

PSHE and RSE – Long Term Plans 2025-2026 Links to Behaviour Curriculum **Be kind** **Be positive** **Be safe**

Our whole-school Curriculum Development Leader for PSHE and RSE is: Mrs Pedder / Mrs Khan

EYFS

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Being Me in My World</b></p> <p><u><b>Year N</b></u></p> <p>*I can often talk confidently about how I'm feeling and what makes me happy in nursery and at home</p> <p>*I can often remember that others have feelings too. I know that when we all listen and take turns this helps everybody to be happy in nursery</p>	<p><b>Celebrating Differences</b></p> <p><u><b>Year N</b></u></p> <p>*I can talk about myself and the things I like, and know that others might also like the same things. I can talk about some of the things I don't like and say why</p> <p>*I can use my words to stand up for myself</p> <p>*I can say what it feels like when I don't like things</p>	<p><b>Dreams and Goals</b></p> <p><u><b>Year N</b></u></p> <p>*I can talk about being proud of something that was not easy for me to do and I did not give up</p> <p>*I can explain to others how I encourage myself to keep trying and not give up when things get tricky</p>	<p><b>Healthy Me</b></p> <p><u><b>Year N</b></u></p> <p>*I can talk about the things that help me to be healthy and safe when I am away from home</p> <p>*I can manage my own self-care needs during day and night</p>	<p><b>Relationships</b></p> <p><u><b>Year N</b></u></p> <p>*I can talk about my favourite people. I know who to talk to about things that upset me.</p> <p>*I know how to share fairly and can take turns with my chosen friends. I do not always need an adult to remind me of what I need to do to be a good friend</p>	<p><b>Changing me</b></p> <p><u><b>Year N</b></u></p> <p>*I can talk about how I have changed since I was a baby and the things that change around me</p> <p>*I know that I am in charge of my body and that some parts of my body are private</p> <p>*I can talk about how others have changed over time and notice differences around me</p>

<u>Year R</u>	<u>Year R</u>	<u>Year R</u>	<u>Year R</u>	<u>Year R</u>	<u>Year R</u>
<p>*I can talk freely about the things and people that make me happy in class and at home</p> <p>*I usually remember to take turns and share with everyone in my class. I know how to be a good listener</p>	<p>*I am confident when I talk about the things I like and am interested in, as well as what I don't like and why.</p> <p>*I know how to be kind to others and can use my words to stand up for myself</p>	<p>*I know what to do so that I can persevere with things that are a bit difficult. I can talk about what makes me proud.</p> <p>*I regularly encourage myself and others to keep trying and not give up when things get tricky</p>	<p>*I can talk about what I do to stay healthy and safe and I know why these are important</p> <p>*I know what we all need to do to stay healthy and safe. I can talk about these things with my friends in class</p>	<p>*I know how to be a kind friend and I know what to do if I need a friend to help me play and/or learn</p> <p>*I know how to cooperate with others in my class and understand the importance for everyone to feel included. I make sure I use my words to help friends to understand me</p>	<p>*I can describe and ask questions about things that feel or look different about me now and about the things that will happen around me soon</p> <p>*I can use strategies I've been taught to stay calm and to behave kindly towards others</p> <p>*I know who to speak to and how to talk about things that I want to know more about. I can describe to others how I thought about a problem or feeling and how I dealt with it.</p>

**Key Vocabulary**

Goal Responsibility Community Friends Conflict Feelings Happy Sad Angry worried rules	Individual Respect Different Kind	Individual Valuable Feelings Respect Needs	Healthy Safe Body	Rules Feelings Listening Healthy Clean Brave	Change Body Baby Grow Kind Different Feelings
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**Curriculum Themes**

<b>Celebrating diversity</b>  <b>Wellbeing and mental health</b>  <b>World of work and ambition</b> SS/LT, Sharing, Good Manners, Helpfulness, Honesty, Self-regulation, Independence, Kindness	<b>Celebrating diversity</b>  <b>Wellbeing and mental health</b> SS/LT Growth Mindset Respect Responsibility	<b>Celebrating diversity</b>  <b>Wellbeing and mental health</b> Values are revisited throughout the year if there is need or as reminders	<b>Environment</b>  <b>Wellbeing and mental health</b>	<b>Environment</b>  <b>Wellbeing and mental health</b>	<b>Environment</b>  <b>World of work and ambition</b>
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**Fundamental British Values**

