



## Nursery

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Autumn 1 - Relationships</b>	Being me alongside others – recognising feelings	<ul style="list-style-type: none"> <li>• <a href="#"><u>I understand how feeling happy and sad can be expressed</u></a></li> <li>• <a href="#"><u>I can use gentle hands and understand it is good to be kind to people</u></a></li> <li>• <a href="#"><u>I can start to work together with others</u></a></li> <li>• <a href="#"><u>I understand we are similar and different</u></a></li> <li>• No Outsiders Books x2 – emphasising similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Feeling Better - BBC Teach</u></a></li> <li>• Link facial expressions/body language to every feeling</li> <li>• ‘The Colour Monster’ – Anna Llenas</li> <li>• ‘How do you feel?’ – Anthony Browne</li> <li>• ‘Emily Makes A Friend’ – Deborah Chancellor</li> <li>• Could be done loosely on ‘an emotion of the week’ throughout the half term</li> <li>• ‘Red Rockets and Rainbow Jelly’ and ‘You Choose’</li> </ul>
<b>Autumn 2</b>	Growth Mind Set	<ul style="list-style-type: none"> <li>• Using feelings appropriately to express feelings</li> <li>• Be able to share and take turns</li> <li>• Group activities and how to play</li> <li>• Showing affection for others</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of opportunity to take turns and wait for a short amount of time</li> <li>• Show interest in children’s books and play ideas – opportunity for parent involvement here</li> </ul>

## Nursery

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Spring 1 – Living in the Wider World</b>	Growing up in our World	<ul style="list-style-type: none"> <li>• No Outsiders x2 – Family diversity</li> <li>• <a href="#"><u>I know we are all different but the same in some ways</u></a></li> <li>• I can compare the similarities and differences of homes around the world</li> <li>• I can name some important jobs that help people</li> </ul>	<ul style="list-style-type: none"> <li>• No Outsiders – ‘The Family Book’ and ‘Mommy, Mama and Me’</li> <li>• ‘Families, Families, Families’ – Suzanne Lang</li> <li>• ‘Daddy, Papa and Me’ – Leslea Newman</li> <li>• ‘Houses and Homes’ – Ann Morris</li> </ul>
		<ul style="list-style-type: none"> <li>• <a href="#"><u>I know why it is important to brush my teeth</u></a></li> <li>• <a href="#"><u>I know why it is important to wash my hands</u></a></li> <li>• <a href="#"><u>I can name parts of my body</u></a></li> <li>• I know that some parts of my body are private</li> <li>• <a href="#"><u>I understand that we grow from babies to adults</u></a></li> </ul>	<ul style="list-style-type: none"> <li>• PANTS Rule – NSPCC</li> <li>• Dentist visit</li> <li>• <a href="http://pshe-association.org.uk">Physical health (pshe-association.org.uk)</a></li> </ul>

## Nursery

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Summer 1 – Health and Wellbeing</b>	Being Happy and Healthy	<ul style="list-style-type: none"> <li>• <u>I can explore healthy foods</u></li> <li>• <u>I can explore unhealthy foods</u></li> <li>• <u>I understand the effect of exercise on my body</u></li> <li>• <u>I know lots of activities I can do to help my mind</u></li> </ul> <p style="text-align: center;">No Outsiders Story</p>	<p style="text-align: center;">No Outsiders – Blue Chameleon</p> <ul style="list-style-type: none"> <li>• 'I Will Never Not Eat a Tomato' – Lauren Child</li> <li>• Explore Reception classrooms and what will be different</li> </ul>
<b>Summer 2 – Living in the Wider World</b>	Looking After Our World	<ul style="list-style-type: none"> <li>• I know how to show someone I care</li> <li>• I can recognise ways that someone cares</li> <li>• I know some ways we can help look after our environment</li> <li>• I know that clever never goes</li> <li>• <u>I am excited to move to Reception and know it will be different</u></li> </ul>	<ul style="list-style-type: none"> <li>• Variety of fact books/small world/role play to support children's explorations</li> <li>• 'Clean Up' – Nathan Byron</li> <li>• 'Look After Our Planet' – Charlie and Lola</li> </ul>

