PSHE in the OCL Primary Curriculum

Intent

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

Alongside the Oasis 9 habits and British values role that PSHE plays within the curriculum there are also weekly class assemblies where we are able to build and develop skills for our children in a more bespoke way which caters for our school, in order to ensure our pupils become healthy, independent and responsible citizens.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The Personal Development curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

OCL PRIMARY CURRICULUM PSHE	**Character**: A strong PHSE curriculum ensures children are well rounded, empathetic, respectful, tolerant citizens. Children will have strong social skills and be able to interact confidently with other children and adults.
	Competence: Through a well-rounded PHSE curriculum children will reach their full potential and will have opportunities to debate different issues. Children will understand equality and protected characteristics from a young age.
	Community: Children will have strong relationships across the school community. Student leaders will be a part of each academy with strong links to the Hub Council and local community. Children will understand different communities both locally and globally and will learn about living in the wider world.

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through

out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

Lesson Timings	Type of delivery
Personal Development is woven into the curriculum in both thematic and discrete teaching. There is a weekly 30-minute character development session and 30-minute assembly content. In additional to this, PSHE takes a lead role in the thematic content delivery and in the annual chunked content. The 9 habits are woven into every lesson through the Golden Thread of Character and also form the rewards section of the behaviour approach and celebrations.	Mixture of thematic and discrete: ○ Discrete weekly PD slot ○ Weekly Character Assemblies ○ Weekly Celebration Assemblies ○ Daily Reflection Foci ○ Thematic PHSE lessons ○ Character-based behaviour approach ○ Weekly YouHQ wellbeing check-ins

Annual organisation per year group of PSHE Objective within the curriculum chunks

Term	Chunk	Week	Hour 1	Hour 2	Hour 3	Hour 4
Autumn 1	Well-being	2	What is well-being? (KS2 What is mental health?)	Mental Health champions and appointments	Yoga	Self-Regulation Techniques and well-being quiz
Autumn 2	Heritage	9 (Before Citizenship and the World)	Rights respecting schools' content/ Break the cycle (with historical links)			National Links and Sharing
	Human Rights	14 (After Citizenship and the World)	School of Sanctuary content			National Links and Sharing
Spring 1	Safeguarding	16 (Before Heritage and Values)	Internet Safety Theme	Contextual SG	Contextual SG	National Links and Sharing
			Contextual SG content will be covered here and should be planned alongside the DSL			
Spring 2	Careers	27 (After STEAM)	Careers relevant to annual content taught and Oasis Global Links (National OCL Role models)		Exploring career and pathways relevant to local and national context. (National OCL Role models)	

Annual organisation per year group of PSHE Objective within the curriculum themes

