

Y5	Open Hearts (kindness)		Open Minds (wellbeing)			Open Doors (community)		
	Personal Characteristics	Friendship and Anti-Bullying	Mental Health	Health/Financial	Keeping Safe	Equality	Relationships	First Aid
Autumn 1	<p>To discuss what it means to have an open heart.</p> <p>To say please and thank you. To show respect when talking to adults in school and adjusting their behaviour appropriately. To show our school values everyday: compassion, respect, responsibility and perseverance.</p> <p>To revisit the term role model and discuss how they show this. To discuss what a role model means for them as they enter UKS2.</p> <p>To know expected and unexpected classroom behaviours. To know expected and unexpected behaviours on the playground.</p>	<p>To regularly show the characteristics of a good friend. To know how to encourage positive friendships in others. To discuss how to recognise when a friendship is no longer healthy. To show kindness and respect to everyone whether we are friends with them or not.</p> <p>To train to be play leaders. They focus on the behaviour we should see on the playground. To discuss what bullying is and how their role as a play leader impacts this. To recall how loneliness can be helped by kindness and friendship and discuss how play leaders can support this.</p> <p>To take responsibility for their behaviour and apologise genuinely.</p>	<p>To explore strategies to deal with unhealthy friendships. To reflect on who makes us happy (including or friends) how they do this and how we can share this with others.</p>		<p>To name their trusted people are and understand these may change with time. To discuss what a trusted person is and reflect on how they can fulfil this role when they become a play leader.</p> <p>To discuss whether asking for help is a good thing. To seek advice from trusted adults when things are difficult. To develop an understanding of how to manage conflict with others and know when to seek adult support.</p> <p>To revisit the term boundaries and discuss what sorts of boundaries are appropriate in friendships and with peers.</p>	<p>To discuss how to create an environment where everyone wants to play and share best practise. To know that difference can sometimes be a barrier to friendship.</p> <p>To try to recognise when I am pre judging people and make an effort to overcome my assumptions.</p>	<p>To reflect on their friendship with their reading friend and discuss how they can spread this kindness through the rest of school.</p> <p>To discuss how to support children how are finding friendships difficult. To reflect on their previous experiences at school and think about how they would have liked help at those times. To identify positive friendships outside and give positive feedback when seen.</p>	<p>Children report injuries to lunchtime supervisors when necessary.</p> <p>Children monitor and treat minor injuries indep.</p>
Autumn 2	<p>To know that I am valued as part of the school family. To recall how to make someone feel welcome in our school.</p> <p>To reflect on what they have learnt in the book Wonder. To reflect on the phrase 'choose kind' in context to the story and discuss how they can choose kind.</p>	<p>To know expected and unexpected behaviours in friendships. To show the attributes of a good reading friend.</p> <p>To know that 'Bullying is when someone thinks they are more powerful than someone else and is mean to them deliberately over and over again'. To know what to do if someone is being bullied online.</p>	<p>To recall why bullying is upsetting and hurtful and to discuss how it has a long lasting effect on mental health. To know time with friends can have a positive impact on mental health.</p> <p>To know what makes them unique. To know their differences make them who they are.</p>		<p>To name who their trusted adults are in school and trusted friends. To give advice to others about how to initiate a conversation with their trusted adult or friend considering other people's barriers. To know they don't have to just tell a trusted adult about themselves but also if they are concerned about someone else. To identify their house captain and Head/Deputy</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 begin to understand the word stereotypes reviewing gender stereotypes and racism. To know we may prejudge people before knowing them and make a conscious effort not to do this</p>	<p>To be a younger child's reading friend. To show the characteristics of a healthy friendship during reading friends.</p> <p>To make a conscious effort to not do actions or say words that would require an apology. To apologise when needed without direction from an adult.</p>	

