p>	<p>3. Question - Can I respond to bullying and seek help where necessary?</p>	<p>3. Question - How can I stay safe near railways? Identify the dangers of being near a railway.</p>

Whole School Medium Term Plan

<p>Identify what is a supportive friendship and the signs that one may not be. Children discuss positive relationships and how a friendship should be supportive not dominated by one person. Children discuss strategies which could be employed to support individuals who feel that a relationship is not mutually beneficial and makes them feel uncomfortable.</p>	<p>Revisit actions that an individual can take and where they can seek help. Children understand who can help and support them in bullying situations.</p>	<p>Children are aware of the dangers of playing on/near railway lines. They dangers associated with level crossings and general platform safety.</p>
<p>4. Question-How can I develop more respectful friendships? What makes a respectful relationship and how it can be developed and nurtured. Children identify what a good friendship looks like and how to keep it respectful.</p>	<p>4. Question - How can bullying affect people's behaviour and well-being? Identify the emotional effects on bullying and how these feelings can impact on a person's health both physically and mentally. Children identify how bullying can affect people in both the short and long term.</p>	<p>4. Question – What is knife crime and how can I keep myself safe? Identify why carrying knives can increase rather than decrease danger. Children understand that carrying knives does not make them safer and know how to take the right actions when things become dangerous.</p>
<p>5. Question- Is it better to have lots of friends or one good friend? Identifying the differences between relationships of small or larger groups of friends. Children discuss how these relationships are different.</p>	<p>5. Question- How might people's responses to bullying improve or worsen a situation? Identify how an individual's responses can affect the bullying situation. Children are aware that responding to bullying can have different effects, but not reporting it is not the best option.</p>	<p>5. Question.- Who do I go to for help and advice? Review people / places /websites that can offer impartial safety advice Children revisit useful ways to find advice.</p>
<p>6. Question – What are the positives and negatives of online communities? (Yr5 Lesson 3 Online Relationships) https://projectevolve.co.uk/ (You will need to register on the site to access the lesson) Understand some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. Children identify what is understood by community.</p>	<p>6. Question- How can bullying be different online? Yr5 Lesson 1 Online bullying https://projectevolve.co.uk/ (You will need to register on the site to access the lesson) Recognise online bullying can be different to bullying in the physical world and can describe some of those differences. Children think about bullying online and whether it is as harmful as face-to-face bullying. Children think about the actions they can take to support victims and stop bullying online.</p>	<p>6. Question – How can I be safe online? Yr5 Lesson 1 Privacy and security https://projectevolve.co.uk/ (You will need to register on the site to access the lesson) Explain what a strong password is and demonstrate how to create one. Children investigate why they should have a strong password and what could happen to their information if they don't.</p>
<p><u>Unit 4 Rights, Rules and Responsibilities</u> This unit looks at the British value of democracy and how it will relate to their future experience. It looks at the right to debate issues and how students can actively participate in the democratic process.</p>	<p><u>Unit 5 Mental Well - Being</u> This unit looks at the links between social media and the effects and influences it can have on an individual's mental health. The unit also focuses on how understanding your identity can alter your perspective on yourself and others.</p>	<p><u>Unit 6 Families and People who care for us</u> This unit continues the pupils' self – evaluation and encourages them to think about their actions and reactions to others. It also revisits how to access help and support if an individual is feeling vulnerable or unsafe.</p>
<p>Rights, Rules and Responsibilities – How can I be part of school council?</p>	<p>Mental Well-Being - Who do I really feel I am?</p>	<p>Families and People who care for us - Am I the best person I could be?</p>
<p>1. Questions What might our lives be like if we didn't live in a democracy? Review the concept of democracy from yr4 and then reach conclusions about what not having a democracy means.</p>	<p>1. Questions. What do we mean by 'my identity'? Understanding the concept of self, as a form of understanding who they are and what they feel they belong to.</p>	<p>1. Questions . What makes a good listener? Review from yr4 what the characteristics of a good listener are.</p>