Areas	Y1	Y2	Y3	Y4	Y5	Y6
Healthy Lifestyles Links to PE and Science	▪ What foods should I eat? ▪ How can I look after my teeth? Why is it important to wash my hands?	▪ How do I keep myself healthy? ▪ Why is it important to keep active? How can I prevent diseases spreading?	▪ What is a healthy diet? What is an unhealthy diet? ▪ How do I keep safe in the sun? ▪ Why is personal hygiene important?	▪ How do I make sure I sleep well? ▪ What is fuel for the body? ▪ How do I know if I'm physically ill?	▪ How can we stop the spread of infection? ▪ Why is it important to know about nutritional content of food?	▪ How is my mental and physical wellbeing connected? ▪ How do I keep physically healthy? Can I plan and prepare a healthy
Safeguarding week/Internet Safety Day/Computing and discrete Keeping Safe	What are the rules for keeping me safe at school and outside? What are rules about household substances? What is an emergency and what do I do?	How do medicines help us when we are unwell? How do I keep safe at home? What is my responsibility for keeping myself and others safe?	What happens when I breathe smoke in the air? How do I recognise risks in my life? What do I do in an emergency?	How do I manage risks in my life? What is self-control? What is the difference between legal and illegal drugs?	How do I respond to dares? What are 'habits'? Who or what influences me?	How do drugs affect the mind and body? How do I manage peer pressure? What are basic emergency first aid skills? How do I make an emergency call?
Who Am I Becoming? Mental Health and Emotional Health	What makes me happy? What are feelings? Naming feelings What is the difference between good and bad secrets? How does my behaviour affect others?	What is the difference between small and big feelings? How can I keep safe online? What makes others happy? Difference between teasing, joking and bullying To know not everyone feels the same or the same way about things	How do feelings affect my behaviour? How can I manage my feelings? What am I good at? (Strengths and weaknesses) Varied vocabulary to talk about feelings in different ways	What is resilience? What does it mean to have responsibility over my choices and actions? To know about discrimination To know feelings can change over time and intensity Everyday things affect feelings and the importance of expressing feelings	What is mental health? How do I negotiate and compromise? How do I stay safe on a mobile or a tablet? How can I be happy being me? (Body image) Recognise warning signs and mental health and wellbeing and how to seek support for themselves and others	How can I challenge negative thoughts and feelings? What is stereo-typing? How can the internet positively and negatively affect mental health? That mental and physical health are part of daily life – the importance of taking care of mental health Know strategies and behaviours that support mental health
Discrete – Summer term Relationships and Sex Education	Who are people in my life who love and care for me? Similarities and differences between people Ways in which we are unique Similarities and differences between girls and boys	What is private? (Body parts) Name main parts of the body including external genitalia What happens when the body changes from old to young? How people's needs change as they grow older How to manage when finding things difficult What is fair/unkund/kind?	What is personal space? What does a healthy relationship look like? Why is being equal important in relationships? To recognise own individuality and personal strengths	What is diversity? Do boys and girls have different roles? What changes happen to my body? To know about personal identity (ethnicity, faith, culture, hobbies)	What is puberty? Hygiene routines around puberty Physical and emotional changes What are the different relationships in my life? What is unwanted touch? Understanding FGM (can opt out) Know that for some people gender identity does not correspond with their biological sex	What changes happen in my life? What happens in a loving relationship? What is forced marriage? How is a baby made? How to manage setbacks and failures Identify reproductive organs in males and females and how puberty relates to human reproduction

Links to Citizenship and Heritage and STEM and Careers Living in the Wider World	What are class rules? (British Values) What groups do I belong too? (School/Family) How are we the same and different (Class) Why do we need rules? Where does money come from? What is the environment?	Why do we need rules and why we have different rules for different situations How to care for the environment How people and other living things can help to look after the environment. What groups and communities am I a part of? How do we make choices are spending money?	How do rules and the law protect me? What is the difference between my local British communities and global communities? What does being a community mean? What are the links between money and work?	What are the rights of the child? (RRS) Know some groups protect inequalities (NSPCC, Action Aid etc) How do we look after our money? Know we need more/less money for large/small items What is sustainability? Have pride in locality To value the contributions people and groups make to the community.	How are rules and the law made and changed? What is Fair Trade? How can I develop my enterprise skills? What are the benefits of living in a diverse community? To understand prejudice and discrimination and how to respond if witnessed or experienced. Begin to understand value of saving money	Why is it important to be critical of the media online and offline? How do people manage money? Know resources are not shared equally on a global basis Know political decisions have an adverse effect on the environment Plan and budget for an event What happens when people overspend? What do I want to be?

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Personal Development in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through Socrative quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, end of unit assessment quizzes and Student Portfolios in Showbie.

EAL in PSHE

EAL strategies, adult/ peer support are used to scaffold pupils' learning depending on their proficiency code as appropriate. Please refer to the whole school EAL approach for more information.

Personal Development Specific Impact Measures

In Personal Development quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning.

In addition to this pupils complete the YouHQ assessment each term alongside a fortnightly wellbeing check in which teachers and the pastoral team are able to monitor pupils wellbeing and provide interventions where appropriate.

