

CONCEPTS:					
AUTUMN 1:	AUTUMN 2:	SPRING 1:	SPRING 2:	SUMMER 1:	SUMMER 2:
<b>SEQUENCE OF LEARNING:</b>  <u><b>My Happy Mind - Meet your brain</b></u>  <ul style="list-style-type: none"> <li>To understand what our brain looks like, how it helps us and how to look after your brain</li> </ul> <u><b>My Happy Mind - Celebrate</b></u>  <ul style="list-style-type: none"> <li>What Character Strengths are.</li> <li>We are learning about the Love and Kindness Strength</li> <li>Character Strengths of Bravery and Honesty and Teamwork and Friendship</li> <li>We are learning about the Character Strengths, Exploring and Learning and Love of Life and our World</li> </ul> <u><b>My Happy Mind - Appreciate</b></u> <ul style="list-style-type: none"> <li>We are learning how to be grateful for other people.</li> <li>We are learning how being grateful makes you feel</li> </ul>		This will be assessed by: ?			

<ul style="list-style-type: none"> <li>• We are learning to be grateful for activities and times we feel happy about</li> <li>• How to be grateful to others</li> </ul> <p><b>My Happy Mind - Relate</b></p> <ul style="list-style-type: none"> <li>• How to be a good friend</li> <li>• Why is getting along with others so important?</li> <li>• Why is listening so important?</li> <li>• What is active listening?</li> <li>• We are learning about our emotions and how it feels when we are not getting along with others</li> </ul> <p><b>Engage</b></p> <ul style="list-style-type: none"> <li>• What are goals?</li> <li>• How do we set goals?</li> <li>• What are Big Dream Goals?</li> <li>• What can I do when goals are tricky?</li> </ul> <p><b>Other PSHE objectives to be taught - Managing self ELG - Explain the reasons for rules know right and wrong and try to behave accordingly</b>  <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</b></p>			
<p><b>END POINTS/ ASSESSMENT:</b></p>			

<p><b>CONCEPTS:</b> Beauty, change, environment Charity, compassion, happiness</p>		<p>Care, duty, trust Environment, consequences, responsibility</p>			
<p><b>AUTUMN 1:</b> Who is special to us? No Outsiders – ‘Elmer’ – I like the way I am My Happy Mind – Meet your Brain</p>	<p><b>AUTUMN 2:</b> What can we do with money? No Outsiders – ‘Going to the Volcano’ – To join in My Happy Mind - Celebrate</p>	<p><b>SPRING 1:</b> What helps us stay healthy? No Outsiders – ‘Want to play trucks’ – To find ways to play together My Happy Mind - Appreciate</p>	<p><b>SPRING 2:</b> How can we look after each other and the world? No Outsiders – ‘Max the Champion’ – To understand that our bodies work in different ways My Happy Mind - Relate</p>	<p><b>SUMMER 1:</b> Who helps to keep us safe? No Outsiders – ‘Errol’s Garden’ – To work together My Happy Mind - Engage</p>	<p><b>SUMMER 2:</b> What is the same and different about us? No Outsiders – ‘My World is your World’ – I share the world with lots of people My Happy Mind – Recap of learning</p>
<p><b>SEQUENCE OF LEARNING:</b> No Outsiders – ‘Elmer’ – I like the way I am Who is special to us?</p> <ul style="list-style-type: none"> <li>To understand that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>To understand about the different people in their family / those that love and care for</li> </ul>		<p><b>KEY VOCABULARY:</b></p> <p>Family Love Care Differences</p>	<p><b>KEY PRIOR LEARNING:</b> In <b>EYFS</b> children will have had the opportunity to learn</p> <ul style="list-style-type: none"> <li>What their brain looks like and how to care for their brain</li> <li>What a character strength is</li> <li>How to be grateful and how it makes us feel</li> </ul>		<p><b>COMPOSITE TASKS:</b> <b>(Teachers to complete this section – related to Sequence of Learning)</b></p> <p><b>1.</b> <b>2.</b></p>





<p><b>My Happy Mind - Relate</b></p> <ul style="list-style-type: none"> <li>To understand what Relate means, how our character strengths can help us to relate and how this helps us to get along with others</li> <li>To listen to the opinion of others</li> </ul> <p><b>What is the same and different about us?</b></p> <p><b>No Outsiders – ‘Errol’s Garden’ – To work together</b></p> <ul style="list-style-type: none"> <li>To understand what they like/dislike and are good at</li> <li>To understand what makes them special and how everyone has different strengths - No Outsiders</li> <li>To understand how their personal features or qualities are unique to them</li> <li>To understand how they are similar or different to others, and what they have in common</li> <li>To understand to use the correct names for the main parts of the body, and that parts of bodies covered with underwear are private</li> </ul> <p><b>My Happy Mind - Engage</b></p> <ul style="list-style-type: none"> <li>To understand the meaning of Engagement, how to set goals and reach them by believing in ourselves</li> </ul> <p><b>Who helps us to keep us safe?</b></p> <p><b>No Outsiders – ‘My World is your World’ – I share the world with lots of people</b></p> <ul style="list-style-type: none"> <li>To understand that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people and how we can attract someone’s attention or ask for help; what to say</li> </ul>	<p>Privacy, private, inappropriate, personal, likes, dislikes, features, qualities, strengths, special, acceptable</p> <p>Engage, Activity, Goal, Goal Setting, Feel good, Do good, Believe to Achieve, Happy Breathing, Team H-A-P, Habits.</p>		
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<ul style="list-style-type: none"> <li>• To understand how to respond safely to adults they don't know</li> <li>• To understand what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• To understand how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul> <p><b>My Happy Mind – recap learning from this year</b></p>	<p>Community, roles, respond, safety, support, unsafe, emergency, action</p>		
<p><b>END POINTS/ ASSESSMENT:</b></p>	<p>By the end of Year 1: Children will be able to:</p>		

