

ALL SAINTS CE JUNIOR ACADEMY

LONG TERM SUBJECT OVERVIEW

PERSONAL DEVELOPMENT



National Curriculum	Strand	Term 1			
		Year 3	Year 4	Year 5	Year 6
	Substantive Knowledge: PSHE & RSE	<ul style="list-style-type: none"> To know how to come up with and make rules To know the ways in which rules and laws keep people safe (Human Rights and Children's rights). To understand what is meant by anti-social behaviour. To know about responsibilities, rights and duties (home, school and environment). To know about resolving differences – agreeing and disagreeing. To understand about being part of a community. 	<ul style="list-style-type: none"> To understand about the ways in which rules and laws keep us safe. To participate in changing and making rules. Know that we all have human rights and children have their own set (UN – rights of the child). To understand what anti-social behaviour is and how it can affect people. Understand that we have different kinds of responsibilities, rights and duties at home, school and the community. To appreciate difference and diversity (in the UK) and values and customs from around the world. 	<ul style="list-style-type: none"> How to take part in making and changing rules. The importance of human rights (and the Rights of the Child). How anti-social behaviours can affect wellbeing. About the different kinds of responsibilities (home, school, community and environment). How to resolve differences, respect different points of view and make their own decision. 	<ul style="list-style-type: none"> Why and how laws and rules are made. The importance of Human Rights and the Rights of The Child. The UN declaration on the rights of the child. About different groups/ individuals that support the local community. To appreciate the range of national, regional, religious and ethnic identities of people living in the UK. About the lives, values and customs of people living in other places. How to handle, challenge or respond to anti-social behaviour.
	Substantive Knowledge: Citizenship & British Values	<p>To understand that 'Rule of Law' is the need for rules to make a happy, safe and secure environment to live and work.</p> <p>'Democracy' is a culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.</p>	<p>To understand that 'Rule of Law' is the need for rules to make a happy, safe and secure environment to live and work.</p> <p>'Democracy' is a culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.</p>	<p>To understand that 'Respect and Tolerance' is an acceptance that people having different faiths or beliefs to oneself should be accepted and tolerated, and should not be the cause of discrimination.</p> <p>To know that 'Democracy' is knowing what rights you have and how, even though you have those rights, you also have a</p>	<p>To understand that 'Respect and Tolerance' is having an acceptance that people who have different faiths or beliefs to oneself should be accepted and tolerated, and should not be discriminated against.</p> <p>To understand that 'Rule of Law' is having a deeper understanding around the laws of discrimination and stereotyping.</p>

				responsibility to uphold them.	
	Disciplinary Knowledge: PSHE	<ul style="list-style-type: none"> • Take part in making and changing rules. • Discuss how to get help or support for anti-social behaviour. • Practise the skills required to carry out their roles and responsibilities in class, school and community environment. • Use tolerance and compromise to resolve differences. • Identify how their help makes a difference to other members of the community. 	<ul style="list-style-type: none"> • Give reasons why we follow rules and laws and any consequences if these are broken. • Recognise basic human rights and the Rights of The Child. • Identify steps they can take and skills needed to fulfil duties/ responsibilities. • Recognise that we all belong to different communities. • Recognise the rich diversity that makes up the UK. • Identify different traditions that relate to adolescence and different celebrations. 	<ul style="list-style-type: none"> • Explain why different rules are needed in different situations. • Describe the importance of human rights for everybody, and especially for children. • Describe the effect that anti-social behaviours can have on emotional as well as physical health and wellbeing. • Describe what responsibilities, rights and duties look like in local community and the environment. • Suggest how to help see and respect others' points of view. 	<ul style="list-style-type: none"> • Explain what is meant by the UN Conventions on the Rights of The Child and that virtually the whole world (except Somalia and USA) has agreed to the convention. • Identify that not all people have their human rights met. • Recognise the range of influences that have shaped the heritage of the UK. • Research the lifestyle, customs and traditions of people growing up somewhere else in the world. • Describe the potential physical, social and emotional consequences of anti-social and aggressive behaviour.
	Mental Health & Wellbeing	<ul style="list-style-type: none"> • Understand what is good about my community and what I could do to help. • To identify what I am good at and how that could help at school and at home. 	<ul style="list-style-type: none"> • Understand what is good about my community and what I could do to help. • To identify what I am good at and how that could help at school and at home. • To understand respecting rules. • Describe the feelings our bodies when we agree or disagree with someone. 	<ul style="list-style-type: none"> • To have class discussions and research on issues concerning mental health and wellbeing. • To know how anti-social behaviour can have an impact on mental health and wellbeing. • How to sensibly and effectively resolve differences with peers. 	<ul style="list-style-type: none"> • Know which individuals and organisations I can talk to if I feel that my rights are being infringed. • To know how to appropriately use these organisations.
Exceeding the National Curriculum	Vocabulary	Aggression, anti-social, behaviour, bullying, children's rights, community, compromise, charter, debate, decisions,	anti-social behaviour, bullying, charter, charter, children's rights, community, compromise, debate, decisions,	Aggression, anti-social behaviour, bullying, children's rights, debate Discrimination, discussion, duties, events, human rights,	Children's rights, customs, discrimination, diversity, events, human rights, laws, making and changing a rule, points of view,

