

Act justly, Love mercy, Walk humbly

QPS Vision Statement

*With **JESUS** at our side,
We **ACT** with a sense of right and wrong.
We show **LOVE** by being kind to everyone.
We **WALK** through each day with modesty in all we do.*

Curriculum Intent for PSHE

The intent of our PSHE curriculum is to provide a strong PSHE education that is accessible and relevant to all and ensures our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum incorporates RSE, Relationships and Health Education and supports the Christian ethos of the school and our seven key values.

British Values Topic:		Mutual Respect	Tolerance of those with different faiths & beliefs	Rule of Law	Individual Liberty	Democracy	
PSHE Topic:		Myself & My Relationships	Myself & My Relationships	Healthy and Safer Lifestyles	Citizenship/ Myself & My Relationships	Citizenship	Healthy and Safer Lifestyles: RSE
To also include:			Anti-bullying (all year groups to have an age appropriate focus on anti-bullying - linking to Anti-bullying Week in Nov)	Online Safety (all year groups to have a focus on online safety through Computing – linking to Safer Internet Day in Feb)			
Unit title:		MMR1: Beginning & Belonging	MMR2: Family & Friends	HSL3: Healthy Lifestyles	MMR3: My Emotions	C2: Me and My World	HSL1: My body and growing up
EYFS	Objectives:	<ul style="list-style-type: none"> * Understand what is special about me and other people in my class * understand what they have learnt to do and recognise what they would like to do next. * know who and how to ask for help if they need it. * understand ways of welcoming new children to the class. * understand how people's behaviour makes other people feel * understand ways of respecting the needs of other children in the class. * begin to understand how to play and work alongside others at school. 	<ul style="list-style-type: none"> * recognise people who are special to them and why they are special. * understand what makes a family and understand how people in families care for each other. * understand what makes a good friend. * understand ways of making new friends. * understand simple reasons why friends may fall out and simple ways of making up. * recognise what unkind behaviour looks like and understand what to do when someone is unkind. 	<ul style="list-style-type: none"> * understand some of the things needed to have a healthy body * name and talk about foods they like and dislike * understand why different food and drinks are important in order for our bodies to stay healthy and well * understand what exercise is and why it is good for us * understand the importance of sleep for our bodies * begin to understand how to make choices that promote healthy living 	<ul style="list-style-type: none"> * recognise and identify feelings in themselves and others * recognise what causes feelings in themselves and others * recognise how change and losing something makes them and other people feel * recognise simple ways of making themselves feel better * recognise ways of helping others to feel better 	<ul style="list-style-type: none"> * identify the people that look after them at school and understand their roles * Understand ways to look after the school environment * understand ways to look after their things and their home * recognise and understand the purpose of different places and features in their neighbourhood * recognise and understand the jobs of different people in their neighbourhood – including people who help us * understand ways of looking after their local outdoor area and keeping the environment special for everybody * understand ways of caring for plants and animals * understand what money is and what it is used for * understand different ways of looking after money * understand what happens if we don't have enough money to pay for something 	<ul style="list-style-type: none"> * understand and value what their body can do * describe their own appearance and name external body parts including using agreed names for sexual parts * recognise similarities and differences between the bodies of girls and boys * understand ways their body has changed since they were a baby * understand ways of looking after their body and keeping it clean * understand how members of their family and other trusted people care and look after them * understand ways in which they can take responsibility for themselves and recognise situations where they still need the support of others * recognise how growing up makes them feel
	Everyone's Welcome	You Choose – N Sharratt & P Goodheart * Give opinions & Say what I think Red Rockets and Rainbow Jelly – S Heap & N Sharratt * It is ok to like different things	Blue Chameleon – E Gravett * Making friends with someone different The Family Book – T Parr * Different types of families Mommy, Momma and Me – L Newman & C Thompson * Celebrate my family				