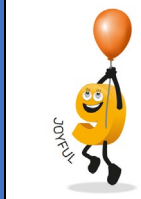
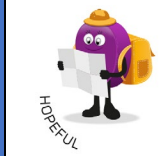
Progression Points against the Core Concepts

Core Concepts	Progression Point 1 (KS1)	Progression Point 2 (LKS2)	Progression Point 3 (UKS2)
Healthy Lifestyles	• Be aware we need a balanced diet to grow, be active and maintain health. • Know we need some foods more than others • Be aware being active and looking after yourself are important e.g. brushing teeth	• Know about different food groups for a balanced diet • Understand other factors contribute to keeping healthy	• Know that some lifestyles choices can be harmful to our bodies. • Understand that the media can have a negative impact on self-esteem
Keeping Safe	• Know about medicines • Identify safe and unsafe places in the environment	• Know how to minimise risk around personal safety • Know how to keep safe in the home and around water • Know some risky behaviours are illegal	• Know how to resist peer pressure when considering risky behaviour • Gain a clearer understanding of the legal and physical consequences of harmful substances
Mental Health and Emotional Health	• Respect the feelings of others • Manage own emotions • Recognise how own behaviours affect others	• Recognise success and failure are part of the learning process • Know about body language and the messages this can send • Know how own feelings affect behaviour • Understand resilience	• Understand how to build self-esteem • Recognise triggers to own emotions • Know about mental health and how to challenge negative thoughts and feelings • Understand stereotyping
Relationships and Sex Education	• Know similarities and differences between people and girls and boys • Know what is private (body parts) • Know about friendships (being kind/fair etc)	• How about personal space • Know about healthy relationships and being equal • Understand diversity • Know about changes happening to the body	• Know what puberty is • Know about different types of relationships • Know what is unwanted touch • Know about forced marriage • FGM • Know how babies are made
Living in the Wider World	• Know about rules • Where money comes from • Know about different groups and communities • Know how to look after the environment	• Know links between work and money • Know how to look after money • Know about sustainability • Know about the rights of the child	• Know about Fair Trade • Know about enterprise • Know about rules and laws and how/why they might be changed • Know how people managed money, know about debt • Know about the media • Know about what they want to be - aspirations

Annual organisation of 9-habit character development session

Term	Habit Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Who am I and who am I becoming?	Welcome Week Content	SOY and Behaviour	9 Habit Focus	Habitudes	Assessment	My strengths	My analysis and targets
Autumn 2	Hopeful Joyful	Hopeful	Habitudes	Updating the log	Joyful	Habitudes	Updating the log	Presenting my strengths profile
Spring 1	Patient Compassionate	Patient	Habitudes	Updating the log and Presenting	Compassionate	Habitudes	Updating the log and Presenting	
Spring 2	Forgiving Considerate	Forgiving	Habitudes	Updating the log and Presenting	Considerate	Habitudes	Updating the log and Presenting	
Summer 1	Self-controlled Humble	Self-controlled	Habitudes	Updating the log and presenting	Humble	Habitudes		

9 Habit Progression Points						Rights Respecting School Links
Habits	**Images**	**Rec**	**KS1**	**LKS2**	**UKS2**	
Honest "acknowledging when we are wrong and taking responsibility" Habitudes Integrity Courageous Leader Confident/Genuine		• **ELG**: Knowing right from wrong	• Has the courage to admit when they are wrong.	• Has the courage to admit when they are wrong and recognise when a situation is wrong.	• Has the courage to admit when they are wrong and challenge when a situation is wrong even when it is difficult to do so.	• **RR12/13:** Is able to express their views, feelings and wishes and can consider and take seriously the views of others.
Compassionate "place ourselves in the position of another" Habitudes Caring and kind-hearted Social Advocate Empowering		• **ELG:** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	• Understands their own feelings across a range of emotions and can regulate their behaviour accordingly.	• Is developing a strong social conscience through a deep respect of and empathy for others.	• Has developed a strong social conscience through a deep respect of and empathy for others, and empowers others to act in this way.	• **RR29:** Is able to show respect and care for their own human rights and others, their own cultures and other cultures and the environment.