		discrimination, environment, human rights, resolve, resolution, rules, tolerance.	discrimination, environment, human rights, resolution, resolve, rules, tolerance.	laws, problem, rights, rules, topical issue.	research, rights, rules, topical issues, values.
	Key Questions	<p>Why are rules important for us in different places (in class/ on the football pitch/ on the road)?</p> <p>What behaviour could be called anti-social?</p> <p>How, at home or at school, are we increasingly responsible for ourselves?</p> <p>If we disagree with someone, does it mean we don't like them?</p> <p>What do people do in our school/ community do to make it a good place for everyone?</p>	<p>How can we ensure we are all involved in making and changing school rules?</p> <p>Whose responsibility is it to meet a child's human rights?</p> <p>What is similar/ different between a rule and a law?</p> <p>What decisions about our health and wellbeing are people able to make?</p> <p>How could "seeing things from someone else's point of view" help to resolve disputes?</p> <p>What is the difference between a right and a responsibility?</p>	<p>What can/ should other people (adults/ school/ councils/ governments) do about....?</p> <p>How are laws developed and who has influence over which laws come into place?</p> <p>How do schools, different organisations and governments ensure that a child's human rights are met?</p> <p>What is legal and illegal in relation to anti-social behaviour?</p> <p>What are our community and environmental responsibilities?</p> <p>What strategies can people use to resolve differences?</p>	<p>What topical issues are impacting on people's health and wellbeing?</p> <p>What if we don't agree with the rules/ laws, do we have to follow them?</p> <p>How different is it for children growing up in countries that don't support human rights?</p> <p>How do different organisations work to ensure that a child's human rights are met?</p> <p>What different communities are there?</p> <p>Who has influenced British society?</p> <p>In what ways is growing up different for other people?</p>
	Suitable Suggested Texts	<p>Rules and Responsibilities- Louise Spilburg and Hanane Kai.</p> <p>Rules of the House- Mac Barnett.</p> <p>Enemy Pie- Derek Munson and Tara Calchan King</p>	<p>Whoever You are- Mem Fox.</p> <p>Proudest Blue- S.K Ali and Ibtihaj Muhammad.</p> <p>For Every Child- Unicef.</p>	<p>For Every Child- Unicef.</p> <p>Respecting Others - Susan Martineau.</p>	<p>Right to Vote- Sean Connolly</p> <p>My name is Yoon- Helen Recovits</p> <p>Yakoi Kusama covered everything in dots- Fausto Gilberti</p>
	Enhancements and enrichment	<p>Recycle week (23rd-30th September)</p> <p>World Mental Health Day (10th October)</p>	<p>Recycle week (23rd-30th September)</p> <p>World Mental Health Day (10th October)</p>	<p>Recycle week (23rd-30th September)</p> <p>World Mental Health Day (10th October)</p>	<p>Recycle week (23rd-30th September)</p> <p>World Mental Health Day (10th October)</p>
	Context	<ul style="list-style-type: none"> • Holding class elections for council and eco council. • Applying for classroom jobs. • Assemblies and discussion on current affairs including political, religious and 	<ul style="list-style-type: none"> • Holding class elections for council and eco council. • Applying for classroom jobs. • Assemblies and discussion on current affairs including political, religious and 	<ul style="list-style-type: none"> • Establishing class charters. • Deciding on class roles and responsibilities. • Electing school /Eco councillors • PSHE lessons • Thrive targets shared 	<ul style="list-style-type: none"> • Establishing class charters. • Deciding on class roles and responsibilities. • Electing school /Eco councillors • Class based discussions about rights and whether

		<p>environmental topics.</p> <ul style="list-style-type: none">• Becoming familiar with your new teacher, the class rules and the school rules-class charter.	<p>environmental topics.</p> <ul style="list-style-type: none">• Becoming familiar with your new teacher, the class rules and the school rules.	<p>through learning behaviours.</p> <ul style="list-style-type: none">• Collective Worship.	<p>they are being upheld or not.</p> <ul style="list-style-type: none">• Collective Worship.
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National Curriculum	Strand	Term 2			
		Year 3	Year 4	Year 5	Year 6
	Substantive Knowledge: PSHE & RSE	<ul style="list-style-type: none"> • To know what a positive, healthy relationship is, including friendship. • To learn how to maintain good friendships. • To know the difference between acceptable and unacceptable physical contact in friendships. • To learn how to appropriately respond to unacceptable physical contact. • To solve disputes and conflict amongst themselves and their peers. • The importance of keeping personal boundaries and the right to privacy. 	<ul style="list-style-type: none"> • Recognise a wider range of feelings in others. • Understand what makes a positive, healthy relationship. • Explain what makes friends and other people they care about (family or 'special people' important to them). • Understand what is an acceptable/unacceptable touch. • Know how to respond to unwanted physical contact. • The importance of keeping personal boundaries and the right to privacy. 	<ul style="list-style-type: none"> • About a range of differing relationships (friends, families, couples, marriage and civil partnership). • Whether physical contact is acceptable or unacceptable. • Negotiate and compromise strategies to resolve disputes and conflict. • Understand the importance of keeping personal boundaries and the right to privacy. 	<ul style="list-style-type: none"> • Judge what kind of physical contact is acceptable or unacceptable and how to respond. • Negotiate and compromise to resolve disputes and conflict. • Explain why the need for privacy changes as you grow (child to teen). • To recognise when a relationship isn't healthy. • About committed loving relationships (including marriage and civil partnerships). • That forced marriage is illegal. • Importance of keeping personal boundaries and the right to privacy.
	Substantive Knowledge: Citizenship & British Values	To understand that 'Individual Liberty' is how to respect other people, have an understanding of right from wrong and have a responsibility for our own behaviour.	To understand that 'Individual Liberty' is how to respect other people, have an understanding of right from wrong and have a responsibility for our own behaviour.	To understand that 'Individual Liberty' is having a deeper understanding of rights and responsibilities To understand that 'Respect and Tolerance' is gaining a deeper understanding of mutual respect for others.	To understand that 'Individual Liberty' is having an understanding of how to respect other people, have an understanding of right from wrong and have a responsibility for our own behaviour. To understand that 'Rule of Law' is ensuring that you have a deeper understanding of the laws surrounding marriage and upholding the laws of marriage.
	Disciplinary Knowledge: PSHE	<ul style="list-style-type: none"> • Identify how different relationships show they care 	<ul style="list-style-type: none"> • Describe how feelings can affect thoughts and 	<ul style="list-style-type: none"> • Describe different kinds of friendship and families, 	<ul style="list-style-type: none"> • Evaluate different ways to resolve disputes in different