Whole School Medium Term Plan

<p>Children think about what democracy gives us and the disadvantages of living in a society which dictates everything you do. Eg Afghanistan</p>	<p>Children think about what forms/ideas represent their identity.</p>	
<p>2. Question - What is a debate and how can we make sure a debate runs smoothly? Understand what is meant by the word debate, who has them and why are important. Children understand that a debate shows both sides of an argument and aims to persuade others to agree with your point of view.</p>	<p>2. Question - What would you say your identity is? Does knowing your identity help your mental well-being? Continuing the understanding of identity and how knowing who you are, your values and ambitions is a positive force in your life. Children investigate, what understanding your identity means to your sense of identity.</p>	<p>2. Question- What do I feel most proud of about myself? Who feels proud of me and why? Identify our achievements and why others would be proud of us. Children decide what they are proud of.</p>
<p>3. Question- If I were to run for school council, what would be the change I would offer to make? Identify changes which could have a positive effect on the school environment/philosophy. Children mind-map their ideas.</p>	<p>3. Question - What do we mean by 'stereotyping'? How does this affect your mental well-being? Understand the term "Stereotyping" and how it can impact on an individual's mental health'. Children discuss the negative effect stereotyping can have on an individual but also how it can drive people to challenge them and change them.</p>	<p>3. Question - We always hurt the ones we love' – what does this mean and is it true? Understand the statement and focus on why the ones closest to us can be affected by our actions. Children are made aware that people sometimes behave this way because they are afraid of rejection and want the attention to feel more secure.</p>
<p>4. Question- What does the process of campaigning involve? Investigate the strategies used to influence people in a campaign. Children investigate how a campaign is run.</p>	<p>4. Question - What do we mean by 'the media' and 'social media'? Understand the difference between "media" and "social media" and how they can differently affect our mental well-being. Children investigate these different digital types and think about how people interact with them.</p>	<p>4. Question - What can I do when I realise, I'm in a bad mood? Review the emotional toolkit from yr4 and revisit the strategies for calming down. Children discuss how they understand their feelings and what they do to calm down.</p>
<p>5. Question- How might a group effectively prepare our election speech? Collaboration with others to write a speech in order for others to agree with your point of view. Children work on a speech thinking of emotive /persuasive language in order for others top agree with them.</p>	<p>5. Question- What exposure do you think you have to the influence of the media? Identify the influence that the media have on our perceptions of the world. Children investigate the effects the media can have on choice and ambitions.</p>	<p>5. Question.- Where can we go for help if we feel unhappy or unsafe within our families Review people who can offer support. Children look at ways they can discuss concerns in school, including phoning childline where they are not obliged to give their name or to the police if they feel they can.</p>
<p>6. Question – How do important people influence others online?(Can be moved within unit for online safety week) Yr5 Lesson 2 Online Reputation https://projectevolve.co.uk/ (You will need to register on the site to access the lesson) Describe ways that information about anyone online can be used to make judgements about an individual and why these may be incorrect. Children think about the concept of an influencer and why following them is not always a good idea.</p>	<p>6. Question- How can I protect my online identity? Yr5 Lesson 1 Self – image and identity https://projectevolve.co.uk/ (You will need to register on the site to access the lesson) Explain how identity online can be copied, modified or altered. Children explore ideas for protecting their identity online and the positives and negatives related to it.</p>	<p>6 . Question – How can mood affect my online choices? Yr5 Lesson 4 Health, well being and lifestyle https://projectevolve.co.uk/ (You will need to register on the site to access the lesson) Explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing. Children discuss how their mood can affect in app purchasing and the issues it can raise for families if children purchase without permission.</p>

All shaded boxes on the plan relate to internet safety

Year 6

Outcomes: Pupils will have a consolidated opinion and understanding of their own identity and how to maintain and foster positive relationships. Pupils will participate in discussions and interactions which will empower them to communicate at an increased level with both peers and adults. They will consolidate their understanding of how to make positive choices, which will enable them to keep themselves and others safe. Pupils will be aware of issues and situations which may cause them stress or anxiety. They will be aware of who can safely support them to deal with moments of stress. Pupils will be able to construct informed responses to new experiences. Pupils will continue to consolidate their understanding of internet safety and how to manage situations online. They will understand the term cyber bullying and will be familiar with safe practices for sharing information online.