Joyful **"a deep sense of contentment with life"** **Habitudes** **Optimistic** **Generous and Inspiring** **Positive Self-Esteem**		• Recognise when you are feeling happy and sad.	• Uses a strengths-based approach to identify the feeling of true happiness.	• Uses a strengths-based approach to identify the feeling of true contentment and recognise the cause of this.	• Uses a strengths-based approach to develop optimism and show self-kindness in the ability to recognise and enjoy moments of true happiness.	• **RR31:** Is able to find to relax and play and take part in a range of cultural and artistic activities.
Hopeful **"holding on and working for a better future"** **Habitudes** **Sense of Purpose** **Resilient** **Spiritual Eagerness**		• **ELG**: Be confident to try new activities and show independence and resilience in the face of challenge.	• Knows their goals and understands the need for a growth mindset to be able to achieve them.	• Knows their goals and demonstrates resilience and a growth mindset on the journey to achieve them.	• Knows and clearly articulate their goals and demonstrates cognitive flexibility through resilience and a growth mindset on the journey to achieve them.	• **RR6:** Is able to thrive and develop to reach their full potential.
Self-Controlled **"having the ability to manage our own emotions and actions"** **Habitudes** **Positive Emotional Awareness** **Criticism Receptive** **Positive Coping Skills**		• **ELG:** Being able to control immediate impulses when appropriate (Partial)	• Is developing social and relational skills and mindfulness	• Has developed social and relational skills and mindfulness to enable critical thinking.	• Has developed social and relational skills and mindfulness to enable critical thinking and be receptive to feedback.	n/a
Patient **"the way we wait and the attitude we adopt as we do so – a long-term perspective"** **Habitudes** **Competent Learner** **Positive GRIT** **Responsible Decision Maker**		• **ELG:** Being able to wait for what they want (Partial)	• Understands the need to be patient and is beginning to develop problem solving skills.	• Has developed problem solving skills, is motivated to persevere and can demonstrate good judgement.	• Has developed problem solving skills through being a critical thinker, is motivated and demonstrates good judgement in a range of situations.	n/a
Forgiving **"to choose not to allow actions of others in the past to determine our behaviour towards them in the future"** **Habitudes** **Selflessness** **Positive Self-Control** **Empowered**		• Being able to say sorry with meaning	• To be able to accept an apology and show positive self-control in letting go.	• To recognise when they find it difficult to be kind and caring towards all, due to prior differences and show positive self-control in letting go.	• Is able to use positive self-control and cognitive flexibility to be kind and caring towards all, regardless of prior differences.	n/a

Considerate "Treating others in the way we would like to be treated." Habitudes Empathetic Positive Citizenship Respectful/ Appreciative Kindness		• **ELG:** To form positive attachments to adults and friendships with peers and to act with kindness at all times.	• Begins to use emotional intelligence to deliberately include others, acting with kindness in a range of situations.	• Is developing connectedness through being other focussed and emotionally aware.	• Is a positive Influencer through developing a strong emotional awareness, developing connectedness through being other focussed.	• **RR14** know they have the right to think and believe what they and not stop others from enjoying their right to do the same.
Humble "seeing the intrinsic worth in other, all created equal; giving honour and encouragement to all; not lauding it over others" Habitudes Positive Listener Culturally Aware/Respectful Adaptable Learner		• **ELG:** Show sensitivity to their own and others needs.	• Can listen to others using a growth mindset.	• Is insightful when listening using a growth mindset to understand value of each individual.	• Is insightful when listening using a growth mindset to be adaptable, understand the values of others and develop cultural receptiveness.	• **RR15** to meet with other children and join groups and organisations and know this is the choice of others to decide to join or not.

At Fir Vale, alongside the Oasis curriculum we also offer a bespoke contextualised one, aimed towards areas which we feel are important for our children.

This is done as part of the PD lessons

These are the overviews:

Autumn 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	Set a personal target for the end of the year. (Time capsule) by the time, I finish year 1.	Set a personal target By the time I have finished in year 2…	Set a personal target By the time I have finished in year 3…	Set a personal target By the time I have finished in year 4…	Set a personal target By the time I have finished in year 5…	What do I want to achieve before I leave school? How will I achieve it, planning my next steps
Week 2	When I grow up I want to be……..	My dream for the future	I can tell you about my hopes and dreams	Help others to achieve their goals, how can we support each other	My steps to success	My own aspirations and next steps (secondary school)
Week 3	Have a positive attitude when I tackle a new challenge – working hard	I keep trying even when it is difficult (what does it mean to persevere)	My learning strengths – I can persevere and show resilience	My dream job and my motivation to get there	Creating new dreams – I know what it means to be resilient and have a positive attitude	My dream job. Why I want it and the steps to get there
Week 4	All about me Share facts about yourself	All about me	I am unique	How do I show people that I am special (talent and confidence)	Being me and being me in Britain	Being me and being me in Britain
Week 5	Likes and dislikes My favourite food	Likes and dislikes My favourite belonging	What is special to me?	Accepting that everyone is different (appearances) I understand that people sometimes make assumptions based on what people look like	Difference is not a reason to bully (culture and background)	Different families in our society (same-sex, mixed race, single parent, different dynamics
Week 6	All about me – share facts about yourself Sharing heritage and culture – where are you from? Building tolerance	Share my heritage and culture	I understand that everybody's family is different and important to them	Discuss what it feels like to be left out of friendships. Think of ways that we can work together and not leave people out	How can we be friends with people that we don't like immediately?	Know how to keep calm and deal with difficult situations