		<p>for each other.</p> <ul style="list-style-type: none"> • Identify what makes a friendship and how they know. • Understand that everyone has their own body space and it is to be respected. • Know when to talk to a trusted adult if you feel upset, hurt or uncomfortable. • Demonstrate strategies for solving disputes with peers. • Understand how people can keep privacy in different contexts. 	<p>behaviour.</p> <ul style="list-style-type: none"> • Build and maintain healthy relationships and resilience to persevere. • Explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like. • Identify ways in which to respond. • Recognise that physical contact that is aggressive or hurtful is unacceptable. • Identify things and times when people might want to keep privacy. 	<p>what makes them special/ unique and how the people involved show they value each other.</p> <ul style="list-style-type: none"> • Identify situations where physical touch is acceptable/ appropriate/ wanted. • Identify or demonstrate strategies they have seen or used to help resolve disputes between friends, in class and on the playground. • Just because is shared with one person, it cannot be guaranteed this will not be shared further, and how this might happen (social media etc.). 	<p>situations.</p> <ul style="list-style-type: none"> • Identify what is okay to share and what is best to keep private. • Identify the signs of an unhealthy relationship. • Explain that unhealthy relationships could happen anywhere. • Recognise that no one has the right to tell people who they must marry or force them to marry someone. • Explain why a couple might choose to marry or have a civil partnership.
	Mental Health & Wellbeing	<ul style="list-style-type: none"> • Identify strategies of how to cope with situations that make us feel uncomfortable. • Know who we can talk to if we uncomfortable in certain situations. 	<ul style="list-style-type: none"> • Identify strategies of how to cope with situations that make us feel uncomfortable • Know the adults and organisations we can talk to if we uncomfortable in certain situations • Understand how actions can affect ourselves and others 	<ul style="list-style-type: none"> • Identify strategies of how to cope with situations that make us feel uncomfortable. • Know the different adults and organisations we can talk to if we uncomfortable in certain situations. • Develop relationships with different adults for different situations. 	<ul style="list-style-type: none"> • Continue to develop strategies to resolve disputes among peers. • Gain a deeper understanding of privacy and when we need to seek out support from others.
Exceeding the National Curriculum	Vocabulary	Acceptable, comfortable, conflict, consent, disputes, friends, peers, personal boundaries, physical contact, private, relationship, strategies.	Acceptable, aggressive, bullying, compromise, conflict, couples, discrimination, disputes, empathy, friendship, negotiation, personal boundaries, physical contact, positive relationships, privacy, touch, unacceptable.	Acceptable, boundaries, conflict, couples, disputes, families, feedback, friendships, Negotiation, physical contact, positive relationship, privacy, sharing, support, touch, unacceptable.	Acceptable, couples, disputes, families, friendships, physical contact, positive relationships, privacy Sharing, unacceptable Relationships, unhealthy, committed, loving relationship, marriage, civil partnerships, forced marriage.

	Key Questions	<p>How does our body/ mind warn us when someone gets too close? What strategies can we use to help solve conflict? When do people need or want to keep private? How do we feel when we fall out with special people? How can we show that we value and care for people?</p>	<p>How do people, in the wider community, show they care for and value each other? How can we approach it when difficulties in friendships arise? What signs do people give that suggest how they are feeling? What can we do about other people's feelings? How can we tell when others are feeling comfortable or uncomfortable about their body space? How can we negotiate and compromise? When is it more (or less or never) important for privacy to be kept?</p>	<p>What kinds of loving relationships are there? How can someone stop unwanted touch or attention? What can someone do if they think/ feel no-one will listen? What things could we say or do that are likely to make a difficult situation better? What do people keep private? What do people share with others? Who/ where can I seek support?</p>	<p>What skills does each person in the relationship need? What do we expect from a healthy relationship? How does this depend on the person and who they are with, where they are, what the touch is? What should someone do if something private is shared and it should not have been? How do people show they value each other in a relationship? Are there other ways people demonstrate or celebrate their commitment to each other? Does someone always have the right to make up their own mind about who to marry?</p>
	Suitable Suggested Texts	<p>Willow finds a way- Lana Button. Big Friends- Linda Sarah.</p>	<p>Lubna and Pebble- Wendy Meddour and Daniel Egneus. All about feelings- Felicity Brooks and Frankie Allen. The Boy with big, big feelings- Britney Win Lee.</p>	<p>The Great Big book of families - Mary Hoffman. Let's Talk about boundaries and Consent-Jayneen Sanders.</p>	<p>Let's Talk about boundaries and Consent-Jayneen Sanders</p>
	Enhancements and enrichment	<p>Armistice Day (11th November) World Kindness Day (13th November) Anti-bullying week (14th-20th November)</p>	<p>Armistice Day (11th November) World Kindness Day (13th November) Anti-bullying week (14th-20th November)</p>	<p>Armistice Day (11th November) World Kindness Day (13th November) Anti-bullying week (14th-20th November)</p>	<p>Armistice Day (11th November) World Kindness Day (13th November) Anti-bullying week (14th-20th November)</p>
	Context	<ul style="list-style-type: none"> • Role playing future situations which they might find difficult or challenging. • Having open discussions about appropriate use of language and tone. 	<ul style="list-style-type: none"> • Role playing future situations which might be difficult or challenging • Clear in class discussions about feelings and emotions and how they are 	<ul style="list-style-type: none"> • PSHE lessons. • Class discussions. • Setting Thrive targets as part of learning behaviours. • Sharing safeguarding practices. 	<ul style="list-style-type: none"> • Class based discussions and role-playing scenarios that could arise. • Understanding of how to share any concerns that you may have the different

		<ul style="list-style-type: none">• Discussing coping strategies children currently have and whether/how they can be improved.• Collaboratively working together for the nativity performance.	visible and invisible. <ul style="list-style-type: none">• Discussing coping strategies children currently have and whether/how they can be improved.• Collaboratively working together in across subjects.	<ul style="list-style-type: none">• Destination Reader.• Collective Worship.• Computing lessons/online safety.	people and organisations that you could contact to support you.
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National Curriculum	Strand	Term 3			
		Year 3	Year 4	Year 5	Year 6
	Substantive Knowledge: PSHE & RSE	<ul style="list-style-type: none"> • To know what makes a “balanced lifestyle”. • To be able to make choices in relation to health. • Understand what makes a balanced diet. • That media images do not necessarily reflect reality. • That simple hygiene routines can stop the spread of bacteria and viruses. • About the changes that happen at puberty. 	<ul style="list-style-type: none"> • To be able to explain what a healthy lifestyle is. • Understand what makes up a balanced diet. • Explain what bacteria and viruses are, how they can affect health and how they are spread. • That images in the media do not necessarily reflect reality. • What is meant by a habit and how hard it is to break/change a habit. • Understand about drugs common in everyday life. 	<ul style="list-style-type: none"> • How positive and negative feelings affect our mental health and well-being to create a balanced lifestyle. • Recognise opportunities and develop the skills to make their own choices about food. • Recognise how images in the media (and online) distort reality and the affect this can have on people. • Understand some of the risks and effects of legal and illegal substances (medicines, alcohol and tobacco). • About the changes that happen at puberty. 	<ul style="list-style-type: none"> • About how positivity and negativity affect health and wellbeing (including mental and emotional health). • Developing skills to help make their own choices about food. • How images in the media can distort reality. • How the spread of infection can be prevented. • Habits – in relation to drug, alcohol and tobacco. • Some of the risks and effects of legal and illegal substances (including medicines, alcohol and tobacco).
	Substantive Knowledge: Citizenship & British Values	To understand that ‘Individual Liberty’ is how to respect other people, have an understanding of right from wrong and have a responsibility for our own behaviour.	To understand that ‘Individual Liberty’ is having an understanding of how to respect other people, have an understanding of right from wrong and have a responsibility for our own behaviour and health; whilst also understanding how our behaviour can have an effect on other people’s lives and to respect that.	To understand that ‘Respect and Tolerance’ is understanding how to respect other people, have an understanding of right from wrong and have a responsibility for our own behaviour and health. To understand that ‘Individual Liberty’ is having a deeper understanding of respect to each other’s choices in an effective way.	To understand that ‘Respect and Tolerance’ is how to respect other people, have an understanding of right from wrong and have a responsibility for our own behaviour and health. To understand that ‘Individual Liberty’ is about developing deeper understanding about ourselves and the responsibilities that come with that To understand that ‘Rule of Law’ has a place around the laws around habits and substances