<b>CONCEPTS:</b> Diversity, concept and change		Duty, democracy and conflict		Environment, responsibility and love	
<b>AUTUMN 1:</b> What makes a good friend? No Outsiders - 'Can I join your club?' To welcome different people My Happy Mind – Meet your Brain	<b>AUTUMN 2:</b> What is bullying? No Outsiders – 'How to be a lion' To have self confidence My Happy Mind - Celebrate	<b>SPRING 1:</b> What jobs do people have? No Outsiders - 'The Great big book of families' To understand what diversity is My Happy Mind - Appreciate	<b>SPRING 2:</b> What helps us to stay safe? No Outsiders – 'Amazing' To think about what makes a good friend My Happy Mind - Relate	<b>SUMMER 1:</b> How do we recognize our feelings? No Outsiders – 'What the jackdaw saw' To communicate in different ways My Happy Mind - Engage	<b>SUMMER 2:</b> What helps us grow and stay healthy? No Outsiders – 'All are welcome' I know I belong My Happy Mind – Recap our learning
<b>SEQUENCE OF LEARNING:</b> What makes a good friend? No Outsiders - 'Can I join your club?' To welcome different people		<b>KEY VOCABULARY:</b> Lonely		<b>KEY PRIOR LEARNING:</b> In <b>Year 1</b> children will have had the opportunity to... <ul style="list-style-type: none"> <li>• Understand how families can be different</li> <li>• Learn how we make, spend and save money</li> </ul>	
				<b>COMPOSITE TASKS:</b> (Teachers to complete this section – related to Sequence of Learning) <b>1.</b>	

<ul style="list-style-type: none"> <li>• To understand how to make friends with others - No Outsiders</li> <li>• To understand how to recognise when they feel lonely and what they could do about it</li> <li>• To understand how people behave when they are being friendly and what makes a good friend</li> <li>• To understand how to resolve arguments that can occur in friendships</li> <li>• To understand how to ask for help if a friendship is making them unhappy</li> </ul> <p><b>My Happy Mind – Meet Your Brain</b></p> <ul style="list-style-type: none"> <li>• What is Neuroplasticity?</li> <li>• To understand how Team H-A-P helps us be our best self and which emotions might impact Team H-A-P.</li> </ul> <p><b>What is bullying?</b>  <b>No Outsiders – ‘How to be a lion’</b>  <b>To have self confidence</b></p> <ul style="list-style-type: none"> <li>• To understand how words and actions can affect how people feel</li> <li>• To understand how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• To understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• To understand how to respond and report to a trusted adult if this</li> </ul>	<p>Friendships  Resolve  Behaviour</p> <p>Brain, cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, grow, Fight, Flight, Freeze</p> <p>Bullying  Uncomfortable  Excluding  Unacceptable  Deliberate  Respond and responses  Report  trust</p> <p>Character Strengths, unique, special, Strength Spotting, Neuroplasticity,</p>	<ul style="list-style-type: none"> <li>• Investigate how to keep ourselves healthy and safe</li> <li>• Know what appreciation and gratitude are</li> <li>• Understand how to set and fulfill goals</li> <li>• Learn how to be responsible for ourselves, others and the environment</li> <li>• Understand differences and similarities between themselves and others</li> </ul> <p>This will be assessed by:  ?</p>	<p>2.  3.  4.  5.  6.</p>
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<p><b>What helps us to stay safe?</b>  <b>No Outsiders – ‘Amazing’</b>  <b>To think about what makes a good friend</b></p> <ul style="list-style-type: none"> <li>• To understand how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• To understand how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them including resisting pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• To understand how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• To understand how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul> <p><b>My Happy Mind – Relate</b></p> <ul style="list-style-type: none"> <li>• To understand how we can have good relationships with other people and how our differences can help us</li> <li>• To understand how Active Listening and Happy Breathing can help with our friendships</li> </ul>	<p>Safety          Unsafe          Restrictions          Rules          Prevention          Pressure          Secrets          Online          Trustworthy          Concern</p> <p>Character Strengths          Relate          Get Along          Active Listening,          Team H-A –P,          Happy Breathing, 'Stop, Understand, Consider'          Friendships          Relationships          Differences</p>		
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<p><b>How do we recognize our feelings?</b>  <b>No Outsiders – ‘What the jackdaw saw’</b>  <b>To communicate in different ways</b></p> <ul style="list-style-type: none"> <li>• To understand how to recognise, name and describe a range of feelings</li> <li>• To understand how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• To understand how feelings can affect people in their bodies and their behaviour and ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• To understand how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul> <p><b>My Happy Mind – Engage</b></p> <ul style="list-style-type: none"> <li>• To learn how to use everything that you have learnt to feel good and do good.</li> <li>• To learn how we can keep focused on our goal when things get tough</li> </ul>	<p>Feelings  Experiences  Loss  Change  Bereavement  Support  Trust</p> <p>Goal  Perseverance  Goal Setting  Feel Good, Do Good,  Believe to Achieve  Happy Breathing, habits</p>		
<p><b>What can help us to grow and stay healthy?</b>  <b>No Outsiders – ‘All are welcome’</b>  <b>I know I belong</b></p>	<p>Sugar  Health  Growth  Physically active  Screen-time  Damage  Prevention</p>		