YEAR 1	Unit title:	MMR 12: Beginning & Belonging 2020	MMR6: Family & Friends	Combination of HSL4: Managing Risk & HSL5: Safety Contexts	C3: Working Together	CIT12: Diversity & Communities 2020	HSL: Relationships & Sex Education 1
	Objectives:	<ul style="list-style-type: none"> * participate in discussions about how to help the classroom to feel like a place where they can learn safely and happily * participate in activities that enable them to develop relationships in class * recognise what may feel like to start something new * have some ideas about how to help new people feel welcome in the class * learn simple strategies to help in new situations * identify adults who can help them if they need support * know how to ask for help and to have some ideas about how to help each other 	<ul style="list-style-type: none"> * describe what a friend is and does * develop strategies for making and keeping friends * understand that friendship patterns change and develop strategies for coping * recognise similarities and differences between themselves and their peers * understand why families are special, that there are different family patterns and describe what is special about their own family * identify the range of people who are special to them and describe what makes them special * know how to seek help and support and from whom 	<ul style="list-style-type: none"> * identify an range of familiar situations which might entail risk and consider ways to keep themselves safe and reduce risk * identify emotions associated with risky behaviour or situations * know basic personal information and know when they might need to give it * understand the range of people in the community who help keep us safer * know how to ask for help in an emergency * recognise familiar situations where they can offer help * talk about situations where staying safe is important * identify dangers and develop knowledge of how to stay safe in relation to: <ul style="list-style-type: none"> - road traffic (passenger and pedestrian) - the sun - water (familiar places) - being lost - safe places to play * understand basic ways to keep safe from accidents 	<ul style="list-style-type: none"> * recognise and celebrate some of their strengths, emotions, gifts and talents * identify and develop a new skill * understand and practise some skills of a good communicator, including listening skills, turn taking and explaining * know and practise effective group working skills, including discussion, negotiation, compromise and co-operation * be aware of how my skills and strengths can be useful in a group * apply communication and group work skills in a real situation * state some things they did well in a group and some things they would like to do better next time 	<ul style="list-style-type: none"> * begin to understand what builds their sense of identity through exploring similarities and differences * begin to understand that perceptions of gender may limit personal expression and choice * express their family's structure, traditions, culture and beliefs and recognise that other families are different * recognise different groups they belong to and the different backgrounds of people they know * understand how people might be affected by stereotypes * understand what 'my community' means and the benefits of belonging to community groups * know about people who help different groups in their community * understand the role of the media in their local community * know how they can help look after the school environment * know how to care for animals and plants in their own environment 	<ul style="list-style-type: none"> * recognise the main external parts of the bodies of humans, including agreed names for sexual parts * describe what their bodies can do * understand they have a responsibility for their body's actions and that their body belongs to them * know how to keep themselves clean * understand the importance of basic hygiene practices
Everyone's Welcome	<p>Ten Little Pirates – M Brownlow & S Rickerty</p> <ul style="list-style-type: none"> * It is ok to play with girls and boys 	<p>Elmer – D McKee</p> <ul style="list-style-type: none"> * To like the way I am <p>That's Not How We Do It – A Hofman-Maniyar</p> <ul style="list-style-type: none"> * Accept that people are different <p>Max the Champion of the World – Stockdale, Strick & Asquith</p> <ul style="list-style-type: none"> * Our bodies work in different ways (disability) 				<p>My World, Your World – M Walsh</p> <ul style="list-style-type: none"> * We share the world with lots of people 	