## Reception

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Autumn 1 - Relationships</b>	Being me alongside others – Recognising and beginning to manage feelings	<ul style="list-style-type: none"> <li>• <a href="#"><u>I enjoy working with others to make school a good place to be</u></a></li> <li>• <a href="#"><u>I understand how it feels to belong</u></a></li> <li>• I recognise we are similar and different</li> <li>• <a href="#"><u>I can start to recognise and manage my feelings</u></a></li> <li>• <a href="#"><u>I am learning what being responsible means</u></a></li> <li>• No Outsiders Books x2 – Being different to our friends</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Feeling Better - BBC Teach</u></a></li> <li>• Link facial expressions/body language to every feeling</li> <li>• Class book or circle times to share feelings – Put together scrapbook of being good friends (continue throughout the year)</li> <li>• ‘Meesha Makes Friends’ – Tom Percival</li> <li>• ‘My Inside Weather’ – Jen Thorpe</li> <li>• ‘All Are Welcome’ – Alexandra Penfold</li> <li>• <a href="#"><u>Red Rockets and Rainbow Jelly’ and ‘You Choose’</u></a></li> </ul>
<b>Autumn 2</b>	Growth Mind set	<ul style="list-style-type: none"> <li>• Different ways to do something tricky – how do you feel when things are difficult</li> <li>• Encouraging themselves and others to try again</li> <li>• Identifying challenging things – setting challenges</li> <li>• Characteristics of the mindsets, helping a character to have a growth mindset</li> <li>• How to tackle difficulty, setting personal challenges and taking risks</li> <li>• Identifying challenging things</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Everyone can learn to ride a bicycle’ – Chris Raschka</li> <li>• ‘Cleversticks’ - Bernard Ashley</li> <li>• ‘Rooting for You’ – Susan Hood</li> </ul>

## Reception

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Spring 1 –Living in the Wider World</b>	Growing Up In Our World	<ul style="list-style-type: none"> <li>• No Outsiders x2 – Family diversity</li> <li>• <u>I can set a goal and work towards it with others</u></li> <li>• <u>I can use kind words to encourage others</u></li> <li>• <u>I can start to share my views on people’s ideas and work in play</u></li> </ul>	<ul style="list-style-type: none"> <li>• No Outsiders – ‘The Family Book’ and ‘Mommy, Mama and Me’</li> <li>• ‘Families, Families, Families’ – Suzanne Lang</li> <li>• ‘Daddy, Papa and Me’ – Leslea Newman</li> <li>• ‘Houses and Homes’ – Ann Morris</li> </ul>
<b>Spring 2 – Living in the Wider World</b>	Looking After Our World	<ul style="list-style-type: none"> <li>• I can describe different jobs that help the community</li> <li>• I know how to make a difference by recycling</li> <li>• I know ways that I can help stop waste</li> <li>• I can talk about ways to help others</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of fact books/small world/role play to support children’s explorations</li> <li>• ‘Clean Up’ – Nathan Byron</li> <li>• ‘Look After Our Planet’ – Charlie and Lola</li> <li>• Visits from police/fire fighters</li> <li>• ‘Arthur’s funny money’ – Lillian Hoban</li> </ul>

## Reception

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Summer 1 – Health and Wellbeing</b>	Being Happy and Healthy	<ul style="list-style-type: none"> <li>• <u>I know what foods are healthy</u></li> <li>• <u>I know what foods are unhealthy</u></li> <li>• <u>I understand I need exercise to keep my body healthy</u></li> <li>• <u>I understand it is important my body has rest to work well</u></li> </ul>	<ul style="list-style-type: none"> <li>• The Ugly Vegetables’ – Grace Lin</li> <li>• ‘Gregory the Terrible Eater’ – Mitchell Sharmat</li> </ul>
<b>Summer 2 – Health and Wellbeing</b>	Having a Happy and Healthy Mind	<ul style="list-style-type: none"> <li>• I know that my body belongs to me</li> <li>• <u>I know the importance of sleep and the positive effect it can have</u></li> <li>• <u>I know why it is important to keep clean</u></li> <li>• <u>I know why it is important to keep my teeth healthy and clean</u></li> <li>• <u>I can reflect on my year in Reception</u></li> <li>• <u>I can set goals for when I move to year one</u></li> </ul>	<ul style="list-style-type: none"> <li>• No Outsiders – Blue Chameleon</li> <li>• NSPCC – PANTS rule</li> <li>• Germs are Not For Sharing’ – Elizabeth Verdick</li> <li>• ‘What Are Germs?’ – Katie Daines</li> <li>• <u>Physical health (pshe-association.org.uk)</u></li> </ul>