	<p>To know why choosing kind is important.</p>	<p>To know that a bystander is a person who is at an event but does not take part. To discuss the role and responsibilities of a bystander in bullying. To know the difference between the ups and downs of friendships and unhealthy friendships. To know that bullying is not acceptable.</p> <p>To think evaluative about their own friendships and recognise the characteristics of healthy or unhealthy friendships. To begin to recognise when a friendship is unhealthy and respond accordingly. To understand friendships can go through more ups and downs as we get older. To share strategies on how to repair friendships. To know it is important to not resort to physical, or verbal, attacks.</p>	<p>To speak confidently about what makes them unique and explain what they like about themselves.</p>		<p>Head of House as someone who could help them or others. To recognise they may be the trusted friend to their reading friend and recall what values this means they should show.</p> <p>To revisit the term boundaries and consent. To respect other people's views by stopping when they are asked. To discuss why consent is important. To discuss that consent is gained and not assumed. To know that consent can be withdraw at any time.</p>	<p>To learn that discrimination means the unjust treatment of people based on race, age, sex, or disability. To know discrimination is unacceptable. To learn about individuals who have experienced discrimination.</p>		
Spring 1	<p>To know that the internet is important and list some of its everyday uses. To know the internet is not all positive.</p> <p>To discuss how to show respect to all people online. To know that selfies cannot always be trusted and filters have been used. To know the life someone presents of social media is not always accurate. To reiterate the importance of always</p>	<p>To recall what to do if someone is unkind online. To know the difference between a troll and an online bully. To discuss the question 'what is the best way to deal with a troll?' To know repeated unkind behaviour online is ccyberbullyingand discuss this in time with our Preventing and Tackling Bullying Policy.</p> <p>To discuss how comments are not always read as they are written</p>	<p>To discuss how we have a responsibility to show kindness online. To discuss peer pressure and why people may behave differently online. To discuss how these actions make people feel. To discuss the impact of selfies on mental health and body image. To share what they like about themselves and their appearance. To evaluate photos of people with and without filters discussing the differences.</p>	<p>To recall physical health is about your body. To name things that have a positive and negative impact on our physical and mental health. To understand how mental health conditions can present themselves physically. To discuss how anxiety may present itself physically. To discuss when you would go and see a doctor regarding your physical health and link this to our mental health.</p>	<p>To know to show an adult if they are hurt or upset by something that happens online. To choose the most reliable website when researching information for non-fiction purposes. To discuss the harmful effects of fake news online. To know that search companies can manipulate where their website comes onup a google search. To know that being the top result for a google search is not always reliable.</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. To recall how we can show respect to all people we encounter online without putting ourselves in harm.</p>	<p>To define the words loneliness and connection. To explain the benefits of connection and give advice to others on how to be more connected. To discuss whether the internet helps us be more connected or prevents us from being connected. To know their role as a reading friend is helping with loneliness. To recall how play leaders can help with loneliness.</p>	<p>To know that some people take medication for physical conditions and mental conditions.</p>

	<p>being kind – do you need to write that comment?</p> <p>To revisit Zones of Regulation ,especially how to tell which zones others are in looking at facial expression and body language.</p>	<p>and are open to interpretation. To know the comments put online are there forever and are kept as a digital record. To look at examples of people who have made comments when they were young that have impacted their later life.</p>	<p>To understand the meaning of Anxiety and explain how many people live with it. To discuss the difference between anxiety and worries. To discuss the emotional thermometer and link this to anxiety. To link this to inside out and how you may not always know how people are feeling. To discuss the importance of feelings emotions and not pushing them down. To understand there are different types of mental health conditions like there are physical health conditions. To understand it is common for people to experience ill mental health. To know that like your physical health you may visit a doctor about your mental health.</p>	<p>To review anxiety effect peoples day to day lives but can be lived with. To link this to inside out and the importance of always being kind.</p>	<p>To discuss the age restrictions of social media – why they are there and whether we should listen to them. To discuss the positive and negatives of social media. To recall that we all have personal data – any data (information) that relates to you as an individual. To know that social media gathers a large quantity of personal data. To discuss Instagram and scrolling data. To discuss how companies use your personal data in relation to advertising.</p> <p>To discuss what to do if you are concerned about someone else and their mental health.</p>			
<p>Spring 2</p>	<p>To know it is important to talk about how they are feeling. To understand the importance in asking questions and how not knowing is not a sign of weakness.</p>	<p>To know a person’s appearance does not affect how we treat them To discuss different body types and respectfully challenge each other’s opinions. To know the importance of being kind to each other in a time of change.</p>	<p>To know puberty can effect emotionally and physically. To know some children will be okay during puberty, some will have ups and downs and some will struggle. To revisit previous self-care techniques including hobbies, spending time with loved ones, sleep, etc. To know we all look different and have different body types To know society has effected how people believe they should or shouldn’t look.</p>	<p>To know their bodies will change physically during puberty and this is out of their control. To know a healthy diet and fresh foods can help with mood swings and positive feelings. To learn that puberty includes physical and emotional changes To know the cannot control these changes To know that puberty is changing from a child to an adult. To have a basic understanding of the menstrual cycle and learn what a period is</p>	<p>To understand they should discuss with their parents and trusted adults/peers about the changes they are going through To name the people they can talk to in school and at home. To understand changes with their bodies should not be discussed with people they do not trust or feel comfortable with. To know that they should not be sharing any of these changes with people they do not know. To develop an understanding of what a happy and healthy</p>	<p>To know that puberty is something every adult has been through.</p> <p>To understand that a family is centred around love To understand all families can have babies and they are loved equally. To understand not all couples have children due to choice or personal circumstance and this is okay.</p> <p>To read ‘Freedom’ and have discussions about slavery and black history linking this to previous</p>	<p>To discuss what is the same about all families (love) To know that all families are different and this is okay To understand there are many ways a family can look To discuss the positives and negatives of having a romantic relationship with their peers at their age To know that though during puberty their body is getting ready to have a baby they are not yet emotionally or socially ready</p>	<p>To know how menstruation happens and what to do to aid side effects of menstruation. To recall how to keep clean and healthy. To learn the specific changes they may need to make to their personal hygiene due to the changes that happen during puberty. To know to speak to a medical professional if any of the symptoms of puberty are overtly painful or uncomfortable.</p>