	Unit title:	MMR8: Managing Change	MMR7: Anti-bullying	HSL12: Personal Safety 2020 (Some links to RSE unit so could be done as part of RSE unit)	MMR12: My Emotions 2020	CIT 12: Rights, Rules & Responsibilities 2020	HSL: Relationships & Sex Education 2
YEAR 2	Objectives:	<ul style="list-style-type: none"> * recognise that they are growing and that their achievements, skills and responsibilities are changing * understand that there are changes they can choose of themselves and changes they cannot do anything about * name some of the emotions that may be felt in situations involving loss of special possessions * to develop strategies for coping with difficult emotions 	<ul style="list-style-type: none"> * begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying * begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour * begin to understand that bullying may happen when people do not respect and value similarities and differences between people * understand how it feels to be bullied * understand how it feels to see someone else being bullied * understand how someone who bullies may feel * identify some people in and out of school they can talk to if they were being bullied * develop simple strategies for keeping themselves safe from bullying including how to respond assertively * understand simple ways to help someone who is being bullied and understand what to do if they see bullying happen * identify places in school where bullying may happen * identify ways that the school can promote a caring ethos and encourage positive and safe relationships 	<ul style="list-style-type: none"> * be able to identify different feelings and tell others how I feel * Be able to name my own Early Warning Signs * recognise which adults and friends I can trust * know who I could talk with if I have a worry or need to ask for help * recognise which school / classroom rules are about helping people to feel safe * be able to identify private body parts * know my body belongs to me and to be able to say 'no' to unwanted touch * know what I could do if I feel worried about a secret * know what I could do if a friend or someone in my family isn't kind to me * know what I could do if something worries or upsets me when I am online 	<ul style="list-style-type: none"> * know the names of a basic range of feelings and the strength of their feeling * know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others * understand the difference between impulsive behaviour and that which is though through, and what both might feel and look like * know how to get support when they need it * talk about personal gifts and talents; what they are good at and also what they find more difficult * understand that they can do things to help us change our mood and that this may be helpful * Know what 'relaxed' means and how it feels * know that it is possible to affect our behaviour by stopping and thinking about what we are doing * stand up for their own rights without being hurtful to others 	<ul style="list-style-type: none"> * name some people who look after them and some of their responsibilities towards them * identify jobs and responsibilities they have at school and at home * understand how rules and conventions enable them to feel safe and happy in familiar settings * understand how they can be involved in decisions which affect them at home and at school * understand how democratic decisions might affect them in the everyday life of their class * understand and experience the process of electing a school council representative * share opinions, taking turns and valuing the views of others by listening actively * develop skills to contribute to paired and class discussions about an issue which affects them 	<ul style="list-style-type: none"> * know that humans produce babies that grow into children and then into adults * understand that babies grow inside a female body until they are ready to be born * consider the ways they have changed physically since they were born * consider their responsibilities now and compare these with when they were younger * understand how the needs of babies and young children are met by their families * understand that not all families are the same, but that love and care should be at the heart of all families
Everyone's Welcome		<p>The First Sledge- J Willis</p> <ul style="list-style-type: none"> * How we share the world 	<p>The Great Big Book of Families – M Hoffman & R Asquith</p> <ul style="list-style-type: none"> * Understand what diversity is <p>Blown Away – R Biddulph</p> <ul style="list-style-type: none"> * Working with everyone in the class 		<p>The Odd Egg – E Gravitt</p> <ul style="list-style-type: none"> * What makes someone feel proud 	<p>What the Jackdaw Saw – J Donaldson & N Sharratt</p> <ul style="list-style-type: none"> * Ways to communicate (sign language) 	