	Disciplinary Knowledge: PSHE	<ul style="list-style-type: none"> • Identify different ways to maintain good health. • Describe choices that have a positive effect on health and those which may have a negative effect on health. • Identify what food should be eaten regularly to maintain good health. • Recognise that media images can be "photoshopped" and may not represent the "true" image. • Explain how germs and bacteria can be passed from one person to another. • Recognise that there are physical and mental changes that happen to adolescent at this time. 	<ul style="list-style-type: none"> • Explain what bacteria and viruses are, how they can affect health and how they are spread. • Describe who or what influences their choices about food. • Explain what a habit is. • Explain that images in the media can be changed, altered or adapted and this means therefore they may not represent a 'true' image. • Explain what a drug is. • Describe how drugs change the way people feel. 	<ul style="list-style-type: none"> • Identify the benefits of a balanced lifestyle. • Who or what influences people's choices about food choices. • Recognise that media images can be digitally enhanced or manipulated. • Identify the potential risks related to different drugs, including medicines. • Identify changes (physical and emotional) in the human life cycle. 	<ul style="list-style-type: none"> • Evaluate why you might choose one type of meal over another (home-cooked and takeaway) and how either can affect health. • Explain how and why images are digitally altered by the media. • Understanding of how people can protect themselves and others from passing bacteria and viruses. • Explain that habits can be stopped. • Know that there are laws about which substances are available to anyone, that some can be purchased by adults, some are supplied by doctors and that some are illegal to own or give to others.
	Mental Health & Wellbeing	<ul style="list-style-type: none"> • Understand that good health is both physical and mental good health. • Media does not always represent the reality of everyday life. 	<ul style="list-style-type: none"> • Understand that good health is both physical and mental good health. • Come up with strategies to help have a healthy lifestyle. • How drugs can be positive and negative. • To know that good health and wellbeing is having a lack of physical illness, disease and mental distress. 	<ul style="list-style-type: none"> • Understand what is meant by health; physical, mental and emotional health. • Identify choices that people can make to help take care of their body and mind. 	<ul style="list-style-type: none"> • Understanding the influence of celebrity culture / advertising on health and lifestyle choices. • Know who to talk to about food insecurities. • Understand there are organisations that help with habits around substances.
Exceeding the National Curriculum	Vocabulary	Active, adolescence, altered, bacteria, balanced, carbohydrates, diet, energy, fats, food, hygiene, lifestyle, media Photoshopped, protein Puberty, viruses.	Alcohol, bacteria, balanced diet, balanced lifestyle, caffeine, drugs, fantasy, habits, hygiene routines, Images, influences, media, medicines, reality, viruses.	Adolescence, alcohol, bacteria, balanced diet, balanced lifestyle, caffeine, choices, drugs, food, habits, health, hygiene, influences, medicines, puberty, tobacco, viruses, wellbeing.	Alcohol, bacteria, balanced diet, balanced lifestyle, Caffeine, choices, drugs, food, habits, health, hygiene, influences, medicines, puberty, tobacco, viruses, wellbeing.

	<p>Key Questions</p>	<p>What do people do to help keep themselves healthy? What sorts of choices are more/ less healthy? What does a balanced diet look like? Are all photographs and images true to life? What can we do to help stop viruses and bacteria from spreading to others? What happens to people as they grow up?</p>	<p>What/ who helps people to make healthy choices? What/ who doesn't help so much? What do we know about the food that we choose? What are germs, bacteria and viruses and how do they affect health? Why might people change an image or photograph? How can people develop good habits and how do we recognise not so good habits? What are some drugs we see in everyday life?</p>	<p>What choices can someone make to help look after their body and mind? How do adverts and people try to persuade us? Should people be changing images in the media before using them? Where (body parts or environment) is it especially important to keep good hygiene? Do changes happen to everyone at the same time?</p>	<p>Who/ what tries to persuade or influence our choices about food? Why do people like to change images before presenting them in the media? Do we only see one type of image (of a particular person, group of people, place)? What help is available for people with less healthy habits? What are the effects of drugs on health and wellbeing?</p>
	<p>Suitable Suggested Texts</p>	<p>Vegetable Glue- Susan Chandler Good Enough to Eat- Lizzy Rockwell. Oliver's Vegetables- Vivien French.</p>	<p>Meet the Microbes- Dr Emily Grossman Incredible You- Rhys Brisden. Why Should I eat well- Claire Llewellyn.</p>	<p>Understanding Feelings - Susan Martineau. A little Spot of Feelings – Diane Alber. Small Things- Mel Tregonning</p>	<p>Bodies are Cool- Tyler Feder. Love your Body-Jessica Sanders.</p>
	<p>Enhancements and enrichment</p>	<p>Chinese New Year (22nd January – 5th February) Children's mental health week (6th – 12th February)</p>	<p>Chinese New Year (22nd January – 5th February) Children's mental health week (6th – 12th February)</p>	<p>Chinese New Year (22nd January – 5th February) Children's mental health week (6th – 12th February)</p>	<p>Chinese New Year (22nd January – 5th February) Children's mental health week (6th – 12th February)</p>
	<p>Context</p>	<ul style="list-style-type: none"> • Creating balanced meals. • Discussing the importance of moderation of food types. • Linking with Science about how the body needs fuel from different food types for energy. • Looking into how social media does not reflect reality. 	<ul style="list-style-type: none"> • Creating balanced meals and menus that children can relate to. • Discussing the importance of moderation of food types and how we can eat all foods in moderation. • Linking with Science about how the body needs fuel from different food types for energy and understanding how we get energy from foods. • Looking into how social media does not reflect 	<ul style="list-style-type: none"> • PE. • PSHE lessons • THRIVE targets being shared as part of learning behaviours • Collective Worship • Linking to Walking to school award • Linking to Mindfulness • Design Technology 	<ul style="list-style-type: none"> • Cooking a balanced meal and then analysing what makes the meal balanced. • Class discussions about filters and photoshopping images and the positive and negative impacts that they could have.