## Year 1

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

**Autumn      Spring      Summer**

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Autumn 1</b>	Growth Mind Set	<ul style="list-style-type: none"> <li>• I give up – Characteristics of a fixed and growth mind set and developing a growth mind set</li> <li>• Strictly can't dance – How it feels to fail and how to learn</li> <li>• Grow, grow, grow your brain – Describing the learning journey and what learning means</li> <li>• Soaking up the learning – Identifying the characteristics of growth and fixed mind set, what happens in the brain when we learn</li> <li>• Super snails – The snail's growth mind set</li> <li>• Super snails 2 – Setting personal challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Charlie and Lola – Too many big words</li> <li>• Giraffes can't dance</li> <li>• Sponge brains</li> <li>• Youtube clip of a snail and snail puppet</li> <li>• Photographs of snail</li> </ul>
<b>Autumn 2 - Relationships</b>	Being me alongside others – Comparing similarities and differences	<ul style="list-style-type: none"> <li>• <b><u>I understand the rights and responsibilities as a member of my class</u></b></li> <li>• <b><u>I can recognise similarities and differences between me and my class</u></b></li> <li>• <b><u>I can identify members of my family and understand there are different types of families</u></b></li> <li>• I know who I can trust and the importance of sharing my concerns with someone I trust</li> <li>• <b>Weekly 'No Outsiders' Stories during carpet time discussion</b></li> </ul>	<p><u><a href="http://www.pshe-association.org.uk">Inclusion, belonging &amp; addressing extremism — KS1-2   www.pshe-association.org.uk</a></u></p> <ul style="list-style-type: none"> <li>• Giraffes can't dance</li> </ul> <p><u><a href="http://www.pshe-association.org.uk">Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</a></u></p> <ul style="list-style-type: none"> <li>• <b>Weekly No Outsiders story</b></li> <li>• My Family, Your Family – Lisa Bullard</li> <li>• One Family – George Bullard</li> <li>• Two Homes – Claire Masural</li> <li>• Tell Me Again, About the Night I Was Born – Jamie-Lee Curtis</li> </ul>



## Year 1

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Spring 1 –Living in the Wider World</b>	Growing up in our World – Money and Careers	<ul style="list-style-type: none"> <li>• I know a variety of jobs in our community and why they are important</li> <li>• I know why people work and how people earn money</li> <li>• I know how to make choices of what to do with money</li> <li>• I know why we use the internet</li> <li>• I can speak to an adult about the internet and what I can watch</li> <li>• I can recognise Smartie the Penguin’s rules for online safety</li> </ul>	<p><a href="#">Money Teaching Resources   5-8 years   MoneySense (mymoneysense.com)</a></p> <p><a href="#">Teachers   Values, Money &amp; Me (valuesmoneyandme.co.uk)</a></p> <p>Links with Great Fire of London topic and diversity booklet</p> <p><a href="#">Jessie &amp; Friends (thinkuknow.co.uk)</a> – Lesson 1 and 2</p> <p><a href="#">Safer Internet Day - Teaching Resources - BBC Teach</a></p> <p><a href="#">Smartie the Penguin   Childnet</a></p>
<b>Spring 2 – Living in the Wider World</b>	Looking After Our World	<ul style="list-style-type: none"> <li>• I can describe ways to help our environment</li> <li>• I understand the importance of caring for the welfare of animals</li> <li>• I know ways to care for animals</li> <li>• I understand the ‘Clever Never Goes’ rule</li> <li>• I can use Clever never goes rule to spot when something should not happen</li> </ul>	<p><a href="#">Community and responsibility (pshe-association.org.uk)</a></p> <ul style="list-style-type: none"> <li>• Some Secrets Should Never Be Kept – Jayneen Sanders</li> <li>• <a href="#">Clever Never Goes Infant Teachers Guidance Jan2022.pdf</a></li> <li>• Here We Are – Oliver Jeffers</li> <li>• Somebody Swallowed Stanley</li> <li>• Bee and Me – Alison Jay</li> <li>• The Water Princess – Susan Verde</li> </ul>

## Year 1

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Summer 1 – Health and Wellbeing</b>	Having a Healthy Body and Mind	<ul style="list-style-type: none"> <li>• <u>I can discuss a range of aspects that will help to keep me healthy</u></li> <li>• <u>I know all living things grow from young to old</u></li> <li>• <u>I can label body parts including genitalia of boys and girls</u></li> <li>• <u>I can tell you how my body has changed since I was a baby</u></li> <li>• <u>I understand that every time I learn something new, I change a little bit</u></li> </ul>	<p>Links with 'Green Fingers' and healthy food <a href="http://www.pshe-association.org.uk">1decision primary PSHE education resources   www.pshe-association.org.uk</a></p> <ul style="list-style-type: none"> <li>• Rah, Rah, Radishes! – April Pulley Sayre</li> <li>• Maurice the Unbeastly – Amy Dixon</li> <li>• <a href="http://www.pshe-association.org.uk">Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</a></li> <li>• <a href="http://www.nspcc.org.uk">Talk PANTS &amp; Join Pantosaurus - The Underwear Rule   NSPCC</a></li> <li>•</li> </ul>
<b>Summer 2 – Health and Wellbeing</b>	Being Happy and Healthy	<ul style="list-style-type: none"> <li>• <u>I know who to call if there is an emergency</u></li> <li>• <u>I know who I can speak to if I have a concern</u></li> <li>• <u>I know what makes me unique</u></li> <li>• <u>I can reflect on how I have changed this year and what I am looking forward to next year</u></li> <li>• <u>I know which foods have high and low sugar which will impact oral health</u></li> </ul>	<p><a href="http://www.pshe-association.org.uk">Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</a></p> <ul style="list-style-type: none"> <li>• No Dragons for Tea – Jean Pendizwol</li> <li>• Officer Buckle and Gloria – Peggy Rathmann</li> </ul>