Autumn 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Week 1	Planning my New Year's resolution Personal & learning. I can set myself a goal for what I want to achieve both at school and personally	Planning my New Year's resolution Personal & learning. I can set myself a goal for what I want to achieve both at school and personally	Planning my New Year's resolution Personal & learning. I can set myself a goal for what I want to achieve both at school and personally	Planning my New Year's resolution Personal & learning. I can set myself a goal for what I want to achieve both at school and personally	Planning my New Year's resolution Personal & learning. I can set myself a goal for what I want to achieve both at school and personally	Planning my New Year's resolution Personal & learning. I can set myself a goal for what I want to achieve both at school and personally
Week 2	Stranger danger, Trust exploring what trust means	Stranger danger, Trust exploring what trust means Trust within relationships	Stranger danger, Trust exploring what trust means	Stranger danger, Trust exploring what trust means	Stranger danger, Trust exploring what trust means	Stranger danger, Trust explore what trust means
Week 3	Show an act of kindness	Show an act of kindness	Show an act of kindness	Show an act of kindness	Show an act of kindness	Show an act of kindness
Week 4	What are you grateful for and how to it bring you joy?	What are you grateful for and how to it bring you joy?	What are you grateful for and how to it bring you joy?	What are you grateful for and how to it bring you joy?	What are you grateful for and how to it bring you joy?	What are you grateful for and how to it bring you joy?
Week 5	My favourite food	My favourite belonging	What is special to me?	How do I show people that I am special (talent and confidence)	Being me in Britain	Be proud of who you are

Spring 1

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Week 1	Sharing in class with my new friends Patience when sharing	Sharing and fairness Patience when sharing	Sharing and why is it important for fairness. How it makes other people feel when you don't share.	Sharing and why is it important for fairness. How it makes other people feel when you don't share. Patience when sharing	Sharing and why is it important for fairness. How it makes other people feel when you don't share. Patience when sharing	Sharing and why is it important for fairness. How it makes other people feel when you don't share. Patience when sharing

Week 2	Who can I rely and depend on?	Stranger danger - trust	Trust within relationships	Trust within relationships (warming triggers and what to do)	I know I can say no to my friends	Positive and negative friendships and influences (gangs)
Week 3	What happens when we don't share	What happens when we don't share	Consequences of not sharing , feelings	What does it mean to be selfish, how do we avoid this?	How do I show someone that I am honest?	Resolution of conflict – link with crime and punishment
Week 4	Getting on and falling out	Getting on and falling out	Getting on and falling out	Getting on, falling out and how to resolve issues	Resolution of conflict, maintaining mutual respect	Resolution of conflict

Spring 2

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Week 1	How can we say sorry? What words can we use? What actions can we use?	Why might we need to say sorry?	Learning from our mistakes and saying sorry	What does it mean to be selfish, how do we avoid this?	Resolution of conflict, maintaining mutual respect	Break down in relationships Not just friendships families too (love and loss)
Week 2	How to deal with things when they don't go your way	Understand that we all get angry at times, but we all need to learn how to deal with this	How I can regulate my emotions and calm myself down – self regulations	Resolution of conflict, keeping promises and contracts.	I understand that we can feel a wide range of emotions and how we can impact other people's emotions	Know how to keep calm and deal with difficult situations. Emotional and mental health, managing stress
Week 3	Dealing with and accepting change	Dealing with and accepting change	Dealing with and accepting change	Dealing with and accepting change	Dealing with and accepting change	Quality of relationships and interactions, the principles that they wish to promote - for example, fairness, integrity, respect for others
Week 4	Who can I rely and depend on?	Working together in pairs and teams	Building our class team together	Building different teams (group work, after school club, play leaders)	Encouraging pupils to work together in different situations	Encouraging pupils to work together in different situations
Week 5	What is a friend – how do we greet them?	Being a good friend	Difference is not a reason to bully	I have a clear picture of knowing what is right and wrong, being me in Britain	I can accept and appreciate the talents of others	Being a good citizen