			reality and why people may seek to change their social media appearance.		
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National Curriculum	Strand	Term 4			
		Year 3	Year 4	Year 5	Year 6
	Substantive Knowledge: PSHE & RSE	<ul style="list-style-type: none"> To understand ways of managing money (budgeting and saving). To learn what is meant by "interest" and "loan". What the term "enterprising" means. What our responsibilities, rights and duties (home, school and environment) are. The sustainability of the environment across the world. 	<ul style="list-style-type: none"> Know the role of money, identify ways in which people manage their money (saving, budgeting, careful when spending money). What is meant by interest and loan and why we need to know these terms. What is meant by enterprising and how it could be used. Identify links between values and beliefs, decisions and actions. About the sustainability of the environment across the world and the sharing of resources. 	<ul style="list-style-type: none"> How finance plays an important part in people's lives. The importance of looking after money, including managing loans and debts. What enterprise means for work and society. Different kinds of responsibilities (home, school, community and environment). How resources are allocated and the effect this has on individuals, communities and the environment. 	<ul style="list-style-type: none"> How finance plays an important part in people's lives. What is meant by 'interest', 'loan' and 'debt'. How resources are allocated and the effect this has on individuals, communities and the environment. What it takes to set up an enterprise. What enterprise means for work and society. Examples of famous entrepreneurs.
	Substantive Knowledge: Citizenship & British Values	To understand that 'Rule of Law' is to understand how to manage resources such as money and the environment within the boundaries of the law and understand that there are consequences if these laws are broken.	To understand that 'Rule of Law' is the understanding that there are a limited number of resources that are to be shared out and that sometimes these resources are split through 'Democracy'. To understand that 'Rule of Law' when it comes to borrowing, spending and saving money.	To understand that 'Rule of Law' is understanding how to manage resources such as money and the environment within the boundaries of the law and understand that there are consequences if these laws are broken. Also, to take responsibility for more resources and understand that as we get older, our responsibility for these resources grows.	To understand that 'Rule of Law' is about how to manage resources such as money and the environment within the boundaries of the law and understand that there are consequences if these laws are broken. To understand that 'Rule of Law' is understanding the risks and laws involved with enterprise and to work within the laws of enterprise if we chose to do so.

	Disciplinary Knowledge: PSHE	<ul style="list-style-type: none"> • Identify how to keep track of money such as by keeping records and how this can help to budget. • Recognise that borrowed money is usually regular interest which means we have to pay back more than we borrow. • Being enterprising in school. • Suggest how they can make a difference to local and world-wide environment issues. • Describe and demonstrate what can be done in school to help the environment sustainability. 	<ul style="list-style-type: none"> • Explain the importance of money in people's lives. • Identify what would help someone whether to 'save' or 'borrow' money for something they need/ want. • Explain what enterprising means. • To have an idea and think about how it could work in reality. • Describe the rights and responsibilities they have at home, at school, in the community and environment. 	<ul style="list-style-type: none"> • Identify the role finance plays in different aspects of people's lives. • Recognise the difference between manageable and unmanageable debt. • Explain what enterprise means and give some examples (from school, local or wider community). • Describe what responsibilities, rights and duties look like in local community and the environment. • That there is a limited supply of resources and decisions must be made about how resources are allocated and how they are sustained. 	<ul style="list-style-type: none"> • Explain how personal finance can affect lifestyle choices. • Understand why people may borrow money (e.g. loans, credit cards). • Explain the difference between credit and debt and what is meant by 'interest'. • Understand that there are limited number of resources available and this leads to decisions about how resources are allocated. • Analyse and evaluate the skills and attributes that make the people they have identified enterprising (personal and in business).
	Mental Health & Wellbeing	<ul style="list-style-type: none"> • Understand who to talk to if experiencing money problems and issues. • Know what to do and how to help with the environment. • To come up with coping strategies to deal with environmental anxiety. 	<ul style="list-style-type: none"> • Know what to do and how to help with the environment. • To come up with coping strategies to deal with environmental and money-based anxiety. • Understand who to talk to if experiencing money problems and issues. 	<ul style="list-style-type: none"> • Understand who to talk to if experiencing money problems and issues. • Know what to do and how to help with the environment. • To come up with coping strategies to deal with environmental and money based anxiety. 	<ul style="list-style-type: none"> • To come up with coping strategies to deal with environmental and money based anxiety. • To understand that we all travel and different speeds and that we progress at different speeds too.
Exceeding the National Curriculum	Vocabulary	Banks, borrow, budgeting, earning, enterprising, environment, finance, interest, loan, money, resources, savings, local world-wide.	Budgeting, choices, debt, duties, economics, enterprise, Enterprise skill, Entrepreneurs, Environment, interest, loan, profit, saving, spending, sustainability, tax.	Budgeting, debt, duties, economics, enterprise, enterprise skills, entrepreneur, environment, home, loan, money, resources, savings, school, spending, sustainability, tax.	Budgeting, debt, economics, enterprise, entrepreneur, environment, interest, loan, money, resources, rights, saving, spending, sustainability, tax.
	Key Questions	How do people keep track of their money? What should someone think about before they borrow money?	How do we manage the money we make? What helps people to decide whether to save or borrow money?	Is earning a high salary the most important thing to think about when someone is choosing a job or career? What risks are involved in	How can we be critical consumers and ensure we are getting value for money? Before making decisions