Individual liberty		Individual liberty		Individual liberty	
Mutual respect and tolerance of those with different faiths and beliefs		Mutual respect and tolerance of those with different faiths and beliefs		Mutual respect and tolerance of those with different faiths and beliefs	

**Redwood provision**

PSHE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year A	Sharing – Playing together		Looking after myself		Caring for animals and plants	
Year B	How can I look after the environment?		Me and my community		Healthy living	
Year C	Festivals and celebrations		Caring		Spiritual places – relaxation and reflection	

Year D	All about me	My school and me	Choices

## YEAR 1

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Being Me In My World</b>  *I can explain why my class is a happy and safe place to be  *I can give different examples where I or others make my class happy and safe	<b>Celebrating Difference</b>  *I can tell you some ways that I am different and similar to other people in my class and why this makes us all special  *I can explain what bullying is and how being bullied might make someone feel	<b>Dreams and Goals</b>  *I can describe how I feel when I am successful and how this can be celebrated positively  *I can say why my 'internal treasure chest' is an important place to store positive feelings	<b>Healthy Me</b>  *I can explain why my body is amazing and can identify a range of ways to keep it safe and healthy  *I can give example of when being healthy can help me feel happy	<b>Relationships</b>  *I can explain why I have special relationships with some people and how these relationships help me to feel safe and good about myself. I can also explain how my qualities help these relationships  *I can give examples of behaviour in other people that I appreciate and behaviours that I don't like	<b>Changing Me</b>  *I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I grow older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private  *I can explain why some changes I might experience might feel better than others

### Key Vocabulary

Safe Special Calm Listening Learning	Friends Differences Similarities Unique Special	Challenge Success Happy Proud	Body Healthy Exercise Happy Eating	Feelings Special Friends Family Appreciate	Similarities Differences Private parts Body parts
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Respect					
Curriculum Themes					
<b>Wellbeing and mental health</b> – Children will be encouraged to reflect on their emotions and surroundings <b>Our school and town</b> – Children will be encouraged to reflect on their classroom environment	<b>Wellbeing and mental health</b> – Children will be encouraged to accept themselves as they are and celebrate theirs and others' uniqueness <b>Celebrating diversity</b> – Children will be encouraged to respect each other and accept that everyone is different	<b>Wellbeing and mental health</b> -	<b>Wellbeing and mental health</b>	<b>Wellbeing and mental health</b> – the importance of healthy relationships <b>Celebrating diversity</b> – that we should respect everyone's beliefs.	<b>Wellbeing and mental health</b> – understanding that changes in our bodies as we grow older are normal <b>Celebrating diversity</b> – we should respect everyone's bodies are different
Fundamental British Values					
The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	Individual liberty	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty

## YEAR 2

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Being Me In My World</b> *I can explain why my behaviour can impact on other people in my class *I can compare my own and my friends' choices and can express why some choices are better than others	<b>Celebrating Difference</b> *I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes *I can explain how it feels to have a friend and be a friend. I can	<b>Dreams and Goals</b> *I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other *I can explain how it felt to be as part of a group and can identify a	<b>Healthy Me</b> *I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices *I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices	<b>Relationships</b> *I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special *I can give examples of some different problem-solving techniques and explain how I might use	<b>Changing Me</b> *I can use the correct terms to describe penis, testicles, anus, vagina, vulva, and explain why they are private. I can explain why some types of touches feel ok and others don't *I can tell you what I like and don't like about being a boy/girl and

	also explain why it is OK to be different from my friends	range of feelings about group work		them in certain situations in my relationship	getting older, and recognise that other people might feel differently to me
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### Key Vocabulary

Student Listening Learning Behaviours Respect	Friends Differences Similarities Value Acceptance Special	Team work Cooperation Result Feelings Belong Support	Healthy Snacks Friends Sharing Exercise choices	Friends Healthy relationships Conflict Problem-solving Techniques positive	Similarities Differences Private parts Physical differences Body parts
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### Curriculum Themes