	Unit title:	MMR 34: Beginning & Belonging 2020	MMR11: Family and Friends	HSL14: Healthy Lifestyles	C6: Working Together	CIT34: Diversity & Communities 2020	HSL: Relationships & Sex Education 3
YEAR 3	Objectives:	<ul style="list-style-type: none"> * contribute to helping the school feel like a place where everyone can learn safely and happily * contribute to approaches and activities for building collaborative relationships within their class * recognise the emotions involved in being in a new situation and learn coping strategies * know how to help new people feel welcome in the class and in the school * learn strategies to help if they are in a new situation or learning something new * identify different people in their support networks and how to ask for help * know when they might need help, how to ask for it and to have some ideas about how to help other people in different situations 	<ul style="list-style-type: none"> * recognise the qualities of a good friend and to be able to reflect on their own friendship skills * develop strategies for managing friendship problems and to be able to support their friends * understand about and be able to cope with changes in friendship patterns and situations * identify similarities and differences between themselves and their classmates * see things from another point of view and to use this in resolving conflict * identify people who are special to them and recognise how they affect each other * recognise different patterns of family life, including their own and those of others they know * identify people they can talk to if they need support and have strategies for sharing their concerns 	<ul style="list-style-type: none"> * understand that they can make choices which contribute to a healthy lifestyle * understand the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle * recognise ways in which stamina, strength and flexibility can be improved through daily physical activity * understand that a healthy lifestyle involves making balanced choices about our free time * be aware of the factors which influence our food choices * understand the importance of consuming a variety and balance of foods and drinks * understand how food helps them to be active and healthy and gives them energy * plan and help prepare simple meals * know why good dental hygiene is important and how it contributes to a healthy lifestyle * reflect on their own lifestyles and take responsibility for making healthy choices 	<ul style="list-style-type: none"> * recognise their own worth and identify positive things about themselves and others * identify skills they need to and would like to develop * experience learning a new skill as a class and to reflect on that process * understand and practise some skills of a good communicator, including effective listening skills, confident expression of opinions and questioning skills * understand and develop effective group work skills, including problem solving and decision making * know how different people can contribute in different ways to a group task * apply communication and group work skills in a real situation * persevere at a task even when faced with difficulties * evaluate a group task, including their own and others' contribution, the overall process and final results * give feedback sensitively and receive it from others 	<ul style="list-style-type: none"> * explore how perceived similarities and differences contribute to building a sense of identity * explore personal characteristics often associated with gender and understand how these affect behaviour, identity and choices * know that families are made up in a variety of ways * understand about the breadth of cultures, traditions and beliefs of people in their locality * understand the importance of valuing difference and respect diversity * understand what stereotypes are, their negative effects and ways to challenge them * describe some groups and communities around them and the benefits of being part of these * know about some of the roles of people who support their community and how they help people with different needs * understand the different forms the media takes and some of what it does * understand how to care for the local environment and the benefits for individuals * know about the needs of animals and the responsibilities of humans towards them 	<ul style="list-style-type: none"> * know the scientific names for male and female sexual parts and use them confidently * understand the times to talk about private body parts, how they change and identify trustworthy and approachable adults * value their own body and recognise its uniqueness * understand the benefits of carrying out regular personal hygiene routines * consider who is responsible for their personal hygiene now, and how this will change in the future * understand a range of ways illness and disease might spread and how they are able to reduce this
		Everyone's Welcome			<p>We're All Wonders – R J Palaccio</p> <ul style="list-style-type: none"> * Using pupil voice, being unique, being kind, bullying 		<p>Beegu – A Deacon</p> <ul style="list-style-type: none"> * Being welcoming, no outsiders <p>The Hueys in the New Jumper – O Jeffers</p> <ul style="list-style-type: none"> * Helping someone who feels different