		<p>What skills do people have that help them make money or help others? How should people behave about their rights and responsibilities? How might lack of care for the environment affect people – now and in the future?</p>	<p>What evidence of 'enterprise' do we see in our school or local community and who benefits from this enterprise? What impact can we have on the environment? What impact do our actions towards sustaining our environment have on us now?</p>	<p>borrowing money and do grown-ups get to keep all of the money they earn? How could we show our enterprise skills through an enterprise activity in school? What are our community and environmental responsibilities? Who decides how resources are shared/ allocated and is this fair?</p>	<p>about saving or borrowing, what information does someone need? What examples of enterprise do we see in our communities, nationally and in the media? Do people have a duty to be responsible? Who decides how and which resources are allocated and who is affected by the decisions made?</p>
	Suitable Suggested Texts	The No nonsense guide to money-by Heidi Fiedler.	The No nonsense guide to money-by Heidi Fiedler.	The No nonsense guide to money-by Heidi Fiedler. Small Things- Mel Tregonning. Hair in Funny Places- Babette Cole. Helping your child with growing up- Robert Winston.	Who Did it First?- Jay Leslie. Better Than a Lemonade Stand-Daryl Burnstein.
	Enhancements and enrichment	Stand up to bullying (24 th February) Holi – Festival of Spring, love, and new life (8 th – 10 th March)	Stand up to bullying (24 th February) Holi – Festival of Spring, love, and new life (8 th – 10 th March)	Stand up to bullying (24 th February) Holi – Festival of Spring, love, and new life (8 th – 10 th March)	Stand up to bullying (24 th February) Holi – Festival of Spring, love, and new life (8 th – 10 th March)
	Context	<ul style="list-style-type: none"> • Taking trips to the local shop to learn how to pay for items and get change. • Creating a "business" for the Easter Fair. • Linking to our Maths work. • Discussions around how to look after the environment linked to Sierra Leone. • Coming up with ideas about how we can become more sustainable at school and home. 	<ul style="list-style-type: none"> • Coming up with a business plan to create a new business to make money. • Linking to our Maths work. • Discussions around how to look after the environment linked to Sierra Leone and the environment of the local community. • Pledging how to become more sustainable at home and school and coming up with ways in which to do this. 	<ul style="list-style-type: none"> • Global neighbours work. • School charity links. • School/class responsibilities. • Thrive targets linked to learning behaviours. • Maths. • Class enterprise project. • Design Technology. 	<ul style="list-style-type: none"> • Come up with a business plan for a stall at a future fair.

National Curriculum	Strand	Term 5			
		Year 3	Year 4	Year 5	Year 6
	Substantive Knowledge: PSHE & RSE	<ul style="list-style-type: none"> To recognise a wider range of emotions and feelings in others. To learn about responding to how others are feeling. To understand when we should or should not keep a secret. To recognise and manage dares. To understand how to work collaboratively towards a shared goal. To recognise bullying. To learn how actions can affect ourselves and others. What is meant by stereotypes. 	<ul style="list-style-type: none"> Recognising and responding to the feelings of others. The concept of keeping something confidential or secret. To recognise and manage dares and how to cope saying 'no' to things. Sharing and valuing the ideas of others Understand equality Recognise bullying Understand what is meant by 'stereotypes' and addressing this. 	<ul style="list-style-type: none"> How to respond appropriately to a wide range of feelings in others. About confidentiality. To recognise and manage dares. To respectfully listen to others but raise concerns and challenge points of view when necessary. About the correct use of the terms sex, gender identity and sexual orientation. About discrimination, teasing, bullying and aggressive behaviour and its effect on others. 	<ul style="list-style-type: none"> About confidentiality. Times when it is appropriate and necessary to break a confidence. About factors that make people the same or different. To recognise and challenge stereotypes. The correct use of terms sex, gender identity and sexual orientation. About discrimination, teasing, bullying and aggressive behaviour and its effect on others.
	Substantive Knowledge: Citizenship & British Values	To understand that 'Respect and Tolerance' is to understand how to demonstrate mutual respect for others through modelled respect caring, sharing and listening to others.	To understand that 'Respect and Tolerance' is to understand how to demonstrate mutual respect for others through modelled respect caring, sharing and listening to others and also understanding of different faiths and religions and how to effectively challenge these discriminations or stereotypes.	To understand that 'Respect and Tolerance' is demonstrating mutual respect for others and showing a deeper understanding about discrimination and the different types of discrimination.	To understand that 'Respect and Tolerance' is demonstrating mutual respect for others through modelled respect caring, sharing and listening to others; and further developing respect for people's own choices in regard to sexual orientation and gender identity.
	Disciplinary Knowledge: PSHE	<ul style="list-style-type: none"> Identify how bodies and faces can show feelings and emotions. To know how to respond to others to help the with their feelings. Recognise that even if they have agreed to keep 	<ul style="list-style-type: none"> Explain what makes feelings better or worse/ what helps/ doesn't help (build on empathy). Give reasons for when we should/ should not agree to keep something confidential/ secret. 	<ul style="list-style-type: none"> Explain how it feels when others respond appropriately/ not appropriately to our wide range of feelings. Explain what is meant by confidentiality. Explain why daring 	<ul style="list-style-type: none"> Understanding why keeping a secret might compromise personal safety or the safety of others. Identify a wide range of factors that contribute to someone's identity. Explain the difference

		<p>a secret, they can still tell a trusted adult.</p> <ul style="list-style-type: none"> • Suggest when "dares" are okay and explain when "dares" are not ok. • Co-operate when working with others in groups. • Identify how, where and when bullying can happen. • Identify 'think before I act'. • Recognise different types of stereotypes. 	<ul style="list-style-type: none"> • Give reasons why people might dare others to do something. • Explain why it is important to consider other people's point of view. • Differentiate between playful teasing, hurtful behaviour and bullying. • Explain what is meant by a stereotype. • Give examples of stereotypes (such as gender stereotyping). 	<p>someone to do something dangerous or harmful is wrong.</p> <ul style="list-style-type: none"> • Respond respectfully to other people's point of view in or out of class. • Identify the difference between sex, gender identity and sexual orientation. • Discrimination is sometimes shown through teasing, bullying, hurtful behaviours and language. 	<p>between sex, gender identity and sexual orientation and that these are just one factor of a person's identity.</p> <ul style="list-style-type: none"> • Understand what is meant by prejudice and discrimination and how this can manifest. • Describe the potential consequences of discrimination.
	Mental Health & Wellbeing	<ul style="list-style-type: none"> • Identify how my body will respond to different emotions. • Come up with strategies that can help me to cope with different emotions. 	<ul style="list-style-type: none"> • Identify what contributes to my identity. • Identify what I am good at too. • Clearly understand who I can talk to about my feelings and emotions. 	<ul style="list-style-type: none"> • Identify how my body will respond to different emotions – develop self-regulation • Develop strategies to cope with my body and feelings changing and developing • Know who to talk to about any discrimination, teasing bullying and aggressive behaviour 	<ul style="list-style-type: none"> • Identify how my body will respond to different emotions – develop self-regulation. • Identify strategies to appropriately respond to a wider range of feelings in others. • Understand which adults to talk to if I have concerns around discrimination, teasing, bullying and aggressive behaviour.
Exceeding the National Curriculum	Vocabulary	Bullying, communication, compassion, confidential, co-operation, emotions, empathy, listening Resilience, secret, self-regulation, sensitivity, Stereotype, viewpoint.	aggressive behaviour, bullying, confidentiality, dares, differences, discrimination, empathy, equality, personal safety, secrets, stereotypes, viewpoints.	Bullying, challenges, confidentiality, dares, discrimination, empathy, equality, feelings, opinion, secrets, stereotypes, surprises, viewpoints.	aggressive behaviour, bullying, challenges, confidentiality, discrimination, equality, identity, opinions, respect, secrets, stereotypes, surprises, viewpoints.
	Key Questions	<p>How do other people show their feeling? What should we do if someone is making us feel hurt or uncomfortable in any way? How do our bodies react when we feel uncertain, unsafe or worried?</p>	<p>What signs do people give to suggest how they are feeling? Why is it important to tell an adult we trust if we think there might be a secret that means someone is unsafe or might be upset or hurt? How can people handle</p>	<p>How can we become sensitive to other people's moods and feelings? Should all secrets be kept? How can people manage or cope if someone tries to persuade them to do something risky? How does it feel if we</p>	<p>How can we learn to manage other people's moods and feelings? Can a secret put someone at risk? What 'exit strategies' can get someone out of a risky situation without losing face?</p>

