

<b>Essential skills</b>		
<b>The interpersonal skills required for self-management</b>	<b>The interpersonal skills required for positive relationships in a wide variety of settings</b>	<b>Skills of enquiry</b>
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> <li>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</li> <li>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>8. Recognising and managing the need for peer approval</li> <li>9. Self-organisation</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</li> <li>5. Negotiation (including flexibility, self advocacy and compromise)</li> <li>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>7. Responding to the need for positive</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> <li>8. Evaluating social norms</li> <li>9. Reviewing progress against objectives</li> </ol>

Core Theme 1: Health and wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the wider world (Economic wellbeing & Citizenship Education)
<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>
1. What is meant by a healthy lifestyle both <b>physical and mental</b>	1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts	1. About respect for self and others and the importance of responsible behaviours and actions
2. How to maintain physical, mental and emotional health and well-being	2. How to recognise and manage emotions within a range of relationships	2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. How to manage risks to physical and <b>mental</b> health and wellbeing	3. How to recognise risky or negative relationships including all forms of bullying and abuse	3. About different groups and communities
4. Ways of keeping physically and emotionally safe	4. How to respond to risky or negative relationships and ask for help	4. To respect equality and to be a productive member of a diverse community
5. About managing change, such as puberty, transition and loss	5. How to respect equality and diversity in relationships.	5. About the importance of respecting and protecting the environment
6. How to make informed choices about health and wellbeing and to recognise sources of help with this		6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How to respond in an emergency		7. How money plays an important part in people's lives
8. To identify different influences on health and wellbeing		8. A basic understanding of enterprise

**National Curriculum target links:**

- Anti-bullying (AB)    - Science (Sc)    - Physical Education (PE)    - Religious Education (RE)

**Programmes of Study:**

-PATHS    - MindUp    - P4C    - Christopher Winter Project    - METRO    - Enabling Enterprise

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>PATHS</b> (20 – 40mins)	Rec/ Y1	<b>Home learning:</b> Oak Academy's: <b>New beginnings</b> <a href="https://classroom.thenational.academy/units/new-beginnings-5016">https://classroom.thenational.academy/units/new-beginnings-5016</a>	<b>Unit 3:</b> Basic feelings	<b>Unit 4:</b> Self-Control	<b>Unit 5:</b> Sharing, Caring and Friendship	<b>Unit 6:</b> Problem solving <b>Unit 7:</b> Intermediate feelings	<b>Unit 8:</b> Advanced Feelings
	Y2	<b>Unit 1:</b> Establishing Positive Classroom Rules <b>Unit 2:</b> Introduction to Feelings  <b>Home learning:</b> Oak Academy's: <b>Me, you and us!</b> <a href="https://classroom.thenational.academy/units/me-you-and-us-72ca">https://classroom.thenational.academy/units/me-you-and-us-72ca</a>	<b>Unit 3:</b> Feelings and Behaviours <b>Unit 4:</b> Self-Control and Anger Management	<b>Unit 5:</b> Anger Management and Problem Solving	<b>Unit 6:</b> Friendship and Feeling Lonely	<b>Unit 7:</b> Manners and Listening	<b>Unit 8:</b> Feelings / Emotions / Behaviours
	Y3	<b>Unit 1:</b> Enhancing Self-Esteem <b>Unit 2:</b> Basic Emotions <b>Home learning:</b> Unit: <b>All around me</b> <a href="https://classroom.thenational.academy/units/all-around-me-cd61">https://classroom.thenational.academy/units/all-around-me-cd61</a>	<b>Unit 4:</b> Improving Self-Awareness and Anger Management <b>Unit 4:</b> Thinking Skills	<b>Unit 5:</b> Getting Along With Others 1	<b>Unit 6:</b> Feelings and Relationships 1	<b>Unit 7:</b> Getting along with Others 2 <b>Unit 8:</b> Feelings and Expectations	<b>Unit 9:</b> Feelings About School <b>Unit 10:</b> Feelings in Relationships
	Y4	<b>Unit 1:</b> Getting Started <b>Home learning:</b> Unit: <b>All around me</b> <a href="https://classroom.thenational.academy/units/all-around-me-cd61">https://classroom.thenational.academy/units/all-around-me-cd61</a>	<b>Unit 2:</b> Feelings and Relationship (lesson 6-12)	<b>Unit 2:</b> Feelings and Relationship (L13 - 20)	<b>Unit 3:</b> Making Good Decisions	Unit 4: Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33)	<b>Unit 5:</b> Problem Solving (L34-42)
	Y5	<b>Unit 1:</b> Getting Started  <b>Home learning:</b> Unit: <b>Eat well, live well!</b> <a href="https://classroom.thenational.academy/units/eat-well-live-well-7109">https://classroom.thenational.academy/units/eat-well-live-well-7109</a>	<b>Unit 2:</b> Problem Solving	<b>Unit 3:</b> Goals and Identity  <b>Unit 4:</b> Making and Keeping Friends (L21-23)	<b>Unit 4:</b> Making and Keeping Friends (L24-29)	<b>Unit 5:</b> Being Responsible and Caring for Others (L30-35)	<b>Unit 5:</b> Being Responsible and Caring for Others (L36-41)
	Y6	<b>Unit 1:</b> Refresher  <b>Home learning:</b> Unit: <b>Eat well, live well!</b> <a href="https://classroom.thenational.academy/units/eat-well-live-well-7109">https://classroom.thenational.academy/units/eat-well-live-well-7109</a>	<b>Unit 2:</b> Study and Organisational Skills	<b>Unit 3:</b> Conflict Resolution			