YEAR 4	Unit title:	MMR13: Managing Change	MMR12: Anti-bullying	HSL13: Managing Risk	MMR34: My Emotions 2020	CIT 34: Rights, Rules & Responsibilities 2020	HSL: Relationships & Sex Education 4
	Objectives:	<ul style="list-style-type: none"> * identify changes that they and other children may experience in their lives * name emotions that may be involved in loss and change situations and to describe what helps and hinders when they are experiencing difficult feelings * describe how someone who experiences bereavement may feel * develop strategies for coping with feelings associated with loss and change * know who can help them if they are experiencing difficult emotions and how to approach them * understand that some changes are wanted and they can plan for them 	<ul style="list-style-type: none"> * understand the key characteristics of bullying * understand different forms of bullying including cyberbullying * understand a range of reasons why bullying happens * understand how bullying can occur when people do not value and respect differences and diversity * understand the feelings of people who are bullied, bystanders and people who bully and how this might affect the way they think and behave * understand strategies for keeping themselves safe from bullying including how to respond assertively * understand strategies for responding to bullying in a range of contexts * understand a range of ways to make someone who is being bullied feel better * understand what bystanders can do to improve the situation if they see bullying happening to someone else * identify places in school where bullying might happen * identify ways of making the school a safer place where bullying is less likely to happen 	<ul style="list-style-type: none"> * identify physical, social and emotional risks * understand that pressure to act in a risky way might come from people they know * state possible physical and mental reaction to different risks * develop a range of strategies to aid decision making in risky situations * know some ways to reduce risk in a variety of situations * recognise some of the causes of accidents and ways to prevent them * suggest someone they would tell in risky situations * recognise an emergency and take suitable action 	<ul style="list-style-type: none"> * recognise and communicate an increasing range of emotions, both comfortable and uncomfortable * begin to recognise what is meant by 'mental health' or 'mental well-being' and why this is as important as physical well-being * understand some of the ways emotions may affect our interactions with others, and to show care towards others and their emotions * be able to identify their worries and decide what they might do about them * get support when they need it * recognise some of the strengths and personal qualities of themselves and others * understand that how we feel can affect how we tackle things and whether or not we find them difficult * understand what is meant by 'over-reacting' and to be able to show myself and others understanding * know some strategies to move from and uncomfortable state to a more positive one * know what it means to be assertive and to be able to act assertively 	<ul style="list-style-type: none"> * understand the difference between rights, wants and needs and that rights come with responsibilities * recognise their responsibilities at school and at home to themselves and others * recognise what it feels like to be treated with respect, understand what is meant by respect towards others and develop skills to demonstrate this * identify those in positions of authority in school and the wider community and explore ways to show respect * understand why rules and conventions are needed at home and at school * develop skills to participate in making and changing rules at home and at school * understand how decisions can be made democratically in our class through simple debating and voting * understand how children and adults in school might be democratically elected to represent others 	<ul style="list-style-type: none"> * understand the main stages of the human lifecycle * understand that babies begin when a male seed and a female egg join together * investigate perceptions of being 'grown up' * consider their responsibilities and how these have changed and how they will change in the future * consider the wider responsibilities that parents and carers have for the physical and emotional well-being of babies and children
Everyone's Welcome		<p>The Way Back Home – O Jeffers</p> <ul style="list-style-type: none"> * Overcoming a language barrier <p>Dogs Don't Do Ballet – A Kemp & S Ogilvie</p> <ul style="list-style-type: none"> * Be assertive, do what you want to do 			<p>The Flower – J Light</p> <ul style="list-style-type: none"> * Ask questions <p>Red: A Crayon's Story – M Hall</p> <ul style="list-style-type: none"> * Be who you want to be 		<p>King and King – L de Hann & S Nijland</p> <ul style="list-style-type: none"> * Why people choose to get married