## Year 2

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Autumn 1</b>	Growth Mind Set	<ul style="list-style-type: none"> <li>• Playing teacher – Strategies to help engagement with learning</li> <li>• Oh No! I've made a mistake – How we feel when we make a mistake</li> <li>• Girls can't do that! Dream big – Comparing sex to job roles, responding to mistakes</li> <li>• Super effort – Creating a character that represents effort</li> <li>• Challenge mountains – Setting learning challenges</li> <li>• Ding ding! How much effort? – Different stages of effort</li> </ul>	<ul style="list-style-type: none"> <li>• Role badges and posters explaining roles</li> <li>• The Girl Who Never Made Mistakes – Mark Pett</li> <li>• Rosie Revere Engineer – Andrea Beaty</li> <li>• Wanted poster template</li> <li>• Mountain pictures</li> <li>• Effort meter template</li> </ul>
<b>Autumn 2 - Relationships</b>	Being me alongside others – Developing a community based on difference	<ul style="list-style-type: none"> <li>• <u><a href="#">I can recognise when I feel worried and know who to ask for help</a></u></li> <li>• I know what it means to ask permission</li> <li>• <u><a href="#">I understand that bullying is sometimes about difference</a></u></li> <li>• <u><a href="#">I understand it is okay to be different from others</a></u></li> <li>• <u><a href="#">I know what makes a family</a></u></li> <li>• I can share different aspects of how I am similar and difference to my peers</li> </ul>	<ul style="list-style-type: none"> <li>• Link Diversity booklet</li> <li>• <u><a href="#">Friends   Childline</a></u></li> <li>• The Rainbow Fish</li> </ul>

## Year 2

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Spring 1 – Living in the Wider World</b>	Growing up in Our World- Money and Careers	<ul style="list-style-type: none"> <li>• I understand the importance of having a job and how you can help others in your job</li> <li>• I have an awareness of savings and the importance of them</li> <li>• I know how to differentiate between the real and the virtual world</li> <li>• I know the importance of keeping personal details private online</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://valuesmoneyandme.co.uk">Charity Job Week KS1   Values, Money &amp; Me (valuesmoneyandme.co.uk)</a></li> <li>• <a href="https://mymoneysense.com">Where Can I Keep My Money Safe?   Teachers   MoneySense (mymoneysense.com)</a></li> <li>• <a href="https://thinkuknow.co.uk">Jessie Friends videos (thinkuknow.co.uk)</a> – episode 3</li> </ul>
<b>Spring 2 – Living in the Wider World</b>	Community and Belonging	<ul style="list-style-type: none"> <li>• I know what equality is</li> <li>• I know ways to support all members of our community</li> <li>• I can recognise why equality is so important in a community                             <ul style="list-style-type: none"> <li>• <b>Weekly No Outsiders Lessons</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly No Outsiders Story</b></li> <li>• Diversity – exploring inspirational local and British people</li> <li>• The Pink Hat – Andrew Boyner</li> <li>• The President of the Jungle – Andre Rodriguez</li> </ul>

## Year 2

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Summer 1 – Health and Wellbeing</b>	Being Happy and Healthy	<ul style="list-style-type: none"> <li>• <u>I can distinguish between helpful and harmful products that can go into our bodies</u></li> <li>• <u>I know what medicines are and how they can help people</u></li> <li>• <u>I understand the rules for keeping safe from everyday products that could be dangerous</u></li> <li>• <u>I understand different foods do different things to my body</u></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pshe-association.org.uk">Drug and alcohol education (pshe-association.org.uk)</a></li> <li>• <a href="#">KS1 Lesson Plans and Resources.pdf</a></li> </ul>
<b>Summer 2 – Health and Wellbeing</b>	Having a Healthy Body and Mind	<ul style="list-style-type: none"> <li>• <u>I know which types of physical contact I like and don't like</u></li> <li>• <u>I can recognise the physical differences between boys and girls bodies</u></li> <li>• <u>I understand the effect of sugar on my teeth and body</u></li> <li>• <u>I am motivated to make healthy life style choices</u></li> <li>• <u>I can share my thoughts on the year and what I am looking forward to in year three</u></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pshe-association.org.uk">The Sleep Factor lesson plans &amp; PowerPoints   www.pshe-association.org.uk</a></li> <li>• <a href="http://www.pshe-association.org.uk">Dental health — teacher guidance, lesson plans and PowerPoints, KS1-3   www.pshe-association.org.uk</a></li> <li>• <a href="http://www.pshe-association.org.uk">Mental health and emotional wellbeing lesson plans   www.pshe-association.org.uk</a></li> </ul>