<ul style="list-style-type: none"> <li>To understand that eating and drinking too much sugar can affect their health, including dental health</li> <li>To understand how to be physically active and how much rest and sleep they should have everyday</li> <li>To understand that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>To understand how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul> <p><b>My Happy Mind – Recap our learning from this year</b></p>	Vitamin D		
<b>END POINTS/ ASSESSMENT:</b>	By the end of Year 2: Children will be able to:		

<b>CONCEPTS:</b> Class, sacrifice, freedom, creativity Freedom, pride, resilience, influence Sustainability, consequence, responsibility, environment					
<p><b>AUTUMN 1:</b> How can we be a good friend? No Outsiders - 'This is our house' To understand what discrimination means <b>My Happy mind - Meet your brain</b></p>	<p><b>AUTUMN 2:</b> What keeps us safe? No Outsiders - 'We're all wonders' To understand what a bystander is <b>My Happy Mind - Celebrate</b></p>	<p><b>SPRING 1:</b> What are families like? No Outsiders – 'Beegu' To be welcoming <b>My Happy Mind - Appreciate</b></p>	<p><b>SPRING 2:</b> What makes a community? No Outsiders – The truth about old people To recognise a stereotype <b>My Happy Mind - Relate</b></p>	<p><b>SUMMER 1:</b> Why should we eat well and look after our teeth? No Outsiders – 'The Hueys in the new jumper' To recognise and help an outsider <b>My Happy Mind - Engage</b></p>	<p><b>SUMMER 2:</b> Why should we keep active and sleep well? No Outsiders - 'Planet Omar: Accidental Margaret' To consider living in Britain today</p>

<p><b>SEQUENCE OF LEARNING:</b></p> <p><b>How can we be a good friend?</b>  <b>No Outsiders - ‘This is our house’</b>  <b>To understand what discrimination means</b></p> <ul style="list-style-type: none"> <li>To understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>To understand how to recognise if others are feeling lonely and excluded and strategies to include them - No Outsiders</li> <li>To understand how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>To understand that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>To understand how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul> <p><b>My Happy Mind – Meet Your Brain</b></p> <ul style="list-style-type: none"> <li>How do our brain and mind work together?</li> <li>We are learning more about the Team in our brain, Team H- A-P.</li> <li>To know about the role of the Amygdala and how we can train our brain.</li> </ul>	<p><b>KEY VOCABULARY:</b></p> <p>Wellbeing  Lonely  Excluded  Positive friendships  Resolve  Reconcile  Disagreements  Opinions</p> <p>Brain Cells  HAP - Hippocampus, Amygdala, Prefrontal Cortex, Mind  Focus  Neuroplasticity  Neuron  Neural Pathway  Happy Breathing  Fight and Flight  Freeze  Oxygen</p>	<p><b>KEY PRIOR LEARNING:</b></p> <p>In <b>YEAR 2</b> children will have had the opportunity to...</p> <ul style="list-style-type: none"> <li>Understand how to build and maintain friendships</li> <li>Know what bullying is and how to report it</li> <li>Identify strengths and interests which enable people to do different jobs</li> <li>Know how to stay safe including online and how to report any concerns they may have</li> <li>Identify a range of feelings, how they affect us and how to discuss feelings with others</li> <li>Identify character strengths and use these to understand others</li> <li>Understand ways of showing gratitude</li> </ul> <p>This will be assessed by:  <b>Termly Quiz</b></p>	<p><b>COMPOSITE TASKS:</b>  <b>(Teachers to complete this section – related to Sequence of Learning)</b></p> <ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>
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<ul style="list-style-type: none"> <li>• Why does the Amygdala behave the way it does?</li> <li>• How is the brain structured?</li> <li>• What are Neurons and Neural Pathways?</li> </ul> <p><b>What keeps us safe?</b></p> <p><b>No Outsiders - 'We're all wonders'</b></p> <p><b>To understand what a bystander is</b></p> <ul style="list-style-type: none"> <li>• To understand how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• To understand how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• To understand that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• To understand how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) and how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns including calling for help and speaking to the emergency services</li> </ul> <p><b>My Happy Mind – Celebrate</b></p>	<p>Hazards Risk Protect Permission Hygiene Appropriate Inappropriate Accident Emergency Respond</p> <p>Character Strengths Genetics Unique Special Strength Spotting Neuroplasticity Team H-A-P</p>		
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<ul style="list-style-type: none"> <li>• To understand where our character comes from and which Character Strengths we have</li> <li>• To know how you can use your strengths in difficult situations and how we can grow our strengths</li> </ul> <p><b>What are families like?</b></p> <p><b>No Outsiders – ‘Beegu’</b></p> <p><b>To be welcoming</b></p> <ul style="list-style-type: none"> <li>• To understand how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, stepparents, blended families, foster and adoptive parents)</li> <li>• To understand how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> </ul> <p>To understand how people within families should care for each other and the different ways they demonstrate this</p> <ul style="list-style-type: none"> <li>• To understand how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul> <p><b>My Happy Mind – Appreciate</b></p> <ul style="list-style-type: none"> <li>• To understand how to develop an Attitude of Gratitude and how it feels to give and receive Gratitude and build a habit of Gratitude</li> </ul>	<p>Adoption Blended Stepparents Foster Celebrations Differences Positivity Relationships</p> <p>Appreciate Grateful Thankful Team H-A –P</p>		
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<p><b>Why should we eat well and look after our teeth?</b></p> <p><b>No Outsiders – ‘The Hueys in the new jumper’</b></p> <p><b>To recognise and help an outsider</b></p> <ul style="list-style-type: none"> <li>• To understand how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• To understand how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• To understand how people make choices about what to eat and drink, including who or what influences these</li> <li>• To understand how, when and where to ask for advice and help about healthy eating and dental care</li> </ul> <p><b>My Happy Mind – Engage</b></p> <ul style="list-style-type: none"> <li>• We are learning about what activities we Engage in.</li> <li>• What are Big Dream Goals and how can perseverance and resilience help us stay focussed.</li> <li>• To reflect on how positive habits help us to be at our best</li> </ul> <p><b>Why should we keep active and sleep well?</b></p> <p><b>No Outsiders - ‘Planet Omar: Accidental Margaret’</b></p> <p><b>To consider living in Britain today</b></p>	<p>Healthy diet Oral hygiene Nutrition Balanced Sugar Health Impact Influences Advice</p> <p>Engage Feel good, do good, Believe to Achieve Happy Breathing Perseverance Resilience Big Dream Goals Habits</p>		
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<ul style="list-style-type: none"> <li>• To understand how regular physical activity benefits bodies and feelings</li> <li>• To understand how to be active on a daily and weekly basis - how to balance time online with other activities - making sensible choices</li> <li>• including what and who influences decisions and considering how the lack of physical activity can affect health and wellbeing</li> <li>• To understand how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• To understand how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul> <p><b>My Happy Mind – recap the learning this year</b></p>	<p>Physical activity Benefits Influence Decisions Health and wellbeing</p>		
<p><b>END POINTS/ ASSESSMENT:</b></p>	<p>By the end of Year 3: Children will be able to:</p>		