	Unit title:	MMR 56: Beginning & Belonging 2020	MMR16: Family & Friends	HSL19: Safety Contexts * Warning Zone Visit * Cycle Proficiency	C9: Working Together	CIT56: Diversity & Communities 2020	HSL: Relationships & Sex Education 5
YEAR 5	Objectives:	<ul style="list-style-type: none"> * develop ideas to help school feel a safer, happier place and develop an awareness of how my own actions may impact on the feelings of others * develop strategies for building collaborative relationships within the class and the school * recognise the emotions people might feel in a new situation and how to support them * Know how to make new people feel welcome in a range of situations in and out of school * develop their own strategies for coping with emotions and developing resilience in new situations * identify a range of sources of support and know how to seek help * be able to ask for help and support for others, report concerns and keep trying until they are heard 	<ul style="list-style-type: none"> * identify who is in their network of people who are special to them and recognise how their relationships have changed and developed * develop ways of beginning new friendships and maintaining existing ones during times of change * recognise and value differences between individuals and how difference can be a positive aspect of their friendships * recognise the diversity of family patterns and how these can continue to change * recognise some of the pressures on relationships and develop strategies to manage them * identify some of the influences and pressures involved in group relationships and to develop strategies to manage these * to know how to access support from people in their network and from other people and places * identify ways in which they already do or could support others 	<ul style="list-style-type: none"> * talk about situations where staying safe is important * identify safety issues when cycling and develop understanding of how to stay safe on the roads * identify ways to stay safe in the sun and have strategies to keep themselves safe * identify a wider range of situations where they might encounter risk * understand the rules for keeping people safe at school * understand action to prevent a wider range of accidents 	<ul style="list-style-type: none"> * recognise their own strengths and skills and understand how they are perceived by others * challenge themselves and others to work on developing new skills * reflect on the experience of learning a new skill and how to apply it in different contexts * be aware of how their strengths may be useful in a range of different careers in the future * understand and practise some skills of a good communicator e.g. listening, debating, explain views and acknowledging those of others * understand and develop effective group work skills, including decision making, chairing and debating * recognise influences on their decision making, including the media * be aware of the range of different strengths and skills people bring to a group and know how their own strengths and skills complement those of others * persevere and overcome barriers to achieving a task * evaluate a group task, learning from mistakes and suggesting changes to make in the future * give and receive positive and constructive feedback which can be applied to future learning 	<ul style="list-style-type: none"> * explore the elements that make up people's identities and how others' perceptions can influence identity * explore how perceptions of gender amongst peer and the media affect identity, emotions, friendships, behaviour and choices * explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK * understand why people should show respect for those with different lifestyles, beliefs, traditions and explore ways to demonstrate respect * recognise the negative effects of stereotyping and how they might lead to prejudice * recognise the different local and wider communities they belong to, and explore the contribution that belonging makes to well-being and happiness * understand the role of volunteers and voluntary organisations * understand some ways for caring for the wider environment and the contribution they can make 	<ul style="list-style-type: none"> * identify male and female sexual parts confidently and describe their functions * know terminology for sexual parts appropriate for use in different situations * know and understand about the physical changes that take place at puberty, and how to manage them * understand that physical change happens in a variety of ways and at different rates * understand how the media, families and friends can influence attitudes to their bodies * know about aspects of personal hygiene relevant to puberty and the implications of these * understand that safe routines can stop the spread of viruses and bacteria
	Everyone's Welcome	<p>How to Heal a Broken Wing – B Graham</p> <ul style="list-style-type: none"> * Empathy, recognise when someone needs help <p>The Cow who Climbed a Tree – G Merino</p> <ul style="list-style-type: none"> * exchanging dialogue, no outsiders 	<p>Link to Remembrance: Where the Poppies Now Grow – H Robinson & M Impey</p> <ul style="list-style-type: none"> * Learning from the past <p>Rose Blanche – I McEwan & R Innocenti</p> <ul style="list-style-type: none"> * Justifying actions, discrimination (Jews) 			<p>Everyone's Welcome:</p> <p>And Tango Makes Three – J Richardson & P Parnell</p> <ul style="list-style-type: none"> * Accept that people are different from me 	