## Year 3

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Autumn 1</b>	Growth Mind Set	<ul style="list-style-type: none"> <li>• On the high wire – How someone feels when they fail</li> <li>• Firing neurons – What happens in your brain when you are learning something</li> <li>• Born to be – Characteristics of growth and fixed mindset</li> <li>• Mistakes that worked – Importance of making mistakes as part of the learning process</li> <li>• Challenge mountains – Challenging areas and barriers to learning and how to overcome these</li> <li>• Never give up – How to overcome failure and how it feels when we make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Mirette on the High Wire – Emily Arnold McCully</li> <li>• Youtube clip of firing neurons at the brain</li> <li>• Sportsman (bring in Paralympics?)</li> <li>• Mistakes that worked – Charlotte Foltz Jones</li> </ul>
<b>Autumn 2 – Health and Wellbeing</b>	Being Happy and Healthy	<ul style="list-style-type: none"> <li>• <u>I have awareness that some people take medication for specific circumstances</u></li> <li>• <u>I can manage some aspects of risk to make sure I am safe</u></li> <li>• <u>I know the effect of lack of sleep on the body and how it might make me feel</u></li> <li>• <u>I understand the importance of nutritionally rich food on my body</u></li> <li>• <u>I know that little physical exercise is not good for my body</u></li> <li>• <u>I can discuss my views what food gives you more energy</u></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pshe-association.org.uk">Drug and alcohol education   www.pshe-association.org.uk</a></li> </ul>

## Year 3

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<p style="text-align: center;"><b>Spring 1 – Living in the Wider World</b></p>	<p style="text-align: center;">Growing up in Our World – Money and careers</p>	<ul style="list-style-type: none"> <li>• I know how to manage financial risk linked to borrowing, saving and protecting money from a scam</li> <li>• I am aware of how to choose a job</li> <li>• I can recognise fraudulent activity</li> <li>• I know how to be safe online</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://pshe-association.org.uk">Media and digital literacy (pshe-association.org.uk)</a></li> <li>• <a href="http://valuesmoneyandme.co.uk">Teachers   Values, Money &amp; Me (valuesmoneyandme.co.uk)</a></li> <li>• <a href="http://valuesmoneyandme.co.uk">Finders Keepers KS2   Values, Money &amp; Me (valuesmoneyandme.co.uk)</a></li> <li>• <a href="http://bankofengland.com">econoME   Bank of England</a></li> </ul>
		<ul style="list-style-type: none"> <li>• <b><u>I understand what is meant by a diverse community and know this is important</u></b></li> <li>• I can recognise how someone new to a community might feel</li> <li>• I know the effect of litter on animals and a community</li> <li>• I can recognise ways to stop the spread of plastic pollution in my community and in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://pshe-association.org.uk">Inclusion, belonging &amp; addressing extremism — KS1-2   www.pshe-association.org.uk</a></li> <li>• <a href="http://pshe-association.org.uk">Community and responsibility (pshe-</a></li> </ul>

## Year 3

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Summer 1 - Relationships</b>	Being Me Alongside Others – Managing and expressing feelings	<ul style="list-style-type: none"> <li>• I understand the importance of sharing my feelings with others</li> <li>• I will understand how to give and ask for permission</li> <li>• <b><u>I understand that my actions affect myself and others and how to reconcile this</u></b></li> <li>• I can support others that may be lonely or excluded knowing how to respond to pressure</li> </ul> <p style="text-align: center;"><b>Weekly No Outsiders Lessons</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Moving and moving home lesson plan by University of Worcester, KS2.pdf (pshe-association.org.uk)</a></li> <li>• Affirmations</li> <li>• <b>Weekly No Outsiders story</b></li> </ul>
<b>Summer 2 – Health and Wellbeing</b>	Having a Healthy Body and Mind	<ul style="list-style-type: none"> <li>• <b><u>I understand that lots of changes happen between birth and growing up for animals and humans</u></b></li> <li>• <b><u>I know babies develop in their mother’s uterus. I know what a baby needs to live and grow</u></b></li> <li>• <b><u>I understand that boys’ and girls’ bodies need to change on the inside so when they are adults they can have babies</u></b></li> <li>• <b><u>I understand that boys’ and girls’ bodies need to change on the outside so when they are adults they can have babies</u></b></li> <li>• <b><u>I can start to recognise stereotypical views of family roles</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Wonder – R.J.Palacio</li> </ul>