<p><b>CONCEPTS:</b> Duty, loyalty, power, wisdom, globalization Faith, courage, community, conflict Sustainability, respect, environment, morality</p>					
<p><b>AUTUMN 1:</b>                  What strengths, skills and interests do we have?                  No Outsiders - ‘Along came a different’                  To help someone accept difference                  My Happy Mind - Meet your brain</p>	<p><b>AUTUMN 2:</b>                  How do we treat each other with respect?                  No Outsiders - ‘Dogs don’t do ballet’                  To choose when to be assertive                  My Happy Mind - Celebrate</p>	<p><b>SPRING 1:</b>                  How can we manage our feelings?                  No Outsiders - ‘Red: A crayon’s story’                  To be proud of who I am                  My Happy Mind - Appreciate</p>	<p><b>SPRING 2:</b>                  How can we manage risk in different places?                  No Outsiders - ‘Aalfred and Aalbert’                  To find common ground                  My Happy Mind -Relate</p>	<p><b>SUMMER 1:</b>                  How can our choices make a difference to us and our environment?                  No Outsiders - ‘When sadness comes to call’                  To look after my mental health                  My Happy Mind - Engage</p>	<p><b>SUMMER 2:</b>                  How can we help in an accident or emergency?                  No Outsiders - ‘Julian is a mermaid’                  To show acceptance                  My Happy Mind – Recap our learning</p>
<p><b>SEQUENCE OF LEARNING:</b></p> <p>What strengths, skills and interests do we have?                  No Outsiders - ‘Along came a different’                  To help someone accept difference</p> <ul style="list-style-type: none"> <li>To understand how to recognise personal qualities and individuality</li> <li>To understand to develop self-worth by identifying positive things</li> </ul>	<p><b>KEY VOCABULARY:</b></p> <p>Personal qualities                  Attributes</p>	<p><b>KEY PRIOR LEARNING:</b></p> <p>In <b>YEAR 3</b> children will have had the opportunity to...</p> <ul style="list-style-type: none"> <li>Understand how to be a good friend and how to access help if they feel lonely and how to resolve differences of opinion</li> <li>Identify risks and how to stay safe</li> <li>Understand how families can be different in their structure and how families care for each other</li> </ul>	<p><b>COMPOSITE TASKS:</b>                  (Teachers to complete this section – related to Sequence of Learning)</p> <ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>		