<p><b>Wellbeing and mental health</b> – Children will be encouraged to reflect on their emotions and surroundings</p> <p><b>Our school and town</b> – Children will be encouraged to reflect on their classroom environment</p>	<p><b>Wellbeing and mental health</b> – Children will be encouraged to accept themselves as they are and celebrate theirs and others' uniqueness</p> <p><b>Celebrating diversity</b> – Children will be encouraged to respect each other and accept that everyone is different</p>	<p><b>Celebrating diversity</b> – Valuing that everyone has different ambitions.</p> <p><b>Wellbeing and mental health</b> - For children to understand that they are all allowed to have different dreams and goals which can be achieved if they persevere.</p> <p><b>World of work and ambition</b> – Children will learn the importance of having dreams and goals that they may want to achieve later on in life e.g. a particular job.</p>	<p><b>Wellbeing and mental health</b> – the importance of keeping healthy not only with exercise and eating well but to enable them to understand how and make good choices in life, e.g. healthy relationships and the impact this will have.</p> <p><b>Celebrating diversity</b> – Valuing that everyone has different tastes and experiences of food</p> <p><b>World of work and ambition</b> – Children will learn the importance of being fit and healthy so they can achieve their ambitions</p>	<p><b>Wellbeing and mental health</b> – the importance of healthy relationships</p> <p><b>Celebrating diversity</b> – that we should respect everyone's beliefs.</p> <p><b>World of work and ambition</b> – Children need to develop a trusting relationship with teachers and other adults in order to achieve good qualifications to help them achieve their ambitions.</p>	<p><b>Wellbeing and mental health</b> – understanding that changes in our bodies as we grow older are normal</p> <p><b>Celebrating diversity</b> – we should respect everyone's bodies are different</p>
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### Fundamental British Values

The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty
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## YEAR 3

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Being Me In My World</b></p> <p>*I can explain how my behaviour can affect how others feel and behave</p> <p>*I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued</p>	<p><b>Celebrating Difference</b></p> <p>*I can describe different conflicts that might happen in family groups and how words can be used in hurtful or kind ways when conflicts happen</p> <p>*I can tell you how being involved in a conflict makes me feel and can offer strategies to help the situation. E.g. Solve it together or asking for help</p>	<p><b>Dreams and Goals</b></p> <p>*I can explain the different ways that help me learn and what I need to do to improve</p> <p>*I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my 'internal treasure chest' and why this is important</p>	<p><b>Healthy Me</b></p> <p>*I can identify things, people and places that I need to keep safe from, and can tell some strategies for keeping myself safe and healthy including who to go to for help</p> <p>*I can express how being anxious/scared and unwell feels</p>	<p><b>Relationships</b></p> <p>*I can explain how my life is influence positively by people from other countries</p> <p>*I can explain why my choices might affect my family, friendships and people around the world who I don't know</p>	<p><b>Changing Me</b></p> <p>*I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>*I can recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings</p>

### Key Vocabulary

Student Listening Learning Behaviours Respect	Behaviour Cause and affect Feelings Actions Consequences Positivity compliments	Reflect Evaluate Changes Improvements Success Confidence Feelings Pride	Safe Trust Danger Strategies Scared Anxious Brave Help	Careers Inspirations Icons Leaders Influence Decisions Choices Awareness	Bodies Developing Changes Maturing Different Babies Feelings Growing
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### Curriculum Themes

<b>Well-being and mental health</b> -an opportunity for children to share concerns within the safe, open environment of the classroom.	<b>Celebrating diversity</b> -underpins whole unit <b>Well-being and mental health</b> -an opportunity for children to share concerns within the	<b>Well-being and mental health</b> -	<b>Well-being and mental health</b> -	<b>Health and Well Being</b> <b>Well-being and mental health</b>	<b>Health and Well Being</b> <b>Well-being and mental health</b>
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<p>Opportunities for them to look ahead and consider where they would like to be and what they would like to achieve during the new school year. It also provides reflective time- children need head space to consider their options- they can choose a different path from that which they chose to follow last year- academically or behaviourally.</p> <p><b>Ambition and the world of work-</b> understand that everybody can have aspirations and it is up to us to support and enable each other to achieve our goals.</p>	<p>safe, open environment of the classroom. Opportunities to explore scenarios and empathise with others who we might consider different.</p> <p>Ambition and the world of work- understand that everybody can have aspirations and it is up to us to support and enable each other to achieve our goals.</p>				
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**Fundamental British Values**

The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	Individual liberty	Individual liberty	Individual liberty
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**YEAR 4**

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Being Me In My World</b></p> <p>*I can explain why being listened to and listening to others is important in my school community</p>	<p><b>Celebrating Difference</b></p> <p>*I can tell you a time when my first impression of someone changed as I got to know them</p>	<p><b>Dreams and Goals</b></p> <p>*I can plan and set new goals even after a disappointment</p>	<p><b>Healthy Me</b></p> <p>*I can recognise when people are putting me under pressure and can</p>	<p><b>Relationships</b></p> <p>*I can recognise how people are feeling when they miss a special person or animal</p>	<p><b>Changing Me</b></p> <p>*I can summarise the changes that happen to boys' and girls' bodies that prepare them for</p>