## Year 4

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Autumn 1</b>	Growth Mind set	<ul style="list-style-type: none"> <li>• From failure to success – valuing failure as an important part of learning and defining successful</li> <li>• Bounce – Strategies for persevering and learning when they make a mistake</li> <li>• Doom words – Words that can restrict us as learners</li> <li>• Mindset trumps – Characteristics of an effective learner</li> <li>• Fantastic elastic brain – Identifying the characteristics of growth and fixed mindset; debating whether we are born to be good at something</li> <li>• Learning cereals – Characteristics of an effective learner</li> </ul>	<ul style="list-style-type: none"> <li>• Your Fantastic Elastic Brain – JoAnn M. Deak</li> </ul>
<b>Autumn 2 –</b>	Being Me Alongside Others – Recognising	<ul style="list-style-type: none"> <li>• I know what mental health is</li> <li>• I know how to take care of my mental health</li> <li>• <b><u>I am beginning to understand the importance of developing self-worth – lesson 6</u></b></li> <li>• I know what self-esteem is and can recognise attributes that build my self-worth</li> <li>• I can describe positive aspects of belonging to a family</li> </ul>	<p style="text-align: right;"><a href="http://nlrprimarystars.com">Premier League Primary Stars   Resources (nlrprimarystars.com)</a></p>

## Year 4

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Spring 1 – Living in the Wider World</b>	Growing up in Our World – Money and careers	<ul style="list-style-type: none"> <li>• I understand the deductions when you are payed</li> <li>• I understand how banks help to keep money safe</li> <li>• I know how to keep my profiles and interactions to people I know</li> <li>• I know how to spot disinformation online</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pshe-association.org.uk">City of London Police: 'Cyber Detectives' lesson plans, KS2   www.pshe-association.org.uk</a></li> <li>• <a href="http://valuesmoneyandme.co.uk">A Fair Day's Pay   Values, Money &amp; Me (valuesmoneyandme.co.uk)</a></li> <li>• <a href="http://parentzone.org.uk">Be Internet Legends Teacher Toolkit.pdf (parentzone.org.uk)</a></li> <li>• <a href="http://parentzone.org.uk">Be Internet Legends curriculum 2022 .pdf (parentzone.org.uk)</a> – ‘THINK BEFORE YOU SHARE’ and ‘CHECK IT’S FOR REAL’</li> </ul>
		<ul style="list-style-type: none"> <li>• I have an awareness of my everyday choices and the effect on the world</li> <li>• I can share ideas that will help reduce carbon footprint</li> <li>• I can take part in a debate surrounding topical issues and listen to different view points</li> <li>• I can recognise values I hold and link them to positive actions for a better future</li> <li>• I know and recognise the Clever Never Goes rule</li> </ul>	

## Year 4

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Summer 1 – Health and Wellbeing</b>	Being Happy and Healthy	<ul style="list-style-type: none"> <li>• I can manage my feelings in times of grief and loss</li> <li>• I know a range of activities that support my mental wellbeing</li> <li>• I understand how products at home could be a risk if used in the wrong way</li> <li>• I know habits that are created can have positive and negative effects on your body</li> <li>• I understand that what we put into our bodies can form an addiction such as alcohol, caffeine and nicotine</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.pshe-association.org.uk/mental-health-and-emotional-wellbeing-powerpoint-lesson-plans">Mental health and emotional wellbeing PowerPoint lesson plans (pshe-association.org.uk)</a></li> <li>• <a href="https://www.winstonswish.org/free-pshe-lessons-on-loss-and-bereavement">Free PSHE lessons on loss and bereavement   Winston's Wish (winstonswish.org)</a></li> </ul>
<b>Summer 2 – Health and Wellbeing</b>	Having a Healthy Body and Mind	<ul style="list-style-type: none"> <li>• <a href="#"><u>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult</u></a></li> <li>• <a href="#"><u>I can correctly label the internal and external parts of male and female bodies necessary for making a baby</u></a></li> <li>• <a href="#"><u>I understand my characteristics have come from my birth parents by joining of their egg and sperm</u></a></li> <li>• <a href="#"><u>I know the importance of keeping clean during puberty</u></a></li> <li>• <a href="#"><u>I can reflect on my year and set goals that I want to achieve in year five</u></a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.pshe-association.org.uk/medway-public-health-directorate-relationships-and-sex-education-ks1-3">Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</a></li> </ul>