<p>about themselves and their achievements</p> <ul style="list-style-type: none"> <li>To understand how their personal attributes, strengths, skills and interests contribute to their self-esteem - No Outsiders</li> <li>To identify personal interests and understand how to set goals for themselves linked to their interests</li> <li>To understand how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul> <p><b>My Happy Mind - Meet your brain</b></p> <ul style="list-style-type: none"> <li>To know how you can train your mind.</li> <li>To know what real and perceived danger is.</li> <li>To learn what triggers our Amygdala and how we can calm it.</li> </ul> <p><b>How do we treat each other with respect?</b></p> <p>No Outsiders - 'Dogs don't do ballet' To choose when to be assertive</p> <ul style="list-style-type: none"> <li>To understand how people's behaviour affects themselves and others, including online</li> <li>To understand how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>To understand about the relationship between rights and</li> </ul>	<p>Strengths Contributions Interests</p> <p>Hippocampus Amygdala Prefrontal Cortex Neuroplasticity Neuron Neural Pathway Real danger Perceived danger Trigger</p> <p>Rights Responsibilities Courteous Respect/respectful Protection Privacy Secrets Exclusion Discrimination Inclusion Disrespect Aggression</p>	<ul style="list-style-type: none"> <li>Recognise community, diversity and what a stereotype is</li> <li>Learn how to maintain good oral hygiene including a healthy and balanced diet and where to find support</li> <li>Understand the importance of sleep and physical activity</li> <li>Set goals and overcome setbacks</li> <li>Celebrate differences</li> <li>Know which hormone gets released when we give or receive Gratitude</li> <li>Know about the role of the Amygdala and how we can train our brain and identify what neurons and neural pathways are</li> </ul> <p>This will be assessed by: <b>Termly Quiz</b></p>	<p><b>6.</b></p>
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<p>responsibilities and understand the rights that children have and why it is important to protect these</p> <ul style="list-style-type: none"> <li>• To understand about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> <li>• To understand that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination - No Outsiders</li> <li>• To understand how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul> <p><b>My Happy Mind - Celebrate</b></p> <ul style="list-style-type: none"> <li>• To understand how you can use your strengths in difficult and different situations</li> <li>• To understand more about Neuroplasticity and how it helps us.</li> </ul> <p><b>How can we manage our feelings?</b></p> <p><b>No Outsiders - 'Red: A crayon's story To be proud of who I am</b></p> <ul style="list-style-type: none"> <li>• To understand how everyday things can affect feelings</li> </ul>	<p>Character Strengths  Unique  Special  Strength Spotting  Neuroplasticity  Team H-A –P  Dopamine  Habits  Neural Pathway</p> <p>Intensity  Feelings  Expression of feelings  Response/respond</p>		
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<ul style="list-style-type: none"> <li>• To understand how feelings change over time and can be experienced at different levels of intensity</li> <li>• To understand the importance of expressing feelings and how they can be expressed in different ways <ul style="list-style-type: none"> <li>• To understand how to respond proportionately to, and manage, feelings in different circumstances including at times of loss, grief and change</li> <li>• To understand how to access advice and support to help manage their own or others' feelings</li> </ul> </li> </ul> <p><b>My Happy Mind – Appreciate</b></p> <ul style="list-style-type: none"> <li>• What does appreciation mean?</li> <li>• What is the Domino Effect?</li> <li>• To understand how to appreciate ourselves and use our Character Strengths to do this</li> </ul> <p><b>How can we manage risk in different places?</b></p> <p><b>No Outsiders - 'Aalfred and Aalbert'</b> <b>To find common ground</b></p> <ul style="list-style-type: none"> <li>• To understand how to recognise, predict, assess and manage risk in different situations</li> <li>• To understand how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• To understand people can be influenced by their peers' behaviour</li> </ul>	<p>Bereavement/loss Proportionate responses Grief</p> <p>Appreciate Domino effect Team H-A-P Happy Breathing</p> <p>Risk – recognise, predict, assess, manage Influences Behaviour Peer approval Personal information Digital and online Inappropriate online content</p>		
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<p>and by a desire for peer approval; how to manage this influence</p> <ul style="list-style-type: none"> <li>• To understand how people’s online actions can impact on other people</li> <li>• To understand how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• To understand how to report concerns, including about inappropriate online content and contact</li> <li>• To understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul> <p><b>My Happy Mind - Relate</b></p> <ul style="list-style-type: none"> <li>• To understand what Stop, Understand and Consider means and how it can help</li> <li>• To know how Active Listening can help us to relate with others and can help us to Stop, Understand and Consider</li> </ul> <p><b>How can our choices make a difference to us and our environment?</b></p> <p><b>No Outsiders - ‘When sadness comes to call’</b></p> <p><b>To look after my mental health</b></p> <ul style="list-style-type: none"> <li>• To understand how people have a shared responsibility to help protect the world around them</li> </ul>	<p>Character Strength Active Listening ‘Stop Understand and Consider’ Friendships Relationships Differences Perspectives</p> <p>Responsibility Environment Choices Compassionate Fairtrade</p>		
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<ul style="list-style-type: none"> <li>• To understand how everyday choices can affect the environment</li> <li>• To understand how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• To understand how to show care and concern for others (people and animals) and how to carry out personal responsibilities in a caring and compassionate way</li> </ul> <p><b>My Happy Mind – Engage</b></p> <ul style="list-style-type: none"> <li>• To know what we Engage in.</li> <li>• How do perseverance and resilience help us to stay focused on our goals.</li> <li>• To know that we already have the skills of perseverance and resilience</li> </ul> <p><b>How can we help in an accident or emergency?</b></p> <p><b>No Outsiders - 'Julian is a mermaid'</b></p> <p><b>To show acceptance</b></p> <ul style="list-style-type: none"> <li>• To understand how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• To understand that if someone has experienced a head injury, they should not be moved</li> <li>• To understand when it is appropriate to use first aid and the importance of seeking adult help</li> </ul>	<p>Engage Perseverance Feel Good, Do Good Believe to Achieve Happy Breathing Resilience Dopamine</p> <p>First aid Injury Appropriate Calm Emergency Accident Information</p>		
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<ul style="list-style-type: none"> <li>To understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul> <p><b>My Happy Mind – recap our learning this year</b></p>			
<p><b>END POINTS/ ASSESSMENT:</b></p>	<p>By the end of Year 4: Children will be able to:</p>		