			<p>To reflect positively on their own appearance and personality</p> <p>To build and understand the value in giving and receiving compliments through practise with their peers.</p> <p>To understand that puberty is not comparable to other as they will all go on their own journey in their own time.</p>	<p>To know periods will happen to women roughly once a month and can begin at any point from the age of 8 to 16</p> <p>To know puberty does not start at the same time for everyone and does not happen overnight.</p> <p>To begin to apply this knowledge as they begin the puberty themselves.</p> <p>To know the positive effects of a healthy diet.</p>	<p>relationship looks like in public and behind closed door.</p>	<p>work on stereotypes and preconceptions.</p>	<p>To discuss the difference between friendship and relationships</p> <p>To know developing romantic feelings toward others is a normal part of growing up and this will happen at different times for different people (or not at all)</p> <p>To know they may develop feelings for more than one person at once or for different gender and this is okay.</p> <p>To recall that consent is the permission – discuss why consent is important in a relationship.</p>	
Summer 1	<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 describe how I would support a friend who is finding a relationship difficult – including talking to a trusted adult.</p> <p>To know that as they begin to develop romantic feelings for others this could be for boy or girls or both and this is okay and should be accepted.</p>	<p>To discuss the positives of being in a loving and healthy relationship.</p> <p>To recall what a healthy relationship should look like.</p> <p>To know how a healthy relationship should make us feel.</p> <p>To discuss that a relationship may start healthy and change over time.</p> <p>To begin to recognise when a relationship is becoming unhealthy.</p>	<p>To know that no one should touch the private parts of their body with you their consent.</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 and reflect on how to make a carbohydrate and dairy heavy dish (macaroni cheese) more healthy.</p>	<p>To build an understanding that not all families are safe places and there are numbers you can call and people you can see if this is the case.</p> <p>To revisit what are expected and unexpected behaviours in a relationship.</p> <p>To understand it is okay to say no in a relationship</p> <p>To revisit the term consent and know that consent is permission.</p> <p>To know that consent cannot be assumed.</p> <p>To know we all have the right to say no to any behaviour making them feeling unsafe or unloved.</p> <p>To discuss comfortable and uncomfortable touch in different relationships i.e. friends, family, etc.</p>	<p>To recall how families might be different to my own and show acceptance of this.</p> <p>To show respect to other people even if they are different to them.</p> <p>To know that same sex relationships have the same rights in having a baby as heterosexual couples.</p> <p>To know that there are social and scientific barriers in same sex relationships having children.</p> <p>To know a way for showing love for another person is to respect their boundaries and ask for consent.</p> <p>To know an adopted child is as much a part of their new family as any other child.</p>	<p>To build on last terms knowledge and continue to discuss the differences in families and how they all share love.</p> <p>To know that scientifically an egg and sperm make a baby.</p> <p>To know that not only a man and woman can have a baby.</p> <p>To revisit adoption (Year 3) and know adoption is a way of providing security, permanency and the love of a new family when it is not possible for a child to be raised by his/her birth parents or within the birth family.</p> <p>To know the different circumstances in which a family might adopt a child.</p>	

<p style="text-align: center;">Summer 2</p>	<p>To learn who their new teacher and Teaching partner will be. To spend a morning with their new teacher. To reflect on the year they have had and what they have achieved. To discuss what they would like to achieve next year and how they will do this.</p> <p>To learn about the three main political parties. To know why it is important to listen to people with conflicting opinions. To know that the vote for prime minister happens every 4 years.</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. 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. To share what we like about others in their class.</p> <p>To know we do not have to have the same opinions as our friends. To learn how to have disagreements respectfully.</p>	<p>To know that giving back to the community can help our mental health. To know that being parts of a community can help our mental health.</p>		<p>To know their new teacher will become one of their trusted adults in school. To know their current teacher will remain a trusted adult.</p>	<p>To know we should accept everyone in our community.</p> <p>To know they are entitled to make their own choice and vote at the age of 18. To know that women did not used to have the right to vote.</p> <p>To revisit the term discrimination. To explore discrimination against women. To recap the term mutual respect and apply this to fighting discrimination.</p> <p>To revisit other groups that have experienced discrimination including LGBTQ+ and religions.</p> <p>To recall what it means to have pride in ourselves and who we are.</p> <p>To know that everyone is unique. To know that everyone's brains work differently and everyone thinks/sees the world differently. To learn about autism as one of the way our brains work differently.</p>	<p>To recall the importance of feeling welcome. To discuss feeling welcome and link this to women.</p> <p>To know each sector of our community is made up of individuals with their own opinions and views.</p> <p>To know how our world has changed and moved forward.</p>	<p>To know that the police, ambulance and fire service are there to help us.</p>
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