## Year 5

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

**Autumn      Spring      Summer**

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Autumn 1</b>	Growth Mind set	<ul style="list-style-type: none"> <li>• Reflecting on different mind-sets, how they use them and what their strengths are</li> <li>• Suggesting ways to help someone learn, exploring stereotypes</li> <li>• Identifying the characteristics of a successful teacher</li> <li>• 3d model of the brain, explaining how the brain works</li> <li>• Debating what it means to be a failure, characteristics of mindset</li> <li>• Explain what happens when you are learning</li> </ul>	<ul style="list-style-type: none"> <li>• ‘There is no bathroom’ – scene from Kindergarten cop</li> </ul>
<b>Autumn 2 - Relationships</b>	Being me Alongside Others – Developing an identity	<ul style="list-style-type: none"> <li>• I know a range of factors that contribute to my identity</li> <li>• <b><u>I know that negative stereotypes can influence behaviours and attitudes towards groups of people</u></b></li> <li>• <b><u>I know the difference between direct and indirect bullying</u></b></li> <li>• I know how to help myself and others in new situations</li> <li>• <b><u>I understand what racism is</u></b> <ul style="list-style-type: none"> <li>• Weekly No outsiders Story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pshe-association.org.uk">Inclusion, belonging &amp; addressing extremism — KS1-2   www.pshe-association.org.uk</a></li> <li>• <a href="http://plprimarystars.com">Premier League Primary Stars   Teamwork (plprimarystars.com)</a></li> <li>• Link to diversity booklet</li> <li>• <a href="http://coramlifeeducation.org.uk">The Belonging Toolkit (coramlifeeducation.org.uk)</a></li> <li>• Weekly No Outsiders story</li> </ul>

## Year 5

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Spring 1 – Living in the Wider World</b>	Growing up in our World – Money and Careers	<ul style="list-style-type: none"> <li>• <a href="#"><u>I know how to take care of myself online</u></a></li> <li>• <a href="#"><u>I can identify pressuring behaviours online</u></a></li> <li>• <a href="#"><u>I know how to respond if I feel pressured online</u></a></li> <li>• <a href="#"><u>I recognise the risks involved if you are a victim of fraud</u></a></li>   <li>• I can recognise the risks associated with spending</li> <li>• I know that people can have more than one career throughout their life</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Be Internet Legends curriculum 2022 .pdf (parentzone.org.uk) – ‘PROTECT YOURSELF’</u></a></li> <li>• <a href="#"><u>Play Like Share (thinkuknow.co.uk)</u></a></li> <li>• <a href="#"><u>Teachers   Values, Money &amp; Me (valuesmoneyandme.co.uk)</u></a></li> <li>• <a href="#"><u>How to Use a Bank Account   Teaching Money   MoneySense (mymoneysense.com)</u></a></li> </ul>
<b>Spring 2 – Health and Wellbeing</b>	Being Happy and Healthy	<ul style="list-style-type: none"> <li>• <a href="#"><u>I know the health risks of smoking and can tell you how it affects your body</u></a></li> <li>• <a href="#"><u>I know some of the risks with misusing alcohol and effects of it</u></a></li> <li>• <a href="#"><u>I know there are laws surrounding the misuse of legal drugs and that some drugs are illegal</u></a></li> <li>• <a href="#"><u>I can describe some of the support services that help people with addiction</u></a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Alochol and drug education.pdf</u></a></li> <li>• <a href="#"><u>First Aid Lesson Plans   St John Ambulance (sja.org.uk)</u></a></li> </ul>

## Year 5

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

<u>Term</u>	<u>Topic</u>	<u>Key focus targets</u>	<u>Resources and Books</u>
<b>Summer 1 – Health and Wellbeing</b>	Having a healthy body and mind	<ul style="list-style-type: none"> <li>• <u>I can explain how a girls’ body changes during puberty</u></li> <li>• <u>I can describe how a boys’ and girls’ body can change during puberty</u></li> <li>• <u>I understand that sexual intercourse can lead to conception and that is usually how babies are made. I also understand some people may need IVF to help the have a baby</u></li> <li>• <u>I can discuss what I am looking forward to about becoming a teenager and know this will come with responsibilities</u></li> <li>• <u>I can identify what I am looking forward to in year six</u></li> </ul>	
<b>Summer 2 – Living in the Wider World</b>	How can we protect the environment?  Importance of compassion and circumstance  Moving to year 6	<ul style="list-style-type: none"> <li>• What people choose to spend their money on, has an effect on the environment (single-use plastic/recycled materials etc)</li> <li>• Awareness and concern for others – both animals and people and how we can make a difference in this way</li> <li>• Understanding the importance of sharing feelings, particularly when going through grief and loss</li> <li>• How to help others that are in need</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pshe-association.org.uk">Drug and alcohol education — lesson plans, resources &amp; knowledge organisers   www.pshe-association.org.uk</a></li> </ul>