<b>CONCEPTS:</b>					
<p><b>AUTUMN 1:</b> What makes up a person’s identity? No Outsiders - ‘Kenny lives with Erica and Martina’ To consider consequences My Happy Mind - Meet your brain</p>	<p><b>AUTUMN 2:</b> How can friends communicate safely? No Outsiders - ‘The Suitcase’ To understand the universal legislation on human rights My Happy Mind - Celebrate</p>	<p><b>SPRING 1:</b> How will we grow and change? No Outsiders - ‘Mixed’ To consider response to racist behaviour My Happy Mind - Appreciate</p>	<p><b>SPRING 2:</b> What jobs would we like? ASPIRATION No Outsiders - ‘How to heal a broken wing’ To recognise when someone needs help My Happy Mind - Relate</p>	<p><b>SUMMER 1:</b> Money; making decisions; spending and saving No Outsiders - ‘The Little Island’ To be competent in the art of speaking and listening and participate in debate My Happy Mind - Engage</p>	<p><b>SUMMER 2:</b> How can drugs common to everyday life affect health? No Outsiders - ‘And tango makes Three’ To exchange dialogue and express opinion My Happy Mind – Recap learning</p>
<p><b>SEQUENCE OF LEARNING:</b></p> <p><b>What makes up a person’s identity?</b> No Outsiders - ‘Kenny lives with Erica and Martina’ To consider consequences</p> <ul style="list-style-type: none"> <li>To understand how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>To understand that there are a range of factors that contribute to a person’s identity (e.g.</li> </ul>	<p><b>KEY VOCABULARY:</b></p> <p>Similarities Differences Identity Ethnicity Faith Culture Gender Individuality</p>	<p><b>KEY PRIOR LEARNING:</b> In <b>YEAR 4</b> children will have had the opportunity to...</p> <ul style="list-style-type: none"> <li>Set personal goals in respect of their own strengths and interests</li> <li>Understand perceived and real danger</li> <li>Understand respect, inclusion and how to avoid discrimination</li> <li>Identify how to use our character strengths in difficult situations</li> </ul>	<p><b>COMPOSITE TASKS:</b> <b>(Teachers to complete this section – related to Sequence of Learning)</b></p> <ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>		