Unit 1 Friendships	Unit 2 Anti - bullying	Unit 3 Economic Well- Being
<p>This unit consolidates communication skills and how constructive discussions can help to solve friendship issues. The unit also looks at how to manage difficult relationships including physically aggressive interactions with peers and how to nurture mutual respect.</p>	<p>This unit consolidates pupils' understanding of different forms of bullying. It will also the motivational focus of previous year groups, why individuals bully. It consolidates strategies and knowledge of organisations and individuals to support with and stop bullying from happening.</p>	<p>This unit looks towards the future and the role that money will play in their future lives. It raises awareness of financial strains which can affect families. It discusses pupils' ambitions and aspirations and encourages them to think of what direction they want their lives to go.</p>
<p>Friendships – What are positive relationships?</p>	<p>Anti – bullying – Do I understand how to support myself I am in a bullying situation?</p>	<p>Economic well-being – What kind of life do I want to have?</p>
<p>1. Question-What rules do we need to follow to have a good discussion? Identify the rules people need to follow to have a discussion. Children share the rules that enable a discussion to take place eg taking turns, listening to others, not dominating or talking over others.</p>	<p>1. Question Can I define bullying? Consolidation of the understanding of bullying. Children explain what bullying is.</p>	<p>1. Question_ If you could be somebody else, who would you be and why? Identify who they regard as an inspiration/role model. Children present their role model and explain why they think this.</p>
<p>2. Question - What are the roles we need to take on to have a good discussion? Identify the various roles members of a group have during a discussion. Children share the roles that people take in a discussion including team leader, note taker, “devil’s advocate” the person who gives an alternative point of view.</p>	<p>2. Question. - Do I understand why a person or group of people may feel the need to have power over another person or group of people? Consolidate the understanding of power in a bullying situation. Children give examples of why people exert power over others.</p>	<p>2. Question.- What is your best strength and how do you know this? Revisit yr5 work on what they are most proud of. Children “Blow their own trumpet!” and share with others what they feel they are most proud of.</p>
<p>3. Question- Mutual respect, trustworthiness, generosity – which quality matters most in a friendship? Identify the qualities of a good friend. Children discuss what they look for in a friend.</p>	<p>3. Question - Can I respond to bullying and seek help where necessary? Consolidate where help and support are available. Children explain where they can go for support.</p>	<p>3. Question -. What would be your dream job and why? Identify what their personal ambitions are. Children share what they want to do in the future and what is it about these career choices which inspire them. Link to economic well being Link to careers</p>
<p>4. Question- Just ignore them or hit them back’ – is this good advice? Identify what the message is really saying and which aspect they would follow. Children investigate how this relates to their personal experience and conclude what they would do.</p>	<p>4. Question -How can bullying affect people’s behaviour and well-being? Consolidation of how bullying can affect individuals and the body language they may present when under stress. Children explain the effects of bullying.</p>	<p>4. Question.- What do adults have to pay for? Revisit yr4 work from economic well – being on identifying what demands are placed on a household’s income. Children share what they understand abouts the financial demands on a household.</p>

Whole School Medium Term Plan

<p>5. Question - What do we mean by permission-seeking and giving in a relationship and why is this important? Identify what is meant by consent and why it is important. Children focus on why it is important to have agreements in how they behave and act when in a relationship. Children understand they have the right to say no and that it should be respected.</p>	<p>5. Question - How might people's responses to bullying improve or worsen a situation? Identify how an individual's responses can affect the bullying situation. Children identify what could happen in this situation. Children are aware that responding to bullying can have different effects, but not reporting it is not the best option.</p>	<p>5. Question- What is your plan for getting where you want to be by the time you are 25? Continuing from session 3 how will they achieve their ambitions. Children share their next steps in achieving their ambitions. Link to economic well being Link to careers Link to enterprise</p>
<p>6. Question- Is 'It's ok..' really ok when sharing online? (resources supplied on network)</p>	<p>6. Question – How can I report and evidence bullying on line? Project Evolve Yr6 Lesson 2 Online bullying Explain how someone would report online bullying in different contexts. Children are aware of different actions they can take in order to report online bullying.</p>	<p>6. How I ensure my economic security on line? Project Evolve yr6 Lesson 5 Privacy and security Describe ways in which some online content targets people to gain money or information illegally; Describe strategies to help identify such content eg scams , phishing Children explore ways to themselves financially protected online.</p>
<p>Unit 4 Internet Safety Internet safety covered by a trip to "Warning Zone". Also see ICT lessons unplugged to be covered in the final two weeks of the school year. This unit looks at the mental/emotional/ physical impact on an individual of spending time online. The consequences of online activity and where to go for help and support if issues arise.</p>	<p>Unit 5 Mental Well- Being This unit looks at the links between mental health and addiction. How to identify different types of addiction and where to go for support.</p>	<p>Unit 6 Transition to Secondary School This unit looks at the changes which occur in or around leaving primary school. It asks students to consider how their relationships will change. It will also look at physical changes leading into adolescence.</p>
<p>DfE Relationships Education and Health Education statutory requirements Relationship Education – Online Relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not. 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. How information and data is shared and used online.</p> <p>Physical Health and Mental Wellbeing (Health Education) Internet Safety and harms 1. That for most people the internet is an integral part of life and has many benefits.</p>	<p>Mental Well – Being - How can I protect my mental health?</p>	<p>Transition to Secondary School – What is the future going to hold for me and how do I feel about it?</p>