		<p>How do people need to behave to work well together?</p> <p>How can we show that we value and respect people?</p>	<p>being given a dare and how to seek support when needed?</p> <p>What if we don't agree with other people's points of view?</p> <p>Why might it sometimes be difficult to tell someone we are being bullied or if someone else is being bullied?</p> <p>How are stereotypes challenged?</p>	<p>disagree or strongly disagree with someone's view?</p> <p>What stereotypes do we regularly encounter in the media?</p> <p>What is discrimination and what effect does it have on others?</p>	<p>What helps someone to manage their feelings when someone disagrees with them?</p> <p>What helps someone to manage when someone disagrees with them?</p> <p>How do the media, advertisements and popular culture reinforce stereotypes?</p> <p>What is prejudice and discrimination?</p>
	<p>Texts</p> <p>Suitable Suggested Texts</p>	<p>A Book of Feelings- Amanda Mc Cardie</p> <p>In my Heart- Jo Witek and Christine Poussey.</p> <p>Stand Tall Molly Lou Melon- Patty Lovell and David Catrow.</p> <p>My body belongs to me- Profamilia.</p>	<p>Some secrets should never be kept- Jayneen Sanders and Craig Smith.</p> <p>Dare ! -Erin Frankel.</p>	<p>Who Are you?</p> <p>Brook Pessin –Whedbin.</p> <p>Red a Crayon's Story- Michael Hall.</p> <p>Don't pick on Me- Rosemary Stones.</p>	<p>My Shadow is Pink- Sulwe- Lupita Nyong'o.</p> <p>Yo Soy Muslim – Mark Gonzales</p>
	<p>Enhancements and enrichment</p>	<p>Earth Day (22nd April)</p> <p>King Charles III Coronation (6th May)</p> <p>Mental Health Awareness Week (9th – 15th May)</p> <p>World Day for Cultural Diversity (21st May)</p>	<p>Earth Day (22nd April)</p> <p>King Charles III Coronation (6th May)</p> <p>Mental Health Awareness Week (9th – 15th May)</p> <p>World Day for Cultural Diversity (21st May)</p>	<p>Earth Day (22nd April)</p> <p>King Charles III Coronation (6th May)</p> <p>Mental Health Awareness Week (9th – 15th May)</p> <p>World Day for Cultural Diversity (21st May)</p>	<p>Earth Day (22nd April)</p> <p>King Charles III Coronation (6th May)</p> <p>Mental Health Awareness Week (9th – 15th May)</p> <p>World Day for Cultural Diversity (21st May)</p>
	<p>Context</p>	<ul style="list-style-type: none"> • Having safe and open conversations about their own experiences of bullying. • Creating an outline of a person to show how our bodies feel with certain emotions. • Shares techniques of responding to certain feelings and how their peers cope with these feelings. • Role playing situations that might arise in the 	<ul style="list-style-type: none"> • Creating an outline of a person to show how our bodies feel with certain emotions on the inside of the body, on the outside how they may make others feel with the behaviour being shown. • Share different coping strategies and how we could use these in different situations. • Role playing situations that might arise in the future 	<ul style="list-style-type: none"> • PSHE lessons. • Class discussions. • Thrive targets shared as part of learning behaviours. • Collective Worship. • Destination Reader. 	<ul style="list-style-type: none"> • Class discussions. • Thrive targets shared as part of learning behaviours. • Collective Worship. • Destination Reader.

		future.	and how we deal with them appropriately.		
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National Curriculum	Strand	Term 6			
		Year 3	Year 4	Year 5	Year 6
	Substantive Knowledge: PSHE & RSE	<ul style="list-style-type: none"> • Manage risk in familiar situations. • Manage feeling negative pressure. • Understand what a habit is and why they are hard to change. • Learn how to get help in an emergency. • Keep safe in the local environment. • Recognise who keeps us healthy and safe. 	<ul style="list-style-type: none"> • About managing risk in familiar situations and keeping safe. • Understand the need for health and safety in school. • The importance of school rules. • The importance of health and safety. • Keeping safe in the local environment. 	<ul style="list-style-type: none"> • About independence, increased responsibility and keeping safe. • Different influences on behaviour, including peer pressure and media influence. • The skills needed in an emergency (what to do and basic first aid). • How the spread of infection can be prevented. • About habits (drug, alcohol and tobacco education). • Risks and effects of legal and illegal substances. 	<ul style="list-style-type: none"> • What to do in an emergency. • Basic emergency first aid. • Strategies for managing personal safety in the local environment. • Strategies for managing personal safety online. • Who is responsible for their health and wellbeing. • How to keep safe and well when using a mobile phone.
	Substantive Knowledge: Citizenship & British Values	To understand that 'Respect and Tolerance' is to gain an understanding of mutual respect to others and how to support others who might be going through similar things to yourself.	To understand that 'Respect and Tolerance' is to gain an understanding of mutual respect to others and how to support others who might be going through similar things to yourself To understand that 'Individual Liberty' is the importance of individuality and the importance of individual liberty in regards to health and safety.	To understand that 'Rule of Law' and the laws that surround substances and habits. To understand about 'Individual Liberty' when it comes to peer pressure and media influence.	To understand that 'Respect and Tolerance' is gaining an understanding of mutual respect to others and how to support others who may have the same experiences. To understand that 'Rule of Law' is knowing the laws surrounding calling emergency vehicles and emergency crews.
	Disciplinary Knowledge: PSHE	• Identify if a risk can be managed independently or	• Give examples of what is meant by risk, danger and	• Describe ways they are becoming more	• Describe and demonstrate basic

