

| Y4       | Open Hearts (kindness)  |   | Open Minds (wellbeing)   |                          |  | Open Doors (community)  |  |   |
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|          | Personal Characteristics  | Friendship and Anti-Bullying  | Mental Health  | Health/ <b>Financial</b> | Keeping Safe   | Equality  | Relationships  | First Aid   |
| Autumn 1 | <p>To reflect on how they show they have an open heart.<br/>To discuss the questions: Why is it important to be kind? and explore the impact of kindness on others.</p> <p>To show good manners.<br/>To show respect when talking to adults in school and adjusting their behaviour appropriately.<br/>To show our school values everyday: compassion, respect, responsibility and perseverance.<br/>To discuss how this may seem hard sometimes but it is their responsibility.<br/>To show respect by doing what we are told even if we do not agree.</p> <p>To revisit the term role model and discuss how they show this.<br/>To know expected and unexpected classroom behaviours.<br/>To know expected and unexpected behaviours on the playground.</p> <p>To show empathy and understanding to their reading friend.</p> | <p>To regularly show the characteristics of a healthy friendship.<br/>To discuss what the word loneliness means and how someone who is lonely might feel.<br/>To recognise that kindness and friendship can help someone not feel lonely.</p> <p>To recall what attributes make a good reading friend.<br/>To show the attributes of a good reading friend.</p> <p>To discuss how a class is a team.<br/>To know what makes a good team.<br/>To know we may not be friends with everyone in our class but we are kind and respectful to everyone.</p> | <p>To reflect on how helping others has helped them feel.<br/>Discuss how supporting others can be positive for our mental health.</p> <p>To discuss feelings and emotions with increasing vocabulary.</p> |                          | <p>To actively seek support when friendships go through ups and downs from a trusted adult.<br/>To know who to talk to if our reading friend needs help.<br/>To name who their trusted adults are in school and to know these may change over time.<br/>To know the names of all the teachers and teaching partners in LKS2 and name most adults in the wider school.<br/>To know the names of all lunchtime support staff and office staff.</p> <p>To learn that boundaries are different for every person and they are the emotion and physical limits they are willing to share with others.<br/>To understand boundaries in terms of appropriate and inappropriate actions in friendships (emotional and physical)</p> | <p>To explore what a world would be like without and with kindness.<br/>To discuss whether difference should be a barrier to friendship.<br/><br/>To discuss the question: how we can make everyone feel welcome? (linking to kindness)</p> | <p>To know who their friends are and why.<br/><br/>To discuss the difficulties of being friends with more than one person and share best practise.<br/><br/>To be a younger child's reading friend.<br/>To show the characteristics of a healthy friendship during reading friends</p> | <p>To continue to monitor minor injuries independently.<br/><br/>To ask for adult assistance when needed.</p> |

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| Autumn 2 | <p>To recall how to make someone feel welcome in our school.</p> <p>To explore how their kind acts to helps someone who is being bullied.</p> <p>To discuss the value in being kind to everyone – linking this to mental health and how we do to know how someone is feeling.</p> | <p>To know expected and unexpected behaviours in friendships.</p> <p>To identify healthy and unhealthy friendships using scenarios and offer advice – linking to previous work on purposeful and accidental actions.</p> <p>To explore when the ups and downs of friendship change to an unhealthy friendship.</p> <p>To explore strategies to repair friendships.</p> <p>To understand why it is important to not resort to physical, or verbal, attacks.</p> <p>To discuss the phrase 'bullying is when someone thinks they are more powerful than someone else and is mean to them deliberately over and over again' and relate this to our preventing and tackling bullying policy.</p> <p>To know what to do if someone is being bullied online.</p> <p>To know that power in a friendship should be equal.</p> <p>To know that bullying is not acceptable.</p> <p>To use scenarios to discuss what is bullying and what is not.</p> <p>To know what to do if their reading friend reports bullying to them.</p> | <p>To recall why bullying is upsetting and to know it has a long lasting effect on mental health.</p> <p>To know healthy friendships help our mental health and spending time with friends is a strategy.</p> <p>To discuss what attributes they bring to our school.</p> <p>To know discuss how each person in our school family adds value and how they add value to the school.</p> <p>To name 3 things they are good at and 3 things they like about themselves.</p> |  | <p>To name who their trusted adults are in school and trusted friends.</p> <p>To name the adults in school they could speak to if they think they or someone else is being bullied.</p> <p>To review how to initiate a conversation with their trusted adult or friend and discuss the barriers that may prevent this.</p> <p>To know they don't have to just tell a trusted adult about themselves but also if they are concerned about someone else.</p> <p>To identify their house captain and Head/ Deputy Head of House as someone who could help them or others.</p> <p>To recognise they may be the trusted friend to their reading friend and discuss what this entails.</p> <p>To revisit what boundaries means and how these differ for individuals.</p> <p>To introduce the word consent and know it is the permission for something to happen.</p> <p>To discuss why consent is important.</p> <p>To play games that help understand the idea of consent.</p> | <p>To begin to understand the word stereotypes reviewing gender stereotypes.</p> <p>To know that racism is discrimination against people because of their race or ethnic group.</p> <p>To know racism is unacceptable.</p> | <p>To recognise when they have done something wrong and apologise.</p> |  |