Week 6	What does it mean to be kind?	Relationships within class, working with a partner	Can we think of 1 thing that we can do to be kind? What are some kind things that we can say to people?	How do I show my maturity in being kind	Recognise how friendships can change and how to make new friends. How to deal with falling out with friends	Friendships – why do we choose to include some people and exclude others

Summer 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	What does it mean to be kind?	Being a friend Friendship soup	What to look for in a friend and how can you show it? (good listener, kind, takes turns sharing)	Why might friendships break down? E.G jealously, when we are not showing that we are humble	Recognise how friendships can change and how to make new friends. How to deal with falling out with friends	How can I show the best version of me?
Week 2	Positive and inspirational role models – family	Positive and aspirational role models – school	Positive and inspirational role models – community	Positive and inspirational role models – sportsperson Lionel Messi (growth defect)	Positive and inspirational role models – historical person/inventor	Positive and inspirational role models – of their choice
Week 3	Being proud of who you are (link to transition)	Being proud of who you are (link to transition)	Being proud of who you are (link to transition)	Being proud of who you are (link to transition)	Being proud of who you are (link to transition)	Being proud of who you are (link to transition)
Week 4	How can we get angry in a safe way? How can we respond when we are angry?	Understand that we all get angry at times, but we all need to learn how to deal with this	How to solve problems with friendships when they occur	Discuss what it feels like to be left out of friendships. What does it feel like to be left out? Think of ways that we can work together and not leave people out.	How can we be friends with people that we don't like immediately?	How do we control the feeling of jealousy to avoid taking the wrong action?
Week 5	How to deal with things when they don't go your way	Read Oscar got the blame. Have you ever got the blame for something that you didn't do? What can you do if this happens?	How I can regulate my emotions and calm myself down – self regulations	How to deal with disappointment	I understand that we can feel a wide range of emotions and how we can impact other people's emotions	Look at different emotions when learning a new thing
Week 6	Stereotypes – people who help us (fireman, fighters) Are they set male and female?	Why might we need to say sorry?	A time when my words might have affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels	Roles and responsibilities of each family member	Antisocial behaviour – what is it?	Dealing with and accepting change - things will change, we can't always control it

Summer 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Week 1	Truth and lies	Truth and lies	Truth and lies	Truth and lies	Truth and lies How do I show someone that I am honest?	Truth and lies
Week 2	Being a good citizen Doing the right thing	Being a good citizen Doing the right thing	Being a good citizen Doing the right thing	Being a good citizen Doing the right thing	Being a good citizen Doing the right thing	Being a good citizen Doing the right thing
Week 3	How can we get angry in a safe way? How can we respond when we are angry?	Who are some people who are kind and why?	Sharing and why it is important for fairness. How it makes others feel if you don't share	Being proud of who you are	What is jealousy and how do we deal with this feeling?	How can I show the best version of me?
Week 4	Prepare for transition	Prepare for transition	Prepare for transition	Prepare for transition	Prepare for transition	Prepare for transition
Week 5	Water + sun safety	Water and sun safety	Water and sun safety	Water and sun safety	Water and sun safety	Water and sun safety

Approach to Environment

Floorbooks to be used

Zones of regulation displayed

The habitude for the habit which is being looked at.

Approach to Recording

Socrative quizzes where they are appropriate

Whole class discussions in floorbooks

Fortnightly YouHQ wellbeing checkins

Approach to monitoring – what will every lesson look like?

Looking at key vocab words

Learning walks

Showbie/floor book checks

Pupil + staff voice