* I can explain why being democratic is important and can help me and others feel valued	*I can also explain why bullying might be difficult to spot and what to do if I'm not sure  I can explain why it is good to accept myself and others for who they are	*I can explain what it means to be resilient and to have a positive attitude	explain ways to resist this when I want to  *I can identify feelings of anxiety and fear associated with peer pressure	*I can give ways that might help me manage my feelings when missing a special person or animal	making a baby when they are older  *I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when this happens
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### Key Vocabulary

Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility	Character Assumption Judgement Surprised Different Appearance Accept	Dream Hope Goal Feeling Determination Perseverance Fears Hurt Plans Cope Help	Friend Peer pressure Anxiety Morale Esteem Drug Alcohol Smoking	Love Loss Memories Relationships Pets Vegetarian Special Feelings	Changes Reflection Strengths Improvements Goals Aspirations
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### Curriculum Themes

<b>Wellbeing and mental health</b> – Children will be encouraged to reflect on their emotions and surroundings <b>Our school and town</b> – Children will be encouraged to reflect on their classroom environment	<b>Wellbeing and mental health</b> – Children will be encouraged to accept themselves as they are and celebrate theirs and others' uniqueness <b>Celebrating diversity</b> – Children will be encouraged to respect each other and accept that everyone is different	<b>Celebrating diversity</b> – Valuing that everyone has different experiences and beliefs. <b>World of work and ambition</b> – Children will learn the importance of healthy relationships so they can achieve their ambitions etc.	<b>Celebrating diversity</b> – Valuing that everyone has different experiences and beliefs. <b>World of work and ambition</b> – Children will learn the importance of healthy relationships so they can achieve their ambitions etc.	<b>Health and Well Being</b> – links very closely with relationships <b>World of work and ambition</b> – the children may want to follow in the footsteps of a special relative or friend	<b>Health and Well Being</b> – as bodies are changing and it is important that children understand why and do not worry about things. <b>World of work and ambition</b> – following in the footsteps of a special relative and may have inherited a mathematical brain from their Mum, a sporty one from their Dad etc.
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					<b>Celebrating diversity –</b> that everyone is different and develops differently.
<b>Fundamental British Values</b>					
The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	Individual liberty	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty

## YEAR 5

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Being Me In My World</b></p> <p>*I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider context</p>	<p><b>Celebrating Difference</b></p> <p>*I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation</p> <p>*I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour</p>	<p><b>Dreams and Goals</b></p> <p>*I can compare my hopes and dreams with those of young people from different cultures</p> <p>*I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel</p>	<p><b>Healthy Me</b></p> <p>*I can explain the roles that food and substances can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy</p> <p>*I can summarise different ways that I respect and value my body</p>	<p><b>Relationships</b></p> <p>*I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure</p> <p>*I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others</p>	<p><b>Changing Me</b></p> <p>*I can explain how boys and girls' change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception</p> <p>*I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends</p>

## Key Vocabulary

Student Listening Learning Behaviours Respect School Community Responsibility	Bully Support Equality Race Diversity Strengths Differences	Dreams Roles Cultures Opportunities Considerations Differences Goals	Healthy Unhealthy Lifestyle Habits Choices Body image Pressure Respect Self esteem	Community E-safety Online Communicate Pressures Information Technology	Body awareness Body confidence Puberty Changes Acceptance Support Expectations Confidence
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## Curriculum Themes