<p>ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <ul style="list-style-type: none"> <li>To understand how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>To understand about stereotypes and how they are not always accurate, can negatively influence behaviours and attitudes towards others and how to challenge stereotypes and assumptions about others</li> </ul> <p><b>My Happy Mind - Meet your brain</b></p> <ul style="list-style-type: none"> <li>To know how to look after our brains. and how Happy Breathing is good for our brains</li> <li>To understand what happens in our brain when we are feeling stressed.</li> <li>To learn all about the role of Cortisol and how to manage our Cortisol levels</li> </ul> <p><b>How can friends communicate safely?</b></p> <p><b>No Outsiders - ‘The Suitcase’</b></p> <p><b>To understand the universal legislation on human rights</b></p> <ul style="list-style-type: none"> <li>To understand about the different types of relationships people have in their lives</li> <li>To understand how friends and family communicate together;</li> </ul>	<p>Biological sex Stereotypes</p> <p>Hippocampus Amygdala Prefrontal Cortex Neuroplasticity Neuron Neural Pathway Happy Breathing Fight Flight Freeze Oxygen Real danger Perceived danger Trigger Cortisol</p> <p>Legislation Communication Risk within friendships Content Personal information Inappropriate content</p>	<ul style="list-style-type: none"> <li>Understand different feelings, their intensity and how to manage them</li> <li>Identify the importance of self-appreciation and how to gain this.</li> <li>To predict, assess and manage risk in a variety of situations and not be influenced by others</li> <li>Learn that perseverance and resilience support meeting our personal goals</li> <li>Understand their choices will have an impact on the environment</li> <li>Understand how to support others in the case of an emergency including basic first aid</li> </ul> <p>This will be assessed by:</p> <p><b>Termly Quiz</b></p>	
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<p>how the internet and social media can be used positively</p> <ul style="list-style-type: none"> <li>• To understand how knowing someone online differs from knowing someone face-to-face</li> <li>• To understand how to recognise risk in relation to friendships and keeping safe</li> <li>• To understand about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• To understand how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• To understand how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul> <p><b>My Happy Mind – Celebrate</b></p> <ul style="list-style-type: none"> <li>• To understand how to grow our Character Strengths. And how we use our top 5 strengths.</li> <li>• How do our strengths help us when we are worried about something?</li> </ul> <p><b>How will we grow and change?</b>  <b>No Outsiders - 'Mixed'</b>  <b>To consider response to racist behaviour</b></p> <ul style="list-style-type: none"> <li>• To understand about puberty and how bodies change during puberty, including menstruation</li> </ul>	<p>Wisdom, Courage, Humanity, Justice, Temperance, Transcendence, Virtues, Strength Spotting  Top Strengths  Neuroplasticity  Team H-A –P  Dopamine  Habits  Neural Pathways  Cortisol</p> <p>Puberty  Menstruation  Erection  Personal hygiene  Emergency</p>		
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<p>and menstrual wellbeing, erections</p> <ul style="list-style-type: none"> <li>• To understand how puberty can affect emotions and feelings</li> <li>• To understand how personal hygiene routines change during puberty</li> <li>• To understand how to ask for advice and support about growing and changing and puberty</li> <li>• To understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul> <p><b>My Happy Mind – Appreciate</b></p> <ul style="list-style-type: none"> <li>• To know what 3 things are important to appreciate</li> <li>• To know which hormone gets released when we give or receive Gratitude, how to create a habit of giving Gratitude and how Gratitude can help us to face problems.</li> </ul> <p><b>What jobs would we like?</b>  <b>No Outsiders - 'How to heal a broken wing'</b>  <b>To recognise when someone needs help</b></p> <ul style="list-style-type: none"> <li>• To understand that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime and understand how people choose a career/job and what</li> </ul>	<p>Appreciate  Team H-A-P  Happy Breathing  Dopamine  Attitude of Gratitude  Neuroplasticity  Domino Effect</p> <p>Career  Voluntary  Attributes  Qualifications  Training  Apprenticeships  University</p>		
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<p>influences their decision, including skills, interests and pay</p> <ul style="list-style-type: none"> <li>• To understand that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• To understand about the skills, attributes, qualifications and training needed for different jobs and that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• To understand how to question and challenge stereotypes about the types of jobs people can do</li> <li>• To understand how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions - <b>strong link to My Happy Mind</b></li> </ul> <p><b>My Happy Mind - Relate</b></p> <ul style="list-style-type: none"> <li>• To know what Stop, Understand and Consider means and how it can help</li> <li>• How can we use our strengths in different ways?</li> <li>• Why is it important to show Gratitude to friends?</li> </ul> <p><b>Money; making decisions; spending and saving</b></p>	<p>College Stereotypes</p> <p>Character Strengths Relate, Active Listening 'Stop Understand and Consider' Perspectives Team H-A –P Dopamine</p>		
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<p><b>No Outsiders - 'The Little Island'</b>  <b>To be competent in the art of speaking and listening and participate in debate</b></p> <ul style="list-style-type: none"> <li>To understand how people make decisions about spending and saving money and what influences them</li> <li>To understand how to keep track of money so people know how much they have to spend or save and how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>To understand how to recognise what makes something 'value for money' and what this means to them</li> <li>To understand that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul> <p><b>My Happy Mind – Engage</b></p> <ul style="list-style-type: none"> <li>To consider what we Engage in.</li> <li>What are Big Dream Goals?</li> <li>To understand how our feelings affect our Engagement levels</li> </ul> <p><b>How can drugs common to everyday life affect health?</b>  <b>No Outsiders - 'And tango makes Three'</b>  <b>To exchange dialogue and express opinion</b></p>	<p>Spend /save  Value  Financial risks</p> <p>Engage  Perseverance  Feel good, do good  Believe to Achieve  Happy Breathing  Habits  Perseverance  Resilience  Dopamine  Cortisol,  Team Goals</p>		
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<ul style="list-style-type: none"> <li>• To understand how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• To understand that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• To understand how laws surrounding the use of drugs exist to protect them and others</li> <li>• To understand why people choose to use or not use different drugs</li> <li>• To understand how people can prevent or reduce the risks associated with them</li> <li>• To understand that for some people, drug use can become a habit which is difficult to break</li> <li>• To understand how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• To understand how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul> <p><b>My Happy Mind – Recap our learning this year</b></p>	<p>Drugs  Legal  Illegal  Restrictions  Risks  Protection  Prevention  Addiction  Habit  Trusted adult</p>		
<p><b>END POINTS/ ASSESSMENT:</b></p>	<p>By the end of Year 5: Children will be able to:</p>		

CONCEPTS:					
<b>AUTUMN 1:</b> How can the media influence people?	<b>AUTUMN 2:</b> No Outsiders - 'The only way is Badger'	<b>SPRING 1:</b> How can we keep healthy as we grow?	<b>SPRING 2:</b> What will change as we become more independent?	<b>SUMMER 1:</b> How do friendships change as we grow?	<b>SUMMER 2:</b> No Outsiders - 'A day in the life of Marlon Bundo'