		<p>with support.</p> <ul style="list-style-type: none"> • Recognise that there can be positive or negative pressure. • Identify habits that help us and habits that do not. • Explain where and how to get help if the situation is unsafe or in an emergency. • Demonstrate ways in which we can keep physically safe in different places. • Understand how to keep safe in a variety of different places and situations. 	<p>hazard.</p> <ul style="list-style-type: none"> • Identify potential risk in different familiar situations. • Identify school rules about health and safety. • Give reasons for having school rules about health and safety. • Describe and demonstrate how to keep themselves safe in the local environment, such as; near roads, railways, water, building sites and around fire/fireworks. 	<p>independent and how to keep safe as they grow up.</p> <ul style="list-style-type: none"> • How peer and media behaviour influence their own behaviour. • Know what requires emergency respond and what doesn't. • Personal hygiene routines that help keep good health and wellbeing. • Identify that a habit is something someone does occasionally, often, or all the time. • Explain risks associated with drug misuse. 	<p>emergency aid procedures (recovery position and small cuts).</p> <ul style="list-style-type: none"> • Know the potential risks in different environments and that as they get older there are potentially more risks to negotiate. • Describe the types of images that are okay to photograph and share with others and what might not be appropriate – just because someone thinks a photograph is nice or funny, someone else might not. • Explain how their responsibility to keep themselves and others safe is changing as they become more independent. • Recognise situations where mobile phones safety might be compromised.
	Mental Health & Wellbeing	<ul style="list-style-type: none"> • Identify when we might need to ask for help and who we can ask. • Understand that negative pressure is when you are asked to do something that is or may become unhealthy, dangerous or feels wrong. 	<ul style="list-style-type: none"> • Identify when we might need to ask for help and who we can ask. • Understand that negative pressure is when you are asked to do something that is or may become unhealthy, dangerous or feels wrong. • Understand how to deal with negative pressure. 	<ul style="list-style-type: none"> • Identify who we can talk to if a habit gets out of control. • Know where I can get support if worried about different substances. • Develop strategies to cope with different habits. • Increase strategies to cope with concerns around media and peer pressure. 	<ul style="list-style-type: none"> • Identify when we might need to ask for help and who we can ask. • Understand that negative pressure is when you are asked to do something that is or may become unhealthy, dangerous or feels wrong. • To know who we can talk to if we suffer an emergency incident.
Exceeding the National Curriculum	Vocabulary	Body, danger, emergency, habit, hazard, healthy, negative, positive, pressure, risk, safe, safely Safety.	Body, danger, emergency, hazard, healthy, influences, Managing pressure, negative, peer, positive, pressure, responsibility, risk, risk, safe, safely, safety.	Aspirations, bereavement, danger, divorce, emergency aid, goals, hazard, help, loss, media, peer, pressure, responsibility, risk, safety, separation, transition.	Danger, Emergency aid, fire, hazard, help, images, influences, Mobile phones, online, passwords, Personal information, risk, Safe use, safety.

	Key Questions	<p>What does unsafe or uncertain feel like? Do we have to do something we think might be dangerous or risky? How can habits make us feel? What do people do to keep safe? Who is responsible for keeping us safe and healthy – at school, at home and outdoors? What happens to people as they grow? Where do we get help from?</p>	<p>How do we keep safe? Do we have to do something that we think may be dangerous? How can we change our behaviour to reduce risk and help prevent accidents? At home? At school? Outdoors? What can someone do in a dangerous or emergency situation and how do we alert the emergency services? What could go wrong if safety rules are not followed? When is it more challenging to remember safety rules?</p>	<p>What daily/ weekly routines help prevent infection? How can we change our behaviour to reduce risk and help prevent accidents? At home? At school? Outdoors? What can someone do in dangerous or emergency situation and how do we alert the emergency services? When do we need to listen to our feelings and do what they tell us?</p>	<p>How can we learn to manage and make our own decisions? What should we do if we are ever under pressure to do something we feel uncertain about? How could someone deal with a situation where they feel unsafe or there is danger? How do people react in an emergency situation? How can we protect our and other personal information? Whose responsibility is our health and safety? What is our role? What is meant by 'safer user habits' in relation to mobile phones? How can mobile phones affect people's lives at home?</p>
	Suitable Suggested Texts	<p>Odd Velvet- Olivia E. Whitcomb. First Aid- Karen Buhler Gale. Real Superheroes- Julia Seal.</p>	<p>Clicking Chicken- Tony Ross. Troll Stinks - Tony Ross.</p>	<p>Odd dog out – Rob Biddulph. Leaping Lemmings- John Briggs.</p>	<p>Clicking Chicken- Tony Ross. Troll Stinks - Tony Ross.</p>
	Enhancements and enrichment	<p>Children's art weeks (26th June – 16th July) International Plastic Bag Free Day (3rd July) International Day of Friendship (30th July)</p>	<p>Children's art weeks (26th June – 16th July) International Plastic Bag Free Day (3rd July) International Day of Friendship (30th July)</p>	<p>Children's art weeks (26th June – 16th July) International Plastic Bag Free Day (3rd July) International Day of Friendship (30th July)</p>	<p>Children's art weeks (26th June – 16th July) International Plastic Bag Free Day (3rd July) International Day of Friendship (30th July)</p>
	Context	<ul style="list-style-type: none"> • Talking to emergency services about certain dangers and emergencies. • Practising how to cross the road in a safe and controlled way. • Discussing what negative 	<ul style="list-style-type: none"> • Discussions about the different types of pressure we face as we get older. • Discuss and role play the dangers that might arise at certain situations during certain scenarios that have 	<ul style="list-style-type: none"> • PSHE lessons. • Links to science. • Class roles and responsibilities. • Sharing school safeguarding processes. • Learning behaviours. 	<ul style="list-style-type: none"> • Sharing school safeguarding processes. • Learning behaviours. • Class discussions. Emergency services team coming in to show basic first aid and how to administer

		pressure could be and strategies to overcome this. <ul style="list-style-type: none">• Understanding what to do in an emergency.	been discussed in class. <ul style="list-style-type: none">• Understanding what to do in an emergency.	• Class discussions.	it.
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