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| Spring 1 | <p>To discuss why it is important to show kindness online.</p>   | <p>To know that people online can be unkind.<br/>To recall other strategies they could apply such as blocking the user, reporting the user, ignoring the comment.<br/>To know that repetitive unkind behaviour online is cyber bullying.</p> <p>To determine whether comments are kind or not and understand they are open to interpretation.<br/>To know that a troll is someone who deliberately tries to upset people online.<br/>To review what they would do if they saw a troll online and if they felt targeted by one.<br/>To discuss what you would do if an IRL friend started being unkind online.</p> <p>To know that mental health and physical health conditions are not a point of weakness.<br/>To know that mental health conditions are not something to be unkind about.</p> | <p>To know the importance of always being kind even when no one's watching (linking this to online.)<br/>To revisit what discuss that some people's behaviour changes online because they are online.<br/>To discuss how these unkind actions can have a negative effect on how people feel.</p> <p>To discuss mental health whilst reading The Boy I the Tower.</p> | <p>To recap people online get paid for including products in their posts.<br/>To recall if someone is being paid to advertise something using the hashtag ad.</p> <p>To recall physical health is about your body.<br/>To name things that have a positive and negative impact on our mental health.<br/>To understand how mental health conditions can present themselves physically.<br/>To discuss when you would go and see a doctor regarding your physical health.</p> | <p>To know to show an adult if they are hurt or upset by something that happens online.<br/>To identify whether a website is trustworthy with increasing accuracy.<br/>To discuss the question Can you believe everything you read online?<br/>To recall the importance of age restrictions discuss this in relations to gaming, films and social media.<br/>To know that we all have personal data.<br/>To know that personal data is any data (information) that relates to you as an individual.<br/>To know what you look like online determines the adverts and information targeted towards you online.<br/>To discuss how companies use your personal data in relation to advertising.<br/>To revisit whether they can trust product recommendations in photos and videos.<br/>To know the different ways that adverts can appear on the internet introducing unboxing and gaming reviews.</p> | <p>To recall that the internet can be accessed by anyone around the world and that this will impact the people they meet online.</p> <p>To know not all people have access to the internet dependant on their income, where they live ect.</p> | <p>To recall how we treat people online.</p> <p>To know their role as a reading friend is helping with loneliness.</p>   | <p>To know that people take medicine for physical conditions and medical conditions.</p>  |
| Spring 2 | <p>To discuss the importance for talking about how they feel.<br/>To know their feelings might change how they behave or see a situation.<br/>To name which zone they are in at any given time.<br/>To be able to recall their triggers.</p> | <p>To know that someone's emotional health is not a point of weakness.<br/>To know that being unkind to someone who is struggling with their mental health is a form of bullying.</p> <p>To discuss the importance of feelings emotions and not pushing them down.</p>  | <p>To understand there are different types of mental health conditions like there are physical health conditions.<br/>To understand the meaning of Depression and explain how many people live with this.<br/>To discuss the difference between depression and sadness.</p>  | <p>To review depression effect peoples day to day lives but can be lives with.<br/>To link this to inside out and the importance of always being kind.</p> <p>To understand the value of money<br/>To recognise the need to budget</p>   | <p>To name the trusted adults and how to seek support.</p>  | <p>To know that not all people have the same amount of money</p>   | <p>To know when to seek support including which adults to speak to in school if they are worried about money.</p> <p>To know time with loved ones can improve our mental health.</p> | <p>To recap the importance of washing hands to prevent the spread of germs.<br/>To learn about diseases and vaccines.<br/>To learn that we have vaccines throughout our lives to help keep us safe.</p> |

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|                 | <p>To introduce the Social Emotional Chain Reaction.</p> <p>To relate the Social Emotional Chain Reaction to previous experiences.</p>  |  | <p>To discuss the emotional thermometer and link this to depression.</p> <p>To link this to inside out and how you may not always know how people are feeling.</p> <p>To discuss the importance of feelings emotions and not pushing them down (ZofR no feeling is a bad feeling)</p> <p>To understand it is common for people to experience ill mental health.</p> <p>To know that like your physical health you may visit a doctor about your mental health.</p> <p>To know money problems can have an impact on mental health.</p> | <p>To discuss the choices that need to be made when budgeting.</p> <p>To use Barclays online resources to learn about basic budgeting.</p> <p>To know that there are legal and illegal drugs.</p> <p>To know that alcohol and tobacco are legal drugs with age restrictions.</p> <p>To know legal drugs can have a negative impact on individuals health.</p>                             |   |  |   |  |