	Unit title:	MMR18: Managing Change	MMR17: Anti-bullying	HSL: Drug Education 2020 (Link to Science Curriculum)	MMR15: My Emotions 2020	CIT 56: Rights, Rules & Responsibilities 2020	HSL: Relationships & Sex Education 6 May also incorporate elements of HSL: Personal Safety 2020 * to include basic first aid (visitor)
YEAR 6	Objectives:	<ul style="list-style-type: none"> * identify a range of situations which involve loss and change * recognise emotions associated with loss and change and understand how these themselves can change * identify what might help when experiencing difficult emotions, how to get support and how they could support others * recognise that a range of changes take place throughout everyone’s lifetime and that people manage change in different ways * reflect on their own experiences of change and how they have affected them * develop strategies for coping with future changes that they may experience 	<ul style="list-style-type: none"> * define bullying including key characteristics and forms * understand, compare and contrast different forms of bullying * recognise similarities and differences in the bullying behaviours of boys and girls * understand personal factors or circumstances that may cause someone to engage in bullying or become a target of bullying * understand prejudice driven bullying * understand strategies for responding to bullying * understand the role of peer pressure in a bullying situation and how bystanders can become defenders or colluders when responding to bullying * develop an understanding of cyberbullying and when and where it may occur * understand strategies for keeping safe from cyberbullying and responding appropriately when it occurs * consider when, where and what types of bullying are happening in the local community ad how to respond to bullying when it occurs outside school * identify what the whole school community can do to help stop all types of bullying and make the school a safe place 	<ul style="list-style-type: none"> * know about different categories of drugs including medicines, legal, recreational and illegal * understand the role of medicines in promoting, improving and sustaining health * further understand the role of immunisations and implications for health * develop knowledge, understanding and attitudes to alcohol, nicotine and solvents, their effects and associated risks and consequences * begin to learn about the law relating to the use and misuse of legal and illegal drugs * develop attitudes and beliefs about the use and misuse of legal and illegal drugs, who uses them and why and possible alternatives * recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making * recognise peer influence and its effect on decision making and behaviour * develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs * begin to distinguish between fact and opinion in relation to drugs and know where to check information and advice 	<ul style="list-style-type: none"> * communicate effectively a wide range of emotions, including mixed emotions * recognise emotions in others and consider their responses * be able to judge how appropriate and proportionate their own reactions might be when feeling overwhelmed * be able to describe how mental well-being is a part of daily life for everyone * understand what is meant by mental ill health and how common this is * be able to describe some self-care strategies and how these might help * understand what is meant by loneliness and be able to suggest some strategies when feeling isolated * understand what is meant by someone’s identity and what might influence how confident and comfortable we feel in our identity * understand how to have self-respect and be able to describe what might help to boost this * know when they might need support, who they might approach and how to do this 	<ul style="list-style-type: none"> * understand the basic rights of children and adults and know who is responsible for ensuring they are protected * develop an understanding of their rights and responsibilities and be able to explain these * recognise their right to feel respected and their responsibility to show respect to all, including those in positions of authority and those we meet online * take an active role in making , reviewing and adhering to rules in class and the wider school community * describe views about courtesy and manners amongst people they know and places they go * explain and demonstrate rules for keeping safe online and who to speak to if they feel unsafe * understand why rules and laws are needed in society * understand how democratic elections work at school and nationally and how people represent or act on behalf of others * understand the role of councils, councillors, Parliament and MPs in our country * be able to take part in a debate respectfully, listening to others and sharing their own view 	<ul style="list-style-type: none"> * know about, different ways babies are conceived and born, including sexual reproduction and sexual intercourse * recognise their changing emotions with friends and family and express their feelings and concerns positively * understand that they have some responsibility for the feelings and well-being of others * have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely * consider the reasons people enter into marriage or civil partnerships * be aware of and respect a range of family arrangements <p>HSL 2020:</p> <ul style="list-style-type: none"> * recognise and report feelings of being unsafe or feeling bad about any adult * recognise who to trust and who not to trust * be able to ask for advice or help for themselves or others and to keep trying until they are heard * know where to get advice * know how to respond safely and appropriately to adults they may encounter whom they do not know

							<ul style="list-style-type: none"> * be able to judge whether their feelings and behaviour are appropriate and proportionate * know what sort of boundaries are appropriate in friendships with peers and others * know the importance of permission-seeking in relationships with friends, peers and adults * know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact * know about the concept of privacy and the implications for children and adults, including that it is not always right to keep secrets * know how to report concerns or abuse, and the vocabulary and confidence needed to do so
Everyone's Welcome		<p>The Thing – S Puttock & D Egneus</p> <ul style="list-style-type: none"> * Welcome difference, stand up to discrimination <p>The Island - A Greder</p> <ul style="list-style-type: none"> * Challenge causes of racism <p>My Princess Boy – C Kilodavis & S DeSimone</p> <ul style="list-style-type: none"> * Promote diversity, gender identity 		<p>Leaf – S Dieckmann</p> <ul style="list-style-type: none"> * Overcome fears about difference 	<p>Dreams of Freedom – Amnesty International</p> <ul style="list-style-type: none"> * Recognise my freedom 		