<p>No Outsiders - 'King of the sky' To consider response to immigration <b>My Happy Mind – Meet your Brain</b></p>	<p>To consider language and freedom of speech <b>My Happy Mind - Celebrate</b></p>	<p>No Outsiders - 'Leaf' To overcome fears about difference <b>My Happy Mind - Appreciate</b></p>	<p>No Outsiders - 'The Island' To consider causes of racism <b>My Happy Mind - Relate</b></p>	<p>No Outsiders - 'introducing Teddy' To show acceptance <b>My Happy Mind - Engage</b></p>	<p>To consider democracy <b>My Happy Mind – Recap of learning</b></p>
<p><b>SEQUENCE OF LEARNING:</b></p> <p>No Outsiders - 'King of the sky' To consider response to immigration <b>How can the media influence people?</b></p> <ul style="list-style-type: none"> <li>To understand how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>To understand that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>To understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>To understand how text and images can be manipulated or invented; strategies to recognise this</li> </ul>	<p><b>KEY VOCABULARY:</b></p> <p>Social media Images Distribution Manipulation Influence Reliable Suspicious</p>	<p><b>KEY PRIOR LEARNING:</b></p> <p>In <b>YEAR 5</b> children will have had the opportunity to...</p> <ul style="list-style-type: none"> <li>Understand what makes up a person's identity</li> <li>Learn what a stereotype is</li> <li>Learn what cortisol is and how we look after our brains when stressed</li> <li>Understand the physical and emotional changes during puberty</li> <li>Understand there is a wide range of jobs which can be sought by a variety of paths including apprenticeships</li> <li>Understand the value of money, how decisions are made to save or spend and how to keep track of money</li> <li>To use my own character strengths to choose a job or career I will enjoy</li> <li>Identify legal and illegal drugs and know where to get support regarding habits developing into addiction</li> </ul>	<p><b>COMPOSITE TASKS:</b></p> <p><b>(Teachers to complete this section – related to Sequence of Learning)</b></p> <ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>		

<ul style="list-style-type: none"> <li>• To understand how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• To understand how to recognise unsafe or suspicious content online and what to do about it</li> <li>• To understand how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• To understand how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• To understand how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• To understand how to discuss and debate what influences people’s decisions, taking into consideration different viewpoints</li> </ul> <p><b>My Happy Mind – Meet your Brain</b></p> <ul style="list-style-type: none"> <li>• To know how to manage our brains in times of stress.</li> <li>• To understand how to use strategies to help us when we are feeling worried.</li> <li>• How can we deepen our understanding of what is going on in our brains?</li> <li>• We are learning how to manage our thoughts and how to</li> </ul>	<p>Hippocampus Amygdala Prefrontal Cortex Neuroplasticity</p>	<p>This will be assessed by: <b>Termly Quiz</b></p>	
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<p>» how and why to balance time spent online with other activities</p> <p>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <p>» how to manage the influence of friends and family on health choices</p> <ul style="list-style-type: none"> <li>• To understand that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a healthy one</li> <li>• To understand how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• To understand how and recognize early signs of physical and mental ill-health and what to do about this; including whom to speak to in and outside school.</li> <li>• To understand that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• To understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult.</li> <li>• To understand that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul> <p><b>My Happy Mind - Appreciate</b></p>			
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<ul style="list-style-type: none"> <li>• How can we establish Gratitude habits?</li> <li>• How can we use Gratitude to support us through transitions?</li> <li>• To know how to build our Gratitude Character Strength</li> </ul> <p><b>What will change as we become more independent?</b></p> <p>No Outsiders - 'The Island'</p> <p>To consider causes of racism</p> <p><b>My Happy Mind – Relate</b></p> <ul style="list-style-type: none"> <li>• To understand how our strengths can help us make friends and keep friends</li> <li>• We are learning what friendships are, how they are formed and why friendships are so meaningful.</li> </ul> <p><b>How do friendships change as we grow?</b></p> <p>No Outsiders - 'introducing Teddy'</p> <p>To show acceptance</p> <ul style="list-style-type: none"> <li>• To understand that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• To understand that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• To understand that adults can choose to be part of a committed</li> </ul>	<p>Team H-A-P Happy Breathing Dopamine Attitude of Gratitude Neuroplasticity Habit Domino Effect</p> <p>Character Strengths Relate Active Listening - 'Stop Understand and Consider' Friendships Relationships, Perspectives Team H-A-P Dopamine</p> <p>Love Gender Ethnicity Intimate</p>		
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<p>No Outsiders - 'A day in the life of Marlon Bundo'          To consider democracy          My Happy Mind – Recap our learning this year</p>	<p>Cortisol          Team Goals.</p>		
<p><b>END POINTS/          ASSESSMENT:</b></p>	<p>By the end of Year 6:          Children will be able to:</p>		

2 Allergy Awareness lessons will be taught in each year group as mapped out below

**Allergy Awareness Lessons**

	<b><u>Lesson 1</u></b>	<b><u>Lesson 2</u></b>
Nursery	What shall I have on my pizza? 3-5 years – film and activities	Arlo colouring sheet
Reception	What shall I have on my pizza? 3-5 years – film and activities	Flash cards and Arlo the Armadillo body outline
Year 1	Understanding allergies assembly plan – use this to teach about allergies	Everybody can have fun at a party – Arlo the armadillo
Year 2	Understanding allergies assembly plan – use this to teach about allergies	Allergic reaction Body Outline
Year 3	Food Allergies – anyone, anytime, anywhere	Myth or Fact game
Year 4	Food Allergies – anyone, anytime, anywhere	Learn how to read food labels

Year 5	Food Allergies – anyone, anytime, anywhere	Pollen and Food Allergies
Year 6	Food Allergies – anyone, anytime, anywhere	How to respond to a Food Allergy Emergency – film and information cards