## Year 6

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

Term	Topic	Key focus targets	Resources and Books
<b>Autumn 1</b>	Growth Mind Set	<ul style="list-style-type: none"> <li>• The impact of words and phrases on mindsets</li> <li>• Identifying what is important for them as an individual learner; identifying barriers and how to overcome them</li> <li>• Identifying and overcoming barriers to learning using a rock image</li> <li>• Discussing whether a calculator is better than a brain, justifying opinions and reflecting on the opinion of others</li> <li>• Defining learning; creating a way of explaining learning to younger children</li> <li>• How to recognise early signs of poor mental health</li> <li>• If mental health issues are not recognised, supported and dealt with early on they can build up</li> <li>• Mental health difficulties can often be supported and solved with support from a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>• Video of Dr Jo Boaler</li> <li>• <a href="http://www.pshe-association.org.uk">Mental health and emotional wellbeing lesson plans   www.pshe-association.org.uk</a></li> <li>• <a href="http://www.pshe-association.org.uk">Mental health and emotional wellbeing lesson plans   www.pshe-association.org.uk</a></li> </ul>
<b>Autumn 2 - Relationships</b>	Being Me Alongside Others – Relationships	<ul style="list-style-type: none"> <li>• I know what constitutes a health relationship</li> <li>• I know what personal boundaries are</li> <li>• <a href="#"><u>I understand the impact loss and bereavement can have and how to manage grief</u></a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pshe-association.org.uk">Relationships and sex education (pshe-association.org.uk)</a> – Lesson 3</li> <li>• <a href="http://www.pshe-association.org.uk">Mental health (pshe-association.org.uk)</a></li> </ul>

## Year 6

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

Term	Topic	Key focus targets	Resources and Books
<b>Spring 1 – Living in the Wider World</b>	Growing up in our World - Evaluating media sources and safety of sharing online, keeping personal information safe	<ul style="list-style-type: none"> <li>• <a href="#"><u>I understand the online rules regarding sharing information online</u></a></li> <li>• I recognise the effect the media can have to your mental wellbeing</li> <li>• I know strategies to help me feel more body confident</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Weekly No Outsiders story</u></a></li> <li>• Link to diversity document</li> <li>• <a href="#"><u>Trust Me - Childnet</u></a></li> <li>• <a href="#"><u>Every Mind Matters Guidance on learning in a safe environment.pdf (pshe-association.org.uk)</u></a></li> <li>• <a href="#"><u>CoLP Cyber Detectives Teacher Guidance.pdf (pshe-association.org.uk)</u></a></li> <li>• <a href="#"><u>Newswise Unit Of Work   The Guardian</u></a></li> <li>• <a href="#"><u>Be Internet Legends curriculum 2022 .pdf (parentzone.org.uk) – ‘RESPECT EACH OTHER’</u></a></li> <li>• <a href="#"><u>Dove – Body Confidence bundle</u></a></li> </ul>
<b>Spring 2 – Living in the Wider World</b>	Looking after Our World	<ul style="list-style-type: none"> <li>• Independence regarding saving and spending money that has been earned</li> <li>• Fundraising events for charity</li> <li>• Links between jobs and money</li> <li>• Planning an appropriate budget</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Money Teaching Resources for Children   MoneySense (mymoneysense.com)</u></a></li> </ul>



## Year 6

Relationships: Growth Mindset/ Families and friendships/ Citizenship/ Consent

Living in the Wider World: Community and Belonging/ Media and Digital Resilience/ Money and Careers

Health and Wellbeing: Physical and Mental Wellbeing/ Growing and Changing/ Keeping Safe/ Moving On

Autumn      Spring      Summer

Term	Topic	Key focus targets	Resources and Books
<b>Summer 1 – Health and Wellbeing</b>	Being Happy and Healthy	<ul style="list-style-type: none"> <li>• I know that being involved in clubs and communities supports mental wellbeing</li> <li>• I know why people use drugs and the impact of peer pressure</li> <li>• <u>I know that legal and illegal drugs can affect mental health and wellbeing</u></li> <li>• <u>I know that mixed messages in the media exist and how to make my own decision about drugs</u></li> <li>• <u>I am aware of the importance of good self-esteem and what I can do to develop it</u></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.pshe-association.org.uk/relationships-and-sex-education-ks1-3">Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</a></li> </ul>
<b>Summer 2 – Health and Wellbeing</b>	Having a Healthy Body and Mind	<ul style="list-style-type: none"> <li>• <u>I know people have a variety of relationships in their lives. I understand becoming physically attracted to someone changes a relationship</u></li> <li>• <u>I can explain how girls and boys' bodies change during puberty</u></li> <li>• <u>I can explain how a baby changes through the nine months of pregnancy</u></li> <li>• <u>I know that marriage should be wanted by both parties and if it is forced it is a crime</u></li> <li>• <u>I know how to manage change, accepting that change comes with challenges but excitement</u></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.pshe-association.org.uk/mental-health-and-emotional-wellbeing-lesson-plans">Mental health and emotional wellbeing lesson plans   www.pshe-association.org.uk</a></li> <li>• <a href="https://www.pshe-association.org.uk/every-mind-matters-guidance-on-learning-in-a-safe-environment">Every Mind Matters Guidance on learning in a safe environment.pdf (pshe-association.org.uk)</a></li> <li>• <a href="https://www.pshe-association.org.uk/drug-and-alcohol-education">Drug and alcohol education   www.pshe-association.org.uk</a></li> </ul>