<p><b>Mindfulness</b> (20 – 40mins)</p>	<p>Introducing Brain Breaks.</p> <p><b>These 2 lessons were brought forward</b></p> <p><b>Lesson 1</b> – How our Brain Works (Sc) <b>Lesson 2</b> – Mindful Awareness</p>	<p><b>Lesson 3</b> – Focussed Awareness <b>Lesson 4</b> – Mindful Listening</p>	<p><b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting</p>	<p><b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective Taking (Eng)</p>	<p><b>Lesson 11</b> – Choosing Optimism (Sc) <b>Lesson 12</b> – Appreciating Happy Experiences (Sc) <b>Lesson 13</b> – Expressing Gratitude</p>	<p><b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World</p>
<p><b>P4C</b> (40mins – 60mins)</p>	<p>Focus for 1 lesson: Democracy <i>B: British Values: Democracy</i> Stimulus for subsequent lessons:</p> <ul style="list-style-type: none"> <li>• Book/Play studied in English (Eng)</li> <li>• ‘Big Question’ studied in R.E.</li> <li>• Current events</li> </ul>	<p>Focus for 1 lesson: Law <i>B: British Values: Law</i> Stimulus for subsequent lessons:</p> <ul style="list-style-type: none"> <li>• Book/Play studied in English (Eng)</li> <li>• ‘Big Question’ studied in R.E.</li> <li>• Current events</li> </ul>	<p>Focus for 1 lesson: Liberty <i>B: British Values: Liberty</i> Stimulus for subsequent lessons:</p> <ul style="list-style-type: none"> <li>• Book/Play studied in English (Eng)</li> <li>• ‘Big Question’ studied in R.E.</li> <li>• Current events</li> </ul>	<p>Focus for 1 lesson: Tolerance <i>B: British Values: Tolerance</i> Stimulus for subsequent lessons:</p> <ul style="list-style-type: none"> <li>• Book/Play studied in English (Eng)</li> <li>• ‘Big Question’ studied in R.E.</li> <li>• Current events</li> </ul>	<p>Focus for 1 lesson: Faith <i>B: British Values: Faith</i> Stimulus for subsequent lessons:</p> <ul style="list-style-type: none"> <li>• Book/Play studied in English (Eng)</li> <li>• ‘Big Question’ studied in R.E.</li> <li>• Current events</li> </ul>	<p>Focus for 1 lesson: Health <i>B: British Values: Health</i> Stimulus for subsequent lessons:</p> <ul style="list-style-type: none"> <li>• Book/Play studied in English (Eng)</li> <li>• ‘Big Question’ studied in R.E.</li> <li>• Current events</li> </ul>
<p><b>Christopher Winter Project</b> (SRE and Drugs &amp; Alcohol Education)</p> <p><i>*This scheme has been updated to meet the new statutory requirement as of September 2020 CWP Version 5</i></p>				<p><b>Reception</b></p> <p><b>Year 1</b></p> <p><b>Year 2</b></p> <p><b>Year 3</b></p>	<p><b>Family and Friendship:</b> <b>Lesson 1:</b> Carting Friendship <b>Lesson 2:</b> Being Kind <b>Lesson 3:</b> Families</p> <p><b>Growing and Caring for ourselves:</b> <b>Lesson 1:</b> Different Friends <b>Lesson 2:</b> Growing and Changing (Sc) <b>Lesson 3:</b> Families and Care</p> <p><b>Differences:</b> <b>Lesson 1:</b> Differences <b>Lesson 2:</b> Male and Female Animals (Sc) <b>Lesson 3:</b> Naming Body Parts (Sc)</p> <p><b>Valuing Difference and Keeping Safe</b> <b>Lesson 1:</b> Body Difference (Sc) <b>Lesson 2:</b> Personal Space</p>	

					<b>Lesson 3:</b> Help and Support	
				<b>Year 4</b>	<b>Growing up:</b> <b>Lesson 1:</b> Changes <b>Lesson 2:</b> What is Puberty? (Sc) <b>Lesson 3:</b> Healthy Relationships	
				<b>Year 5</b>	<b>Puberty: (Sc)</b> <b>Lesson 1:</b> Talking about Puberty <b>Lesson 2:</b> The Reproductive system <b>Lesson 3:</b> Help and Support	<b>Additional Folder Y5 and Y6</b> <b>Unit 1:</b> FGM <b>Unit 2:</b> Respect and Equality
				<b>Year 6</b>	<b>Puberty, Relationships and Reproduction</b> <b>Lesson 1:</b> Puberty and Reproduction (Sc) <b>Lesson 2:</b> Communication in Relationships <b>Lesson 3:</b> Families, Conception and Pregnancy (Sc) <b>Lesson 4:</b> Online Relationships (Comp)	
<b>METRO – Developing gender identify and equality</b>  <i>B: Families Book Pack</i>		KS1 - Love & Respectful relationships <i>B: And Tango Makes Three</i>  KS2 - Gender Stereotypes & combatting bullying				
<b>Enabling Enterprise</b>						Developing core enterprise skills: Listening, <b>Speaking</b> , Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork
<b>Additional</b>	Anti-bullying week. - Assembly. - Workshops in classes. - P4C linked activity.	Black History Month	Assembly on road safety		Year <b>3</b> , 2 & 5: Fire safety workshops	

					Year 5: Bikeability Training	
<b>FGM</b>					Years 3 – 6 receive FGM education.	
<b>Financial Education (Maths)</b> <i>B: Money Matters book pack</i>				Assembly – Finance charity		
<b>Eco – education</b>	Eco Council Elections			Going Green Project		Earth Entrepreneurs
<b>Skills Builder</b>	Intro to each skill: Speaking Staying Positive Listening Leadership Team Work Problem Solving Creativity  Home Learning: Watch weekly assemblies to learn this week's skill.					