| <p>Summer 1</p> | <p>To review how I am a part of my school family and what this means for me – what can I expect from others and how should I behave?</p> <p>To continue to respond to different adults around school appropriately.</p> | <p>To describe how I would support a friend who is dealing with a change—including speaking to a trusted adult.</p> <p>To know that sexual orientation and relationships are different for everyone and this is okay and should be accepted.</p> <p>To show respect to other cultures traditions and individuals choices about how to show their love.</p> | <p>To know what a healthy relationship should look like.</p> <p>To know how a healthy relationship should make us feel.</p> <p>To recall what to do if we feel grief.</p>   | <p>To know that emotions can present themselves physically.</p> <p>To know what makes up a healthy diet.</p> <p>To know that a healthy diet does not just include fruit and vegetables but a balance of all food groups.</p> <p>To know the food groups we need to eat less of.</p> <p>To know the risks of not maintaining a healthy diet.</p> <p>To design a healthy balanced meal.</p> | <p>To know what are acceptable and unacceptable behaviours in a relationship.</p> <p>To understand it is okay to say no in a relationship.</p> <p>To recall how we respond to people we do not know to people we do not know online.</p> <p>To revisit boundaries and consent.</p> <p>To know consent cannot be assumed and can be withdrawn at any time.</p> <p>To know what to do if someone does not stop when I say no.</p> | <p>To discuss the positives of being in a loving and healthy relationship.</p> <p>To know what LGBTQ+ stands for.</p> <p>To recall how families might be different to my own and show acceptance of this.</p> <p>To explore how a marriage ceremony can look very different, depending on the culture, religion, gender and location of the couple, but the promises made are fundamentally the same.</p> <p>To challenge historical preconceptions on what marriage should be and of the roles adults within a family take.</p> <p>To discuss the gender roles of adults in a</p> | <p>To revisit the different kinds of family which have been covered so far and discuss the common theme of love.</p> <p>To revisit the idea that families change and this can be challenging and joyful.</p> <p>To know that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong</p> <p>To know how we can express our love for others in words and gestures.</p> <p>To know that though marriage is intended to be lifelong it may not always be.</p> |  |

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|          |  |   |  |  |   | <p>marriage linking this to gender stereotypes.<br/>To know not everyone has always been able to get married.</p>   | <p>To know that marriage can enable a family to grow but families can also lose members.</p>   |  |
| Summer 2 | <p>To learn who their new teacher and Teaching partner will be.<br/>To spend a morning with their new teacher.<br/>To reflect on the year they have had and what they have achieved.<br/>To discuss what they would like to achieve next year and how they will do this.</p> <p>To know how the Prime minister gets into power.<br/>To know that government is made up of a number of parties.<br/>To know why it is important to listen to people with conflicting opinions.<br/>To link the above to social media.</p> <p>To know what a community is.</p> | <p>To know that being unkind to people who are different to ourselves because of their difference is unacceptable.<br/>To revisit how we are all unique.</p> <p>To know we should look after everyone our community.</p> <p>To know we should accept everyone despite their differences.<br/>To share what we like about others in their class.</p> | <p>To know that giving back to the community can help our mental health.<br/>To know that being parts of a community can help our mental health.</p> <p>To learn some history of pride and how acceptance of LGBTQ+ communities has changed.</p> |  | <p>To know their new teacher will become one of their trusted adults in school.<br/>To know their current teacher will remain a trusted adult.</p> <p>To know that not all police officers ect are trustworthy.</p> | <p>To know we should accept everyone in our community.<br/>To discuss what makes someone British.<br/>To read The Boy at the back of the Class.<br/>To know that refugees aren't always treated well and looked after.<br/>To know that Onjali Rauf wrote the boy at the back of the class after working with refugees.</p> <p>To know the meaning of Gay, Lesbian and Bisexual; Homosexual and Heterosexual.</p> <p>To revisit the term discrimination.<br/>To explore discrimination against refugees.<br/>To recap the term mutual respect and apply this to fighting discrimination.</p> <p>To recall what it means to have pride in ourselves and who we are.</p> <p>To know that everyone is unique.<br/>To know that everyone's brains work differently and everyone thinks/sees the world differently.<br/>To revisit dyslexia and dyspraxia as one of the way our brains work differently.</p> | <p>To recall the importance of feeling welcome.<br/>To discuss feeling welcome in line with the boy at the back of the class.</p> <p>To know each sector of our community is made up of individuals with their own opinions and views.</p> | <p>To know that the police, ambulance and fire service are there to help us.</p> |