<p><b>Well-being and mental health</b>-an opportunity for children to share concerns within the safe, open environment of the classroom/ home. Opportunities to explore scenarios and empathise with others who we might consider different.</p>	<p><b>Well-being and mental health</b>-an opportunity for children to share concerns within the safe, open environment of the classroom. Opportunities to explore scenarios and empathise with others who we might consider different.</p> <p><b>Ambition and the world of work</b>- understand that everybody can have aspirations and it is up to us to support and enable each other to achieve our goals.</p> <p><b>Our school our town</b> – looking at how diverse SSPS, Luton, UK is.</p>	<p><b>Well-being and mental health</b>-an opportunity for children to share concerns within the safe, open environment of the classroom/ home. Opportunities to explore scenarios and empathise with others who we might consider different.</p> <p><b>Ambition and the world of work</b>- understand that everybody can have aspirations and it is up to us to support and enable each other to achieve our goals. Appreciate that to a certain extent their destiny is in their hands- they can affect change.</p>	<p><b>Well-being and mental health</b>-an opportunity for children to share concerns within the safe, open environment of the classroom. Opportunities to explore scenarios and empathise with others who we might consider different.</p> <p><b>Ambition and the world of work</b>- understand that everybody can have a degree of control over how they treat their body- it is down to the choices they make- the better informed they are of the choices available the more likely they are to choose positively.</p>	<p><b>Well-being and mental health</b>-an opportunity for children to share concerns within the safe, open environment of the classroom. Opportunities to reinforce the dangers/ safe approaches to online activity and what children should do if they have concerns.</p> <p><b>Ambition and the world of work</b>- understand that all of us, children and adults, will be part of many communities throughout our lives and how we behave within any one community needs to be appropriate. It is up to each of us to take on these roles responsibly and empathetically if we want to succeed/ be popular/happy in life.</p>	<p><b>Well-being and mental health</b>-an opportunity for children to share concerns within the safe, open environment of the classroom.</p> <p><b>Ambition and the world of work</b>- allow children to understand how we all change as we mature and ensure that they are better prepared for these changes as well as opening their eyes to how the way in which they cope/ deal with the changes can impact their opportunities.</p>
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## Fundamental British Values

The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	The rule of law	Individual liberty
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## YEAR 6

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Being Me In My World</b></p> <p>*I can explain how my choices can have an impact on people in my immediate community and globally</p> <p>*I can empathise with others in my community and globally and explain how this can influence the choices I make</p>	<p><b>Celebrating Difference</b></p> <p>*I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>*I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration</p>	<p><b>Dreams and Goals</b></p> <p>*I can explain different ways to work with others to help make the world a better place</p> <p>*I can explain what motivates me to make the world a better place</p>	<p><b>Healthy Me</b></p> <p>*I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others</p> <p>*I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>	<p><b>Relationships</b></p> <p>*I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control</p> <p>*I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations</p>	<p><b>Changing Me</b></p> <p>*I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>*I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby</p>

### Key Vocabulary

Student Listening Learning	Differences Similarities Tolerance	Dreams Ambitions Skills	Anti-social Alcohol Responsible	Confidence Abuse Control	Pregnancy Conception Foetus
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Behaviours Respect School Community Responsibility Team charter	Empathy Conflict Acceptance Understanding Role models	Strengths Self belief Goals Careers Empathy	Consumption Limits Law Misuse Behaviour Illness	Manipulate Protect Power Equal	Development Changes Birth Stages Growth
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### Curriculum Themes

<p><b>Wellbeing and mental health</b> – Children will be encouraged to reflect on their emotions and surroundings</p> <p><b>Our school and town</b> – Children will be encouraged to reflect on their classroom environment</p>	<p><b>Wellbeing and mental health</b> – understanding of what 'normal' is and that everyone should be accepted and embraced as they are</p> <p><b>World of work and ambition</b> – don't let any perceived differences hold you back from your dream job; looking at role models who have achieved their ambitions despite their differences</p> <p><b>Celebrating diversity</b> – embedded throughout through looking at and empathising with a range of different individuals and groups</p>	<p><b>Celebrating diversity</b> – looking at a range of career options and famous people</p> <p><b>World of work and ambition</b> – embedded throughout</p> <p><b>Environment</b> – How we can improve the environment to make the world a better place</p> <p><b>Engineering</b> – Links to dream jobs – discuss jobs in engineering</p>	<p><b>Celebrating diversity</b> – range of scenarios with people from lots of different backgrounds discussed</p> <p><b>Wellbeing and mental health</b> – embedded throughout</p> <p><b>World of work and ambition</b> – Linked to work on gangs and the benefits of staying away from them</p>	<p><b>Well-being and mental health of the children</b> - children to share concerns within the safe, open environment of the classroom. To reinforce the dangers/safe approaches to online activity and what children should do if they have concerns.</p> <p><b>Celebrating diversity</b> – children will meet people with different beliefs and values both online and offline but that they should try to respect everyone's beliefs even if they do not agree with them.</p>	<p><b>Well-being and mental health</b>-an opportunity for children to share concerns within the safe, open environment of the classroom.</p>
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### Fundamental British Values

The rule of law	Mutual respect and tolerance of those with different faiths and beliefs	Individual liberty	The rule of law	Individual liberty	Mutual respect and tolerance of those with different faiths and beliefs
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