Whole School Medium Term Plan

<p>2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>7. Where and how to report concerns and get support with issues online.</p>		
<p>1: Question - What are the positive and negative effects of sharing online? Project Evolve yr6 Lesson 1 Online Relationships <i>Understand the issues related to sharing online and how it can have consequences for an individual</i> Children are made aware of issues related to content sharing and the effects it can have on others.</p>	<p>1. Question -What do you think is the biggest threat to people's mental well-being? Identify what outside elements can affect an individual. <i>Children discuss what can affect individuals linking back to work covered in previous lessons and in yr5</i></p>	<p>1. Question- What are the strengths, weaknesses, opportunities and threats surrounding transition to a new school? Identifying the stresses that can occur when changing schools. <i>Children share their anxieties about changing schools and discuss how they can make it a positive experience.</i></p>
<p>2. TBC internet online safety week annual theme</p>	<p>2. Question. - Some drugs are good for you but some are not. Why do you think people take drugs that are not good for them? Understand the concept of addiction and why it can happen. <i>Children are made aware that addiction can affect anybody and that by making positive choices they can protect themselves.</i></p>	<p>2. Question. -What skills do I need to be able to develop new friendships and maintain existing ones? Review how we make friends and what the challenges could be to making friends in a new school. <i>Children think about and share any previous experiences of changing schools and discuss strategies they could use as they move forward.</i></p>
<p>3. Question - How can privately shared images or data have unintended consequences? Project Evolve yr6 Lesson 4 Online Relationships Explain that taking images or sharing inappropriate images of someone, even if they say it is ok, may have an impact for the sharer and others; and who can help if someone is worried about this. <i>Understanding the effects of sharing certain images and understanding that once it is on the internet it will always be there which could have consequences in the future.</i></p>	<p>3. Question - What does the term 'assertive' mean? How could being assertive help us with our mental well-being? Understand the term "assertive" and how it can empower an individual to make better choices. <i>Children understand that being assertive is not about being "Bossy" but enabling an individual to make better choices, have the right to say no and be able to protect themselves from others who may wish to exert power over them.</i></p>	<p>3. Question What changes will happen to me during puberty? Understanding the changes which happen to an individual as they mature and reach puberty and how their bodies will be affected. <i>Children are made aware of what puberty is and how it will affect them at some point in the future.</i></p>
<p>4: Question - What are the pressures of technology and how can I deal with this? Project Evolve yr6 Lesson 2 Health, well-being and lifestyle</p>	<p>4. Question 'It's good to talk'. What does this mean? Do you agree or disagree? Clarify understanding of why sharing feelings/issues can have a positive effect on a person's mental well-being.</p>	<p>4. Question. How might my relationships change as I get older? Understand that as we mature the nature of our relationships with others changes.</p>

Whole School Medium Term Plan

<p>Recognise and discuss the pressures that technology can place on someone and how/when they could manage this. Understand that they don't have to bow to peer pressure and they do have choices about what they do and how they do it online.</p>	<p>Children revisit the importance of being able to talk about and express their feelings.</p>	<p>Children become aware of older relationships eg boyfriend /girlfriend and the challenges that these relationships can bring.</p>
<p>5: Question - How can I deal with issues that arise on social media? Project Evolve yr6 Lesson 2 Online reputation Explain strategies, people can use to protect their "digital personality" and online reputation, including degrees of anonymity. Children understand there are things they can do to protect themselves online.</p>	<p>5. Question - What support networks are there for people who can't stop an addiction? Identify where people can go to get support. Children are made aware of health services and charities which support individuals with addiction.</p>	<p>5. Question How are babies made and what might adults need to consider before deciding to have a baby? Understand the basic biology of human reproduction. Children are made aware of how babies are made and the financial and emotional affects a baby brings with them. (Only statutory National Curriculum requirements are taught)</p>
<p>6: Question - What strategies are there to limit the impact of technology on my health? Project Evolve yr6 Lesson 4 Health, well-being and lifestyle Assess and action different strategies to limit the impact of technology on health eg night – shift mode, regular breaks. Correct posture. Sleep diet and exercise Children discuss how to enjoy technology without it damaging their physical/mental health</p>	<p>6. Question – How can you become addicted online? Project Evolve yr6 Lesson 3 Health, well-being and lifestyle Recognise features of persuasive design and how they are used to keep users engaged (current and future use). Children become aware of the strategies companies use to keep people coming back to their site.</p>	<p>6. Question – What situations can be harmful on- line and how can I recognise them? Project Evolve yr7 Lesson 4 Online relationships Describe some signs of harmful online situations eg harassment, grooming, cyberbullying Children become aware of the strategies individuals may use to frighten or distress others.</p>
<p>Additional lessons:</p> <ul style="list-style-type: none"> • Knife Crime – awareness and consequences of this • FGM • Stress management workshop – lined to SATs (Spring term - MHST) • Worry management workshop – linked to transition (Summer term – MHST) 		



Resources are available in the PHSE folder on the teaching of consent.

All shaded boxes on the plan relate to internet safety.

Internet safety has also been supported by an assembly by altru followed by workshops

